

MORAVIAN COLLEGE COURSE CATALOG

FALL 2017-2018

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THE COLLEGE

The Mission

Moravian College's liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.

History and Heritage; Accreditation and Compliance Statements; Affiliations

Moravian is an independent liberal arts college founded by and affiliated with the Moravian Church in America, a branch of a historic Protestant denomination dating from 1457 and emphasizing progressive liberal education from its beginning.

In 1732, settlers from Germany and Moravia (now a province of the Czech Republic) began coming to the New World. On Christmas Eve 1741, they founded the community of Bethlehem in Pennsylvania. Their concern for education led to the founding in 1742 of two schools, one for boys and one for girls. By 1759, the boys' school developed into Nazareth Hall Academy, which became instrumental in the founding of Moravian Theological Seminary in 1807. In 1858, the Seminary was reorganized as Moravian College and Theological Seminary and in 1863 was chartered as a men's college. The girls' school became known as Bethlehem Female Seminary in 1749 and was opened to students from outside the Moravian community in 1785, when it became a boarding school. In 1863, it was chartered as Moravian Seminary for Young Ladies and reorganized in 1913 as Moravian Seminary and College for Women.

In 1954, after nearly 200 years of parallel development, Moravian College and Theological Seminary and Moravian Seminary and College for Women merged to form a modern undergraduate coeducational institution, Moravian College. Moravian Theological Seminary, a graduate professional school of theology, remains a part of the corporate institution, offering a separate academic program but sharing the campus and its facilities with the undergraduate college.

With this rich heritage of education, Moravian today is recognized as America's sixth oldest college, after Harvard University (1636), the College of William and Mary (1693), St. John's College in Annapolis, Maryland (1696), Yale University (1701), and the University of Pennsylvania (1740).

The early Moravians gave to the world a pioneer educator, John Amos Comenius, whose achievements and international recognition have caused him to

be known as the "father of modern education." The statue of Comenius on the College campus, given to the College by Charles University of Prague in 1960 and rededicated by President Vaclav Havel of Czechoslovakia in 1991, is a symbol of Moravian's unique and diverse educational heritage.

One of the few American educational institutions in their third century of service, Moravian has a strong sense of identity and purpose firmly rooted in a long and rich tradition. That tradition is maintained today.

Accreditation and Compliance Statements

Moravian College is accredited by the Middle States Association of Colleges and Schools and approved for professional preparation by the American Chemical Society, the Department of Education of the Commonwealth of Pennsylvania, and the National Association of Schools of Music. The prelicensure nursing program is approved by the Pennsylvania State Board of Nursing. The baccalaureate degree in nursing and master's degree in nursing programs at Moravian College are accredited by Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). Moravian Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada. Undergraduate majors in accounting, management, and economics, and the MBA and MSHRM degrees are accredited by The Accreditation Council for Business Schools and Programs (ACBSP).

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West,
Philadelphia, PA 19104
Telephone: (267) 284-5000
website: <http://www.msche.org/>
E-mail: info@msche.org Spanish:
españolinfo@msche.org

Pennsylvania Department of Education

333 Market Street
Harrisburg, PA 17126-0333
Main Information Number: 717-783-6788
TTY Number: 717-783-8445
http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237

Committee on Professional Training

American Chemical Society
1155 Sixteenth Street, NW
Washington, DC 20036
Phone: (202) 872-4589
FAX: (202) 872-6066
www.acs.org

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
Phone: (703) 437-0700

FAX: (703) 437-6312
e-mail: info@arts-accredit.org

American Association of Colleges of Nursing Commission on Collegiate Nursing Education

One Dupont Circle, NW Suite 530
Washington DC 20036
Phone: (202) 462-6930
Fax: (202) 785-8320
http://www.aacn.nche.edu/ccne-accreditation

The Accreditation Council for Business Schools and Programs (ACBSP)

11520 West 119th Street
Overland Park, KS 66213 USA
Telephone: (913) 339-9356
Email: info@acbsp.org
www.acbsp.org

Notice

Moravian's academic catalog contains the most accurate information available at the time of publication. Because the catalog is now published in an online format, it is updated regularly throughout the year, as appropriate. Moravian College reserves the right to change without notice statements in this catalog concerning, but not limited to, curricula, fees, rules, policies, scholarships and tuitions.

Emergency Procedures

Moravian College has adopted an Emergency Preparedness Plan that provides contingency procedures for Moravian College administrators, staff, faculty and students in the event of a campus emergency. For more information, please see the Campus Safety website. The College also has implemented an Emergency Notification System that allows the College to send immediate, time-sensitive voice and text notifications to students, faculty and staff in the event of a campus emergency. Students, faculty and staff can update their emergency contact information via the College's AMOS web portal.

Federal Compliance Statements

Program Integrity Statement

Beginning July 1, 2011, the U.S. Department of Education regulations to improve the integrity of programs authorized under Title IV of the Higher Education Act (HEA), as amended (the "Program Integrity Rule"), take effect. The Program Integrity Rule requires, among other things, that each college or university authorized to offer postsecondary education in one or more States ensure access to a complaint process that will permit student consumers to address the following:

- Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
- Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
- Complaints relating to the quality of education or other State or accreditation requirements.

Moravian College, as an institution authorized to provide postsecondary education in the Commonwealth of Pennsylvania, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students:

Campus Crime

Moravian College abides by the Student Right-to-Know, the Campus Security Act of 1990 and the Higher Education Act Reauthorization of 2008. The College makes information concerning campus crime statistics available in printed form and electronically to the campus community each year. This information is also available to prospective students upon request.

Financial Information

The College's annual financial report is available for review by prospective students, alumni and the public upon request at the Treasurer's Office. It can also be found online under the Community and Visitors section, in the Resources – Financial Reporting and Information for Bond Holders.

Nondiscrimination Statement

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and

employment of students, faculty, and staff. Inquiries concerning this policy may be directed to Mr. Mark Reed, vice president for finance and administration, Moravian College, Bethlehem, Pennsylvania 18018 (610 861-1360).

Retention

For the past five years, the fall-to-fall retention rate from first-year to second-year students has averaged 81%. The six-year degree completion rate for the last five graduating classes has ranged from 71% to 76% with an average of 75%.

Students with Disabilities

Moravian College is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by providing access to campus facilities and reasonable accommodations in programs, services and classroom activities. Students with disabilities who require accommodation should contact the Office of Academic and Disability Support to initiate services.

Complaint Process

Moravian College seeks to resolve all student concerns in a timely and effective manner. To that end, this complaint process serves as an ongoing means for students to discuss concerns or register formal complaints that pertain to alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

Moravian College takes student complaints very seriously and works with students to resolve formal complaints in a timely manner. If you have concerns related to academic programs, accreditation, academic advising, or academic records, please contact the Office of the Provost at (610) 861-1348 or academicaffairs@moravian.edu. If you have concerns related to student and campus life, or residence life, please contact the Office of Student Affairs at (610) 861-1503 or studentaffairs@moravian.edu. If you have concerns related to admissions eligibility or financial aid, please contact the Office of Admissions and Financial Aid at (610) 861-1320 or admissions@moravian.edu. For concerns regarding programs, policies, or procedures at Moravian Theological Seminary, please contact (610) 861-1516 or seminary@moravian.edu. If you have concerns related to programs, policies, and procedures offered in Moravian College's Graduate and Adult Studies, please call 610.861.1400 or email us at graduate@moravian.edu. If you are not certain where to direct your concern, contact the Office of the Provost,

and someone there will redirect you appropriately.

It is expected that students will fully utilize any/all of the College's administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns identified under the Program Integrity Rule. In those select cases, the following independent procedures are provided:

- The Division of Higher and Career Education of the Pennsylvania Department of Education is prepared to receive and review complaints against any college, university, or seminary certified to operate in Pennsylvania, if the complainant has already followed the institution's published grievance policy in an attempt to resolve the dispute, and did not receive a satisfactory resolution. For a full description of the requirements to file such a complaint, please see http://www.portal.state.pa.us/portal/server.pt/community/higher_education/8711/complaint_procedure/1004474.
- A variety of other State agencies, State Boards, and national accrediting bodies which are involved in the evaluation and approval of institutional programs, or in the granting of professional certification or licensure, may also be contacted. Those agencies are listed above, under "Accreditations."

If you are currently enrolled, or anticipate enrollment, in an educational program that requires State agency or board authorization and/or licensure and do not see it listed here, please contact the Office of the Provost at: (610) 861-1348.

Affiliations

The College is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Pennsylvania Association of Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the Council of Independent Colleges, and the Annapolis Group.

Moravian College is one of the six institutions that constitute the Lehigh Valley Association of Independent Colleges (LVAIC). The other members of the consortium are Cedar Crest College, DeSales University, Lafayette College, Lehigh University, and Muhlenberg College. Under the leadership of a board of directors and an executive director, LVAIC's mission is to broaden educational opportunities for students, offer professional development for faculty and staff, achieve greater economy and efficiency of operation, establish a structure for regional planning, and provide a vehicle for relating to the community. Collaboration permits smaller colleges and universities to retain the many advantages that flow from humanly

scaled institutions while providing many services and opportunities often associated with larger but less personal schools. LVAIC administers a cross-registration policy that makes it possible for students, faculty, and staff to take courses at other member institutions at no additional tuition charge. It coordinates a women's studies program and a continuing studies program in the humanities. LVAIC promotes reciprocity in student admission to many campus events and programs, sponsors a consortial professors program that enables faculty to teach at other member schools, and offers summer foreign study in language and culture at five locations. The consortium operates an interlibrary loan service and shared administrative services and purchasing initiatives. More than 35 groups and committees with representatives from the member institutions meet with LVAIC staff on a regular basis to share in consortial planning and programming.

The Moravian Campus

Bethlehem, Moravian's home, is an attractive tree-lined city of 75,000, central to the greater Lehigh Valley community, whose population totals more than 700,000. Known as the Christmas City, Bethlehem is home to a growing number of corporations and businesses in service and technology fields.

It is a city that has blended culture and commerce, progress and preservation. Among its cultural highlights are the Bach Festival in May, the ten-day Musikfest in August, which draws more than 1,000,000 visitors annually, the Celtic Classic in September, and the events and displays of the Christmas season, which attract many thousands of guests from all over the world. A special Christmas event is the College's annual candlelight Christmas Vespers in Central Moravian Church, attended by more than 6,000 people.

Most College activities and instruction take place on the Main Street Campus. Here, in a residential setting, are classroom buildings, residence halls, administrative offices, the College student center, athletics and recreation facilities, and the College library.

In Fall 2017, the institution dedicated the new Sally Breidegam Miksiewicz Health Sciences Building, a 55,000-square foot, state-of-the-art facility housing the Helen Breidegam School of Nursing, and the departments of Public Health, and Math and Computer Science. Highlights of the building are the virtual cadaver lab, informatics lab, and lo- and high-fidelity nursing simulation labs.

In Spring 2016, the institution opened a new Sports Medicine and Rehabilitation Center at 1441 Schoenersville Road. This 33,000 square foot facility houses the College's Department of Rehabilitation Sciences as well as a St. Luke's University Health Network Sports Medicine

and Physical Therapy outpatient facility.

The Priscilla Payne Hurd Academic Complex, at the center of the Main Street campus, opened in 2003. Connected to Collier Hall of Science, this 55,100-square-foot complex features two tiered classrooms, six 48-seat classrooms with flexible seating, two computer classrooms, a computer science laboratory, a data and statistics laboratory, a psychology observation cluster, an experimental teaching classroom, three seminar rooms, and student research areas. It contains faculty and staff offices for the Departments of Education, Mathematics and Computer Science, Psychology, and Sociology.

Collier Hall of Science, a 72,000-square-foot structure, houses the Departments of Biological Sciences, Chemistry, Nursing, and Physics and Earth Science. Collier Hall provides 35 laboratories for teaching and student-faculty research, the Dana and Mellon lecture halls, classrooms, and faculty offices.

The Hauptert Union Building provides dining and food court services, lounges and entertainment space, meeting rooms, offices for student organizations, the College bookstore, Arena Theater, and Prosser Auditorium for lectures, performances, and other events. It also houses the Center for Leadership and Service, part of the leadership initiative that began in the 2003-2004 academic year.

Reeves Library, expanded in 1992, contains seating for 400, shelf space for 400,000 volumes, individual study carrels, seminar rooms, and the Center for Moravian Studies. The library's electronic services include searchable databases and links to peer-reviewed web sites in numerous academic areas, as well as tutorials on research skills such as searching, evaluating sources, and documenting scholarship. Reeves Library is part of an interlibrary loan system with the other colleges of the Lehigh Valley, giving Moravian students access to more than 2,000,000 volumes.

The College's Athletics and Recreation Center includes Johnston Hall and the Timothy M. Breidegam Field House. Johnston Hall's gymnasium is the focal point for indoor athletic events, including home games of the Greyhound men's and women's basketball teams. Its 1,600-seat indoor arena also is used for convocations, concerts, and a variety of other campus and community events. It contains a weight-lifting room. Breidegam Field House, adjoining Johnston Hall, includes an indoor track, a weight room and fitness center, an aerobics and dance studio, and four

regulation multipurpose courts for intramural and recreational sports. Outdoor athletics facilities at the nearby Steel Field complex include football fields and stadium, an all-weather track, baseball and softball diamonds, tennis courts, and a field house. Additional fields for intercollegiate competition, intramurals, and informal play are located near College residence halls.

The Priscilla Payne Hurd Campus on Church Street, eight-tenths of a mile south of the Main Street Campus, formerly housed Moravian College for Women. The campus is in the heart of the city's colonial historic district, where Moravian settlers constructed buildings of renowned beauty and endurance. Church Street has been identified as one of the 10 most distinctive historic streets in America, with the Single Brethren's House (1748) considered to be one of the best examples of Colonial Germanic architecture in the country. Given the rich tradition of the Moravians' love for music and art, nothing could be more appropriate than for the College's academic center for these two disciplines to be located on this historic site. The Hurd Center for Music and Art encompasses six buildings, including the Single Brethren's House and the Payne Gallery, as well as Foy Concert Hall, which was added in 1982. The Hurd Campus provides a variety of classroom, practice, recital, performance, and exhibition spaces in a unique and beautifully restored setting. There are three residential options for students on the Hurd Campus: Main Hall (all women), Clewell Hall (all men), and the HILL (a co-ed residence built in 2009); and two dining facilities (Clewell Dining Hall and the Root Cellar Café).

The Hurd Campus is bounded by Monocacy Creek, a long stretch of natural beauty; the attractive downtown shopping area; and Bethlehem's contemporary public library and city government offices. All these harmonize with the stone and brick historic structures, making Church Street an unparalleled example of the progression of architecture in America over the past two and a half centuries.

The College provides transportation to enable students to travel between campuses.

The St. Luke's University Hospital campus is across the Lehigh River, approximately a mile from the Hurd Campus. Students Moravian College students utilize the Priscilla Payne Hurd Education Center, Trexler Hall, and the hospital facilities of this campus. Allied health and nursing students also use facilities throughout the Lehigh Valley operated by St. Luke's University Health Network.

EDUCATIONAL PROGRAMS

Glossary

Some of the words and phrases used in this catalog may be unfamiliar. The following definitions are provided to help students comprehend the material contained in this document. Any questions concerning the content

of this catalog or of any other College publication should be directed to the Office of the Provost.

- Academic year, a period running approximately from late August through May, including fall term and spring term.
- Accredited, approved by an accrediting agency acceptable to Moravian College.
- Activity course, a non-credit half-semester course in physical education.
- Certification, teacher, public-school teacher certification for the Commonwealth of Pennsylvania and those states having reciprocity agreements with Pennsylvania.
- Course, an organized series of lessons focused on a particular subject.
- Course unit, a measure of academic credit equivalent to four semester hours of credit. Full-time students normally enroll in four course units (16 credit hours) in a single fall or spring term. Three units (12 credit hours) are the minimum to be considered a full-time student. Full unit courses generally meet for 50 hours during a normal fall or spring term, and require at least 8 hours of work per week outside class (including but not limited to reading, research, music practice time, field reports, writing assignments, journals, etc.). Hours in and out of class may vary based on disciplinary differences. See the institution's credit hour policy for more information.
- Credit Hour, a measure of academic credit for graduate programs. Full-time study at the graduate level typically equates to 9 credit hours or more in a single term. At Moravian Theological Seminary, full-time study is defined as at least 12 credits hours of study in a single term. Half-time is defined as half of the time for any given program. Part-time study is defined as any enrollment greater than 0 credits in a given term, but less than full-time. A minimum of 44 hours in and out of class is required for each credit hour, though this may vary based on disciplinary differences. See the institution's credit hour policy for more information.
- Cross-listed course, a course that fulfills requirements in more than one discipline or subject area and is listed under both. Students register using the discipline listing relevant to their requirements.
- Elective, a course chosen for a student's program of study that is not required for the major or minor or in fulfillment of the requirements of Learning in Common. In certain majors or in certain categories of liberal education, a student may choose a restricted elective from a limited array of courses that satisfy a requirement or may choose a general elective from among all courses offered in a discipline.
- First-year student, a student enrolled in college for the first time.

- Freshman, a student who has completed fewer than 6.75 course units, regardless of the number of years enrolled.
- GPA, quality-point average
- GPA, term, the average of quality points for all course units scheduled in a given term.
- GPA, cumulative, the average of quality points for all course units scheduled to date.
- GPA, major, the average of quality points for all course units taken in the major department, numbered 110-199, 210-299, and 310-401, both required and elective.
- Half-course unit, a measure of academic credit equivalent to two semester hours of credit.
- Junior, a student who has completed 14.75-22.74 course units.
- Overload, any course unit or fraction of a course unit scheduled beyond the maximum full-time load of four and one-half course units during a single term.
- Quality points, numerical points assigned to letter grades, e.g., A = 4, A- = 3.67, etc. A complete list is given in the section on academic regulations.
- Scheduled course, any course which appears on the student's transcript, including any course from which the student has withdrawn with a grade of W or WF.
- Senior, a student who has completed 22.75 or more course units.
- Sophomore, a student who has completed 6.75-14.74 course units.
- Student, day-session, a student enrolled largely for daytime study. Requires admittance through the Admissions Office.
- Student, full-time, a student enrolled in three or more course units during a term.
- Student, part-time, a student enrolled in fewer than three course units during a term.
- Summer sessions, periods of three, four, or six weeks in May, June, July, and August, during which a student can earn academic credit in intensive courses. Study in one or more summer sessions (including May Term) may be combined for financial aid eligibility.
- Term, fall or spring, a period of approximately 15 weeks, during which students take courses and earn academic credit. Summer sessions are defined above.

Writing-intensive indicates a course in which at least half the grade comes from informal and exploratory writing assignments, for a minimum of 25 pages of writing. A writing-intensive course in the major is a graduation requirement for all Moravian degree candidates.

Moravian College: Policy and Practice Related to the Credit Hour Provisions in the Higher Education Opportunity Act of 2008

The Policy

Moravian College uses a course unit system intended to emphasize the mastery of subject matter, in contrast to the semester credit hour system, which measures achievement in terms of class time. A unit of instruction includes a combination of lecture, discussion, recitation, group and individual projects, and studio/laboratory work. Moravian College undergraduate courses vary in the number of scheduled meeting hours, often based on disciplinary differences. Courses scheduled for three hours of classroom/other instruction per week also include additional instructional activity, e.g. discussion sessions, workshops, attendance at lectures and performances, service learning, final examinations, fieldwork, etc.

Graduate-level courses in the College and the Moravian Theological Seminary use credit-hours; over the semester, students will have at least 44 contact hours with the course material for each credit hour earned (for example, a minimum of 88 contact hours, including all in-class meeting and out-of-class work for 2 graduate credit hours).

The Practice

Over the semester, course activities for a full-unit undergraduate course will include:

- At least 50 hours of classroom activities and/or labs for 15 weeks (including final exams) AND At least 124 additional hours of course work (approximately 8 hours/week) OUTSIDE of regular class meetings, including: preparation for classes in the form of assigned reading and writing; and/or problem solving homework exercises; and/or conducting research; and/or additional academic activities listed below*

-OR-

Over the semester, course activities for a full-unit undergraduate course will include:

- At least 36 hours of classroom activities and/or labs (i.e. 3 hours/week for 14 weeks, excluding exams or presentations during final exam week), AND
- At least 14 hours of additional classroom activities or academic activities such as those listed below*, AND
- At least 124 additional hours of course work (approximately 8 hours/week) OUTSIDE of regular class meetings, including: preparation for classes in the form of assigned reading and writing; and/or problem solving homework exercises; and/or conducting research; and/or

additional academic activities listed below*.

-OR-

(for full-unit Independent Studies, Honors Projects, Internships)

Over the semester, the successful student will complete at least 140 hours of course work, the nature of which will be determined by the student and the instructor/supervisor. Such work will include a combination of the following:

- Meeting with the instructor (including labs, and/or studios, and/or lectures, and/or conferences, and/or rehearsals, and/or coaching sessions etc.);
- Honor thesis reviews, presentations and defenses;
- Agreed upon reading and writing; o Problem solving homework exercises;
- Conducting research; o Editing and revision of written work;
- Rehearsals, and/or performances;
- Private practice time (for ensembles and private lessons);
- Field trips;
- Attending required performances or talks.

N.B. Meeting times and out-of-class expectations will be adjusted accordingly for half-unit and quarter-unit courses.

***Examples of Additional Academic Activities**

- service learning
- field work or clinical hours
- attendance at concerts, dramatic performances, poetry readings, lectures
- viewing of films outside of class time
- attendance at departmental colloquia
- supervised problem solving sessions, e.g., supplemental instruction meetings
- weekly group tutoring sessions or study/review sessions organized by the course instructor
- writing conferences with faculty or a Writing Center tutor
- advising sessions related to First-Year Seminar
- participation in outside of class experiments
- conducting science labs or experiments outside of class
- group project meetings and/or group work outside of class
- attendance at departmental student research presentations
- participation in local or regional conferences

- participation in community projects
- field trips
- organizing campus events as part of course requirements
- library instruction outside of class
- participation in electronic discussion boards, chat rooms, blogs, wikis, or other online assignments
- participation in weekly conversation sessions in foreign languages outside of class time, including participation at meetings of the Spanish, French or German Clubs
- participation in weekly discipline-based organizations or clubs, such as History Club or Tri-Beta
- individual meetings with the instructor

Degrees and Programs of Study

Moravian College offers programs of study leading to four baccalaureate degrees (Bachelor of Arts, Bachelor of Music, Bachelor of Science, and Bachelor of Science in Nursing) and six master's degrees within the departments listed below.

Art

Art, B.A.

The following tracks are available:
Art Education
Art History and Criticism
Graphic and Information Design
Studio Art

Biochemistry

Biochemistry, B.S.
Biological Sciences
Biology, B.S.
Dentistry (Cooperative), B.S.

Chemistry

Chemistry, B.S.

Economics and Business

Accounting, B.A.
Accounting, B.A./M.B.A. (five-year program)
Economics, B.A.

The following tracks are available:
Economic Theory and Policy
Finance
International Management (French/
German/Spanish), B.A.
Management, B.A.

The following tracks are available:

Marketing

Organizational Leadership

Sports Management

Master of Business Administration, M.B.A.

Master of Health Administration

Master of Science in Human Resource Management

Education

Art Education (pre-K to grade -12 certification)

Early Childhood Education (pre-K to grade 4 certification)

Foreign Language Education (pre-K to grade 12 certificate)

Middle Level Education (grades 4-8 certification)

Music Education (pre-K to grade 12 certification)

Secondary Education (7-12 certification)

in the following disciplines:

Biology

Chemistry

Citizenship Education (major in Historical Studies)

English

General Science

Mathematics

Physics

Social Studies

English as a Second Language Program Specialist

Reading Specialist (pre-K to grade 12 certification)

Principal Certification

Special Education

Supervisory Certification

On-Line Endorsement

Master of Art in Teaching, M.A.T.

Master of Education in Curriculum & Instruction, M.Ed.

English

English, B.A.

with option of Certification in Writing Arts

Environmental Science and Studies

Environmental Policy and Economics, B.A.

Environmental Science, B.S.

Health Sciences

Health Sciences, B.S.

History

Historical Studies, B.A.

History, B.A.

Mathematics and Computer Science

Computer Science, B.S.

Mathematics, B.S.

Modern Languages and Literatures

French, B.A.

French and Francophone Studies, B.A.

German, B.A.

German Studies, B.A.

Spanish, B.A.

International Management (French/German/Spanish), B.A.

Music

Music, B.A.

The following tracks are available:

Music (general)

Music technology and audio recording

Pre-music therapy

Music, B.Mus.

The following tracks are available:

Composition

Music Education

Performance

Sacred Music

Neuroscience

Neuroscience, B.S.

The following tracks are available:

Behavioral Neuroscience

Cellular Neurobiology

Cognitive Neuroscience

Nursing and Public Health

Nursing, B.S.N.

Master of Science in Nursing M.S.N.

Public Health, B.A. or B.S.

Philosophy

Philosophy, B.A.

Physics and Earth Science

Physics, B.A. or B.S.

Engineering (Cooperative), B.A.

Geology (Cooperative), B.S.

Political Science

Political Science, B.A.

Psychology

Psychology, B.A.

Public Health

Public Health, B.S.

Rehabilitation Sciences

Health Sciences, B.S.
Athletic Training, M.S.
Doctor of Athletic Training, D.A.T.

Religion

Religion, B.A.

Sociology & Anthropology

Sociology, B.A.
The following tracks are available:
General Sociology
Law and Society

Allied Health Programs with Jefferson University

Moravian College also has programs of study that prepare students to transfer to Thomas Jefferson University to pursue the B.S. or M.S. in:

Biotechnology
Cytotechnology
Diagnostic Imaging

Minors

Minors are available in all departments and programs, except for Biochemistry, Engineering, Historical Studies, Nursing and Psychology.

Minors are also available in:

Africana Studies
Art History
Environmental Studies
Ethics
Graphic Design
International Studies
Media Studies
Medieval Studies
Peace and Justice Studies
Photography
Women's, Gender and Sexuality Studies
Self-Design Majors or Minors
Students may also self-design majors or minors.
See Self-designed majors for more information.

INTERDEPARTMENTAL MAJORS

In addition to the departmental majors, the Bachelor of Arts or the Bachelor of Science degree also may be taken with an interdepartmental major consisting of six course units chosen from one department (called Set I) and six course units from one or more other

departments (Set II), carefully selected, in consultation with an advisor in the Set I area and with approval by the Academic Standards Committee, with a specific purpose. The Set I area of concentration determines the degree (B.A. or B.S.). At least one course among the 12 must be designated as writing-intensive. At least two courses must be at the 300-level.

The objective of the interdepartmental major is to incorporate sets of courses from two or more departments into an organized program of study. It is designed for the student who has an academic objective that cannot be achieved by the regular departmental major. It is not intended to accommodate the uncommitted student. Proposals for an interdepartmental major, therefore, must be submitted to the Academic Standards Committee for approval prior to registration for the senior year.

SELF-DESIGNED MAJORS

A student whose academic interests or career goals cannot be met by any of the departmental or interdepartmental majors listed above may propose a self-designed major. Such a program normally consists of 12 course units. The student chooses a title for the major and formulates a general rationale for it (including specific career objectives, where appropriate). Each of the 12 course units must be justified as a part of the program and related to the rationale. At least one course among the 12 must be designated as writing-intensive, and at least two courses must be at the 300-level. The student's faculty advisor works closely and carefully with the student in planning such a self-designed major. The student should be prepared to demonstrate that his or her goals cannot be met through existing options. As for the regular interdepartmental major, the Academic Standards Committee may meet with the student to discuss the program. Applications must be submitted for approval to the Academic Standards Committee no later than the announced date of midterm of the first term of the junior year.

DOUBLE MAJORS

A student who wishes to complete full majors in two areas of study indicates one as the primary major, which determines the degree (B.A., B.Mus., or B.S.). Both majors will be noted on the transcript. Courses in each major must be independent of each other; students may not "double dip" one course between two majors, or between any major and a minor.

Double Degrees (Undergraduate)

Students who wish to earn multiple baccalaureate degrees from Moravian College must complete

multiple majors (one major per degree awarded), all requirements of the Learning in Common program (excepting Add-Venture students), and at least eight additional course units beyond the first degree for each additional degree. For example, a student wishing to earn two undergraduate degrees must complete at least 40 units; a student wishing to earn three undergraduate degrees must complete at least 48 units.

Double Degrees (Graduate)

Students who have earned a graduate degree from Moravian College or Moravian Theological Seminary are invited to pursue a second graduate degree from the institution. Students must apply for admission to the new degree program, and fulfill all requirements of that degree program. The program director of the second degree program determine if credits from the previous degree may be applied to the new degree program, up to a maximum of 50% of the new degree program. Students who are simultaneously enrolled in two master's programs may count courses towards both degrees, as long as at least 50% of the courses in each degree program is completed independently of the other.

Some external accrediting bodies may have policies on transfer and sharing of credits between degree programs. Where these policies are more stringent or specific than the Moravian College policy stated above, the accreditation policies take precedence.

MINORS

A minor consists of a sequence of at least five letter-graded course units in one subject area. Except where such already approved minors exist, students may not minor in a track (e.g., students may minor in management but not in sports management, a track in the management curriculum). Students may appeal to the Academic Standards Committee to create a self-designed minor not covered by the usual departmental offerings (e.g., Asian studies). To complete a minor, at least three of the five graded course units must be taken at Moravian or another LVAIC institution. In many cases, departments specify certain courses that must be included in a minor. These are listed in the descriptions of the respective departments. As with majors, a minimum cumulative QPA of 2.00 is required for all courses, both required and elective, taken in the department of the minor.

Notes on Double Majors and Minors

In seeking to establish a second major or a minor, a student may count a course only once. For example, a student may not count Economics 152 more than once in fulfilling the requirements of a major or minor

in economics, management, and accounting. An alternate course, approved by the department, must be substituted in the second major or the minor.

Required collateral or co-requisite courses in departments outside the major, however, may be used to establish a second major or a minor if at least eight course units in one department are required for the first major. As an example, the major in chemistry requires eight chemistry course units and in addition three course units in mathematics and two course units in physics. In this case, the mathematics course units or the physics course units may be counted toward a second major or a minor in mathematics or in physics.

Note on Cross-Listed Courses

Cross-listed courses count toward a major or minor only in the field in which they are listed on the transcript.

TEACHER CERTIFICATION

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K to grade 4), middle level education (grades 4-8)†, four foreign languages (French, German, Spanish, and Latin, grades K-12), music (grades K-12), and seven secondary education subject areas: biology, chemistry, citizenship education‡, English, general science, mathematics, physics, and social studies (grades 7-12).

Candidates for teaching in secondary education take the B.A. or B.S. degree with a major in one of the appropriate subject areas and a minor in education. Students seeking certification in music take the B.Mus. degree with a sequence of courses in education. Students seeking certification in art take the B.A. degree in art and follow the art education track. Early childhood certification students take the B.A. or B.S. degree with an academic major selected by the student. Middle level certification students take the B.A. or B.S. degree with one of the majors identified under middle level certification.

For science certification requirements, see Science Education.

Students admitted to Moravian College are not admitted automatically to the teacher certification program. Consult with the Department of Education on requirements for admission to the certification program.

†The Pennsylvania Department of Education will begin to provide certificates in the areas of early childhood education (pre-K to grade 4) and elementary/middle level education (grades 4-8) beginning on September 1, 2013.

‡Completion of the historical studies major is necessary for citizenship education and social studies certification.

DEGREE REQUIREMENTS

The requirements for the baccalaureate degree are:

Completion of 32 course units of study (33 or more for the B.Mus.) with a cumulative GPA of 2.00 including:

Completion of the program of studies outlined in the section on Learning in Common.
Completion of at least one writing-intensive course per major in the student's major program (please see specific departmental requirements, where appropriate); double majors are required to complete one writing-intensive course per major.
Completion of all requirements for a major with a cumulative GPA of 2.00 or higher for all course units numbered 110 or above (excluding 200-209 and 300-309), both required and elective, taken in the department of the major field. In the case of an interdepartmental major, the average of all course units in Set I and Set II must be 2.00 or higher. Unlike the overall cumulative GPA, in which both grades of any repeated course are counted, the cumulative GPA in the major includes only the higher grade earned in a repeated course. A repeated course will count only once toward the 32 required course units.
Completion of the final 12 course units for the degree as a degree candidate in residence at Moravian College or in programs approved by Moravian College and as a student in the day session.
Note: If a student will be .25 course unit or less short of meeting the graduation requirement, the course unit total will be rounded upward to meet the graduation requirement.

Satisfaction of all obligations to the College including, but not limited to, payment of any outstanding charges and return of equipment and library books.

It is the responsibility of each student to see that these requirements are met.

Degree Requirements for Transfer Students

To transfer to Moravian College, students must be in good academic and disciplinary standing at another college or university that is approved by an accrediting agency acceptable to Moravian College.

In order to receive a degree from Moravian College, a transfer student must be enrolled at the College for no fewer than two fall or spring terms of study and complete no fewer than 12 course units. At least half the courses required for the student's major within the major department must be taken at Moravian College unless the number required is reduced by the department. Only courses passed with a grade of C (not C-) or higher or the equivalent, as determined by the College, are

considered for transfer of credit to Moravian College. No more than 16 course units (64 semester hours of credit) will be accepted in transfer from two-year institutions toward a degree at Moravian. All the requirements for a degree (listed above under degree requirements) must be met by transfer students, except as noted in the following paragraph. Work transferred from another institution may satisfy some of these requirements.

Transfer students must fulfill the requirements specified in the Learning in Common curriculum, completing either the two Upper-Division courses or one Upper-Division and one Multidisciplinary course at Moravian College.

LEARNING IN COMMON

In addition to their majors, all Moravian students (except those in the Add-Venture program) are required to complete a program in general education to acquire a well-rounded liberal arts education. The Learning in Common curriculum (LinC) is designed to provide Moravian students with a broad-based, academically challenging, and intellectually rigorous education in the liberal arts and sciences.

To fulfill the LinC general education requirements, students will choose courses from a variety of LinC categories. These categories are designed to provide students with a broad spectrum of learning in the liberal arts and sciences and to help them develop an appreciation of and capacity for scholarship and a lifelong love of learning. LinC courses will help students develop the basic skills of reading, writing, speaking, numeracy, and information literacy, as well as the more complex abilities of critical thinking, problem-solving, and creativity, and an understanding of the creative experience.

Through multidisciplinary courses, students will learn to compare and integrate differing perspectives on a given subject. Courses in foreign language and cultural values and global issues will bring to students an awareness of a wide variety of global cultures. Several categories in LinC have been designed to help students develop a basic comprehension of moral and ethical issues and the responsibilities of citizenship, as well as to develop personal habits that sustain physical and emotional well-being. Courses designed for first-year students will help specifically with this latter goal.

As part of LinC, students also will complete a writing-intensive course in the department of their chosen major and will gain experience related to speaking and computing across the curriculum. Students with an interdepartmental or individually designed major must include and complete a writing-intensive course as part of the program.

LinC is organized into Foundational (F), Multidisciplinary (M), and Upper-Division (U) categories. Students should

complete their courses in the F categories in the first two years. Except for students in the Bachelor of Music degree programs, students choose to complete 6 of 8 M and U categories, of which at least one must be a U course. U courses must be taken at Moravian. Students must take their two U-category courses at Moravian. Students enrolled in programs that require only one U-category course must take at least one U and one M course at Moravian. Students in the Bachelor of Music degree programs should see the Learning in Common requirements described under the major in music.

Each student is responsible for completing the LinC requirements, and each one's program of LinC courses should be planned in consultation with the academic advisor.

Summary of Requirements for Learning in Common

Academic Requirements

Foundational Categories

- F1 First-Year Seminar or Writing 100 (transfer students only), 1 course
- F2 Quantitative Reasoning, 1 course
- F3 Foreign Language, 0-2 courses
- F4 Science (laboratory requirement), 1 course

Multidisciplinary Categories (4 or 5 courses)

- M1 Historical Studies, 1 course
- M2 Literature, 1 course
- M3 Ultimate Questions, 1 course
- M4 Economic, Social, and Political Systems, 1 course
- M5 Cultural Values and Global Issues, 1 course
- M6 Aesthetic Expression, 1 course

Upper-Division Categories (1 or 2 courses)

(Open to juniors and seniors only, or with permission of the instructor.)

- U1 The Social Impact of Science, 1 course
- U2 Moral Life, 1 course

Other Requirements

- Writing across the curriculum

A description of each course category follows. A complete, updated list of approved LinC courses is available on the Registrar's Office page of the College's website. In the course descriptions in this catalog, those courses that have been approved at the time of publication are marked (F2, M3, etc.) to indicate the requirement they can fulfill.

Foundational Categories: Detailed Description

F1 LinC 101: First-Year Writing Seminar or Writing 100: College Writing.

LinC 101 is for first-year first semester students only. Other classes exist to fulfill the requirement for multilingual learners. Contact the Director of Writing at writing@moravian.edu for details. See the detailed descriptions of these writing courses in the Interdisciplinary Courses section of this catalog.

F2 Quantitative Reasoning

Each course in this category will develop the student's facility in quantitative reasoning through a wide variety of applications chosen from many fields and will involve converting conceptual information into problems that can be solved quantitatively; using appropriate techniques for analyzing and solving such problems; creating and reading pictorial and graphic representations of data and data analysis, including those showing relationships among or between multiple variables; using appropriate technology as a tool for quantitative analysis; and writing and interpreting results and solutions of problems.

F3 Foreign Language

All students should achieve proficiency in a foreign language equivalent to the intermediate-low level as defined by the American Council on the Teaching of Foreign Languages. To meet this requirement a student may do one of the following:

- Complete Foreign Language 100-105, Foreign Language 105-110, Foreign Language 105-111 (the lower level must be completed first); or Foreign Language 110, 120, or 125 in any one language offered at Moravian College; or
- Complete an analogous sequence of courses at another institution; or
- Complete a semester of approved study focused on any subject in a country whose primary language is not English.

To be exempted from the requirement, a student may do one of the following:

- Attain a score of 4 or better on the Advanced Placement Examination in any foreign language before entering the College (for which the student will receive one unit of course credit); or
- Attain a score of 600 or higher on the Foreign Language Achievement Test of the CEEB (no course credit given); or
- Demonstrate proficiency in any language at the intermediate-low level by taking an exam administered by the department (no course credit given).

For students not exempted from study of a foreign language, the Foreign Language Department will suggest an appropriate level of placement based on performance in and number of high school language courses. After consultation with the department, students may decide to drop back a maximum of one level from the department's recommended placement.

Students whose primary language is not English may be exempt from the Foreign Language requirement. These students must meet with the chair of the Foreign Language Department to arrange for the waiver of this requirement. Such a waiver does not carry course credit.

F4 Science (lab requirement)

Theoretical and experimental aspects of science have had a major impact on all areas of human intellectual and cultural development. LinC courses in natural science will emphasize the fabric and substance of the science, study the quantitative and qualitative aspects of that science, demonstrate change and creativity in science, and address some of the broad implications of science. Through laboratory participation, a student will have an opportunity to understand the scientific method.

Multidisciplinary Categories: Detailed Description

Courses in these six categories will involve multidisciplinary teaching and learning and include perspectives and approaches from different disciplines.

M1 Historical Studies

Learning in Common courses in Historical Studies should deal with a significantly large period in the history of Europe and/or the Americas that is dominated by European or European-derived values. In addition, students should be able to evaluate various approaches to the study of history and learn to scrutinize a range of primary sources.

Although the M1 category focuses on Europe and the Americas, history as a discipline evaluates all human experience and change over time. It seeks to provide a contemporary understanding of the past by assessing a historical period on its own terms. Historical methods are interdisciplinary in nature. Students will learn how to integrate political, economic, social, and cultural perspectives in order to build up a holistic picture of the past.

M2 Literature

Literature is humankind's written record of what it is to be alive. It gives voice to the imagination as it chronicles the human condition. Courses in this category should provide perspectives from which students can understand themselves, their own society, and societies and cultures other than their own. This will

be gained through examination of an appropriately large time or place and a variety of authors.

M3 Ultimate Questions

Ultimate Questions courses consider questions and answers fundamental to religious and philosophical traditions. They emphasize the relevance of these questions to contemporary experience and self-understanding and include the reading and analysis of original texts. Examples of ultimate questions that orient such courses are: What is really real? Who are we? How should we live? What is of value? What are our origins and destiny? How is knowledge possible? Such courses provide students with the ability to think and write about ultimate questions in ways that demonstrate an understanding of the questions' importance to individuals and to society and the ability to evaluate critically their own and others' answers.

M4 Economic, Social, and Political Systems

Each course in this category will deal with a variety of approaches to social systems. This may be accomplished by a course that incorporates significant material from more than one social science or a course that includes a unit devoted to a single topic taught from the perspective of several disciplines. As an outcome, students should understand some of the social systems in which they live, as well as the complexity of those systems. They should be aware of the social and behavioral forces that act on them and of their own effect on these forces. They should be aware of the various systems or methodologies that can be used to address and understand complex social issues and that will help them formulate their own role as citizens in society.

M5 Cultural Values and Global Issues

The student will come to an understanding of the interplay between global cultural traditions and trans-cultural issues or of the worldview of a contemporary culture or cultural region not dominated by European or European-derived cultural values.

Courses may (1) concentrate on the history, traditions, and values of a contemporary cultural region (e.g., "African Civilizations," "Arabic-Islamic Civilization"); or (2) select one or two global issues and show how various cultural differences shape the global community's discussion of and response to these issues (e.g., "Introduction to Comparative Politics," "World Geography and Global Issues"); or (3) begin with the study of history and traditions of a contemporary culture or cultural region and then demonstrate how the culture's values shape its interpretation of and response to two or more global issues (e.g., "Africa through the Eyes of Women," "Native American Religions").

Each course should include significant study of the lives of the less powerful as well as the lives of

political, economic, or social elites. Students should become more aware of their own cultural values and the common issues we face, and thus be more prepared to contribute positively to our global future.

M6 Aesthetic Expression

Through courses in this category, students will gain an appreciation of the creative process in the fine arts and will experience the theoretical and practical components of a fine art—creative writing, visual arts, music, or theater. The course or activity will include an analysis of procedure and production in a historical context and may also engage the students in an active creative experience. As a result of taking a course in this category, students should develop an understanding of the diversity and complexity of one of the fine arts, the interdependence of form and content, and the richness and importance of artistic expression for individuals and society. They should have the ability to discuss and analyze works of art using vocabulary germane to the discipline and also should understand the relationship between a work of art and the society in which it was created.

The following music ensembles can fulfill the M6 requirement. Six terms of successful participation in any combination are required. Additional assignments apply.

- Marching Band
- Moravian College Choir
- Moravian College Community Orchestra
- Wind Ensemble
- Women's Chorus

Upper-Division Categories: Detailed Description

U1 The Social Impact of Science

Courses in this category will examine the impact of selected areas of science and technology on contemporary society. These courses give students a chance to understand relevant scientific principles and technological innovations and their impact on contemporary society. Possible areas of focus may include nuclear power, science and religion, evolution and creationism, the choices and trade-offs of energy production, the problems of toxic waste disposal, the economic costs of modern health care, or the impact of the Internet on journalism. Through taking courses in this category, students acquire an informed perspective of the role of science and technology in their lives and in society.

U2 Moral Life

Courses in this category will have two focuses. One is an introduction to two or more frameworks for reflection upon a moral life. The other will be two or more significant contemporary issues that will be

explored in light of these theoretical considerations. Possible issues or topics include racism in America, sexism, moral traditions of non-Western societies, war and peace. In these courses, students will learn that moral issues are typically more complex than they appear to be and that informed decision-making about them requires interdisciplinary understanding. Students will grapple with their own values and moral positions, and their capacity for moral discernment, criticism, and argument will be enhanced.

ADD-VENTURE PROGRAM

The Add-Venture program is designed for students who come to college with a clear sense of direction and a good idea of their educational goals. It allows such students maximum freedom in choosing and justifying their programs of undergraduate studies.

No more than 35 first-year students and 5 incoming transfers students may be enrolled as Add-Venture students each year. Incoming students who wish to be considered for the program must complete an online application to the Add-Venture program; more specific information can be obtained from an admissions counselor or on the college's website.*Selection of Add-Venture students is made by the Academic Standards Committee on the basis of an evaluation of each applicant's application, high school record, and SAT scores. Applicants are encouraged to provide pertinent additional information (special projects, unusual recognition) in support of statements made in their application.

Students selected for participation in the Add-Venture program are assigned a faculty mentor at the time of their selection and are required to design a plan of study during their first year at the College in consultation with their mentor. Though free to propose and select the courses they wish to take, approval of their program is subject to the mentor's certification that the course selections promote the educational goals identified in the plan of study. Completion of Learning in Common 101 is mandatory for all Add-Venture students.† In addition, Add-Venture students selecting academic majors must also meet the departmental requirements and course sequences applicable to the major, including completion of a writing-intensive course in the major. However, Add-Venture students need not select a major. (Add-Venture students who do not declare a major still must complete at least one writing-intensive course as part of their degree program.) They may opt to pursue a course of study determined by the objectives of their master plan.

In order to qualify for graduation, Add-Venture students also must meet minimum graduation requirements (32 course units with a cumulative GPA of 2.00 or higher) and abide by all other policies governing student conduct at Moravian College.

Add-Venture students completing requirements for a major are expected to consult concurrently with their departmental major advisor and their Add-Venture Program mentor. Both advisors must sign and approve the student's course selections.

*Specific instructions will be supplied to all applicants.

†Add-Venture students beginning in Fall 2011 or later must complete the First-Year Writing Seminar and at least one other writing-intensive course. The requirement of two additional physical education courses is dropped for Add-Venture students entering in Fall 2011 or thereafter.

INDEPENDENT STUDY & INTERNSHIP

Independent Study

Independent Study provides students with an opportunity to undertake a program of supervised reading, research, or artistic production not provided within existing courses. Independent Study should not be used simply to approximate an existing course for a single student or to cover projects more properly described as an Internship.

The Independent Study option is available to students who have junior or senior standing with a cumulative GPA of at least 2.70. Transfer students must have completed one fall or spring term of study at Moravian College before taking on Independent Study. An Independent Study earns one course unit. Students may schedule no more than one Independent Study or Honors course unit in a term, to a maximum of four over the period of the junior and senior years.

Independent Study may be taken in any term, including the summer. A student may not take more than one Independent Study during the summer and must register for it no later than the beginning of the second summer session.

An Information and Approval Form describing the project and certifying that the student is eligible and qualified to undertake it must be submitted to the Office of the Provost, which decides any question concerning eligibility.

Internship

Internships are an opportunity for off-campus work, study, or both, for which a student may receive from 1 to 3 course units of credit per term for a total not to exceed 3 units of the 32 required for graduation. Internships may be taken in any term, including summer, on a full-time or part-time basis, and may assume the form of volunteer work or internships in public or private agencies, institutes, or businesses. It does not

include those field experiences or internships required for completion of certain programs or majors such as education or the law and society track in sociology. The three-unit maximum on fieldwork, however, applies to the total number of units for which a student may enroll either in an elective internship or a required internship.

A faculty coordinator and an on-site supervisor share supervisory responsibility for each Internship project. Upon completion of an Internship, the faculty coordinator consults with the field supervisor and assigns a final grade.

To be eligible for an Internship, a student must have junior or senior standing with a cumulative GPA of at least 2.70. In some cases, there may be additional prerequisites for a particular Internship. A student may register for more than 2 course units of Internships in a single term or summer session only if the project involves a full-time commitment and residence off campus. A student may not continue an Internship for credit at the same placement in a later term or summer session without the permission of the associate provost. A transfer student may take an Internship only after completing one term at Moravian.

A student who wishes to undertake an internship must submit an Internship Application to the Registrar's Office. Complete information on procedures for internship registration is available on AMOS > College Students tab > Forms, and in the Registrar's Office.

HONORS PROGRAM

The purpose of the Honors program is to offer qualified students, generally seniors, the opportunity to work on an independent, intensive research project on a specific topic of their choice.

A student admitted to the Honors program is expected to work on his or her project during two terms under the guidance of a faculty member who serves as the Honors project advisor, devoting no less time in each term than would be devoted to a course unit.

A student who has completed a minimum of 15 courses (at least eight of which must be at Moravian College) may apply for admission to the Honors program. At the start of the term in which the Honors work is begun, the student must have a cumulative GPA of 3.00 with a cumulative GPA of 3.30 in the proposed field of Honors and must have completed at least 19 course units.

The student should (1) consult with the chair of the department in which he or she proposes to receive Honors (usually, but not always, the major field); (2) agree on an Honors project advisor; (3) in consultation with this advisor, work out a proposal of study; and (4) submit the proposal to the Honors Committee during the pre-registration period for the first term as a formal

application for admission to the Honors Program.

Upon successful completion of the Honors program with a grade of A (Honors), the student receives academic credit equivalent to two course units with the grade of A, and the degree carries the citation of Honors in the field of research. Students who earn a grade of P (Pass) receive two course units of credit only. Students who fail to complete the Honors program satisfactorily receive a grade of NC (No Credit). Any questions concerning the operation of the Honors program may be addressed to the chair of the Honors Committee, Axel Hildebrandt.

STUDY ABROAD

Moravian College encourages students to participate in study abroad to add an international component to their major field of study. The Office of International Studies maintains a list of more than 40 semester and yearlong programs of academic study in over 30 locales. Approval to participate in study abroad is contingent upon meeting the following College requirements: a minimum 2.7 cumulative grade point average, good academic and student life standing, and the successful completion of at least 12 course units (equivalent of second semester sophomore standing) before going abroad. Transfer students must complete one fall or spring term at Moravian before applying for study abroad.

Most majors can include a semester of study abroad with the proper advance planning. Students receive extensive advising support from the director of international studies in choosing a program appropriate to their major, guidance in securing the appropriate course approvals from faculty, and assistance in completing both the Moravian and the chosen program application. All students attend a pre-departure orientation before they leave on their program.

While abroad, students may fulfill requirements in their major, minor, and/or Learning in Common (LinC) with pre-approval from department chairs (major/minor) or the Learning in Common director. Students must complete at least one U course at Moravian College.

Students must take all courses abroad for a letter grade. Pass/fail courses will not be accepted for Moravian credit. Students must earn a C (2.0) or better to receive credit for the course at Moravian. Grades earned on study abroad will not be calculated into the Moravian grade point average.

Moravian is committed to making study abroad available to all students. Students are charged Moravian tuition and fees. Moravian pays up to \$8,500 toward the tuition to the program provider. The student is responsible for making up the difference in tuition, if any, and the student pays for room, board, airfare, and activity fees. Moravian aid as well as federal and state aid (per guidelines) will transfer for the study-

abroad semester with the exception of on-campus work-study. Students participating in a summer program pay all fees directly to the program sponsor.

Faculty-led May Term study tours abroad are offered each year. Check online to see the current offerings. Moravian also co-sponsors six-week summer language programs in Italy, Mexico, Spain, and Germany through the Lehigh Valley Association of Independent Colleges (LVAIC). Grades from these programs are calculated into the student's overall Moravian grade point average. For further information on these programs, see the course offerings in Modern Languages.

WASHINGTON SEMESTER

A limited number of Moravian students may participate in programs of study offered by American University, Washington, D.C. Special fall- or spring-term opportunities include courses in foreign policy, environment, education policy, American government, journalism, science and technology, justice, public law, the arts, and international development. There also are internship opportunities.

Moravian students are especially encouraged to participate in the fall term. Applicants are judged on the basis of their academic record and the individual research project they propose to undertake if selected. The student bears the expenses of travel to and from Washington, room and board, books, incidentals, and the tuition charged by American University. Financial aid is available. Credit for the term's work is granted by Moravian College. The grades earned at American University are reflected on the Moravian College transcript and are factored into the student's cumulative GPA. Interested students should consult with Dr. John Reynolds, professor of political science, who serves as the local representative. WASHINGTON SEMESTER

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Moravian students are especially encouraged to participate in the fall term. Applicants are judged on the basis of their academic record and the individual research project they propose to undertake if selected. The student bears the expenses of travel to and from Washington, room and board, books, incidentals, and the tuition charged by American University. Financial aid is available. Credit for the term's work is granted by Moravian College. The grades earned at American University are reflected on the Moravian College transcript and are factored into the

student's cumulative GPA. Interested students should consult with Dr. John Reynolds, professor of political science, who serves as the local representative.

RESERVE OFFICER TRAINING CORPS

Moravian College students are eligible to participate in ROTC programs leading to commissions in the U.S. Army after graduation. Two- and four-year programs, open to men and women, are currently offered through cross-registration at Lehigh University.

Moravian students enjoy all the benefits accorded ROTC students at the host institution. Scholarships available to qualified students include monthly subsistence allowances, full tuition, and books. All grades for ROTC courses are recorded on the Moravian transcript and are entered into the cumulative GPA. Students assume responsibility for intercampus transportation.

Further information about the ROTC program is available at Lehigh University from the professor of military science.

CAREER PLANNING AND PREPARATION

The Moravian College Career Development Center assists students with all aspects of career planning and development. It makes available information on majors and career possibilities, self-assessment tools, internships, graduate schools, and career counseling and advising. Programs offered through the center are designed to ensure that as many students as possible graduate with specific graduate school or employment plans.

The career-development staff members work individually with students and provide workshops, programs, and class presentations. Topics addressed include résumé writing, interview skills, internships, networking, effective job-searching, graduate-school preparation, and successful career planning and decision-making. The center hosts both on and off campus student/alumni networking events in various cities and coordinates an on-campus Career & Internship Fair every spring. They also partner with the Lehigh Valley Collegiate Career Expo (the largest such collegiate event in the Lehigh Valley) to provide opportunities for students to develop skills and meet employers to explore full- and part-time employment, internships, and summer jobs. For juniors and seniors, Backpack to Briefcase, a two-day conference style program is offered to prepare students for life after Moravian. Topics for this program include financial planning, professionalism in the workplace and mock-interviews with industry professionals. Programs specific to students area of career interest are also offered on a regular basis. The center also offers self-assessment instruments including the Myers-Briggs Type Indicator, Strong Interest Inventory and Focus 2.

The Career Development Center also coordinates the Career Connections Externship Program partnering students with alumni and other professionals in their area of professional interest. This program includes a site visit with a professional over winter break. Through the use of social media, the center also connects students with alumni in various industries as part of the student/alumni mentor network. Students can connect with professionals all over the world about a variety of career-related topics.

The center maintains listings of full-time and internship opportunities. Also hosted in the center is the on campus recruitment program where employers visit campus to interview students for available positions in their organizations as well as the alumni and community partner internship stipend programs that offer payment to students completing internships in various industries and at specific non-profit organizations.

GRADUATE STUDY

A student who plans to continue study in an academic field should consult his or her major advisor about successful undergraduate preparation. Additional materials and counsel are available through a variety of sources. Many academic departments maintain resources and can offer personal advice about graduate school. Reeves Library houses materials from numerous graduate school programs in its reference collection.

The Career Center houses Peterson's Guide to Graduate Programs, as well as its specific editions for business, medicine, law, and other programs. Also available are resources on graduate school entrance exams, exam preparation, and financial-aid resources for graduate school. Interested students are encouraged to attend workshops offered by their academic department, as well as graduate school preparation workshops offered by the Career Center.

LAW

No single major is exclusively appropriate for pre-law students. Students should choose a single major that interests them and requires intensive reading, critical thinking, and writing. Traditionally, majors in English and the various Social sciences have been the choices of a majority of pre-law students. However, in increased numbers students in Philosophy, Languages, Mathematics and Natural Sciences have chosen to pursue advanced studies in the Law. Following the guidelines of the American Association of Law Schools (AALS) the Moravian Pre-Law program does not recommend a particular major to students who wish to go to law school or pursue law as a career. However, the College has identified certain areas of study and course work to assist students in their preparation for future

legal studies and help students focus his or her thoughts about the future. Students considering law school are encouraged to take the following courses if they wish to improve their chances of success in obtaining entrance to law school and becoming productive members of the legal profession. Some of these courses may also be used to fulfill the Learning in Common requirements.

English 211 Creative Nonfiction
(or equivalent course)

Philosophy 211 Symbolic Logic

A minimum of three courses from the following set:

Accounting 157 Financial Accounting

Economics 152 Principles of Economics

Economics 330 Public Finance

History 243 The U.S. 1815-1877

Management / Sociology 226
The Legal Environment of Business

Political Science 130 The First Amendment

Political Science / Sociology 220
American Constitutional Law

Political Science / Sociology 221
Congress and the Presidency

Political Science 225 Congress and the Presidency

Sociology 216 The Legal System

It also is suggested that pre-law students choose Latin to fulfill the foreign language requirement (LinC F3), though it is recognized that not all students will find it possible or practicable to do so.

A student interested in the pre-law program should speak with the pre-law advisor, Heikki Lempa, as soon as possible. The pre-law advisor will be glad to answer any questions about the program or general preparation for law school.

HEALTH PROFESSIONS

Schools for the health professions recognize the importance of a broad education in the natural and social sciences and in humanities, as well as the need for communication skills. Moravian has a tradition of a strong liberal arts curriculum, of which the natural sciences are an integral part. Foundation courses in biological sciences, chemistry, physics, and mathematics are required by schools of the health professions, but a student is not required to major

in a science area. Schools of the health professions are interested in students who can obtain, assimilate, and effectively communicate information. Students must be able to think analytically and solve problems. Moravian provides students with the opportunity to blend scientific and liberal arts concepts.

An internship, taken during the academic year or summer sessions, allows students to receive credit for off-campus, on-the-job experience. For example, pre-medical students can spend many hours at local hospitals rotating through several departments such as internal medicine, obstetrics and gynecology, surgery, radiology, etc. Pre-dental students can observe several types of dental specialties. Similar programs are available for other health professions. Possibilities for research in medical areas also are available at a local hospital's research center.

Pre-veterinary students may elect various majors or design their own programs, but veterinary schools require specific preparation in biological sciences, chemistry, physics, and mathematics, as well as appropriate basic preparation in the liberal arts. Students preparing for careers in veterinary medicine also should elect appropriate internship: large or small veterinary practices, zoos, aviaries, aquaria, or such establishments as the Lehigh Valley Zoo, Disney World, or Harbor Branch Oceanographic Institute.

Moravian offers pre-professional programs in medicine, dentistry, podiatry, veterinary medicine, optometry, physical and occupational therapy, pharmacy, and other allied health professions. Students interested in preparation for medical school should consult with the health professions advisor, Stephen Dunham, as soon as possible. See the Pre-Medical Program section elsewhere in this catalog. Students interested in the allied health professions should consult with the health professions advisor. He will monitor student progress, suggest relevant courses, supply information about the health professions, and provide assistance in the application process.

MINISTRY

It is recommended that students preparing for Christian ministry use the Statement on Pre-Seminary Studies of the Association of Theological Schools of the United States and Canada as a guide.

Generally, any course of study leading to the bachelor's degree will satisfy the entrance requirements of theological schools. Some schools specify proficiency in Latin, Greek, or Hebrew or a combination thereof, for admission. Students are advised to check this and other specific admission requirements of the seminary of their choice.

Consideration should be given to an interdepartmental major in religion and a related discipline or a major in one of the following fields: classics, English, history, philosophy, political science, psychology, or sociology. Kelly Denton-Borhaug is the pre-ministry advisor.

TEACHING

Moravian prepares students for teaching in elementary, middle, and high schools. The program in teacher education is approved by the Pennsylvania Department of Education. Students who receive Pennsylvania certification but choose to teach in other states are advised to check the certification requirements of the state(s) in which they intend to teach. See the Education section for additional information on teacher preparation.

MORAVIAN THEOLOGICAL SEMINARY

With offices and classrooms in the Bahnson Center and Lenox House on the Main Street Campus, Moravian Theological Seminary offers graduate degree programs in Chaplaincy, Clinical Counseling, Divinity, and Theological Studies. A cooperative agreement with the Marywood University School of Social Work in Scranton, Pennsylvania, allows Seminary students to enroll in dual degree programs (MDiv-MSW, MACC-MSW).

The Seminary also offers graduate certificate programs in Spiritual Direction, Formative Spirituality, and Biblical Studies as well as Crossroads, a non-degree lay leadership program, and a variety of continuing education programs.

In keeping with the ecumenical stance of the Moravian Church, the Seminary welcomes students from all denominations and faith traditions.

Students of the College may cross-register for Seminary courses identified by their advisor as appropriate for undergraduate study. For further information on the Seminary and its offerings call 610 861-1516 or go to the Seminary website at www.moravianseminary.edu.

ACADEMIC REGULATIONS

POLICY ON ACADEMIC CODE OF CONDUCT

Moravian College expects its students to perform their academic work honestly and fairly. A Moravian student, moreover, should neither hinder nor unfairly assist other students in efforts to complete their own work. This policy of academic integrity is the foundation on which learning at Moravian is built.

The College's expectations and the consequences of failure to meet those expectations are outlined in the current Student Handbook, and in the Statement on Academic Honesty at Moravian College, available from the Office of the Provost. If a student, at any point in an academic career at Moravian, is uncertain about his or her responsibility as a scholar or about the propriety of a particular action, the instructor should be consulted.

GRADES AND QUALITY POINTS

Academic achievement is designated by letter grades, distinguished by plus and minus, to which numerical quality points are assigned. Students are expected to attain certain quality-point averages to meet various academic standards. For graduation, as an example, the cumulative GPA must be no less than 2.00 in all courses. The requirements and quality points assigned for each grade are as follows:

- A: 4.00 points and A-: 3.67 points. These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.
- A (Honors): 8.0 points. This grade, given for the two course units in senior Honors, merits the degree citation with Honors in the field of study.
- B+: 3.33 points, B: 3.00 points, and B-: 2.67 points. These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C+: 2.33 points, C: 2.00 points, and C-: 1.67 points. These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- D+: 1.33 points, D: 1.00 point, and D-: 0.67 point. These grades indicate unsatisfactory work, below the standard expected by the College, in which one

or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation if balanced by superior work in other courses.

- F: No points. This indicates failure.
- P: No points. Indicates Pass in courses taken on a Pass/No Credit basis. Does not affect the GPA.
- NC: No points. Indicates failure in courses taken on a Pass/No Credit basis. Does not affect the GPA.
- W, WF: No points. These designations indicate withdrawal from a course before completion. W is assigned for all withdrawals prior to the official withdrawal deadline, normally before the last four weeks of the term; WF is assigned if withdrawal takes place after the official withdrawal deadline, except that in cases of illness or other extenuating circumstances the Office of the Provost may authorize a grade of W. A WF is computed in the quality-point average as an F. W does not affect the GPA.
- AUD: No points. The designation Audit is used for students granted permission to attend classes for the benefit they can derive from lectures and discussions but who are not taking the course for credit. An audit designation indicates attendance at a minimum of two-thirds of the class meetings of the course.
- INC: No points. An incomplete is assigned only when, in the judgment of the instructor, circumstances beyond the student's control prevented completion of the work of the course within the term or session. (Permission of the Office of the Provost, however, is required to postpone a final examination.) Under such circumstances, a student is given 42 calendar days from the last day of examinations to complete the course. At the expiration of that period, the INC will be replaced by a grade assigned by the instructor or, if the work has not been completed, by an F. Because of the accelerated nature of May term and summer courses, incompletes normally are not permitted for classes taken during these sessions.

Note: A grade earned in a final examination, paper, or presentation is not weighted more than one-third in computing the final grade for a course. This restriction does not apply to Honors, independent studies, internships, or recitals.

Pass/No Credit

In order to counteract excessive preoccupation with grades and to encourage students to take advanced courses outside their major areas of study, courses may be taken on a Pass/No Credit basis subject to the following limitations and regulations:

- The option is open only to students who are degree candidates and who have earned a minimum of 14 course units.
- Pass/No Credit is allowed for no more than one course unit per academic term.
- A maximum of four course units may be taken on a Pass/No Credit basis.
- The option is limited to elective courses outside requirements for the major or minor and outside LinC requirements.
- Students normally declare their intention to take the Pass/No Credit option for a course at the time of registration, but in no case may they indicate this option later than the end of the first seven calendar days of the term.
- A grade of P is assigned if the course is passed. A grade of NC (No Credit) is assigned if the course is failed. In neither case will the grade be computed in the term or cumulative GPA or the average in the major field.
- A student who elects to take the course on a Pass/No Credit basis is permitted to change to a graded basis at any time during the term up to the official withdrawal deadline, normally before the last four weeks of a term, by submitting to the registrar a Change of Roster form signed by the teacher of the course. Under no circumstances, however, is a student permitted to change from a graded basis to Pass/No Credit after the first seven calendar days of the term.
- After due consultation with the instructor of the course, a student who has maintained an average of B or better in a course taken on the Pass/No Credit basis has the option of not taking the course's final examination.

Note: Certain physical education courses, student teaching, music ensemble participation, music lessons (for non-majors and non-minors), and specified other courses are graded Pass/No Credit for all students. These do not count toward the maximum of four course units of P/NC work specified above, nor do the other restrictions outlined above apply to these courses.

REPEATING A COURSE

A repeated course is one in which the student received a passing grade (D– or better) but decides to retake the course with the hope of improving the grade. In this case, the student may receive credit for the course only once (exception: music performance and ensembles). Both grades factor into the overall quality-point average, but only the higher grade counts in the student's major (if applicable). There is no limit on the number of times a student may repeat a course, but under no circumstances will the credit be awarded more than once toward graduation. Students who have passed Writing 100 may not enroll in it again as a repeated course. Students may not repeat any physical education course in which they have already earned a P grade. A student may retake any course in which the student has received a failing or NC (no credit) grade. Credit is earned only once.

AUDITING

A student who is interested in becoming familiar with the content of a course without the constraints of credit work may register for a course as an auditor. Registration for a course audit or a change from audit to credit status must be carried out no later than the end of the first seven calendar days in a fall or spring term or the first two class days in an intensive summer session.

However, up to the last day in the term for withdrawal with a W, a student who is registered for credit in a course may change to audit status, provided the course instructor assures the Office of the Provost in writing that the student's grade at the time of the change is C or better. The student, moreover, must attend two-thirds of all classes after the change to audit status, as reported by the instructor, to receive a grade of AUD on the transcript. Failure to do so will result in a W notation.

Auditors are not expected to submit written work or to take examinations, nor should they expect the instructor to evaluate such work. Students must attend a minimum of two-thirds of the class meetings of the course in order for an audit to be recorded on a transcript. Students may not register to audit Independent Study, Internship, studio art, applied music and music ensembles, computer science courses numbered above 110, Writing 100, nursing clinical courses, online or hybrid courses, or other courses that by their nature are inappropriate for auditors, as determined by the College. Auditing is available on a space-available basis only; that is, if the course is closed, auditors will not be accepted.

A student may not audit a class for the purposes of preparing for a challenge exam.

CREDIT BY EXAMINATION

Moravian College recognizes the concept of “course equivalency,” which permits the College to certify the educational value of private study and other out-of-class experiences and, following appropriate evaluation by the College, enables the student to receive academic credit toward a degree. Some ways by which students may receive advanced placement and credit by examination are detailed in the following tables. A maximum of 8 course units for credit by examination, in any combination, may be applied to a Moravian College degree.

Advanced Placement Examination

Moravian College awards credit to students who have passed at an acceptable level certain Advanced Placement Examinations taken prior to admission. Minimum scores are given below:

Minimum Scores for AP Examinations

Art History	4
Art (studio)	4
Art (studio): 2-D Design	4
Art (studio): 3-D Design	4
Art (studio): Drawing	4
Biology	4
Chemistry	4
Chinese Language and Literature	3*
Comparative Government and Politics	4
Computer Science	4
English Language and Composition	4
English Literature and Composition	4
Environmental Science	4
European History	4
French Language	4
French Literature	4
German Language	4
Human Geography	4
International English Language	4
Japanese Language and Literature	3*
Latin: Literature	3*
Latin: Virgil	3*
Macroeconomics †	4
Calculus AB	4
Calculus BC	4
Microeconomics †	4
Music Theory	4
Physics B	4
Physics C	4
Psychology	4
Spanish Language	4
Spanish Literature	4
Statistics	4
U.S. Government and Politics	4
U.S. History	4
World History	4

* Acceptance conditional upon departmental approval. Departments reserve the right to verify test results and to make supplemental assignments.

† The Department of Economics and Business will waive the requirement for Economics 152 upon the student’s completion of both tests with a minimum score of 4.

International Baccalaureate

Moravian College awards credit to students who have passed any higher-level International Baccalaureate exams with a score of 5 or better (6 is the minimum required score for English language). Departments reserve the right to verify test results and to make supplemental assignments.

College Level Examination Program

Moravian College awards credit to students who have passed at an acceptable level various tests of the College-Level Examination Program (CLEP), Excelsior College Examinations (formerly New York Regents College Examinations), ACT-PEP Examinations, and DSST (formerly DAN TES—Defense Activity for Nontraditional Education Support) program. These may be taken prior to admission or after a student has enrolled at the College. Students with nontransferable coursework from other colleges may qualify for credit through CLEP and DSST examinations. Minimum scores in the various CLEP and DSST tests are given below. In some cases (indicated by ‡) a supplemental essay is required. Inquiries about credit for CLEP and DSST examinations listed below should be addressed to the associate dean for academic affairs.

Minimum Scores for CLEP Subject Examinations

1 unit/4 credits per test

American Government	50
American Literature ‡	55*
Analyzing and Interpreting Literature ‡	55*
Calculus with Elementary Functions	50
College French I/II	50/62
College German I/II	50/62
College Spanish I/II	50/62
English Literature ‡	55*
Freshman College Composition ‡	50*
General Biology	55
General Chemistry	55
Introduction to Psychology	55
History of the U.S. I	55
History of the U.S. II	55
Human Growth and Development	50
Intro to Educational Psychology	50
Principles of Management	50
Principles of Accounting	50
Introductory Business Law	51

Principles of Macroeconomics	50
Principles of Marketing	50
Introductory Sociology	50
Western Civilization I	55
Western Civilization II	55

Minimum Scores for CLEP General Examinations

1 unit/4 credits per test

Natural Sciences	50
College Compo Modular with Essay ‡	50
Humanities	50
Social Sciences/History	50
College Mathematics	50

Note: CLEP general examinations may not be used to fulfill requirements within Learning in Common or in a student's major or minor.

* Departments reserve the right to verify test results and make supplemental assignments.

‡ Essay required.

- Students who are majoring in biology, biochemistry, neuroscience, or environmental studies may not take the Natural Sciences CLEP exam.
- Students who have completed any 100-level course in biology may not take the Biology CLEP exam.
- Students who have completed any 100-level course in chemistry may not take the Chemistry CLEP exam.
- Students who are working towards a math major or minor may not take the College Mathematics CLEP exam.
- Students who have completed their F3 (foreign language) requirement may not take a CLEP in the same language in order to earn additional credit. Students who take a foreign language CLEP exam prior to completing their F3 requirement may be placed into level 105 of the same language at Moravian with a score of 50; students who earn a score of 62 or higher may be placed into level 110 of the same language. Students who subsequently earn a grade of C (not C-) or better will be awarded one unit of credit for the CLEP (without a grade) and complete their F3 requirement.

Minimum Scores for DSST Examinations

(4 credit hours awarded unless otherwise noted)

Business

Principles of Finance	47/410
Principles of Fin Accounting	47
HR Management	48
Organizational Behavior	48
Principles of Supervision	46/400
Business Law II	50
Introduction to Computing	47/410
Introduction to Business*	46/400
Money and Banking	48

Humanities

Ethics in America	50/420
Intro to World Religions	49/410
Intro to the Mod Middle East	48
Human/Cultural Geography	50
A History of the Vietnam War	50
Art of the Western World	48
Western Europe since 1945	50

Mathematics

Principles of Statistics	48/410
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Physical Science

Astronomy	52
Here's to Your Health ‡	48/400
Environment and Humanity: The Race to Save the Planet	50
Principles of Physical Science I	52
Physical Geology	50
Social Science	
Foundations of Education §	49
Lifespan Developmental Psych	50
General Anthropology	50
Intro to Law Enforcement	50
Criminal Justice	49/410
Fundamentals of Counseling	50

* 2 credits.

‡ To receive credit at Moravian for Principles of Public Speaking, the student is required to submit on VHS-format videotape or DVD a 3-5 minute persuasive speech in addition to completing the examination at an acceptable level.

‡ Course equivalency and credit determined by physical education chair.

§ This test is not available to students who have completed Education 160 or its equivalent.

Proficiency Examinations

Moravian College awards credit to students who have passed at an acceptable level proficiency examinations administered by the College for certain of its courses. An "acceptable level" is normally defined as a C (or equivalent) or better. A simple passing grade (D-, for example) is not considered "acceptable" to receive credit on a proficiency examination. Individual departments reserve the right to define "acceptable" differently for the purpose of preparing a student to continue into other courses in their curriculum. Information about a proficiency examination for a specific course, an indication of the scope of the course, suggested readings, and preparation for the examination may be obtained from the appropriate department chair.

If a student decides to take one or more proficiency examinations, he or she should obtain a proficiency exam form in the Comenius Center for Continuing, Professional, and Graduate Studies, register the intention with the Office of the Provost, and pay a fee

of \$85 for each examination at the Bursar's Office.

A student who passes a proficiency examination will be given credit for the course but no grade will be recorded. A student who fails a course may not take a proficiency examination for that course in the term immediately following the failure.

A student may not take a proficiency or challenge exam for a course the student previously has audited.

COURSE SCHEDULES

Students normally take four course units in a term. In addition, they may schedule physical education activities, music ensembles (choir, women's chorus, orchestra, marching band, wind ensemble), music performance (private lessons), and certain other courses up to a maximum load of 4.5 course units.

With an advisor's approval, a student with sophomore, junior, or senior standing and a cumulative GPA of 3.00 or higher at the time of registration may schedule a fifth course unit in a given term. Other seniors, juniors, or sophomores with cumulative GPAs between 2.70 and 3.00 at the time of registration may also schedule a fifth course, subject to the approval of the Office of the Provost. An additional tuition charge will be made for a fifth course unit.

Except as noted above, approval of the Academic Standards Committee is required to schedule more than 4.5 course units in one term.

Under no circumstances may a student register for more than 5 course units. Credit earned for English Tutorship, Amrhein Investment Club, LeaderShape, and Emerging Leaders are excluded from this restriction.

CROSS-REGISTRATION

Moravian College, with Cedar Crest College, DeSales University, Lafayette College, Lehigh University, and Muhlenberg College, is a member of the Lehigh Valley Association of Independent Colleges (LVAIC). One of the benefits of this association is the opportunity for full-time students to take courses at one or more of the member colleges at no additional tuition charge. Regulations for Moravian College students include:

- A full-time day-session student of Moravian College in good academic standing who has earned at least six course units may enroll for up to two course units per term, to a total of eight course units, at any of the LVAIC institutions, provided:
 - The student has submitted the cross-registration form online at www.lvaic.org.
 - The student cannot schedule a course at another LVAIC institution if it is offered

at Moravian the same semester.

- The student's total courseload for the term, including the cross-registered course unit, does not exceed 4.5 course units.
- A course carrying three or more semester hours of credit at an LVAIC institution will be accepted at Moravian as a full course unit when taken as one course of a normal four-course-unit load during a fall or spring term.
- All grades earned in courses taken through cross-registration at LVAIC institutions are entered on the Moravian transcript and computed in the cumulative GPA based upon grade equivalencies determined by the College.
- Students who register for courses at other LVAIC institutions assume responsibility for the costs and means of transportation and accept the inconvenience of differing academic calendars.
- Online cross-registration is not available for courses offered during summer or winter terms. Cross-registration forms and additional information about policies and procedures for taking summer or winter courses at other LVAIC institutions are available at the Office of the Registrar.

LVAIC also has extended to part-time degree candidates the opportunity to cross-register for courses offered by member institutions with established programs for part-time day and evening students. Both grades and credits earned in one of the cooperating colleges under this policy will transfer automatically to the student's home institution. Cross-registration provides an opportunity to take courses not available at the home institution and thus eases the scheduling difficulties sometimes experienced by working adults. A part-time student may cross-register for a maximum of two courses for each year of equivalent full-time study. Students interested in learning more about this opportunity should contact the registrar.

Enrollment in cross-registered courses is permitted only on a space-available basis. At Moravian College, private music instruction, nursing courses, independent study, internship, Honors, student teaching (including the associated seminar), and online courses are excluded from cross-registration except by permission of the associate provost.

TRANSFER OF COURSES

Moravian College welcomes applications for admission from students currently attending other colleges and universities. A student may be admitted to Moravian as a transfer student at the beginning of either the fall or the spring term. A candidate for transfer admission must complete the College application, submit a nonrefundable fee of \$40 (unless the student uses the College's online application form, in which case the fee is waived), and secure

a recommendation from the dean of students at the institution he or she is currently attending.

Candidates seeking admission for the fall term are encouraged to submit the application and supporting documents no later than March 1. Students seeking admission for the spring term should apply by November 1.

Credit is granted for courses completed with a grade of C (2.0) or better at a regionally accredited institution a regional or national accrediting body recognized by the United States Department of Education. The courses must be the equivalent of courses taught at Moravian or be judged by the College to be consistent with Moravian's curriculum. In some cases, a portfolio review or proficiency test may be required (for example, in art or music) to determine the transferability of a particular course. A maximum of 64 credit hours (16 Moravian College course units) will be accepted from two-year institutions, and a maximum of 80 credit hours (20 Moravian College course units) from four-year institutions. The final decision on transfer of credits rests with the registrar. In order for transfer courses to count in fulfillment of most major requirements or in fulfillment of any Learning in Common course, the transfer course carry at least 3 credit hours (0.75 units). All degree candidates must complete with a passing grade at least one multidisciplinary (M) and one upper-division (U) course at Moravian College.

Credits for courses completed at foreign institutions accredited by the respective Ministry of Education or with an official transcript evaluated by World Education Service (WES) with a grade of C (2.0) or higher may be transferred into Moravian College, provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Moravian College or are applicable to a degree program at Moravian College. Such credits must be evaluated and approved for transfer credit by the appropriate department or program chair and the Registrar. In some cases, a course description or syllabus, in English, may be required before a decision on transfer credits is finalized. If the course is approved for transfer, students will receive credit, but the grade will not be calculated in the student's grade point average.

Courses taken while a Moravian College student is on a college-approved study abroad program are eligible for transfer to Moravian College if the courses are taken for a letter grade (no pass/no credit or pass/fail) and the grade earned is equivalent to a C or better. Students must have their study abroad courses approved in advance of enrolling in the courses.

Transfer students seeking AP, CLEP, or DSST/DANTES credit for examinations taken prior to matriculating at Moravian College must provide an original score report from the College Board.

Credit for these examinations will not be granted based on a transcript from another institution.

Approved transfer courses, including those taken at an approved study-abroad program, are posted to the student's Moravian College transcript as credits earned only, without a grade. Students must complete at least half of any major or minor with courses taken for a letter grade at Moravian College or an LVAIC school.

Policies regarding the transfer of graduate courses are established by program and are occasionally governed by external licensing and accreditation requirements. Please consult with the program director regarding transfer of graduate courses into a Moravian College graduate degree program.

Study Away/Study Abroad courses

Students who elect to participate in a domestic or international study abroad experience taken for credit may transfer credits back to Moravian College as part of their academic record, where the course was pre-approved by the department chair and/or dean and the course earned a grade of C or better. No credit will be awarded for courses taken on a pass/fail or pass/no credit basis. Final approval for transfer rests with the institutional registrar.

Students who enroll for study abroad at a school using the ECTS system (European Credit and Transfer Accumulation System) should be advised that ECTS credits count for half of a standard US credit. So, for example, a student who earns 6 ECTS credits will receive 3 US credits or .75 Moravian College units for successful completion of those credits.

COURSE CHANGES

A student may make course changes during the first seven calendar days in the fall or spring term or during the first two class days in an intensive summer session. No course may be added after that time, and any course dropped thereafter will appear on the student's official transcript and carry a designation of W or WF. All course changes must be submitted to the registrar on a Change of Roster (also known as a "drop/add") form.

ATTENDANCE POLICY

Students are expected to attend classes regularly. An instructor may lower a student's grade because of absences from class. In many courses (e.g., seminars, laboratories, studios, physical education), the student's participation in class constitutes a substantial part of the work of the course; in such cases, grades will be adversely affected by excessive absence.

If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and periodic tests may be granted at the discretion of the instructor. Authorization to make up a final examination is given only by the Office of the Provost.

It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absences in the course. A student who finds it necessary to be absent from class should inform the instructor in advance of the absence, as a matter of courtesy.

When a student's progress is seriously impeded by excessive absence from class or by other difficulties, the instructor may refer the student to the Office of Learning Services.

During hazardous weather conditions, the College may be closed and classes canceled. Such a cancellation would be announced over the public-address system of the HUB and over radio stations WLEV-FM 100.7, WAEB-FM 104.1, WAEB-AM 790, WCTO-FM 96.1, WRFY-FM 102.5, WBYN-FM 107.5, WODE-AM 99.9, WWYY-FM 107.1, WKFB-FM 107.5, WSBG-FM 93.5, WZZO-FM 95.1, and WFMZ-TV (Channel 69), and posted on the College's website.

Commuting students who are absent or late for class should not be penalized when the U.S. National Weather Service has issued a winter weather advisory, heavy snow warning, or winter storm warning.

GRADE APPEALS PROCEDURE

Students are responsible for maintaining standards of academic performance and integrity. In order to provide a process by which a student may have a disputed grade reviewed, the following procedures have been established. It should be understood however, that students are responsible for maintaining standards of academic performance and integrity. Students who wish to appeal a final grade in a course may do so within one year after completion of that course. For example, a student wishing to appeal a grade from a course in Spring 2012 may do so during summer 2012, Fall 2012, or Spring 2013, but after Spring 2013, the Academic Standards Committee will not accept an appeal of that grade. Appeals of grades in the student's final semester of study must be made to the Academic Standards Committee prior to final certification of graduates by the registrar in that term.

Grade appeals start with the course instructor. If the instructor does not believe a change of grade is warranted, the student goes to the department chair. If the department chair does not believe the change of grade is warranted, the student takes his/her appeal to the Academic Standards Committee. (If the department chair is the course instructor,

then the student will skip the appeal to the chair.) While the student reserves the right to speak to the Academic Standards Committee in person, all appeals must be presented in writing to the committee.

GRADE CHANGES

Under normal circumstances, a change of grade after the end of the incomplete period (42 calendar days after the end of a fall or spring term) may be submitted by the course instructor only to correct an error in the original grade, or as a result of a successful grade appeal by a student to the Academic Standards Committee. Student-initiated requests for changes in a final course grade must be submitted to the associate dean for academic affairs not more than one calendar year after the original grade was submitted. Such a time period allows for individuals to appeal grades if they have been away from campus for study abroad, leave of absence, or other separations from the College. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students.

CLASS STANDING

Class membership of students is determined by the number of course units completed:

- Freshman: Fewer than 6.75 course units.
- Sophomore: 6.75-14.74 course units.
- Junior: 14.75-22.74 course units.
- Senior: 22.75 or more course units.

ACADEMIC STANDING

Dean's Honor List:

Undergraduate students who carry three or more graded (letter grade) course units in a Fall or Spring and attain a GPA for the term of 3.50 or higher are placed on the Dean's Honor List.

Midterm Reports:

As a courtesy, a midterm warning may be given if the instructor feels the student's work has been unsatisfactory or carries the expectation of course failure. This warning has no ultimate bearing on the final grade in the course, but the student is urged to consult the instructor and his or her advisor.

Academic Probation:

When grades at the end of a term indicate that a student is not meeting minimum requirements,

the student is placed on academic probation. The record of a student on probation is evaluated at the end of each term until the cumulative GPA is above the minimum requirement for graduation (2.00 for undergraduate programs; 2.75 for graduate programs at Moravian Theological Seminary; and 3.00 for all other graduate programs). After examination of a student's academic record at the end of a term, the Academic Standing Review Board (the academic deans, the Dean of Student Success, and Director of Advising) may take any of the following actions:

- Place on probation.
- Continue on probation for an additional term.
- Remove from probation.
- Require withdrawal from the College for one or more terms with the opportunity to request reinstatement at a future date.
- Discontinue for failure to meet academic standards. Students who are discontinued will be provided an opportunity to appeal to the Academic Standing Review Board.
- Students who receive financial aid may be subject to different course completion requirements and academic standards for continuation of aid. See the section on financial aid earlier in this catalog.

Whether or not they have been on probation the previous term, undergraduate students are subject to discontinuance if they fail to attain the following cumulative GPAs:

- 0.80 after 3 scheduled units
- 1.50 after 6 scheduled units
- 1.80 after 12 scheduled units
- 2.00 after 16 scheduled units

Whether or not a student is discontinued, he or she becomes ineligible for financial aid if any of these GPAs is not reached.

Students who transfer 4 or more course units to Moravian College may be held to a different cumulative GPA standard, based on units remaining to complete their degree, for the purposes of continuation as a degree candidate and eligibility for financial aid. Regardless of the number of units scheduled at Moravian College, all students who have 16 or fewer course units remaining to complete their baccalaureate degree must maintain a cumulative GPA of 2.00 or higher in order to be continued as a degree candidate.

Any undergraduate student in the first term of study at Moravian who completes three scheduled courses and achieves a GPA of less than .80 will be discontinued. (This excludes courses from which the student already has withdrawn.)

To be eligible to continue as a degree candidate for the subsequent academic year, a student must successfully complete with passing grades at least 70% of courses attempted and attain the cumulative minimum GPAs (listed above) corresponding to his or her class status each academic year to be eligible to continue as a degree candidate for the subsequent year. Work taken in summer session or other special sessions, if granted regular academic credit, may be counted toward the required number of course units in either the preceding or following academic year but not both. Failed courses and course withdrawals do not count as completed courses. Though full- or part-time students are not required to maintain continuous enrollment to remain eligible as degree candidates, students returning after a period of time will have their records reviewed before readmission is granted.

Graduate students are permitted one term of probation, which occurs when the student's overall GPA drops below the GPA required for graduation in that program. A graduate student on probation who fails to return to good standing after the next term of study is subject to dismissal from the program. The student may appeal for an extension of probation, which is reviewed by the appropriate graduate program director and dean.

ADVISING

Every student at Moravian College has a faculty advisor. Each first-year student is assigned an advisor to assist in the planning of academic work and in the selection of a major, generally toward the end of the first year.

When a student has selected a major, a faculty member in the appropriate department becomes the student's advisor and continues in that capacity unless the student elects to change the major to another area of study. At the time of registration for courses, the student consults with the advisor about the selection and sequence of courses as well as about career plans and further study.

Advisors are provided to assist students in planning their academic programs. They are not authorized to change the College's established policies. Each student is responsible for ensuring that his or her academic program complies with the requirements for the major, the program of general education, and any other degree requirements of the College. Any advice at variance with established policy must be confirmed by the Office of the Provost in writing.

Declaration of Major

In order to ensure better advising within the major and to allow departments to plan courses a year in advance, students are required to declare a major after earning 16 course units. Students who do not do so will be blocked from course registration. (Add-

Venture students are exempted from this requirement.) Students who transfer to Moravian with 16 or more units will be permitted to register once without a declared major, but must declare a major before their second term of enrollment at the College. Registration holds may be lifted due to extenuating circumstances. Such holds may only be removed by the associate provost or the assistant dean for academic advising.

To declare a major, students must submit a completed declaration of major form to the registrar's office. The form is available from the registrar. While first-year students may not officially declare a major, they may submit the completed declaration of major form to the registrar during the spring term of their first year, and the major will be added to their academic record in the subsequent summer term.

WITHDRAWAL FROM THE COLLEGE

A student who finds it necessary for any reason to withdraw from the College should make an appointment to see the assistant dean for academic advising and complete an official withdrawal form. If this is not possible, the student should submit a letter stating reasons for withdrawal. The effective withdrawal date is the date on which the student began the formal withdrawal process by notifying the Office of the Provost of his or her intention.

If a student withdraws from the College before the end of a term but prior to the official course withdrawal deadline, normally before the last four weeks of a term, a W is assigned to all courses. If the withdrawal from the College occurs after the official course withdrawal deadline, a W is assigned to each course in which the student has earned a passing grade at the time of withdrawal and a WF or NC to each course in which the student has earned a failing grade at the time of withdrawal, except that in cases of illness or extenuating circumstances the Office of the Provost may authorize a grade of W. Note that the policy of assigning a W to some courses after the course-withdrawal deadline differs from that followed in situations involving withdrawal from a single course, as opposed to withdrawal from the College.

Once the withdrawal process is initiated, students who change their minds about withdrawing from the College may do so by rescinding the withdrawal in writing to the Office of the Provost. If the withdrawal is to take effect at a time when classes are in session, the rescission must occur within ten calendar days.

For more information, please contact LaKeisha Thorpe, Assistant Dean, at 610-625-7717 or thorpe@moravian.edu.

WITHDRAWAL BY THE COLLEGE

A student who does not follow the formal withdrawal procedures may be withdrawn by the College. This may occur if the student fails to complete the registration process, to show up for classes at the beginning of a term, or to return when scheduled from an approved leave of absence, or simply "drops out" in the middle of a term. A student who has been withdrawn by the College is no longer matriculated and must apply for readmission in order to return. A student who intends to return within a year is strongly advised to follow the formal procedures for a leave of absence.

In the case of a withdrawal by the College effective after the beginning of a term, there is no adjustment of tuition, fees or institutional financial aid for that term. However, federal financial aid must be adjusted according to regulations governing the return of Title IV funds. The student is responsible to repay to the College the amount of any federal aid that is returned. It is to a student's advantage to follow the formal withdrawal procedures in a timely manner. Following are examples of the effective dates of withdrawal by the College for the purpose of the return of Title IV funds only:

- A student who engages in academically-related activities and does not follow the formal withdrawal procedures will be considered an "enrolled" student and will not be considered formally withdrawn until notification is made to the Office of the Provost. If notification is never made by the student to the Office of the Provost, the student's withdrawal date is the midpoint of the semester, unless the College can determine the student's last date of engagement in an academically-related activity after the midpoint.
- A student who receives grades of F in all courses due to failure to complete the semester will be considered withdrawn as of the midpoint of the semester, unless the College can document the student's participation in an academically-related activity after the midpoint.

The College (not the student) must document both that an activity is academically-related and that the student participated in the activity. Examples of academically-related activities include taking examinations, quizzes, tutorials, or computer-assisted instruction; receiving academic advising; attending academic conferences; completing an academic assignment, paper, or project; or attending a class or study group where attendance is verified. Examples of activities that are not academically-related include living in institutional housing, participating in the College's meal plan, participating in an athletic activity, participating in a music-related activity that is not required for class, and working on campus.

ADMINISTRATIVE WITHDRAWAL FROM CLASS

Prior to the announced last day for students to withdraw with a “W,” instructors may request an administrative withdrawal for a student who has been absent from class without notification for a period of three weeks or more. The request will be submitted to the registrar in writing. The registrar will then consult with one of the academic deans on the appropriateness of the request. If a student’s status changes from full-time to part-time as a result of the administrative “W,” the bursar and financial aid will make appropriate adjustments to the student’s account for said term. Students who are absent with notification may not be withdrawn by the instructor.

LEAVE OF ABSENCE

A student who finds it necessary to leave the College but who plans to return within a year may request a leave of absence by meeting with the assistant dean for academic advising. The effective leave-of-absence date is the date on which the student began the formal leave-of-absence process by notifying the Office of the Provost of his or her intention.

Though a leave of absence for up to two (fall or spring) academic terms will protect the student against academic program changes and facilitate the student’s return, there is no guarantee that the student’s financial aid will be continued, and the student should confer with a financial aid counselor before taking a leave. Students on a leave of absence should also be aware that courses taken through Moravian College’s Comenius Center for Continuing, Professional, and Graduate Studies or at other colleges or universities during the leave may affect their academic standing at Moravian College. Students planning to take college courses while on a leave should consult with the associate dean for academic affairs.

Once the leave-of-absence process is initiated, students who change their minds about taking a leave of absence from the College may do so by rescinding the request for a leave in writing to the Office of the Provost. If the leave of absence is to take effect at a time when classes are in session, the rescission must occur within ten calendar days.

GRADUATION WITH HONORS

Cum laude citations (sometimes called “Latin honors”) are awarded to graduates whose cumulative GPA meets the following standards:

- cum laude 3.50
- magna cum laude 3.65
- summa cum laude 3.80

A student must have earned a minimum of 16 letter-graded course units at Moravian College to be eligible for cum laude citations. A candidate for a second

baccalaureate degree must have earned a minimum of 16 graded course units at Moravian College in the second degree program to be eligible for cum laude citation.

Questions concerning eligibility for cum laude citation may be addressed to the Office of the Provost.

COMMENCEMENT PARTICIPATION POLICY

Normally, students who have not fulfilled all the requirements for a degree from Moravian College are not allowed to participate in Commencement exercises. However, exceptions to this policy will be considered for students who (1) are not on academic probation and have a GPA of at least 2.00 in their major; (2) because of circumstances beyond their control, are no more than two course units short of the 32 course units required (33 course units for the Bachelor of Music) for a degree; (3) reasonably could be expected to complete degree requirements by the end of the summer session (that is, by August 31) immediately following Commencement; and (4) have no outstanding incompletes on their transcript. Students who meet these requirements and wish to be “walkers”—i.e., to march in the Commencement ceremony—must appeal in writing to the associate dean for academic affairs on or before March 1 of the year of anticipated Commencement and should specify the circumstances that warrant the exception. Appeals of the associate dean’s decision go to the Academic Standards Committee. Appeals beyond the committee may be heard by the president, at his discretion.

To participate in Commencement, students whose appeals are approved must register and pay for the required summer-session courses by April 15. Tuition for these courses is nonrefundable. No student with a failing grade in any required course (including elective courses needed to reach the 32 units required for graduation) in the spring term immediately prior to Commencement may participate in the ceremony. No student with a pending incomplete in any course in the spring term immediately prior to Commencement may participate in the ceremony. Any full-time day-session student who deliberately “under-registers” (takes fewer than 4 course units) in the term prior to Commencement may not apply to be a “walker.” Students who participate in the Commencement ceremony without having completed the degree requirements will have transcripts withheld until completion of degree requirements. “Walkers” do not receive public or printed recognition of honors (cum laude, etc.) in the Commencement program.

Students who participate in the Commencement ceremony without having completed degree requirements will be assessed a one-time deferred graduation fee. This is in addition to the regular graduation fee.

PRIZES, AWARDS, HONOR SOCIETIES

Prizes and Awards

The following prizes are awarded in the judgment and at the discretion of the College in accordance with the conditions established.

The Charles A. Albrecht Memorial Award

To two members of the senior class who have the best four-year record at Moravian College in scholarship and effective participation in student activities.

The Alumni Prize for Outstanding Achievement in Humanities

To a graduating senior in the humanities on the basis of GPA, independent study, and involvement in college and community affairs.

The Alumni Prize for Outstanding Achievement in Social Sciences

To a graduating senior in the social sciences on the basis of GPA, independent study, and involvement in college and community affairs.

The Alumni Prize for Outstanding Achievement in Natural Sciences

To a graduating senior in the natural sciences on the basis of GPA, independent study, and involvement in college and community affairs.

The Alumni Prize for Outstanding Achievement in Interdisciplinary Studies

To a graduating senior engaged in interdisciplinary study on the basis of GPA, independent study, and involvement in college and community affairs.

Alumni Fellowships

Awarded by the Alumni Association to five students each year on the basis of scholarship, active participation, and leadership in college and/or community service. To be eligible for nomination, the applicant must be a full-time student, have been enrolled at least one class year prior to application, and have attained a minimum cumulative GPA of 3.00 for the class year prior to application.

The American Chemical Society Award

Upon recommendation of the chemistry faculty, to a senior chemistry major with an outstanding academic record and promise of an academic or research career in chemistry or a related discipline.

The American Institute of Chemists Award

Upon recommendation of the chemistry faculty, to a senior chemistry major with an outstanding academic record and promise of a professional research career in chemistry or a related discipline.

The American Sociological Association Departmental Student Achievement Award

To the sociology major who, at the completion of the junior year, has demonstrated excellence in the study of sociology and shows the most promise for future achievement in the field.

The Irving S. Amrhein Prizes in Modern Languages

To graduating seniors for distinguished work in one or more modern languages.

The Louis and Esther Bader Memorial Scholarship Prize in Chemistry

To a junior or senior chemistry major who, in the judgment of the Department of Chemistry, exhibits outstanding professional and academic qualifications in preparation for a career in science.

The Willis N. Baer Award

To the junior economics and business student who has shown the greatest improvement over a period of five terms. Established by the Epsilon Beta Alpha Society in honor of the first chairman of the Department of Economics and Business at Moravian College.

The James M. Beck Oratorical Prize

Established in 1892 by the former Solicitor General of the United States to encourage excellence in oratory.

The James M. Beck Shakespeare Essay Prize

For the best essay on a Shakespearean topic by a student.

The Biochemistry Prize

To a student who, in the judgment of the biochemistry faculty, has demonstrated outstanding achievement in biochemistry and shows potential for significant future contributions to biochemistry or related fields.

The Biological Sciences Prize.

To the senior biology major with the highest cumulative GPA in biology.

The Timothy M. Breidegam Memorial Student Service Award

To the student who has unselfishly given his or her service to the College community, following the example of Timothy M. Breidegam '78.

The Delta Kappa Gamma Society Delta Chapter Award

To a graduating woman student for academic achievement and participation in extracurricular activities while preparing for a career in the education of youth.

The English Prize

To the graduating English major who has demonstrated outstanding achievement in the discipline.

The Patricia Erskine Memorial Award

To the junior or senior Moravian College Theatre Company member who has contributed most to that organization.

The Fab MAB Pass-It-On Award

The Fab MAB Pass-It-On Award is a service outreach award to be given annually to fund a project that is aimed at diminishing health disparities among at-risk individuals or populations, living within the local Lehigh Valley community, the United States, or a developing nation. The aim of this award is not only to diminish health disparities among those "underdogs" that are at-risk because of health disparities, but to enrich and further the professional viewpoint of those who receive the award. The award is made in memory of Dr. Michele August-Brady, Associate Professor of Nursing.

The Albert Ferkel Jr. Memorial Prize

To a senior political science major for demonstrated service in raising awareness of social justice issues to his or her fellow students.

The Judith Green Memorial Prize

To a music student who has demonstrated outstanding achievement and an exceptional talent in writing about music or has demonstrated excellence in musical scholarship and shows promise for future achievement.

The History Prize

To the history major who, in the judgment of the History Department, has demonstrated

excellence in historical scholarship and shows the most promise of future achievement.

The Priscilla Payne Hurd Prize in Nursing

To a nursing student selected on the basis of "best of the class" in overall outcomes of academics, professionalism, student involvement in campus programming, athletics, and community care.

The Stuart S. Kulp Scholarship Prize in Chemistry

To a chemistry major who, in the judgment of the chemistry faculty, deserves recognition for superior academic achievement and demonstrates the potential to contribute to the field of chemistry.

The George Diamond Prizes

For the best academic essay, best personal essay, best short story, and best poem written by a student during each academic year. Also awarded for the best Writing 100 essays following both fall and spring terms.

The Leon Prokofy Leonovich Memorial Prize

To a member of the sophomore class who has shown significant growth and excellence in the study of music.

The Eugene Daniel Lucas Accounting Awards

To two junior or senior students (one man and one woman) majoring in accounting who have maintained high scholastic standing and show great promise in their chosen field of endeavor.

The Pennsylvania Institute of Certified Public Accountants Award

To the outstanding accounting student in the graduating class. The award includes a two-year subscription to the Journal of Accounting.

The Psi Chi Service Award

To a Psi Chi member who has shown outstanding achievement, dedication, enthusiasm, and participation in the field of psychology.

The Marlyn A. Rader Memorial Prize in Mathematics

The recipient of the award must have completed at least six courses in mathematics at the College, including at least one 300-level course, and be among the top students whose mathematics cumulative grade point average is 3.7 or above. Normally, the recipient will be a senior.

The St. Luke's Hospital Award for Nursing Practice Excellence

To the nursing student who has demonstrated outstanding performance in practice excellence and professionalism.

The E. C. Schultz History Prize

To a student who has demonstrated distinction in historical scholarship and indicated a commitment to continued excellence and studies in the field, according to the wishes of Edward C. Schultz '62.

The Augustus Schultze Greek Prize

To the best student of second-year Greek.

The T. Edgar Shields Memorial Prize in Music

To a member of the graduating class for progress and proficiency in music studies.

The Edwin L. Stockton Prize in Economics and Business

To the senior who has achieved the highest cumulative GPA in the Department of Economics and Business.

The Ronald J. Stupak Award

To a student who, in the judgment of the political science faculty, has performed distinguished work in political science.

The Daniel W. Tereshko Memorial Prize in Studio Art

To the senior art major who has demonstrated outstanding creative, technical, and intellectual achievement in the field of studio art.

The George Tyler Award

To a graduate from the Comenius Center for Continuing, Professional, and Graduate Studies for academic excellence; for contribution to the institution, the community, or his or her profession; and for triumph over difficult circumstances encountered in pursuing a college degree.

The Steven K. Van Auken Memorial Prize in Music Performance

To a member of the junior class for notable achievement in vocal or instrumental performance.

The Zeta Psi Award

To the senior art major who, in the judgment of the art faculty, has demonstrated leadership ability while maintaining a superior scholastic record and outstanding artistic achievement.

The Zinzendorf Award

To the graduating senior English major with the highest cumulative GPA in English.

Honor Societies

Alpha Kappa Delta: International Sociology Honor Society

Advisor: Debra Wetcher-Hendricks

Alpha Psi Omega: National Honorary Theater Society

Advisor: Christopher Shorr

Alpha Sigma Lambda: National Honor Society for Students in Continuing Higher Education

Advisor: LaKeisha Thorpe

Beta Beta Beta: National Biology Honor Society

Advisor: Christopher J. Jones

Delta Omicron: International Music Honors Fraternity

Advisor: Paula Zerkle

Gamma Sigma Alpha: National Greek Honor Society

Advisor: Elizabeth Yates

Kappa Delta Pi: International Honor Society in Education

Advisor:

Kappa Pi: International Honorary Art Society

Advisor: Angela Fraleigh

Omicron Delta Epsilon: International Economics Honor Society

Advisor: Eva Leeds

Omicron Delta Kappa: National Honorary Society for Scholarship and Leadership

Advisors: Nicole Loyd

Phi Alpha Theta: National History Honor Society

Advisor: Heikki Lempa

Phi Sigma Iota: National Foreign Language Honor Society

Advisor: Margaret Snyder

Pi Mu Epsilon: National Mathematics Honor Society

Advisor: Michael J. Fraboni

**Pi Sigma Alpha: National Political
Science Honor Society**

Advisor: Khristina Haddad

Psi Chi: National Psychology Honor Society

Advisor: Michelle Schmidt

Psi Rho Nu: Neuroscience Honor Society

Advisor: Cecilia Fox

**Sigma Iota Rho: Honor Society
for International Studies**

Advisor: Christian Sinclair

Sigma Pi Sigma: National Physics Honor Society

Advisor: Edward A. Roeder

Sigma Tau Delta: National English Honorary Society

Advisor: Nicole Tabor

**Sigma Theta Tau: International
Nursing Honor Society**

Advisor: Janice Farber

**Theta Alpha Kappa: National Religious
Studies/Theology Honor Society**

Advisor: Jason Radine

COURSES

INTRODUCTION

A course unit is a unit of work occupying approximately one-fourth of a student's time over a 15-week term.

A few courses carry fractional values, in which case the course numbers are followed by .1 or .2, indicating quarter or half courses. For example, Music 103.1 (Piano Class) is a quarter-unit course.

Frequency and duration of class meetings are determined by the nature and level of a course and the manner in which its subject matter may best be learned.

Courses are numbered as follows:

110-199	Introductory courses, normally open to all students without prerequisites, applicable to the major and typically taken in the first or sophomore year.
200-209	Reserved for courses not applicable to the major, and which typically are taken in the sophomore or junior year.
210-299	Intermediate courses, normally open to sophomores, juniors, and seniors, with prerequisites as designated in the course descriptions.
300-309	Reserved for courses not applicable to the major, and which typically are taken in the junior or senior year.
310-399	Advanced courses, open to students majoring in the area and to other students with sufficient preparation in the field.
400-401	Honors.

A hyphen between two consecutive course numbers indicates a double course of one-year duration, the second term of which may not be taken without the first, e.g., Physics 111-112.

In the course descriptions that follow, those courses approved for LinC requirements at the time this catalog was compiled are marked (F2, M3, etc.) to indicate the requirement they fulfill

The course descriptions provided here are based upon reasonable projections of faculty and facility availability. Course offerings are subject to change based on changes in circumstances upon which these projections were based and as deemed necessary by the College to fulfill its role and mission.

ACCOUNTING

See Economics and Business

AFRICANA STUDIES

See Interdisciplinary Programs

ALLIED HEALTH PROFESSIONS

(Cooperative)

The preparatory programs in allied health science encompass those health areas in which individuals support, aid, and increase the efficiency and effectiveness of healthcare professionals as contributing members of a health-care team. Programs in this area combine natural science and liberal arts education. Students who complete any of these programs may enter the profession immediately or select additional education in health care. Often, a master's degree is required by employers.

Moravian College has a facilitation transfer program with Jefferson University to enable students to complete studies in these areas. Students may, however, continue their education at any number of schools throughout the country and abroad.

Students who wish to pursue a career in athletic training, occupational therapy, or physical therapy are encouraged to complete the health sciences major.

Each of the program areas listed above requires additional education beyond the undergraduate degree. Students are advised to consult with the health professions advisor on specific program prerequisites and program requirements.

Students pursuing programs in the health sciences take Economics 156, Math 107, or another statistics course as their F2 (Quantitative Reasoning) requirement. Students in the health sciences should take Phil 259, Medical Ethics, or another bioethics courses, as their U1, or Nursing 360, Ethical Issues in Healthcare, as their U2 requirement.

Allied Health Programs with Jefferson University

The preparatory programs in the areas listed below usually take two to four years of study. The student then applies for admission to Jefferson University, Philadelphia, for further clinical and didactic training. Jefferson University is responsible for the decision to admit the student. If accepted, the student matriculates at Jefferson University and earns a degree from there upon completion of the program in the field of his or her choice. Moravian College does

not award specific degrees in allied health areas.

Students who select these preparatory programs follow a course of study that not only prepares them for entry into a program at Jefferson University but also provides the option of pursuing a bachelor's degree if they should decide to complete their education at Moravian.

Though Moravian College cannot guarantee a student's admission into the allied health programs at Jefferson University, its agreement with that institution enhances the opportunities of Moravian students to obtain bachelor's degrees in cardiac sonography, computed tomography, general sonography, invasive cardiovascular technology, magnetic resonance imaging, medical dosimetry, nuclear medicine, radiography, radiation therapy, and vascular technology.

General Requirements for Allied Health Students

Students participating in any of the College's allied health programs that require only three years of full-time work at Moravian should select Mathematics 107 to fulfill the Quantitative Reasoning (F2) requirement of Learning in Common. They complete the same Learning in Common requirements as other Moravian students (all F categories, plus 6 of 8 categories in the M and U categories, of which at least 1 must be a U course).

Jefferson offers baccalaureate, master's, and certificate programs in diagnostic imaging, laboratory sciences, nursing, occupational therapy, and physical therapy. Students who are interested in these programs should consult with the health professions advisor, Stephen Dunham, on application requirements and recommended courses.

ARABIC

See Modern Languages and Literatures

ART

Chair: Associate Professor Fraleigh

Associate Professors: Baxter, Radycki; Assistant Professor: Murphy; Visiting Instructor: Amin; Adjunct Faculty: Ciganick, Colegrove, Crisafulli, Faggioli, Hurwitz, Kearns, Kotsch, Kuhn, Myers, Williams, Wynne, Zucco

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian

College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

Working at the forefront of new approaches to teaching, learning, and technology, the Art Department is grounded in strong traditional foundations. Our program lays the groundwork for students to integrate and appreciate art throughout their lives, encouraging leadership in their fields and within the global community. Under the mentorship of our outstanding faculty, our students are provided with a strong, personalized academic major, combined with innovative hands-on learning experiences and opportunities for community engagement and collaboration. The Art Department is committed to providing professional opportunities through our internships; in-house graphic design studio; student teaching; on- and off- campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

Four concentrations or tracks are available: studio art, art history, art education, and graphic design. Foundational courses in studio art are the basis for all tracks. Working from observation, students learn technique while developing conceptual strategies. Students utilize a variety of traditional and digital media. Advanced students are eligible to apply for studio space to encourage sustained production of their work. A variety of classes in media-related arts including photography, video, website design, and printmaking are offered. The study of art history integrated into the studio experience is an essential element for creative and intellectual growth. Art education students take courses in art and education and spend a semester in supervised student teaching in order to receive Pennsylvania Department of Education teacher certification. Art education activities support and challenge the cognitive, artistic, and social development of all children and adolescents. Studio majors create and develop a cohesive body of work that becomes their review thesis, and exhibit on and off campus. Graphic design students pursue advanced coursework that focuses on professional creative work.

The Major in Art

The major in art consists of 9 to 13 course units in art, depending on the track. All four tracks utilize a common core of four courses that emphasize the historical traditions of art, introduce the elements of design and principles of composition, and develop skills in drawing and painting. These courses are Art 113, 142, 170, and 180. The student then selects one of the four tracks:

Studio Art.

- This track is designed to prepare students for careers in the fine arts in areas such as drawing, painting, sculpture, ceramics, photography or media arts. It may also serve as a foundation for graduate study in the fine arts. This track consists of 13 course units and is built on the foundation of the four common-core courses listed above. In addition, Art 114, 229, 270, 280, 370, 371, 372, 380, and 375 are required. A Photo/Media concentration is another option in the studio art major; this requires the same four common core courses, except substituting ART 114 for 113. In addition, 167, 220, 229, 268, 371, 372, 375, and two electives to be chosen from 254, 354, 262, 263, 267, 367, as approved by the adviser, are required.

Art History and Criticism

- This track is designed for students to pursue careers as art historians, critics, or curators in museums or galleries. It may also serve as a foundation for graduate study in art history. It consists of 9 course units and is built on the foundation of the four common-core courses listed above. In addition, Art 114, 218, 229, 310, and at least one additional art history course (approved by the advisor) are required.

Art Education

- This track is designed for students to receive certification in teaching art (PreK-12) and to pursue careers in art education. This track is built on the four common core courses lists above and includes 11.5 course units in art and 9.5 course units in education, as follows: Art 113, 114, 119, 131, 142, 146.2, 159, 160, 170, 180, 270, 280, and Education 100.2, 130, 160, 244, 250, 366, 375-377, and 379.

Graphic and Interactive Design

- This track is designed for students interested in careers in the field of design, including graphic, publication interactive, marketing, or branding design, or as preparation for graduate study and teaching. This track consists of 13 course units and is built on the foundation of the four common-core courses listed above. In addition, Art 131, 268, 229, 230, 231, 331, 346, 373 and 374 are required.

Also offered is the MAT (Masters of Art in Teaching) with teacher certification in art. Practicing (in-service) teachers can also earn their M.Ed. in Curriculum and Instruction with a focus on Art Education. Please see the Education Department section of the catalog for more information.

The Minor in Art

The minor in art consists of Art 113, 170, and three additional course units selected with the approval of the advisor. Two of the additional courses must be at the 200 or 300 level. A student may choose courses that emphasize studio art, graphic and interactive design, or art history and criticism. The art minor is available only to students who are not art majors. It is not possible to minor in art education.

The Minor in Art History

This program is designed for students outside the art department with an interest in art history. It includes Art 113, Art 114, Art 218, Art 229, and one additional course in art history at the 200-level or above. Certain special topics courses may count towards the minor. Consult with an advisor.

The Minor in Graphic Design

This program is designed as a minor for students outside the art department with an interest in graphic design. It includes Art 131, 142, 230, and 231; plus one additional course chosen from among Art 254, 268, 331, 346, and 374. Certain special topics courses may count towards the minor. Consult with an advisor.

The Minor in Photography

The minor in photography will consider the medium as a professional and academic discipline. Creativity, visual literacy, and communication skills will be stressed through practice and critical theory via strategies emphasizing interdisciplinary relationships among a broad range of curriculum and personal experience. The following courses constitute the photography minor: Art 167, 220, 229, 268, and one course from the following: 131, 254, 262, 263, 267, 346, 367, 368, 395, 398, 381, or 386. The photography minor is not available to students pursuing a major in art.

The Interdepartmental Major in Art

The studio art Set I of the interdepartmental major includes Art 113, 142, 159, 170, and two additional courses that, with the six courses of Set II, are selected by the student with the approval of the advisor.

The graphic and interactive design Set I of the interdepartmental major includes Art 131, 142, 170, 229, 230, and 231. One additional course is chosen from among Art 268, 331, 373, and 374. This course and those of Set II are selected by the student with the approval of the advisor.

The art history and criticism Set I of the

interdepartmental major includes Art 113, 142, 170, and three additional art history courses that, with the six courses of Set II, are selected by the student with the approval of the advisor.

Art Education

The art education program at Moravian College places child-centered teaching and learning theories into practice. The primary outcome of this approach is that, through the creation and sharing of personal meaning-making, students foster a greater understanding of themselves and others and awaken to alternative possibilities in the world. Art education provides an opportunity for children to answer the question, “must things be as they are?” In doing so, they cultivate a more peaceful and socially just world, and education becomes transformative. This child-centered approach to art education exceeds the Pennsylvania Department of Education Academic Standards for the Visual Arts.

To carry out the goals of this approach to art education, pre-service art educators must develop their own art practice and use their practice to inform their pedagogy. Thus, they come to understand their studio art practice as research, as the place where they are constructing new knowledge. By mastering art processes and techniques, through the understanding of materials and their potential for shaping ideas, the pre-service educator calls on these experiences as he or she writes curricula that support and challenge the artistic development and learning styles of all children.

Departmental Recommendations

- Students of art history and criticism who plan to pursue graduate degrees in art history/ museum studies are strongly recommended to pursue advanced study in a relevant foreign language (French, German, Spanish, etc.).
- Students who plan to pursue graduate studies should contact their advisor to plan additional courses for study.
- Majors in Graphic and Interactive Design should consider taking courses, minoring, or double-majoring in Computer Science or Marketing.

Notes on Art Courses and the Art Major

- In every art course, there is at least one required field trip, for which students are billed by the College.
- Art students are required to attend lectures and workshops by visiting artists.
- Art students are strongly encouraged to participate in exhibition opportunities and arts events on campus and in the community.
- Gallery space is designated for

exhibitions by students.

- All art majors in graphic design, studio art and art education must participate in a review of their art work during the spring term of the sophomore year. (The review is optional for art history majors.) Transfer students, those who declare their majors late, those studying abroad, and others will be scheduled for a review as soon as they are ready. Students who fail the review, as determined by the art faculty members conducting the review, will be required to repeat it in a subsequent semester.
- Seniors in the graphic design track are required to create a portfolio website and printed portfolio of their work that will be reviewed in the fall term of their senior year.
- Lab fees are required for some studio art classes, including ceramics, printmaking, three-dimensional design, graphic design, and digital photography. Lab fees cover usage of the lab and lab supplies, such as photographic chemicals, clay, printmaking supplies, and computer software and hardware. In courses that utilize the color printers in the graphic design lab, a portion of the lab fee goes toward color printing costs.
- Kit fees are required for some studio art classes, including Art 142, 146.2, 170, 180, 270, and 280. Kit fees cover the costs for an art supply kit for the course (paint, brushes, etc.) and are billed to each student’s account.

Courses in Art History

Note: All courses in art history meet for a minimum of 140 minutes a week.

113. Art History Survey: Caves to Cathedrals.

Basic problems of the development of Western art are considered in terms of major civilizations and epochs that produced them, from ancient times to the Renaissance. Introduces non-Western art such as African, Asian, Islamic, Judaic, aboriginal (art of Australia and New Zealand), and/or art of the Americas. Fall. (M6)

Ciganick, Kearns, Radycki

114. Art History Survey: Renaissance to Abstraction.

Major movements in Western art from the Renaissance to the present. Spring. (M6)

Ciganick, Radycki

212. Artists as Activists.

How do artists, graphic designers, writers and performing artists raise questions and advocate social change? Global examples of visual culture will include propaganda, graphic design, film music video, and

theatre. Relationships between art, images, mass media, and acts of conscience will be evaluated using ethical/philosophical frameworks and formal and contextual analysis. Discussion will include historical, social, and political context of art, its method of production and distribution, and its inherent privileges or risks. Prerequisite: Junior or senior class standing. (U2)

Torok

218. Art of the Renaissance.

Development and growth of art in Italy and northern Europe, 14th-16th centuries. Prerequisite: Art 113, Art 114, or permission of instructor. Fall, alternate years. (M6)

Radycki

220. History of Photography.

This course explores the social, cultural, political, scientific, and artistic contexts surrounding the history of photography, from its invention to the present day. The course will emphasize how the medium has influenced the way we interpret images and the impact that photography has had on visual culture. Through discussions, readings, hands-on activities, and museum visits, students will become familiar with photography's rich and diverse history.

Hurwitz

222. African Art.

(Also Interdisciplinary 222) Students will develop an aesthetic and cultural overview of African art, from prehistory to the present day. Sculpture is the primary medium studied in the course, but textiles, painting, artisanal works and architecture are also included. Students will consider how religion and cultural influences affect the development of regional and national styles. The influence of the African diaspora on art in Europe, Latin America, and the United States will be considered. Students will acquire the critical vocabulary required to analyze and interpret African art, and apply it in both discussion and writing. (M5)

Kearns

226. Art of the 19th Century.

Development of art from neoclassical and romantic periods through the post-impressionists. Prerequisite: Art 113, Art 114, or permission of instructor. Alternate years.

Radycki

229. Modern Art.

Development of European and American art

from the post-impressionists (1890s) to Pop Art (1960s). Prerequisite: Art 113, Art 114, or permission of instructor. Writing-intensive.

Baxter, Kearns, Radycki

310. Art History Methodology: Criticism, Theory and Practice.

What is it you want to know about a work of art? The questions you ask and how you go about finding the answers lead straight to the issue of methodology. This course's goal is to understand the development of the discipline of art history and its theoretical underpinnings. It will survey the major art historians, the questions they asked, and the answers they proposed. Additional topics include connoisseurship and contemporary exhibit practices. Prerequisites: Art 113 and 114. Alternate years.

Radycki

- 190-199, 290-299, 390-399. Special Topics.
- 286, 381-384. Independent Study.
- 288, 386-388. Internship.
- 400-401. Honors.

Courses in Studio Art and Graphic Design

Note: All courses in studio art and graphic design meet for two 150-minute periods a week or as a five-hour seminar once a week.

Art 142, Art 170 and Art 180 are offered as foundational studio art courses; they are required for art majors, but open to non-majors without prerequisites. ART 119 is required in the Art Education track, but open to other art majors and non-majors without prerequisites. Art 119, 167, 170 and 180 meet the M6 LinC rubric. Art majors in the graphic design, studio art, and art education tracks should take Art 142 and Art 170 in the fall term of the first year, and Art 180 in the spring term of the first year. Art majors in the art history track should take Art 170 in the fall term of the first year and Art 142 in the spring term of the first year.

119. Art Processes & Structures: Material Investigations.

Students in this introductory, process-based studio art course experiment extensively and in a variety of ways with tools and materials in drawing, painting, printmaking, collage, sculpture, metals, and fiber. While discovering the visual languages of materials and works of art, students learn cross-disciplinary skills such as communicating ideas; problem solving; critical thinking and writing; recording and evaluating observations; forming meaning and metaphor; and constructing new knowledge. No prerequisites. Fall. (M6)

Baxter

131. Introduction to Graphic Design.

Foundation skills in the formal and conceptual principles of graphic design: concept, composition, legibility, language, typography. Projects develop visual literacy and skills in text, drawing, and image production using the Macintosh computer as primary design tool. Critical thinking is stressed through analysis of content and its most effective form of visual presentation. Prerequisite: Art 142 or permission of instructor.

Crisafulli, Murphy

142. Visual Foundations: Composition, Color and Design.

A guided investigation of basic concepts and techniques of visual organization, addressing theory and application of two-dimensional design and color using various concepts, media, and techniques. Weekly projects develop students' awareness of formal elements of composition and interrelationships between form and content. Utilizing fundamental design principles, including line, shape, color, value, space, balance, proportion, and scale, students learn and use appropriate vocabulary to verbalize their creative process and critical thinking. Learning to analyze one's own work and the work of others is as important a skill as making the work.

Amin, Kuhn, Zucco

146.2. Printmaking and Book Arts.

This half-semester course introduces materials, tools, and procedures of printmaking and may include linocut, woodcut, intaglio, solarplate, and paper-making. Final project may include a book designed, produced, and bound by the student. Fall.

Zucco

147. Screen Printing.

For beginning through advanced students, this course addresses concepts of design; elements of color, motif, pattern, and repetition; and techniques of stencils, open-screen color, drawing methods, photo emulsion, and C.M.Y.K. registration and printing. Field trip to observe state-of-the-art commercial screen printing operations. Emphasis on student projects, student presentations, and instructor-led formal critiques. No prior printmaking experience necessary.

Zucco

159. Design: Three-Dimensional.

In-depth investigation of basic forms involving a variety of multidimensional media. Recommended foundation course for sculpture. (M6)

Faggioli

160. Ceramics.

This course introduces the fundamentals of ceramic art—including hand-built and wheel techniques—applied to tiles, objects, and vessels, and methods of glazing. Outdoor raku firing will be introduced. The history and use of ceramics will be discussed. The basics of operating a ceramics classroom are included: loading, unloading, firing and maintaining electric kilns, including low-fire and high-fire; purchasing clay, glazes and other supplies; health and safety concerns.

Faggioli

167. Photography 1.

This basic course covers the fundamentals of black and white photography through a hands-on approach to the use of the 35 mm camera, light meter, film developing, darkroom work and final presentation of photographs.

Hurwitz

170. Drawing I.

Skills and critical understanding of the fundamentals of drawing: composition, perspective, value, and balance, developed through rendering the observed world. Students engage in the pictorial issues of drawing, especially the relation of subject and context. These fundamentals are taught in context with a pictorial language, rather than elements of abstract design. Fall. (M6)

Fraleigh, Kuhn, Zucco

180. Painting I.

Emphasis on investigation as related to historical, individual, and creative problems of space, composition, structure, and image. (M6)

Fraleigh, Amin, Kuhn

230. Typography and Information Design.

What language is to writing, typography is to graphic design. Today's designers, who work primarily in digital media, create messages that are both "virtual" (time-based and in perpetual motion) and fixed in place by ink on paper. This course explores how typography shapes content. Designing with letters, words, and texts develops legibility, emphasis, hierarchy of meaning, personal expression, and appropriateness. Students will learn the principles of clear, strong, effective design using current design applications and technology. Projects will explore design as rhetoric, information, and expression. Prerequisite: Art 131.

Murphy, Crisafulli

231. Publication Design.

Design of magazines, books, and brochures requires collaboration between writers, editors, and designers. Students learn to analyze and organize written and visual narratives. Research, planning, editing, and computer skills are developed and combined with clear and appropriate design vocabulary. Macintosh platform utilizing InDesign, Photoshop, Illustrator and Acrobat. Prerequisite: Art 230 or permission of the instructor.

Murphy

245. Printmaking I.

Introduction to traditional and innovative techniques and ideas in relief, silk-screen, etching, mixed media. Prerequisite: Art 170 or permission of instructor.

Zucco

254. Digital Video.

Focuses on the study of moving imagery and its use as an artistic tool for creative expression and social inquiry. Starting with problem solving and idea generation, students move into the traditional language of film, and the theories, disciplines, and procedures used to plan and produce works in video. Through classroom lectures, demonstrations, discussion, and hands-on experience, students learn the basic technical and operational skills involved in video making as well as creative strategies for producing their own individual works. Spring.

Williams

259. Sculpture.

Problems of various aspects of sculptural form in a wide range of media. Prerequisite: Art 159 or permission of instructor. Offered as independent study with permission of instructor.

Staff

262. Art of the Lens.

This course will trace the evolution of the lens as it was used in optical devices producing images formed by light. The content of the class will cover the basic principles of photographic optics from the period of the camera obscura through the invention of photography in the mid-19th century. Emphasis will be placed on the design and application of lenses in optical devices that altered society's common experience of seeing. (U1) Summer.

Hurwitz

263. Historic Photo Processes.

This course takes an exploratory approach to the earliest photographic processes in use from the mid-

to late 19th century within the context of modern aesthetics and contemporary image-making. Slides, lectures, and critiques, along with the freedom and encouragement to experiment, will commingle historic and contemporary examples of photography-based art. Combined with an introduction to the basic principles of chemistry and light, students will learn to apply the new possibilities of old processes to original concept-based personal imagery. (U1)

Hurwitz

267. Photography 2.

This course will introduce advanced darkroom and camera techniques. Emphasis will be placed on the formation of a personal point of view. Historic precedents and contemporary examples will be explored as well as issues pertaining to form, content and craftsmanship.

Hurwitz

268. Digital Photography.

A critical seminar for the production and study of digital image making. Students learn the basic technical and operational skills involved in creating photographic work electronically. Discussions and readings investigate issues pertaining to art and media culture, as well as similarities and differences between the objective nature of traditional photography and the inherent subjective quality of digital imagery. The class will build a critical, theoretical, and artistic framework to help students develop their own unique vision in the context of digital art making.

Kotsch, Wynne

270. Drawing II.

Development of composition through a wide range of techniques and media. Prerequisite: Art 170 or permission of instructor. Spring.

Fraleigh, Amin, Kuhn

280. Painting II.

Continuation of the investigations and problems explored in Art 180. Prerequisite: Art 180.

Fraleigh, Amin

331. Graphic Design: History and Practice.

Students refine visual and problem-solving skills in design through research and writing, using text- and image-based design programs. Slide Lectures and readings on graphic-design history and theory focus on grounding design in cultural and historical context. Projects may include a history-based design project, identity design, résumé writing, and/or the creation of a robust social media presence. Prerequisite: Art 231.

Murphy

346. Interactive Design.

Introduction to the principles of website design, creation, and implementation. Creation and preparation of web graphics, design and critiques of websites, blogging and website development. Advanced work in image creation and manipulation. Comprehensive introduction and use of HTML/CSS development. Prerequisites: Art 131 and 268, or permission of instructor.

Colegrove

348. Animation for the Web.

The purpose of this class is to give the student an overview of storytelling with motion to create animation for the web. Within this framework, the student will learn professional practices of motion graphic design, including the fundamentals of animation and programming for animation. Skills will be developed using major design applications, including Illustrator, Photoshop, Flash, Fireworks and/or AfterEffects.

Staff

356. Interactive Design 2.

Expands on knowledge gained in Interactive Design 1 to design, develop and publish highly dynamic and creative websites. Builds on a solid background of HTML and CSS Development, with focus on javascript frame-work jQuery. Also includes advanced work in HTML and CSS, as well as responsive (design for mobile platforms) design challenges and concepts. Prerequisite: ART 346.

Colegrove

367. Photography 3.

This is primarily an advanced portfolio class for self-motivated students who are capable of working independently. In addition to the portfolio, students will be introduced to the use of medium and large-format cameras as well as studio techniques in lighting and advanced darkroom methods. Students will meet as a group and individually with the instructor to monitor

the progress of each student's work and participate in informal discussions regarding theory, practice and history. New work must be presented at each meeting. Prerequisite: ART 267 or permission of the instructor.

Hurwitz

370. Advanced Drawing.

Advanced problems in developing skills of graphic expression. Emphasis on the human figure. Prerequisite: Art 270 or permission of instructor. Fall.

Fraleigh, Amin

371. Advanced Studio Seminar.

Advanced discussion and studio/scholarly work focused on contemporary issues of art-making in the context of criticism and theory and as practice (studio/creative/scholarly work). Site visits to installations and galleries. The seminar culminates in group projects from written proposal to finished presentation, open to the public. Fall.

Fraleigh

372. Senior Projects.

This class is designed to let students advance their personal creative techniques, content, and vocabulary, using a variety of traditional and digital media, and to develop their own practice. Advisors will come from full-time and adjunct faculty, working with the students to create a significant creative work or collection of work. Prerequisites: Art 371 and senior standing, studio track. Spring.

Fraleigh

373. Design Internship.

Qualified students work 12 hours per week at a graphic design studio, web design firm, publishing company, in-house design department, or advertising agency. In addition, regular seminars focus on portfolio development, ethical and professional standards, social media, web design, pre-press specifications, and printing. Prerequisite: Art 374.

Murphy

374. Portfolio Seminar.

An advanced-level course for graphic design students to prepare them for job searches and the professional environment. The primary focus of this class is direction on creating and writing a body of work organized into a professional portfolio. Students develop expertise, self-direction, and accountability. Prior design work is assessed and revised to meet professional portfolio standards. In addition to assembling a professional portfolio website, book

and social media presence, students gain practice in job interviewing, resume preparation, and purposeful job searching. Prerequisites: Art 231. Fall.

Murphy

375. Professional Practices.

Professional Practices is one of the two capstone experiences for studio art majors at Moravian College; the other is ART 372, Senior Projects, which should be taken simultaneously. Professional Practices prepares students for the business aspects of a career in the fine arts, while Senior Projects focuses on studio practice and thesis development. Classes will be structured around visiting artist/special guest presentations, technical demonstrations, readings, student presentations, a fieldwork experience, and class discussions. The course objective is to prepare studio art majors for a professional life after college. This course will cover professional practices in the fine art world as appropriate to an emerging artist. Topics will include documenting artwork, artist statements, resumes, jobs, financial planning and fundraising, exhibition opportunities, promotional material, networking, and other opportunities and tools that can support working in the field of art. Outside weekly reading is an essential component to this portion of the course, which provides a platform for discussion on issues pertaining to professional practice and the contemporary art world.

Fraleigh

380. Advanced Painting.

Advanced problems in painting, structured, composed, and created by the student. Prerequisite: Art 280.

Fraleigh, Amin

- 190-199, 290-299, 390-399. Special Topics.
- 286, 381-384. Independent Study.
- 288, 386-388. Internship.
- 400-401. Honors.

ATHLETIC TRAINING

Program Director: James Scifers

Undergraduate Advisors: James Scifers, Jennifer Ostrowski, David Wilkenfeld

Beginning in Summer 2016, Moravian College offers a master of science degree in athletic training. The Moravian College athletic training program is a full-time, two-year, entry-level, professional practice program. Upon completion of the program and successful accreditation with the Commission on Accreditation of Athletic Training Education (CAATE), students will be eligible to sit for the Board of Certification to become a certified athletic trainer (please see below

for specifics regarding program accreditation).

Students from any undergraduate major or undergraduate institution may apply for admission to this program. To be considered for admission, the following are required:

- A baccalaureate degree from a regionally accredited four-year institution
- Official Transcripts from all institutions listed in the Educational History section of the application
- Preference is given to students with an overall GPA of 3.00 or higher
- Official Graduate Record Examination (GRE) Scores
- Documentation of clinical observation under the supervision of a certified / licensed athletic trainer
- Completion of the following courses (or their equivalents) with grades of C or better:
 - Anatomy & Physiology 1
 - Anatomy & Physiology 2
 - Statistics
- At least 3 of the following courses (or their equivalents):
 - Exercise Physiology
 - Prevention and Management of Sports Injuries
 - Kinesiology
 - Physics
 - Chemistry
 - Biology

If these courses were not included in the baccalaureate degree, candidates must provide evidence of additional coursework demonstrating completion of these prerequisites.

- IELTS/TOEFL - Students who do not consider English to be their primary language are required to submit official scores of a recent IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) examination. Minimum scores for each test can also be found below:
 - IELTS: 6.5 or higher
 - TOEFL Paper: 577 or higher
 - TOEFL Computer: 233 or higher
 - TOEFL Internet: 90 or higher

A pre-admission interview is required of all applicants to the Master of Science in Athletic Training Program. Applicants will be notified of their application status and qualified candidates will be invited for an interview within 30 days of completing their application for admission and submitting all required materials.

Admission is determined based on the following:

- Overall Grade Point Average (20%)
- Pre-Requisite Grade Point Average (30%)
- Observation Hours (10%) – Must be completed with a licensed / certified athletic trainer

- Recommendations (10%)
- Essay (10%)
- Interview (20%) – applicants must be recommended for admission by a majority of MSAT faculty members (51% or more)

Each cohort in the MSAT program is limited to 24 students

Classes for the second cohort begin on May 30, 2017.

Students who wish to enter the Moravian College master of science in athletic training in Summer 2018 or beyond should complete the health sciences major, pre-athletic training track.

Accreditation

Moravian College is currently seeking accreditation for their new athletic training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2017. Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states. The program anticipates a spring 2018 accreditation site which, if successful, would allow students to be eligible to sit for the Board of Certification to become a certified athletic trainer.

BIOCHEMISTRY

Co-coordinators: Christopher Jones and Carl Salter

Biochemistry focuses on questions that are both biological and chemical in nature: What molecules and chemical reactions are unique to living organisms? Which are also found in non-living systems? How are biochemical processes controlled in living systems? What enables certain organisms to survive, even to thrive, in environments that would kill members of another species? How can we use our burgeoning understanding of the biochemical basis of life to improve our own lives and the world around us? What are the ethical implications of this vast knowledge of biochemistry and our technical abilities to manipulate the molecular basis of life?

Biochemists are active in all sectors of scientific life, from academic, corporate, and government research labs to science journalism and law offices to hospitals and government agencies at all levels. They are working to understand and combat human diseases, carry out forensic investigations for law-enforcement agencies, develop new and better pharmaceuticals,

ensure food availability and quality, understand the impact of environmental changes and toxins on living organisms, struggle with patent issues in the courts, and advise politicians and the public on the science behind many of today's major issues.

Biochemistry is a challenging field, and Moravian's major is designed to help students develop their skills to meet its challenges. Because of its interdisciplinary nature, majors will take courses in a range of relevant areas, all intended not only to acquaint them with fundamental concepts and cutting-edge knowledge but also to help them become adept at using that knowledge to formulate practical approaches to real problems.

The Major in Biochemistry

The major in biochemistry includes 14 course units. Required courses include Biology 112 or 119; Biology 210; Chemistry 113, 114, 211, 212, 220.2 and 331; Physics 111 and 112; Biology/Chemistry 327, 328, and 375.2 (or Biology 370 with approval of the Biochemistry program co-coordinators); and Biology 365 (or another course with the approval of the advisor) plus 1 elective from among the following: Biology 235, 263, 265, 350, 351, or 363; Chemistry 222, 311, 313, 314, 315, 332, or 341. A biology or chemistry research experience (as defined by the Council on Undergraduate Research) such as Independent study (Biology or Chemistry 286, or 381–384) or Honors (Biology or Chemistry 400–401) can also be counted with prior approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments. (Note that Biology/Chemistry 375.2 and Chemistry 220.2 are both half-unit courses.) Biology Seminar (Biology 370) may be substituted for Biology/Chemistry 375.2 with the approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments.

BIOLOGICAL SCIENCES

Chair: Professor Jones

Professors: Bevington, Fox, Husic; Assistant Professors: Irish, Mosovsky; Visiting Assistant Professors: Christensen, Thévenin, Proud; Faculty Associates: Cheever (nursing), Johnson (psychology)

The mission of the Department of Biological Sciences is to instill in students an understanding and appreciation of the common thread that connects modern biological study at all levels, from molecules to ecosystems. We strive to actively engage students in the process of scientific investigation, develop their spirit of inquiry, strengthen their ability to explore in both field and laboratory, hone their analytical and quantitative skills, and foster their capacity to communicate effectively with professional peers and the public. By helping students become independent

thinkers and intellectually vibrant individuals, we hope to enable them to achieve a lifetime of personal and professional success and service to society.

Biology today encompasses a very broad range of knowledge, from atoms and molecules to large-scale ecological interactions. As a result, the department supports a variety of life science programs at Moravian: biochemistry, environmental studies and sciences, neuroscience, nursing, and rehabilitation sciences. The program in biology at Moravian College emphasizes the importance of gaining appreciation for, and some mastery of, all aspects of modern biology as well as the interdisciplinary connections across the sciences. This broad base of knowledge gives our majors the ability to succeed in all arenas calling for biological expertise: teaching at all levels; academic, government, private, and industrial research; science journalism and law; professional fields such as medicine, veterinary medicine, dentistry, and optometry; allied health areas such as physical and occupational therapy; and graduate study.

Biology majors use contemporary methodological approaches in laboratories, learn about the intricacies of the subject in class, and discuss recent research findings in seminars and other upper-level courses. All students are encouraged to participate in an independent study or Honors project, in which they work closely with a member of the biology faculty on an original research topic. In addition, students may participate in internship opportunities to see how they might put their education to use after graduation.

The Major in Biology

The major in biology consists of nine course units, including Biology 112, 119, 210, either 265 OR 328, and 370. The remaining four courses are selected by the student in consultation with the major advisor; at least three of these courses must be at the 200-level or higher. Students also may earn elective credits by taking Special Topics, Independent Study, Internship, and Honors in Biology. At least three of the student's elective courses must have an associated laboratory and/or scientific research component. Only one external internship can count as a biology elective. Biology 100, 102, 103, 104, 107, 205, 206, and 209 do not count as courses in the major or minor. The student who majors in biology must take Mathematics 106–166 or 170 or 107, Chemistry 113–114 and Chemistry 211–212. Students considering graduate work in biology or medical sciences should take Physics 109–110 or 111–112.

The Minor in Biology

The minor in biology consists of five course units: Biology 112 or 119 and four additional courses, three of which must be at the 200-level

or higher. Biology 100, 102, 103, 104, 107, 205, 206, and 209 do not count toward the minor.

The Interdepartmental Major

The six courses that compose Set I of the interdepartmental major in biology include Biology 112 or 119. The remaining courses in biology and the six courses of Set II are selected by the student with the approval of the advisor.

Departmental Recommendations

Students considering graduate work in biology or the medical sciences should consider courses in economics, statistics, and computer science.

Students seeking certification to teach biology in secondary school must complete the requirements for a departmental major with a GPA of at least 3.00. Students also must complete the requirements for certification described under education and science education. Students interested in combining biology and general science certification should consult the requirements for general science certification under science education.

Courses in Biology

100. Principles of Biology.

Introductory biology course for non-majors that covers major principles in biology as they relate to higher organisms. When possible, the human organism is selected to illustrate a principle. Three 50-minute periods, one 3-hour laboratory. (F4)

102. Biology of the Birds.

Introduction to avian natural history and evolution. Topics include anatomy, migration, behavior, and distribution, as well as identification of common birds by sight and sound. Laboratories include field trips to identify local bird species and study their behavior and ecology. Cannot be used as a biology elective in the major. May Term. Mandatory camping trip second weekend of class. (F4)

Henshue

103. Human Anatomy and Physiology I.

Introduction to concepts and principles important to the understanding of the human body, with clinical applications. Structure and function of tissue, integumentary, skeletal, muscular, articulation, nervous and sensory systems. Fall. Three 50-minute periods, one 3-hour laboratory.

Fox, Christensen

104. Human Anatomy and Physiology II.

Second course in the anatomy and physiology sequence. Emphasis on understanding structure and function of the human systems with clinical applications. Topics include endocrine, digestive, respiratory, cardiovascular, lymphatic, immune, excretory, and reproductive systems; early development; genetics. Spring. Three 50-minute periods, one 3-hour laboratory. [NOTE: 1, It is necessary for a student to earn a grade of at least C- in Biology 103 in order to be allowed to enroll in Biology 104. 2, A student may withdraw from only one of the two courses, and may do so only once.

Fox, Christensen

112. General Zoology.

An introduction to basic concepts in biology through study of the major lineages of invertebrate and vertebrate animals. Topics covered will include basic structure and function, development, systematics, and evolution. The laboratory will focus on observation of structure-function relationships in living and preserved representatives of the major animal phyla. This course is designed for science majors. Three 50-minute periods, one 3-hour laboratory. (F4)

Irish

119. Introductory Botany.

Introduction to plant science, with attention to historical and cultural importance of plants, structure and function of higher plants, survey of major plant divisions. Laboratory emphasizes relationship between structure and physiological function in major plant divisions. Three 50-minute periods, one 3-hour laboratory. (F4)

Bevington

175. Ecology of Tropical Forests.

Introduction to the ecology of neotropical forests with emphasis on the Amazon Basin. Examines the structure of tropical forests, their evolutionary history, and factors that contribute to biological diversity. Geological history of the Amazon Basin, seasonality, forest and river types, forest structure, speciation and biodiversity, epiphyte communities, gap dynamics, and ecological succession. Special attention is given to the adaptive strategies of plants and animals and to examples of mutualistic interactions. Includes a required excursion to the upper Amazon in Peru or Bolivia. During the excursion students conduct field research projects, and meet indigenous peoples. May Term. (F4)

Bevington

205. Pathophysiology.

Mechanisms of disease in humans. Emphasis

is on dysfunction at cellular, tissue, and organ levels. Chemical, physical, and genetic stress factors are examined to understand how they affect human systems. Prerequisite: Biology 103–104. Fall. Three 50-minute periods.

Cheever, Staff

206. Microbiology for Health Sciences.

This course is designed to provide students majoring in the health sciences with an introduction to general microbiology with an emphasis on the clinical roles that microorganisms play with regard to medical microbiology. The lab will entail teaching basic skills of microbiology, such as aseptic techniques, inoculations of microbiological media, staining of microorganisms, and identification of microorganisms. Prerequisites: Biology 103–104 and Chemistry 108. Spring. Three 50-minute periods, two 2-hour laboratories.

Mosovsky

209. Humankind and the Global Ecosystem.

Increases in human population and advances in technology allow humans to modify or destroy ecosystems at a rate unimaginable a century ago. We will examine current trends associated with environmental change in order to understand what they mean for us and other species with which we share the biosphere. Environmental issues are viewed through the lenses of economics, politics, and culture. Topics include ecology, population growth, environmental ethics, ecological economics, sustainable development, and the loss of biological diversity and the forces that cause it. (U1)

Bevington

210. Genetics.

Introductory course with emphasis on eukaryotic organisms. Classical and contemporary aspects of genetics, including Mendelian inheritance, DNA and chromosome structure, gene regulation, dominance/recessivity, and molecular genetic techniques. Prerequisite: Sophomore standing. Fall. Three 70-minute periods, one 3-hour laboratory.

Jones, Thévenin

225. Invertebrate Zoology.

Introduction to adaptive morphology, physiology, systematics, and development of selected invertebrates. Laboratory work includes anatomical, experimental, and field studies. Recommended for students interested in marine biology, secondary school education, graduate school, and laboratory work. Prerequisite: Biology 112. Three 50-minute periods, one 3-hour laboratory.

Staff

230. Field Botany.

Introduction to plant systematics and ecology. In systematics, focus is on our concept of species: patterns and sources of variation in plant populations, compatibility and breeding systems, hybridization and introgression, and polyploidy; in ecology, the nature of local plant communities and forces that shape them. Fieldwork includes sampling of plant communities, collecting and identifying specimens, visiting botanical institutions. Prerequisite: Biology 119. Fall. Two 50-minute periods, two 3-hour laboratories.

Bevington

235. Microbiology.

Nature and activities of microorganisms as seen through their morphology, physiology, genetics, biochemistry, and ecology. Special attention on the microbe as an infectious agent through investigation of host-microbe interaction, action of antibiotics, and immunological responses of host organisms to infection. Prerequisites: Biology 112 or 119 and Chemistry 113–114. Fall. Three 50-minute periods, two 2-hour laboratories. Mosovsky 250. Animal Behavior. (Also Psychology 250)

250. Animal Behavior.

(Also Psychology 250) Neurological, ecological, and genetic basis of behavior, with emphasis on evolutionary mechanisms that govern acquisition of behavioral patterns. Prerequisite: Biology 100 or 112 or Psychology 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

Staff

263. Neuroscience.

Study of neuroanatomy, neurophysiology and neuropathology; special emphasis on functional aspect of brain organization; introduction to theories and research regarding a variety of neurological conditions and disorders through journal club discussions. Laboratory includes gross anatomy and microscopic study of the central nervous system, computer assisted neurophysiology experimentation, computerized and radiographic study of the brain and a semester-long behavior project. Prerequisite: Biology 112. Fall. Three 50-minute periods, one 3-hour laboratory.

Fox

265. Cell Physiology.

Introduction to biochemical and physiological activities of cells. Topics include metabolic pathways, bioenergetics, enzyme kinetics, membrane structure and function, molecular biology of the gene, cell motility, and cellular differentiation. Prerequisites: Biology 112 or 119; Chemistry 113–114. Spring. Three 50-minute periods, one 3-hour laboratory.

Bevington

310. Vertebrate Anatomy.

An in-depth exploration of the structure and function of vertebrate animals in an evolutionary context. Laboratory exercises examine the structural diversity of vertebrate organ systems through dissection of representative vertebrate classes. This course is designed to provide a strong foundation in vertebrate anatomy for students going on to graduate school or a professional school in the human health or veterinary sciences. Prerequisites: Biology 112. Fall.

Irish

327. Biochemistry I.

(Also Chemistry 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for Biology/Chemistry 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: Biology 112 or 119 and Chemistry 212 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory.

Sh. Dunham

328. Biochemistry II.

(Also Chemistry 328). Builds upon the biochemical foundations covered in Biology/Chemistry 327. Areas include metabolic pathways, strategies and regulation, membrane transport, enzyme catalysis and regulation, bioenergetics, signal transduction pathways, and the biochemistry of disease. Students will be exposed to additional laboratory techniques, experimental design, bioinformatics, and grant proposal writing. Analysis of primary literature is an integral component of the course. Prerequisite: Biology/Chemistry 327 or permission of instructor. Spring. Three 70-minute lectures and one 3-hour laboratory.

Thévenin

345. Histology.

The study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their functions. Students will be introduced to various histological techniques for preparing mammalian tissues for microscopic study in the laboratory. This is a lab-intensive experience accompanied by discussion meetings. Prerequisites: Biology 112 and Chemistry 113–114, or permission of instructor. May Term. (F4)

Fox

350. Human Physiology.

Functions of vertebrate organ systems, with emphasis on the human body. Topics include the cardiovascular, respiratory, nervous, muscular, endocrine, and excretory systems. Laboratory work emphasizes experimental techniques to analyze functional activities of animals and humans. Prerequisites: Biology 112 and Chemistry 113–114. Spring. Three 50-minute periods, one 3-hour laboratory.

Fox

351. Plant Physiology.

Important physiological functions of higher plants and relationships between these functions and the structural organization of plants. Topics include water relations and water balance, mineral nutrition, transport phenomena, assimilate allocation and partitioning, plant metabolism, stress physiology, defense strategies against herbivores and pathogens, plant growth and development (germination, flowering, dormancy, plant hormones and growth regulators). Laboratory includes a core of experiments designed to illustrate important concepts in plant physiology and a research project of the student's choice, investigative and open-ended in character. Prerequisites: Biology 119 and Chemistry 113. Three 50-minute periods, one 3-hour laboratory.

Bevington

360. Ecology.

Interactions between organisms and their environment that determine their distribution and abundance in nature. Attention to evolutionary adaptation of species, population dynamics, community structure and function, and ecosystem analysis. Laboratory emphasizes qualitative and quantitative field investigations. Prerequisites: Biology 112 or 119 or permission of instructor. Fall. Three 50-minute periods, one 3-hour laboratory.

Staff

363. Genomics.

This course explores the techniques used to sequence

and assemble whole genomes and to analyze the results at the gene and genome levels; it is extensively computer-based. By the end of the semester, each student will have improved the sequence quality of 40,000 basepairs of DNA to a publishable level and extensively annotated it, indicating the locations of genes, repeat sequences, and other sequence motifs. Prerequisites: Biology 210 and permission of instructor. Spring, alternate years. Two 3-hour periods.

Jones

365. Advanced Genetics.

Advanced genetics course emphasizing current knowledge and research in diverse aspects of genetics, primarily in eukaryotes. Topics include genome structure, transcriptional control, genetic regulatory pathways, and recombinant DNA technology. Spring, alternate years. Three 50-minute periods, one 3-hour laboratory.

Jones

370–374. Biology Seminar.

Writing-intensive seminar in an area of biological science, with a focus on information literacy and the oral and written communication of biology. Students will research and present written and oral reports on the general topic. Emphasis on the development of skills in using primary biological literature and scientific databases, analysis and interpretation of data, and communication of ideas. Prerequisite: Junior or senior status or permission of instructor. Three 50-minute or two 70-minute periods.

Biology faculty

375.2. Senior Seminar in Biochemistry.

(Also Chemistry 375.2) Advanced topics in biochemistry, designed to provide senior-level students with an opportunity to explore projects that illustrate how concepts from biology and chemistry relate to the study of biochemistry. Emphasis on development of ability for independent analysis of biochemical problems. Includes lectures by visiting speakers on current research. Students also will complete literature research, submit written reports, and make oral presentations on a biochemical topic chosen in consultation with faculty advisor. Prerequisite: Biology/Chemistry 328 or permission of instructor. Spring. One 100-minute period. Writing-intensive.

Staff

- 190–199, 290–299, 390–399. Special Topics.
- 286, 381–384. Independent Study.
- 288, 386–388. Internship.
- 400-401. Honors.

CHEMISTRY

Chair: Professor Salter

Associate Professors: Shari Dunham, Stephen Dunham; Assistant Professors: Bertucci, Holliday; Adjunct Professors: Burrows, Fairchild, Floyd

The chemistry major at Moravian College provides you with a fundamental understanding of chemical concepts and their application to current problems. Beginning in the general chemistry course and throughout the curriculum, you'll explore chemical principles by carrying out experiments using modern chemical instruments. You'll receive hands-on experience with analytical techniques such as optical and infrared spectroscopy, gas chromatography, and NMR. You may choose to work with faculty members on research projects in theoretical chemistry, analytical chemistry, physical chemistry, organic chemistry, or biochemistry. The American Chemical Society approved the department's chemistry program, and we offer coursework and research experience leading to an ACS-certified B.S. in chemistry.

The Moravian College chemistry major provides a foundation for graduate study in chemistry, biochemistry or medicine, and for careers in the chemical and pharmaceutical industries. In conjunction with the teacher certification program in our education department, chemistry majors can qualify for secondary school teaching certificates in chemistry and general science.

COURSES IN CHEMISTRY

100. Chemistry and Society.

This course for non-science majors explores fundamentals of chemistry, scientific method of inquiry, and past, present, and future impact of chemistry on society. Illustrations of general principles come from areas such as the environment, public health, and technological advances. Fall. Three 50-minute periods, one 3-hour laboratory. (F4)

Staff

108. Fundamentals of Chemistry.

Introduction to inorganic, organic, and biochemistry. Topics include atomic structure, bonding, molecular structure, aqueous solutions, behavior of gases, acids, bases, buffers, respiration, energy, and radioisotopes. Emphasis on chemistry of life processes. Fall. Three 50-minute periods, one 3-hour laboratory. Prerequisite for nursing majors: Biology 103. (F4)

Floyd

113-114. General Chemistry.

Atomic theory and structure, behavior of matter, principles and laws, and the scientific method of working and reasoning. Laboratory consists of related physical-chemical experiments in first term; second-term lectures emphasize structure, chemical equilibrium, acid/base theory, and qualitative analysis, with laboratory work devoted to the same topics. Two 50-minute periods, two 50-minute problem sessions, one 3-hour laboratory. Prerequisite for CHEM 114 is the completion of CHEM 113 with a grade of "C-" or better, or placement by the Department of Chemistry. (F4)

Sh. Dunham and St. Dunham

205. Environmental Chemistry.

An overview of the primary chemical processes that affect our environment. Topics include natural cycles of the atmosphere, hydrosphere, and biosphere, as well as some major perturbations introduced by industrialized societies. Lab provides hands-on experience with current important analytical methods for studying the chemistry of the natural environment, analysis and interpretation of experimental data, and applications such as treatment of wastewater and abatement of atmospheric pollutants. Prerequisite: Chemistry 114. Three 50-minute periods, one 3-hour laboratory.

Holliday

211-212. Organic Chemistry.

Exploration of elementary concepts of organic chemistry and their application to study of structure, reactivity and synthesis of organic compounds. Emphasis on correlation of the structures of molecules with their functions and explanation of these correlations on fundamental scientific principles. Laboratory uses open-ended exploratory approach for learning fundamental laboratory techniques, as well as providing experience with classical synthesis and qualitative organic analysis including hands-on experience with MS, FTIR, and FTNMR spectroscopic techniques and chemical analysis. Prerequisite: Completion of Chemistry 114 with a grade of "C-" or better. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

Bertucci

220.2. Methods in Chemical Research.

Introduction to computer use in chemical experimentation and research, including spreadsheets and statistical programs to solve problems in chemical equilibrium and chemometrics. Real-time data acquisition hardware and software will be used to

gather data for analysis in spreadsheets. Course also covers on-line searches of chemical literature using Chemical Abstracts and the Science Citation Index. Writing-intensive. Prerequisites: Chemistry 114 and Mathematics 170. Fall. One weekly 3-hour lab period.

Salter

222. Quantitative Analysis.

Theory and application of classical quantitative analysis techniques, including gravimetric, titrimetric, potentiometric, visible spectrophotometric, and liquid-liquid extraction methods as applied to organic and inorganic material. Introduction to statistical treatment of experimental data and development of comprehensive understanding of solution equilibria. Substantial laboratory component provides hands-on experience with each method, applied to the assay of real samples. Prerequisites: Chemistry 114 and 220.2 or permission of instructor. Spring. Two 70-minute periods, one 50-minute problem session, one 3-hour laboratory.

Holliday

311. Instrumental Analysis.

Introduction to principles and major applications of modern instrumental techniques, including electrochemical, spectrometric and chromatographic methods, as applied to materials assay, quantitative spectrometric analysis of organic compounds, and investigation of properties of materials and reactions. Laboratory component stresses operation of key instruments to obtain data typical of each. Prerequisites: Chemistry 222 and 331. Fall. Two 70-minute periods, two 3-hour laboratories.

Holliday

313. Physical Organic Chemistry.

Physical methods for studying organic structures and reactions. Topics include Hückel molecular orbital theory; applications of the concept of conservation of orbital symmetry to cycloaddition, electrocyclic reactions, and sigmatropic rearrangements; kinetic isotope effects; linear free-energy relationships; trapping of reaction intermediates. Readings taken directly from chemical literature. Prerequisites: Chemistry 212 and 332. Fall. Three 50-minute periods, one 50-minute problem session.

Staff

314. Bioorganic & Medicinal Chemistry.

The role of organic chemistry in understanding and manipulating biological systems. Organic reaction mechanisms related to processes such as enzyme catalysis and biosynthesis and the rational development

of pharmaceuticals to alter these processes will be discussed. Topics include synthetic peptide, DNA, and sugar design, mechanisms of enzyme catalysis, drug development, structure-activity relationships, pharmacokinetics, drug metabolism, and bioorthogonal chemistry in the context of treatments for conditions such as bacterial infections, allergies, inflammation, and cancer. Prerequisite: Chemistry 212 or permission of instructor. Fall. Two 70-minute periods.

Bertucci

315. Synthetic Organic Chemistry.

Introduction to retrosynthetic approach for designing syntheses of organic molecules and systematic investigation of synthetic use of organic reactions encountered in Chemistry 211-212. Course focus is on synthetic utility of various organic reactions and logic of synthetic design. Prerequisite: Chemistry 212 or permission of instructor. Fall. Three 50-minute periods, one 50-minute problem session.

Bertucci

327. Biochemistry I.

(Also Biology 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for Biology/Chemistry 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: Biology 112 or 119 and Chemistry 212 or permission of instructor. Fall. Two 70-minute lectures, one 70-minute problem session, and one 3-hour laboratory.

Sh. Dunham

328. Biochemistry II.

(Also Biology 328). Builds upon the biochemical foundations covered in Biology/Chemistry 327. Areas include metabolic pathways, strategies and regulation, membrane transport, enzyme catalysis and regulation, bioenergetics, signal transduction pathways, and the biochemistry of disease. Students will be exposed to additional laboratory techniques, experimental design, bioinformatics, and grant proposal writing. Analysis of primary literature is an integral component of the course. Prerequisite: Biology/Chemistry 327 or permission of instructor. Spring. Three 50-minute lectures and one 3-hour laboratory.

Thevenin

331-332. Physical Chemistry.

States of matter, chemical thermodynamics, theory of solutions, chemical equilibria, electrochemistry, chemical kinetics, elementary quantum theory. Problems and laboratory reinforce theoretical discussion. Prerequisites: Chemistry 220.2 or 222, Mathematics 171, and Physics 112. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

Salter

333. Advanced Physical Chemistry.

Application of quantum mechanics to atomic and molecular structure, group theory, and atomic, molecular, and laser spectroscopy. Prerequisite: Chemistry 332. Spring. Three 50-minute periods and one 50-minute problem session.

Salter

341. Inorganic Chemistry.

Periodic-table relationships, bonding theories, coordination compounds, acid/base theories, organometallic compounds. Laboratory stresses synthesis and characterization of inorganic compounds. Prerequisite: Chemistry 331 or permission of instructor. Spring. Two 70-minute periods, one 70-minute problem session, and one 3-hour laboratory.

St. Dunham

370.2. Senior Seminar in Chemistry.

Advanced topics in chemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas of chemistry and biochemistry. Emphasis on development of ability for independent analysis of chemical problems. Includes lectures by visiting speakers on current chemical and biochemical research, as well as literature research, written reports, and oral presentations on a chemical topic chosen by student in consultation with a faculty advisor. In addition, students will critique presentations by visiting scientists and other students. Prerequisite: Senior status or permission of department chair. Spring. One 100-minute period.

Staff

375.2. Senior Seminar in Biochemistry.

(Also Biology 375.2) Advanced topics in biochemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas of chemistry and biochemistry. Emphasis on development of ability for independent analysis of biochemical problems. Includes lectures by visiting speakers on current chemical and biochemical research, as well as literature

research, written reports, and oral presentations on a biochemical topic chosen by student in consultation with a faculty advisor. In addition, students will critique presentations by visiting scientists and other students. Prerequisite: Biology/Chemistry 328 or permission of instructor. Spring. One 100-minute period.

Staff

- 190-199, 290-299, 390-399. Special Topics.
- 286, 381-384. Independent Study.
- 288, 386-388. Internship.
- 400-401. Honors.

CHINESE

See Modern Languages and Literatures

COMPUTER SCIENCE

See Mathematics and Computer Science

DENTISTRY

Advisor: Stephen Dunham

Moravian College has a cooperative program in dentistry with Temple University School of Dentistry. Students spend three years at Moravian for basic education in the sciences and liberal arts and then, if prescribed requirements are fulfilled, transfer to Temple University for four years to earn a Doctor of Dental Medicine (D.M.D.) degree.

While at Moravian, a student must complete 24 course units, including Chemistry 113-114 and 211-212; Biology 112 and three other biology courses; and Physics 109-110 or 111-112.

Learning in Common Requirements for Dentistry Students

Students participating in the College's cooperative dentistry program must select Biology 112 to fulfill their Laboratory Science (F4) requirement. For the Multidisciplinary requirements, they need choose five of the six categories. They also must complete one of the two Upper-Division category requirements.

Admission to Temple University School of Dentistry

Temple University School of Dentistry reserves a minimum of four seats annually for Moravian students. Automatic invitation for an interview will be granted by Temple University School of Dentistry

to Moravian candidates who meet these criteria:

- They must have earned a GPA of 3.50 by the end of the fifth semester in the basic sciences, a 3.40 in the major science, and a GPA of 3.30 overall.
- They must have taken the Dental Admission Test (DAT) no later than October of the junior year, and have achieved a score of 18 or better in the science and 17 or better as the academic average of the test.
- They must submit applications through the American Association of Dental Schools Application Service (AADSAS) in the fall of the junior year.
- They must obtain a letter of evaluation from the Health Professions Advisory Committee endorsing the student's candidacy.

Note: The Temple cooperative program does not prevent students from applying to other schools of dental medicine.

Final decision on acceptance to Temple University School of Dentistry will be solely at the discretion of the School of Dentistry. A student who stays at Moravian for four years will be subject to the same admissions guidelines as three-year Moravian/four-year Temple students, with a one-year extension on the time-frames outlined above for taking the DAT and completing the application.

EARTH SCIENCE

See Physics and Earth Science

ECONOMICS AND BUSINESS

Chair: Associate Professor Desiderio

Co-Chairs: Associate Professor Vinciguerra – Undergraduate Programming, Associate Chair Kleintop – Graduate Programming and Accreditation

Professors: Kaskowitz, Leeds, Marabella, J. Ravelle, West; Associate Professors: Aziz, Egan, L. Ravelle, Rossi; Assistant Professor: Terrizzi, van Esch; Visiting Assistant Professors: Elhussini, Koscinski; Adjunct Faculty: Bartkus, Basile, Berkow, Best, Dickerson, Gaugler, Genay, Gerhart, Goch, Guldin, Huff, Kar, Klatchak, Kline, Kowitz, Krohn, Kubel, Law, Lloyd, McDevitt, Orlando, Ramson, Schmidt, Schumm, Sclafani, Stewart, Szmania, Taschler, Vallera.

The Department of Economics and Business offers majors in economics (theory and policy, finance), management (marketing, organizational leadership), accounting, international management, and environmental policy and economics. Students interested in business administration pursue the management major, choosing either the marketing track, organizational leadership track, or sports track. In addition to preparing students for graduate work, these majors provide a background valuable in a wide

range of occupations in business, government, and nonprofit organizations. Typical positions are in banking, certified public accounting, finance and investment, marketing, production, business administration and human-resource management, as well as positions in federal, state, and local government, hospitals, social-service agencies, schools, and colleges. The accounting, economics, and management majors are accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

- The economics major, with tracks in theory and policy or finance, provides a good background for careers in business and government, work in business, economics, law, public administration, planning, and other professional disciplines.
- The management major, with tracks in marketing, organizational leadership, and sports provides a comprehensive background in the functional and environmental areas of business, including business administration, and serves as a foundation for graduate work in business and management.
- The accounting major helps to prepare students for careers in public accounting, private industry, and nonprofit organizations. It is also a good foundation for graduate study in accounting, management, finance, and law, as well as preparation examinations for professional certifications such as Certified Public Accountant, Certified Management Accountant, Certified Financial Management, and Certified Internal Auditor.
- The international management major, offered in conjunction with the Foreign Languages Department, prepares students for careers in international business and administration.
- The environmental policy and economics major, offered through the Environmental Sciences and Studies Program, provides students an opportunity to develop interdisciplinary approaches to environmental and social policy. The major prepares students for graduate study and for careers in business, private policy organizations, and government.

The Economics and Business Department offers three graduate degrees to develop in students a strategic balance of leadership and managerial skills for dynamic environments in business, healthcare, and human resource management. The programs are the Moravian Master of Business Administration (MBA), Master of Science in Human Resource Management (MSHRM), Master of Science in Predictive Analytics (MSPA), and Master of Health Administration (MHA). The Moravian MBA and MSHRM degrees are accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

The Major in Management

The management curriculum provides a comprehensive background for professional positions in finance, marketing, human resources, and operations management.

Students choose one of three tracks: marketing, organizational leadership, or sports management. All three tracks require Accounting 157, Economics 152, 156, and 225; and Management 223. In addition, the track in marketing requires Management 251, 256, 311, 365, one of the following controlled electives: Management 227, 228, 250, or 333; and one free management elective. The track in organizational leadership also requires Management 253, 342, 365; three of the following controlled electives: Management 226, 227, 231, 251, 310, 324, or 333; (or another course approved by the advisor). The track in sports management requires Economics 312; Management 255, 286 or 386, and 365; Philosophy 228 or a course on sociology and sports (both are writing intensive); and a controlled elective, chosen from among the following: Management 231, 251, 253, 256, 311, 342, or Psychology 260. College-level algebra and calculus (Mathematics 106-166, 108, or 170) are required in the management major. The management major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in management are listed below.

The Minor in Management

The minor in management consists of Economics 152, Management 223, and three full-unit management courses. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in Economics

The economics curriculum provides a basic foundation in economic analysis and an understanding of economic institutions. Students choose one of two tracks: economic theory and policy or finance. Both tracks require Economics 152, 156, 225, and 226. In addition, the track in economic theory and policy requires Economics 256 and five economics electives, including at least three at the 300-level and one writing-intensive course. The track in finance requires Accounting 157, Economics 231, 220, 341; Management 223 or 226; and two of the following controlled electives: Economics 256, 335; Accounting 315; and Management 327. College-level algebra and calculus (Mathematics 106-166, 108, or 170) are required in the economics major. The economics major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in economics are listed below.

The Minor in Economics

The minor in economics consists of five course units: Economics 152 plus four additional economics courses, three of which must be at the 200-level or above. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in Environmental Policy and Economics

The environmental policy and economics curriculum provides students with the necessary interdisciplinary approaches required to create and develop more efficient ways to protect and enhance the world's ecological and economic amenities. Sound foundational knowledge and problem-solving skills are developed so that graduates understand the complexity of environmental processes and the tradeoffs presented by alternative policies. The environmental policy and economics major consists of twelve course units. For details on course requirements and options, please refer to the section on Environmental Studies and Sciences.

The Major in Management

The management curriculum provides a comprehensive background for professional positions in finance, marketing, human resources, and operations management.

Students choose one of three tracks: marketing, organizational leadership, or sports management. All three tracks require Accounting 157, Economics 152, 156, and 225; and Management 223. In addition, the track in marketing requires Management 251, 256, 311, 365, one of the following controlled electives: Management 227, 228, 250, or 333; and one free management elective. The track in organizational leadership also requires Management 253, 342, 365; three of the following controlled electives: Management 226, 227, 231, 251, 310, 324, or 333; (or another course approved by the advisor). The track in sports management requires Economics 312; Management 255, 286 or 386, and 365; Philosophy 228 or a course on sociology and sports (both are writing intensive); and a controlled elective, chosen from among the following: Management 231, 251, 253, 256, 311, 342, or Psychology 260. College-level algebra and calculus (Mathematics 106-166, 108, or 170) are required in the management major. The management major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in management are listed below.

The Minor in Management

The minor in management consists of Economics

152, Management 223, and three full-unit management courses. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in Accounting

The accounting curriculum is designed to provide a broad foundation in accounting to prepare students for careers in public accounting, private industry, and the nonprofit sector.

Most states now require 150 credit hours of education to be completed before a candidate may be licensed as a CPA. Students can meet this requirement at Moravian College through early planning and careful course selection. One option is through admission to the five-year B.A./MBA. program. Students who elect this option will receive a B.A. at the conclusion of three and one-half years (seven full-time terms) of study and an MBA on completion of the program in the fifth year.

The major in accounting consists of eleven course units, including Economics 152, 156, and 225; Management 223; Accounting 157, 213, 218, 219, and 340; and two of the following controlled electives: Accounting 258, 315, 322, and 324. College-level algebra and calculus (Mathematics 108 or 170 or 106-166) are required for the accounting major. The accounting major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Accounting courses are listed below.

The Minor in Accounting

The minor in accounting consists of five course units: Economics 152 and Accounting 157, 218, 219, and one additional course in accounting. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in International Management (French/German/Spanish)

The major in international management is offered jointly by the Department of Economics and Business and the Department of Foreign Languages. International management majors take Accounting 157, Economics 152 and 236; Management 223 and 333; and one elective from Management 231, 251, or 253. Foreign language requirements include Foreign Language 110, 150, 155, 220, Study Abroad Foreign Language at the 200 or 300 level, Foreign Language 300 after study abroad and MGMT 333

This program requires a semester abroad in which one business-related course and one foreign language course must be taken. All students interested in this major

should consult with James P. West and Nilsa Lasso-von Lang (Spanish), Jean-Pierre Lalande (French), or Axel Hildebrandt (German). A student wishing to elect a major in international management with a language not listed should consult with Professor Lalande.

There is no minor offered in international management.

The Major in Environmental Policy and Economics

The environmental policy and economics curriculum provides students with the necessary interdisciplinary approaches required to create and develop more efficient ways to protect and enhance the world's ecological and economic amenities. Sound foundational knowledge and problem-solving skills are developed so that graduates understand the complexity of environmental processes and the tradeoffs presented by alternative policies. The environmental policy and economics major consists of twelve course units. For details on course requirements and options, please refer to the section on Environmental Studies and Sciences.

Notes for Majors and Minors in Economics and Business

- Students majoring in programs in the Department of Economics and Business are expected to be computer-literate and acquainted with applications in word-processing, spreadsheets, and statistical analysis.
- Algebra and calculus are required in the economics, management, and accounting majors. The algebra requirement ordinarily is met by the completion of three years of secondary mathematics; the calculus requirement by taking Mathematics 108 or 170 (or its equivalent sequence, Mathematics 106-166).
- Transfer students may satisfy the calculus prerequisite through courses taken at other institutions on approval of the Economics and Business Department chair. Students are advised that such courses might not satisfy the College's F2 requirement.
- Mathematics 107 may be substituted for Economics 156 in the major or minor in economics, management, international management, or accounting; but those students who have taken or are taking concurrently Mathematics 107, 231, or 332 will not receive credit for Economics 156. Students intending graduate work in economics are encouraged strongly to take Mathematics 171 and 220.
- Majors in economics, management, international management, or accounting are urged to develop a significant concentration in some other area, whether it be mathematics, a natural science, one of the humanities, a foreign language, or another behavioral science.

- Economics 152 will satisfy the M4 Learning in Common requirement in Economic, Social, and Political Systems.
- All students majoring in the department must enroll in one writing-intensive course within their major.
- Students may major in one field in the department and minor in another but may not double-count courses (i.e., count a single course towards both the major and the minor). Students should consult their advisor or the chair regarding acceptable substitute courses.
- Students may not double-major within the department.
- Majors in this department may not take any full-unit courses in the department on a pass/no credit basis.
- The department recognizes self-designed and interdisciplinary majors and minors and conforms to College policy with regard to their requirements. Advisors should consult the most recent edition of this catalog for requirements and more information.
- Challenges to all course prerequisites must be approved by the department chair.

The Interdepartmental Major

The six courses of Set I include Economics 152 and 156, Accounting 157, and three other courses in economics, accounting, or management. These three elective courses and the six courses of Set II are selected by the student with the approval of the advisor.

The M.B.A. Program

The Moravian MBA program develops leaders with the skills and adaptability to manage complex, diverse, and fast-changing situations in today's business world. The Moravian MBA program is flexible, convenient, and affordable to meet the needs of today's students in a busy world, a curriculum gives you the tools for a successful career.

Working in small classes MBA students take a common core of courses in leadership, organizations, and people, including Management 511, Management 513, and Management 521, then a second core of courses in microeconomics, finance, operations, and business research methods, including Management 515, Management 517, Management 519, and Management 555. Students specialize their knowledge in business by completing four courses in a concentration of their choosing including

Accounting

- Management 552
- three Management 500-level elective courses.

Business Analytics

- Management 553, 556, 557
- one Management 500-level elective course.

Healthcare Management

- Management 532, 534, 536,
- one Management 500-level elective course.

Human Resource Management

- Management 563 and
- three Management 500-level human resource management courses OR Management 569, 572, and one Management 500-level elective course.

Supply Chain Management

- Management 545, 547, 549,
- one Management 500-level elective course.

General Management

- Management 523
- three Management 500-level elective courses.

Coursework is completed with the application of expertise in applying economic, financial, project, and process-based skills to strategic problems in a capstone course, Management 571.

The MBA program requires students to meet prerequisite requirements in macro and microeconomics, accounting, statistics, financial management, information systems, and marketing, as well as holding a baccalaureate degree.

The Moravian MBA is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

The Master of Science in Human Resource Management (MSHRM)

Aligned with the Society for Human Resource Management (SHRM) HR curriculum guide, the MSHRM program develops the strategic human resource management knowledge of students and how that knowledge contributes to the bottom line of organizations to create the human capital development skills that credible Human Resource (HR) professionals with business knowledge bring to the table.

The MSHRM program develops students' competencies in critical areas in HR and business that will enable graduates to bring a competitive advantage to employers. All MSHRM students take core courses in leadership and advanced HR topics, including Management 511, 513, 521, 561, 562, 565, 567, 571, and 579.

Students specialize their HR knowledge in either a

Leadership Concentration consisting of Management 517, 563, and one Management 500-level elective course, or a Learning and Performance Management Concentration consisting of Management 569, 572, and one Management 500-level elective course.

The MSHRM program requires students to meet prerequisites requirements in macro and microeconomics, accounting, statistics, financial management, and human resource management, as well as holding a baccalaureate degree.

The MSHRM program is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Master of Science in Predictive Analytics (MSPA)

The Master of Science in Predictive Analytics (MSPA) program is a graduate program in data science. Courses cover business management and communications, information technology, and modeling. Small class sizes promote extensive interaction among students and our faculty. Students gain critical skills for succeeding in today's data-intensive world, including business case studies, data analysis, and making recommendations to management. They learn how to utilize database systems and analytics software, including Excel, SPSS, and R. Students learn how to make trustworthy predictions using traditional statistics and machine learning methods. With a wide range of elective courses to choose from, students can customize their studies across a variety of data science disciplines, including marketing analytics, web analytics, data visualization, healthcare analytics, and supply chain analytics. Special topic electives are offered providing additional study opportunities, including decision analytics, financial market models, time series forecasting, sports analytics, operations management, mathematical programming, simulation methods, and analytics for total quality management.

The Master of Health Administration (MHA)

Healthcare is an industry changing faster than any other. Bringing together the best practices in healthcare and business, the Moravian MHA program prepares students to manage health care organizations at all levels -- health systems, hospitals, clinics, physician practices, rehabilitation centers, skilled nursing facilities, and others -- in this dynamic environment.

The MHA curriculum develops students' leadership, collaboration, analytical and problem solving skills, and a deep understanding of the healthcare industry in required courses, including Management 502, 504, 513, 520, 522 or 524, 532, 534, 536, 571.

Students take three Management 500-level elective courses in areas of their interest to complete their coursework.

The MHA program requires students to a prerequisite requirement in statistics, as well as holding a baccalaureate degree.

The Five-Year Combined Degree Programs

The Economics and Business Department offers opportunities to Moravian College students interested in earning both a bachelor's degree in any major and a master's degree in either business administration (MBA), human resource management (MSHRM), or health administration (MHA) through a combined, five-year program. Consult the Associate Chair, Economics & Business Department, Lizabeth Kleintop for further information about the Five-Year Combined Degree Programs.

Graduate Professional Certificate Programs

Graduate Professional Certificates deliver expanded knowledge and enhance skills without the same investment of time and money required to earn a graduate degree. The Economics and Business Department offers four certificate programs based in the curriculum of the related MBA concentration.

Students who hold only a baccalaureate degree must complete four courses to earn the certificate. Students holding a master's degree may be able to complete the certificate with three courses.

Course credits earned for a Graduate Professional Certificate may be applied toward a Master of Health Administration, MBA, or Master in Human Resource Management degree at Moravian College.

The concentrations offered are

Business Analytics

Management 553, 556, 557

one Management 500-level elective course

Prerequisites include micro and macroeconomics, and statistics.

Healthcare Management

Management 532, 534, 536,

one Management 500-level elective course

Human Resource Management

Four Management 500-level courses in human resource management

Prerequisites include micro and macroeconomics, financial management, and human resource management.

Supply Chain Management

Management 545, 547, 549,

one Management 500-level elective course

Prerequisites include micro and macroeconomics, statistics, and management information systems.

Undergraduate Courses in Economics

152. Principles of Economics.

Study of basic economic theory and major economic institutions, including the development of economic thought. Emphasis on structure, functions, and underlying principles of modern economic life. Includes elementary macro- and microeconomic theory. Prerequisite: Three years of secondary mathematics through college-level algebra or consent of instructor. Fall & Spring. (M4)

Aziz, Egan, Leeds, L. Ravelle, Terrizzi, West

156. Economic and Business Statistics.

Introduction to statistical concepts and methods. This course reviews descriptive measures of location and dispersion, provides an overview of probability concepts and distributions, and focuses on statistical inference, hypothesis testing, and simple and multiple linear regression analysis. Additional topics may include quality control and time series analysis. Economics 156 may not be taken for credit by students who have earned credit for Mathematics 107 or 231. Prerequisite: Sophomore standing and three years of secondary mathematics through college-level algebra or consent of instructor. Fall & Spring. (F2)

Aziz, Leeds, L. Ravelle, Terrizzi

210. The Economics of Crime.

Does crime pay? Of course! How crime and criminals are dealt with in tribal and non-Western societies; considerations of crime by political scientists, psychologists, sociologists, and economists; recommendations for controlling crime. Topics include crimes of theft and violence, white-collar crime, capital punishment. Open to all students with sophomore or higher standing. Counts as an elective for economics majors. Writing-intensive.

Staff

211. The Economics of Health and Health Care.

Human health, national and personal, from an

economic perspective. Expenditures on health are a primary determinant of quality of life. In the United States and in many other countries in the developed world, health-care expenditures are rising faster than consumer income. Thus, understanding the economics of health is important, especially given the increasingly complex ways in which health-care services are delivered. Topics include the value of health from an individual and societal perspective; demand for physicians and other health services; supply of health care; insurance; international comparison of health expenditure and the role of government. May be counted as an elective for the economics major or minor. Prerequisite: junior or senior class standing, and Economics 152 or permission of instructor. Spring. (U1)

Aziz, Terrizzi

220. Money, Banking, and Financial Policy.

History and theory of money, banking and financial markets: commercial banking and bank management; money and capital markets; financial innovation and regulation. Central banking, monetary theory and policy and international monetary issues are covered. A critical examination of current monetary and regulatory policies to maintain economic stability, economic growth, and other goals. Prerequisite: Economics 152. Fall.

Leeds, Terrizzi, West

225. Intermediate Microeconomics.

Theory of production; market structures; equilibrium of the firm and the industry; pricing of factors of production; analysis of consumer behavior; general equilibrium analysis; welfare economics. Prerequisites: Economics 152 and 156, college-level calculus (Mathematics 108, 170, or 106-166), and sophomore standing or permission of the instructor.

Aziz, Leeds, Terrizzi

226. Intermediate Macroeconomics.

Macroeconomic theory and policy. Development and historical background of a unified macroeconomic model to explain the national income, inflation, and unemployment; economic growth. Analysis of current domestic and international economic events. Sophomore standing or instructor permission. Prerequisite: Economics 152 and 156.

Leeds, L. Ravelle, West

228. Economic Development.

An integrative approach to theories and challenges of economic development in developing countries. Topics include population growth, education and health, capital formation and technology, socio-cultural foundations

of development, trade, and the role of domestic and international institutions, especially the World Bank. Case studies are used from around the world. Prerequisite: Economics 152. Alternate years Spring.

Leeds, West

231. Managerial Finance.

(Also Management 231) Relevant theories of financial management of business organizations, with emphasis on corporate form. Combines theoretical and environmental frames of reference to determine how firms maximize value. Topics include real and financial-asset valuation, risk and rates of return, cost of capital, portfolio choice, and long- and short-term financing decisions. Prerequisites: Economics 152 and 156, Accounting 157.

Leeds, L. Ravelle

236. International Economics.

Theories and policies of international trade and finance. Balance of payments, exchange-rate determination, free trade and protectionism, evolution of international economic institutions, contemporary issues. Prerequisites: Economics 152. Fall. Leeds, West

240. Environmental Economics and Policy.

This course explores theories of externalities and public goods as applied to pollution and environmental policy. Trade-offs between production and environmental amenities and assessment of non-market value of environmental amenities. Topics include remediation and clean-up policies, development, and biodiversity management. Prerequisite: Economics 152. Spring.

Aziz

241. Natural Resource Economics and Policy.

This course introduces the economic dimensions of environmental and energy issues. Use of economic models to approach energy and environmental issues in a way that leads to socially responsible and economically sound policy. Specific applications include fisheries, oil and gas reserves, and wildlife management. Prerequisite: Economics 152. Fall.

Aziz

256. Applied Econometrics.

(Also Management 256) An introduction to regression-based modeling as applied to economic, management, marketing, and other business-related examples. Emphasis is on how to use econometrics to inform decision-making: to formulate, model, and interpret results of real-world problems based on data. In addition to learning various modeling techniques, the

course focuses on often encountered data problems such as multicollinearity and serial correlation of errors. As an applied course, there is significant emphasis on correct specification of models and interpretation of results. Students will learn to use econometric software to estimate models and detect and address common challenges inherent in data. Prerequisites: Economics 152 and 156.

Aziz, Leeds, Terrizzi

312. The Economics of Sports.

This course applies economic theory to a variety of amateur and professional sports, including baseball, hockey, football, basketball, soccer, and golf. Principal areas of interest are labor, markets, industrial organization, and public finance. Topics for discussion: unions and strike behavior, the monopoly power of leagues, the baseball antitrust exemption, the effect of free agency on competitive balance and player salaries, and the funding of stadiums. Prerequisite: Economics 225. Alternate years Spring.

Leeds

325. History of Economic Thought.

Development of classical and neoclassical or marginalist economic theory. Works by Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, others. Prerequisite: Economics 152 and one 200-level Economics course. Writing-intensive. Alternate years Spring.

Leeds, West

326. Legal Environment of Finance and Credit.

Aspects of legal environment of financial and thrift institutions. Application of Uniform Commercial Code to commercial paper, deposits and collections, investments, and secured transactions. Consumer credit transactions, mortgages and realty, trusts and estates. Prerequisite: Accounting 157 and Management 226. Alternate years.

J. Ravelle

327. Industrial Organization.

This course applies economic theory to the pricing practices of firms under varying degrees of competition. Analysis covers different industries and also firms' decisions regarding quality, advertising and other business choices. Topics include: technological innovation, the role of information and advertising, and the dynamics of oligopoly and monopoly pricing. Prerequisites: Economics 152, 156, and 225. Alternate years Fall.

Terrizzi

329. Labor Economics.

Analysis of supply and demand for human resources, functioning of labor markets and labor institutions. Topics include discrimination, unionism and collective bargaining, macroeconomic aspects of employment, unemployment, wage levels. Prerequisites: Economics 152 and 225. Alternate years. Writing-intensive.

Staff

330. Public Economics.

Public sector of the economy and economic welfare. Institutions and financing of the public sector. Nature of public goods, theory of public choice, principles of expenditure and tax analysis, the welfare effects of specific programs such as medical care, social security, unemployment insurance and food stamps, taxes on income, sales, social security, and property. State and local government finance. Prerequisites: Economics 152 and 225. Alternate years. Writing-intensive. Fall.

L. Ravelle

335. Current Topics in Finance.

Assesses contemporary issues in financial markets and institutions, corporate finance, investments, and the global economy. Topics will vary and be chosen to reflect the dynamic and often revolutionary nature of financial markets in a globalizing and technologically sophisticated environment. The regulatory and ethical environment of finance will be included among the issues studied. This course is designed for upper-level economics-finance majors as well as others with appropriate course background and interest, with approval of the instructor. The course will also serve as one of the controlled electives in the economics-finance track. Prerequisites: Economics 225. Recommended: Economics 220.

Staff

341. Investment and Portfolio Theory.

(Also Management 341) Principles underlying investment analysis and policy; salient characteristics of governmental and corporate securities; policies of investment companies and investing institutions; relation of investment policy to money markets; forces affecting securities prices; construction of personal and institutional investment programs. Determination of investment values, portfolio analysis, optimal investment planning. Securities and Exchange Commission regulations. Prerequisite: Economics/Management 231. Spring.

Leeds, L. Ravelle

342.1. Amrhein Investment Fund.

Management of the Amrhein Investment Fund, with a maximum of one full unit of credit given over a two-year period if specific academic requirements are met. Pass/no credit only.

L. Ravelle

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Undergraduate Courses in Management

211.2. Applied Information Management.

Problems of organizing and managing data for use by managers, economists, and social scientists, or anyone who must keep track of information. Basics of information systems: what they are, how to design them, how they are used; and two computer tools used to manage them: spreadsheets and databases. Web research and usage.

Best, Klatchak

216. Information Systems for Management.

Management needs involving information systems have increased in importance and range. Explore the role of information technology in an organization and its impact on the business environment. Understand the importance of using information systems as a tool for managing. Topics include impact of information technology on organizations, ethical and security challenges, technical foundations of hardware/software, management of data, e-Business/e-Commerce, business IT strategies, telecommunications, and networking. Prerequisite: Management 211.2 or permission of the instructor.

Best

223. Management and Organizational Theory.

Presentation of foundational knowledge of the management processes of planning, leading, organizing and control, along with study of classic and emerging organizational theory. Management roles, functions, competencies and practice are studied in businesses and not-for profit organizations and grounded in business ethics, multiculturalism, and quality in the global business environment. Prerequisite: Economics 152.

Desiderio, Marabella, Wright

226. Legal Environment of Business.

(Also Sociology 226) Legal principles related to conduct of business and industry. Topics of analysis include contracts, sales, agency, business organizations, partnerships, corporations, pass-through entities, unfair competition, and cyberlaw.

J. Ravelle

227. Consumer Behavior.

Psychology of consumers. Methods of psychological research for problems in consumer areas. Impact of personality, learning, motivation, and perception on consumer decisions. Topics include consumer stereotypes, social groups as consumers, advertising, product or brand images and identification, and attitude change in consumers. Recommended: Management 251. Fall.

Kaskowitz, van Esch

228. Telling and Selling Your Brand: The Art of the Story.

(Also Interdisciplinary 228) Explores the use of mythology, archetypes, and storytelling to create a cohesive and compelling identity for an organization. Focus on how legendary organizations have built trust and created iconic brands by understanding and applying these principles. The use of symbolism (visual and mental) and metaphor to create a theme that is enduring, powerful, and integrated throughout the organization. Explore ways that organizations and people can develop deep and lasting relationships with their customers and other stakeholders through the understanding and application of these storytelling techniques. Prerequisite: Sophomore standing or higher.

Kaskowitz

231. Managerial Finance.

(Also Economics 231) Theories of financial management of business organizations, with emphasis on corporate form. Combines theoretical and environmental frames of reference to determine how firms maximize value. Real and financial asset valuation, risk and rate of return, cost of capital, portfolio choice, long- and short-term financing decisions. Prerequisites: Economics 152 and 156, Accounting 157.

Leeds, L. Ravelle

250. Moral Marketing - Serving the World's Poor.

(Also Interdisciplinary 250) How the ideas of tzedek ("justice") and charity ("love") apply to marketing to the world's poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American

secular traditions. Each of these three perspectives has unique traditions regarding the role of the individual and the community, and the obligation towards helping those less fortunate. Discussion of differences between morality and ethics based on these three perspectives, as well as approaches to social justice as an obligation, an act of love, or a practical solution. Discuss needs of the poor in emerging nations and how products could be created and distributed in these emerging nations in accordance with these different ethical and moral perspectives. (U2) Prerequisite: junior or senior class standing.

Kaskowitz

251. Marketing Management.

The role of marketing activities in management of an organization. Emphasis on application of marketing principles to design and implement effective programs for marketing products and services to consumers and industrial users. Market analysis and buyer behavior in the development of appropriate product, pricing, distribution, and promotional strategies. Prerequisite: Economics 152 or permission of instructor.

Kaskowitz, van Esch

253. Human Resource Management.

Employee motivation, recruitment and selection, performance evaluation, training and development, compensation and benefit plans, intra-organizational communication. Emphasis on case studies to develop problem-solving and decision-making abilities; operational practices; relevant behavioral- science theories; public policy and institutional constraints on effective use of human resources. Prerequisite: Management 223 or permission of instructor.

Desiderio, Kleintop, J. Ravelle

255. Mindfulness in Sport.

Using Csikszentmihalyi's theory of flow as the theoretical framework to guide this course, we will explore mindfulness and flow in the context of optimizing performance in sports organizations. Together, we will discover how leaders make meaning of their behaviors in the context of doing good business in the sports industry. We will explore ways of thinking, reactions to our readings, self-reflection, and how to express responses in an analytical and thoughtful way. In an effort to create awareness for happiness at work, we must understand the cultural implications that stimulate our lives. Using

a sports management lens, let's explore how "... leaders and managers of any organization can learn to contribute to the sum of human happiness, to the development of an enjoyable life that provides meaning, and to a society that is just and evolving" (Csikszentmihalyi, p. 5, 2003). Prerequisite: Management 223.

Desiderio

256. Applied Econometrics.

(Also Economics 256) An introduction to regression-based modeling as applied to economic, management, marketing, and other business-related examples. Emphasis is on how to use econometrics to inform decision-making: to formulate, model, and interpret results of real-world problems based on data. In addition to learning various modeling techniques, the course focuses on often encountered data problems such as multicollinearity and serial correlation of errors. As an applied course, there is significant emphasis on correct specification of models and interpretation of results. Students will learn to use econometric software to estimate models and detect and address common challenges inherent in data. Prerequisites: Economics 152 and 156.

Aziz, Leeds

310. "Doing Good" at Work.

(Also Interdisciplinary 310) "Doing good" is philanthropy, ethical codes of conduct, voluntarism, social responsibility, and environmental stewardship. "Doing good" at work is not only the morally correct thing to do for the individual employee, but the more individuals in the organization who "do good," the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will learn about the philosophy, history and practice of "doing good" at work, and integrate what they have learned and what they believe to develop their own model for "doing good" that they can work and "live with." Prerequisite: junior or senior class standing. (U2)

Marabella

311. Marketing Research.

Methods of collecting, analyzing, and interpreting data to aid marketing managers in identifying market problems and opportunities and to develop effective marketing strategies. Prerequisites: Economics 156 and Management 251. Writing-intensive. Spring.

Kaskowitz, van Esch

324. Operations Management.

Introduction to managing the supply side of profit and not-for-profit organizations, and their production of

goods and services. Includes process improvement, scheduling, materials management, and quantitative methods for operations management. Prerequisites: Economics 156 and two of the following: Accounting 213, Management 231, 251, 253. Spring.

Egan

326. Legal Environment of Finance and Credit.

Aspects of legal environment of financial and thrift institutions. Application of Uniform Commercial Code to commercial paper, deposits and collections, investments, and secured transactions. Consumer credit transactions, mortgages and realty, trusts and estates. Prerequisite: Accounting 157 and Management 226. Alternate years.

J. Ravelle

333. International Issues in Management.

Issues in international business and management from a world-system perspective; development of management as it influences and is influenced by multinational network of organizations, governments, and business enterprises. Theory and practice of global management, requiring perspective compatible with changing nature of international relations. Prerequisite: Management 223 or permission of instructor. Alternate years.

West, Marabella

341. Investment and Portfolio Theory.

(Also Economics 341) Principles underlying investment analysis and policy; salient characteristics of governmental and corporate securities; policies of investment companies and investing institutions; relation of investment policy to money markets; forces affecting securities prices; construction of personal and institutional investment programs. Determination of investment values, portfolio analysis, optimal investment planning. Securities and Exchange Commission regulations. Prerequisite: Economics/Management 231. Writing-intensive. Spring.

Leeds, L. Ravelle

342. Organizational Behavior and Leadership.

Examines the relationship between the individual and the organization. Topics to be considered include communication motivation, leadership and power, group dynamics and decision-making, interpersonal relationships and change. Theories and practice of leadership will be studied in depth. Various pedagogical techniques will be utilized including lectures, case studies, examination of research and experiential learning. Prerequisites: Management 223 and 253. Writing-intensive.

Desiderio

365. Management Seminar.

Senior seminar for management majors that presents classic and emerging management strategy theory, integrates functional aspects of business including marketing, human resources, finance and operations, and gives students opportunities to apply these concepts and principles to the effective leadership and management of business and not-for-profit organizations. Prerequisites: Senior standing; Management 223; one controlled elective; and either MGMT 251 or MGMT 253. Spring.

Marabella, Wright

- 190-199, 290-299, 390-399. Special Topics.
- 286, 381-384. Independent Study.
- 288, 386-388. Internship.
- 400-401. Honors.

Undergraduate Courses in Accounting

157. Financial Accounting.

Introduction to accounting, the language of business. This course provides an introduction to financial reporting. Topics include reporting of business transactions, application of accounting theory, standards, and principles, and analysis of financial information.

Rossi, Vinciguerra

213. Cost Accounting.

An introduction to basic financial information used within business organizations. Emphasis on cost analysis to improve decision making and facilitate planning and control. Topics include cost systems, budgeting, variance analysis, and pricing and profit analysis. Prerequisites: Accounting 157 and Economics 156.

Vinciguerra

218. Intermediate Accounting I.

Environment and theoretical structure of financial accounting, including income statements and statements of cash-flows, income measurement, the balance sheet, financial disclosures, time value of money concepts, cash and receivables, inventories, operational assets, investments. Application of accounting and economic concepts to analysis of a company's financial position and performance, as shown in published information, primarily financial statements. Prerequisite: Accounting 157. Fall.

Rossi, Vinciguerra

219. Intermediate Accounting II.

Continuation of Accounting 218. Topics include liabilities, contingencies, stockholders' equity, dilutive securities, earnings per share, investment, revenue recognition, income taxes, pensions, post-retirement benefits, leases, accounting changes and error correction, statement of cash-flows, financial statement analysis, full disclosure. Prerequisite: Accounting 218 with a grade of C or better or permission of instructor. Spring.

Rossi, Vinciguerra

258. Computers and Accounting Information Systems.

Introduction to hardware, software, networks, databases. Developing information strategy, organizing reporting needs, setting up accounting systems. Discussion of Enterprise Resource Planning (ERP). Prerequisites: Accounting 157 and Management 211.2 or equivalent experience.

Staff, Klatchak

315. Federal Income Tax.

Personal tax concepts, structure, and planning, including rules of taxation that influence personal or business decisions. An understanding of our federal tax system is required to succeed in such professions as public accounting, banking, investment management, and auditing, as well as other occupations that involve decision-making. Prerequisite: Accounting 157. Fall.

Rossi

322. Advanced Accounting.

A comprehensive study of the equity and cost methods of accounting for investments in common stock and business combinations, including consolidated financial statements. Special topics such as accounting for partnerships, segment and interim reporting, foreign currency, and international accounting issues, including global accounting standards and diversity. Prerequisite: Accounting 218 with a grade of C or better or permission of instructor

Rossi

324. Auditing.

An introduction to the practice and profession of auditing. Major topics include audit responsibilities and objectives, audit planning, evidence accumulation, materiality and risk, internal control, audit reports, professional ethics, and legal liability. Prerequisites: Accounting 218 with a grade of C or better or permission of instructor.

Vinciguerra

340. Senior Seminar in Accounting.

A capstone course related to financial reporting and hot accounting issues. Emphasis on understanding conceptual issues about financial reporting; such as international accounting standards and ethical issues as they relate to the profession. Understanding how business choices and ethical decisions affect financial statements and user perspectives; researching a company's financial statements, press releases, and news reports. Materials include case studies of actual companies. Prerequisite: Accounting 218 with a grade of C or better or permission of instructor. Writing-intensive.

Rossi, Vinciguerra

351.2. Not-for-Profit-Sector Accounting.

Issues of financial reporting, managerial, taxation, and information systems in not-for-profit organizations. Principles and practices of nonprofit accounting, ethics and professional standards, measurement of efficiency and economical use of resources to satisfy legal, reporting, and societal requirements. Emphasis on writing, speaking, critical thinking, and analytical skills. Prerequisite: Accounting 157 with a grade of C or better or permission of instructor. Spring.

Basile, Staff

352.2. Tax Planning for Business Entities.

Fundamentals of individual and business income taxation, tax implications of various types of business entities, planning for acquisition and disposition of property, tax-advantaged investments, financial planning. Topics include employee compensation, conduit entities, corporations, and estates and trusts. Tax research and practitioner concerns. Prerequisites: Accounting 157 and 315 or equivalent experience.

Basile, Rossi

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Graduate Courses in Management

502. Epidemiology and Bioinformatics

This is an epidemiology methods course designed with the broad perspective required for determination of the distribution and determinants of health and illness in human population groups. One focus is on the information systems, data sets and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Knowledge required for being a critical consumer of research reports in

professional literature is an additional focus. Designing health promotion and disease prevention programs for important global and local health problems is also stressed. 3 graduate credits. Prerequisite: MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, or permission of instructor.

Kohler, Hoffman

504. Policy, Quality and Safety

This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may not result in improvement of health of the public and of specific subsets of patients. 3 graduate credits. Prerequisite: None.

Groller

511. Developing Leadership Competencies.

Various personal skills – such as communicating verbally and nonverbally, analyzing, reflecting, strategic thinking, time management, managing information, stress management, career management – contribute significantly to an individual's ability to lead people. Using a variety of tools and techniques, participants in this course will assess and develop their emotional intelligence, capacity to make judgments, and relationship management skills through reflective practice that aligns their theoretical knowledge with their workplace experiences. Emphasis will be placed on problem-solving styles, building global and cultural awareness, ethical decision making, and developing knowledge management skills. 3 graduate credits. Prerequisite: None.

Desiderio, Orlando, Law

513. Leading People in Organizations.

Leaders and managers achieve goals working with and through others. They must be skilled in developing individuals to work in teams, in facilitating teams, and in managing conflict. Leaders and managers must understand organizational and national cultures and how they affect the achievement of goals. They must not only hold strong ethical values, but also model them. This course examines the role of managers as leaders in organizations and develops knowledge and skills needed by managers in today's business environment to successfully achieve organizational goals. This course focuses on who leaders are and what leaders do. It is important to know what accounts for effective leadership and how one can become an effective leader. Subsequently, course material will focus upon fundamental principles of leadership and how these principles relate to becoming an effective

leader. Emphasis will be placed on self-reflection and analysis in regard to developing one's own leadership skills. 3 graduate credits. Prerequisite: None.

Orlando, Law

515. Microeconomic Foundations for Strategic Management.

In this course, participants explore the role of economic theory and analysis in the formation of business strategy and policy. The course examines the importance of understanding the competitive environment, including market structure, strategic interactions among competitors, and government antitrust policies, as well as economic forces internal to the firm such as costs. The course emphasizes the importance of economic reasoning in the strategic management process. 3 graduate credits. Prerequisites: CCBU or ECON 152 Principles of Economics or equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, MGMT 231 Managerial Finance, or equivalent, or permission of instructor.

Egan

517. Corporate Financial Management.

This course focuses on the integration of both the theoretical and practical aspects of financial and investment decisions in the corporate environment. Students will learn to fully utilize accounting and financial information to make sound, ethical decisions. Topics include financial statement analysis, risk & return, capital budgeting, cost of capital, capital structure, financial decision-making under conditions of uncertainty, corporate valuation, working capital management, multinational finance, and current issues such as derivatives, bankruptcy, mergers and acquisitions, divestitures and corporate governance. The legal and ethical aspects of financial management are examined within the context of the existing legal and regulatory environment. 3 graduate credits. Prerequisites: ECON 152 Principles of Economics or equivalent; ACCT 157 Financial Accounting or equivalent; MGMT 231 Managerial Finance or equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, or permission of instructor.

Szmania

519. Managing Operations.

This course focuses on the strategic and tactical issues associated with managing the creation and distribution of goods and services. Concepts, techniques, and tools of process and project management are emphasized. Specific topics include, among others, operations strategy, quality management, time-based competition, and supply chain management. The application of these techniques in various settings including the

industrial, service, healthcare, and not-for-profit sectors is also examined. 3 graduate credits. Prerequisites: CCBU 152 Principles of Economics or equivalent; ECON 157 Financial Accounting, or equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, or permission of instructor.

Egan

520. Financial Management in Health Care Organizations

This course focuses on the synthesis of theoretical and practical principles of financial and investment decisions within healthcare organizations. Students utilize accounting and financial information to execute effective decisions that enhance organizational objectives and patient outcomes.

Ramson

521. Ethics, Law, & Social Responsibility.

This course explores the vital relationship between business and the legal, political and social environments, and the impact of self-regulation, market regulation, and government regulations on corporate behavior. Specific topics will include ethics and corporate social responsibility, occupational and industrial codes of conduct, antitrust problems, corporate governance, securities markets, the employee-employer relationship, employment discrimination, consumer protection, product liability, environment policy and social and legal issues of multinational business. 3 graduate credits. Prerequisites: None.

Taschler

522. Project Management.

This course focuses on defining projects and identifying how to manage them within healthcare organizations. Students learn to identify project management process groups, methods to formulate and execute goals, break project components into work breakdown structure, and critique project case studies to assure performance improvement. 3 graduate credits. Prerequisite: None.

Cheever

523. Marketing Management and Strategy.

This course focuses on the role of marketing in establishing and maintaining the relationship between the organization and its internal, domestic and global customers. Emphasis is placed on the analysis of market opportunities, customer behavior and competitive conditions leading to the development of strategic marketing plans for building and strengthening customer relationships. Specific topics include product and service strategy, pricing, promotion and

management of channels of distribution including the role of the Internet and electronic commerce. 3 graduate credits. Prerequisites: ECON 152 Principles of Economics, or equivalent; MGMT 251 Marketing Management, or equivalent; or permission of instructor.

Kaskowitz, van Esch

524. Strategic Planning in Health Care

This course examines models of change within health care organizations and identify strategic and leadership decisions necessary to effect positive organizational outcomes. Factors that assure short-term and long-term success in a competitive health care environment, including developing partnerships and cultivating human and other resources are analyzed. Students utilize case studies to critique the strategic decision-making process and make recommendations for effective strategic change. Prerequisite: None.

Hitchings, Hoffman

532. Managing Healthcare Organizations.

This course examines the unique environment of healthcare and the challenges confronting managers in that environment. Topics examined include marketing healthcare services, recruiting and retaining staff necessary for meeting mission, the strategy of healthcare services delivery, healthcare informatics, and decision making in the healthcare marketplace. 3 graduate credits. Prerequisites: None.

Ramson

534. Healthcare Financing Systems.

This course reviews the history of healthcare financing in the United States and financial issues in the present healthcare environment. Principles of financial management and insurance are integrated and applied to the healthcare environment. Topics include: healthcare capital and operating budgets; healthcare payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based healthcare finance and managed care; and financing aspects of public health policy. 3 graduate credits. Prerequisites: None.

Huff, Terrizzi

536. Law, Regulations, and Ethics in the Healthcare Environment.

This course provides an overview of legal issues associated with healthcare, including HIPAA and Medicare fraud and abuse, and the regulatory and accreditation environments of Medicare, Medicaid, JCAHO, and OSHA. Ethical issues associated with the practice of medicine and decision-making in

the healthcare environment are also examined. 3 graduate credits. Prerequisites: None.

Schmidt

545. Procurement and Sourcing Strategy.

This course examines the fundamental concepts of supply chain management. Topics include the roles and responsibilities of the purchasing function, supplier relationship management and development, contract development, negotiations, and management, strategic sourcing, strategy, purchasing ethics, and more. Prerequisites: ECON 152 Principles of Economics, or equivalent; MGMT 216 Information Systems for Managing, or equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or permission of instructor. 3 graduate credits.

Goch

547. Integrated Logistics Systems.

This course looks at supply chain management as a logistical system. Topics include inventory management and warehousing, including inventory turnover, process management, customer satisfaction, and investment recovery. Delivery issues, including sourcing vs. in-house systems, are examined. Measuring the performance of the entire supply chain is emphasized. Prerequisite: MGMT 216 Information Systems for Managing, or equivalent; or permission of instructor. 3 graduate credits.

Kar

549. Supply Chain Management Technology.

This course examines the use of various individual technologies and technology systems to enhance the performance of the supply chain function in organizations. Technologies examined include RFID and auto-dispensing devices, barcode systems, route optimization software, and others. Systems such as enterprise resource planning systems, work management, purchasing, inventory, and accounts payable, as well as e-commerce and e-marketing technologies, are examined for their strategic value to organizations. Technology implementation design and management is also examined with a focus on performance measurement. Prerequisite: MGMT 216 Information Systems for Managing or equivalent; or permission of instructor. 3 graduate credits.

Kar

552. Management Accounting.

This course is designed to introduce students to the variety of ways in which management accounting information is used to support an organization's

strategic objectives. The role of managerial accounting has been expanded to include collection and analysis of measures of financial performance, customer knowledge, internal business processes, and organizational learning and growth. To facilitate student comprehension and appreciation for the expanded role of managerial accounting, the following issues will be considered: the nature of costs incurred by firms and the variety of ways by which organizations account for and manage these costs; the process of evaluating the performance of firms and their business units; the rationale behind the balanced scorecard; the use of accounting information to motivate and evaluate performance. 3 graduate credits. Prerequisites: ACCT 157 Financial Accounting.

Huff

551. International Business Issues.

Issues and challenges facing top managers when organizations operate in a global environment. The strategic issues, operational practices and the governmental relations of multinational companies are analyzed through cases which bridge functional business areas. Topics include entry into foreign markets, operating problems, alternative business strategies, and government policies. Topics are examined both from the point of view of the central management of the firm, as well as the expatriate executive's perspective. 3 graduate credits. Prerequisites: None.

Taschler

553. Big Data Management.

This course covers fundamental issues in large-scale data management. The course examines issues related to data organization, representation, access, storage, and processing. Discussion includes open source and commercial solutions, with special attention being paid to large distributed database systems and data warehousing. The course introduces technologies and modeling methods for large-scale, distributed analytics. 3 graduate credits. Prerequisites: MGMT 216 Information Systems for Managing.

Kar

554. Intellectual Property Asset Management.

It is widely commented that physical assets are on a broad decline in relative importance across many industries while intangible assets, particularly intellectual property assets (e.g.: staff know how, brands, patents, proprietary software, and data), are ascending rapidly in importance as main sources of strategic advantage and earnings generation potential. Intellectual Property Asset Management will provide students with a full appreciation of the use of their organization's intellectual property assets. A considerable amount of complex negotiations with other firms is frequently

required to assemble and utilize intellectual property asset portfolios effectively, both as stand alone assets and as integral parts of partnership and joint venture arrangements. Therefore, the course also provides managers with negotiations skills training, including both concepts and workshop mode negotiation practice. Prerequisites: ECON 152 Principles of Economics, or equivalent; ACCT 157 Financial Accounting, or equivalent; MGMT 251 Marketing Management, or equivalent; MGMT 231 Managerial Finance, or equivalent; or permission of instructor. 3 graduate credits.

Egan

555: Business Research Methods.

Good business decisions and strategy depend on drawing inferences from data. Today businesses gather and store vast amounts of data on customers, markets, and the business itself. In this course students will learn how to predict and explain phenomena in the environment through the gathering, analyzing, interpreting, and reporting of information that makes business decision makers more effective. The course focuses on methods of conducting business research, including data collection and sampling, measurement, hypothesis testing, basic quantitative analysis, and multivariate statistical techniques. Students will design and execute their own analysis of data in a business discipline of their choice. Excel is used extensively in the course as an analysis tool. Prerequisites: MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent course, and familiarity with the use of Microsoft Excel, or permission of the instructor. 3 graduate credits.

Kleintop, Vallera

556. Decision Analysis.

This course presents tools for decomposing complex decisions into constituent parts allowing each part to be solved separately and reintegrated into the overall problem solution. Subjecting complex decisions to a formal decision analysis process provides decision makers with much greater clarity about the true nature and risks inherent in the decision being made and produces more precise estimates of the range of outcomes that each decision option may yield. Decision analysis tools are commonly used to assist decision makers in complex decision environments such as those with multiple quantifiable and non quantifiable objectives, those that create, eliminate, or change options faced in subsequent decision environments, and decision options whose impacts are shaped by risk and uncertainty in current and future environments. Techniques such as decision trees and probability distributions, influence diagrams, the Simple Multi-Attribute Technique (SMART), Monte Carol simulations, Bayesian analysis scenario planning, and others will be discussed. Prerequisites: ECON 152 Principles of

Economics, and MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or their equivalents, and familiarity with the use of Microsoft Excel, or permission of the instructor. 3 graduate credits.

Egan

557. Big Data Analytics.

Data mining is the process of selecting, exploring, and modeling large amounts of data to find patterns and gain insights for making actionable knowledge. Several data mining techniques will be applied to large data sets from different business areas to support business decision making. This course will introduce students to data mining tools, techniques, and the various problems that can be solved using the tools and techniques. Students will learn to select appropriate analysis methods, use statistical software to apply those methods, and critically evaluate and communicate the results. Prerequisites: MGMT 555 Business Research Methods, or permission of the instructor. 3 graduate credits.

Kleintop

561. Measurement Strategies and Methods in HR Management.

HR professionals must be able to gather data appropriately, analyze it, and communicate findings to managers and executives convincingly to be strategic partners in the organization. This course examines methods for collecting and analyzing data for a variety of HR needs including satisfaction surveys, market analysis and benchmarking, workforce profiling, and compensation and benefits analysis. Both quantitative and qualitative methodologies will be examined along with concepts of evidence based management. Prerequisite: MGMT 253 Human Resource Management and MATH 107 Statistics, or their equivalents.

Kleintop, Vallera

562. Human Resource Information Systems.

This course examines the strategic role of human resource information systems (HRIS) in the effective management of organizations, operationally and strategically. Students and faculty will examine how to determine organizational readiness and need for an HRIS and the factors that assist in the selection and evaluation of an appropriate HRIS. HRIS concepts will be linked to HR activities such as performance management, compensation and benefits, equal employment opportunity and affirmative action, labor relations, and human resource planning, as well as enterprise computing needs. Students will gain knowledge of the process of implementing, managing, securing, and using data and information stored in electroni

c HRIS databases. Prerequisite: MGMT 253 Human Resource Management, or permission of instructor.

Kleintop, Kubel

563. Current Legal Issues in HR Management.

This course examines the high priority legal issues in today's current HR environment. Working from a basis of laws and regulations governing the employment relationship, students and faculty examine how federal and state legislation, court and administrative decisions, and regulatory processes are changing interviewing, hiring, promotion, performance assessment, termination, diversity, privacy, safety and health, and union-management relations practices in the workplace. Emphasis is placed on analyzing the impact of changes in law and regulations and determining both operational and strategic impacts of those changes on organizational practices. Prerequisite: MGMT 253 Human Resource Management, or permission of instructor.

Stewart

565. Global Talent Management.

Various methods for acquiring the critical skills needed to produce products and services are examined in this course. In addition to the traditional staffing topics of recruiting, selecting and retaining employees, outsourcing and importing human resources to meet organizations' strategic skill and knowledge needs will be examined. Other topics may include equal employment opportunity, human resource planning, determination of staffing needs, internal and external recruitment strategies, selection interviews, tests and assessment procedures, placement, promotion, transfer policies and retention strategies. Prerequisite: MGMT 253 Human Resource Management, MGMT 561 Measurement Strategies & Methods in HR Management, or their equivalents, or permission of instructor.

McDevitt, Kleintop

567. Managing Compensation and Benefits.

This course examines the goals of the organization in its employment of human resources including the use of reward systems, monetary and non-monetary, intrinsic and extrinsic, in the motivation of goal-oriented behavior as a major factor in influencing people's actions in the workplace. The effects of reward systems on recruiting, performance, satisfaction and tenure are examined. The course also explores pay system components such as entry position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects of reward systems, such as federal wage and hour laws and the Employee Retirement Income Security Act, are examined. The value of healthcare benefits to organizations and employees is also discussed. Prerequisites: MGMT 152 Principles of

Economics, MGMT 253 Human Resource Management, and MGMT 565 Global Talent Management, or their equivalents, or permission of the instructor.

Gerhart

569. Training and Development Systems.

This course is an introduction to behavioral concepts and organization best practices related to training and developing human resources. Emphasis is placed on the investigation and development of proactive strategies to align the knowledge and skills of the organization's employees with those needed to realize the organization's strategic goals. Learning technologies for delivering training content are explored within the context of aligning training and development strategy with organizational needs. Prerequisite: MGMT 565 Global Talent Management, or permission of the instructor.

Law

571. Leading Change in Organizations.

Integrative Experience – Organizations are facing many environmental challenges including new technologies, new methods of organizing, diverse consumer demands, new competitors, and diverse employee skills and backgrounds. The common denominator is change. This course examines innovation and organizational change from a strategic and operational perspectives. Students' knowledge and skills related to innovation and change management are developed with an emphasis on strategy and organizational goals. Applied projects with small businesses and not-for-profit organizations allow students to apply their knowledge of innovation and change management in the real world situations. 3 graduate credits. Prerequisite: Final semester status, or permission of instructor.

Kleintop

572. Managing Performance: Motivating, Coaching & Evaluating.

Managers and human resource professionals must have a good understanding of performance management principles in order to coach managers in managing employee performance. This course focuses on the underlying principles of performance management and ways to intervene early to manage behavioral problems. Topics to be covered include an overview of performance management, methods for motivating staff, coaching employees, including executives, for success, establishing performance plans, and conducting performance evaluations. 3 graduate credits. Prerequisites: MGMT 513 Leading People in Organizations or permission of instructor.

Kleintop, Law

577. Project Planning and Management.

Introduces project management—the administration of a temporary organization of human and material resources within a permanent organization to achieve a specific objective. You consider both operational and conceptual issues. You learn to deal with planning, implementation, control, and evaluation from an operational perspective. In the conceptual arena, you study matrix organization, project authority, motivation, and morale and explore the differences and similarities between project and hierarchical management. You investigate cases that illustrate problems posed by project management and how they might be resolved. 3 graduate credits. Prerequisites: None.

Kar

579. Strategic Human Resources Management.

This course includes an overview of business strategy and emphasizes the role of human resource management for effective strategy implementation. Models of organizational diagnosis and change, reengineering, divesting, merging, acquiring, downsizing, and outsourcing are examined from a strategic and operational human resource perspective. Students will complete a service learning assignment with a not-for-profit organization or small business to apply the knowledge and skills learned in this course. This course is normally taken by students as the last course in their program of study. Prerequisite: Permission of instructor.

Kleintop

590-599. Special Topics

581-582. Independent Study.

586-588. Internship.

MGMT 602. Regression, Factorial, and Cluster Analysis.

This course is focused on methods concerned with relations among variables and/or significant group differences. Multiple regression will be covered. Other techniques such as principal components analysis (PCA), exploratory factor analysis (EFA), which examines the interrelation between variables, and cluster analysis (CA) and discriminant analysis (DA), which are both concerned with the interrelations between cases or groups will also be covered. Prerequisites: MGMT 555 Business Research Methods and MGMT 557 Big Data Analytics.

MGMT 605. Generalized Linear Models.

This course extends linear OLS regression by introducing the concept of Generalized Linear Model (GLM) regression. The course reviews traditional linear regression as a special case of GLM's, and then

continues with logistic regression, poisson regression, and survival analysis. The course is heavily weighted towards practical application with large data sets containing missing values and outliers. It addresses issues of data preparation, model development, model validation, and model deployment. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 608. Advanced Modeling Techniques.

Drawing upon previous coursework in predictive analytics, modeling, and data mining, this course provides a review of statistical and mathematical programming and advanced modeling techniques. It explores computerintensive methods for parameter and error estimation, model selection, and model evaluation. The course focuses upon business applications of statistical graphics and data visualization, treestructured classification and regression, neural networks, smoothing methods, hybrid models, multiway analysis, and hierarchical models. This is a casestudy and project-based course with a strong programming component. Prerequisite: MGMT 605 Generalized Linear Models.

MGMT 612. Marketing Analytics.

This course provides a comprehensive review of predictive analytics as it relates to marketing management and business strategy. The course gives students an opportunity to work with data relating to customer demographics, marketing communications, and purchasing behavior. Students perform data cleansing, aggregation, and analysis, exploring alternative segmentation schemes for targeted marketing. They design tools for reporting research results to management, including information about consumer purchasing behavior and the effectiveness of marketing campaigns. Conjoint analysis and choice studies are introduced as tools for consumer preference measurement, product design, and pricing research. The course also reviews methods for product positioning and brand equity assessment. Ethics and legal considerations of marketing analytics are discussed. This is a casestudy and project-based course involving extensive data analysis. Prerequisite: MGMT 605 Generalized Linear Models.

MGMT 615. Web Analytics.

A central part of ecommerce and social network applications, the World Wide Web is an important channel and data source for online marketing and customer relationship management. This course provides a comprehensive review of Web analytics, including topics in search marketing, social network marketing, social media analytics, user generated content management and marketing, mobile advertising and commerce, and CRM strategy. The course examines the use of Web sites and information on the Web to understand Internet user behavior and to guide management

decisionmaking, with a particular focus on using Google Analytics. Topics include measurements of enduser visibility, organizational effectiveness, click analytics, log file analysis, and ethical issues in analytics. The course also provides an overview of social network analysis for the Web, including using analytics for Twitter and Facebook. This is a casestudy and projectbased course. Prerequisite: MGMT 608 Advanced Modeling Techniques.

MGMT 618. Data Visualization.

This course begins with a review of human perception and cognition, drawing upon psychological studies of perceptual accuracy and preferences. The course reviews principles of graphic design, what makes for a good graph, and why some data visualizations effectively present information and others do not. It considers visualization as a component of systems for data science and presents examples of exploratory data analysis, visualizing time, networks, and maps. It reviews methods for static and interactive graphics and introduces tools for building webbrowserbased presentations. This is a projectbased course with programming assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 622.

Healthcare Analytics. This course focuses on developing skills in analyzing and improving healthcare systems and processes by integrating systems analysis, quality management, operations research techniques, exploratory data analytics and data visualization. Emphasis is placed on the use of organizational data, especially timestamp data, to study processes and outcomes of care, particularly as it relates to flow analysis and improving work flow. The course relies heavily on hands on use of computerbased modeling tools. Emphasis will be placed on formulating, designing, and constructing models, drawing conclusions from model results, and translating results into written end-user reports to support process improvement and quality improvement efforts. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 625. Supply Chain Analytics.

This course explores how firms can better organize their operations so that they more effectively align their supply with the demand for their products and services using analytics applied to enhance competitiveness. The course provides both tactical knowledge and highlevel insights needed by general managers and supply chain management consultants. The course focuses on managing uncertain demand, both within the firm and across the supply chain. Prerequisite: MGMT 555 Business Research Methods.

MGMT 628. Text Analytics.

This course is focused on incorporating text data from a wide range of sources into the predictive analytics process. Topics covered include extracting key concepts from text, organizing extracted information into meaningful categories, linking concepts together, and creating structured data elements from extracted concepts. Students taking the course will be expected to identify an area of interest and to collect text documents relevant to that area from a variety of sources. This material will be used in the fulfillment of course assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 671. Capstone Project.

The capstone course focuses upon the practice of predictive analytics. This course gives students an opportunity to demonstrate their business strategic thinking, communication, and consulting skills. Students work individually on projects that can be workrelated or part of a consultative effort with an organization. Students will present their project online to faculty and peers. Prerequisite: Completion of a minimum of 30 credits toward the degree and permission of the instructor

EDUCATION

Chair: Professor Shosh

Associate Professor: DesJardin; Assistant Professor: Gleason; Assistant Professor: Gleason, Kahn, Mitten; Faculty Associates: Baxter (art), Kuserk (biological sciences) LaRue (English); McKeown (world languages); Paxton (history); Hartshorn (mathematics); Kriebel (physics, general science); Adjunct Faculty: Aragona-Young, Beitler, Bilheimer, Colon, Conard, Correll, Dilendik, Donaher, Finlay, Frey, Fuini-Hetten, Grove, Heath, Hogan, Jacoby, Ketterman-Benner, Mancino, Massey, Modjadidi, Resende, Richmond, Rosario, Sillivan, Torok, Villani, Ziegenfuss; Director of Field Experiences: Correll.

Moravian College offers programs to prepare and certify students for careers in teaching from pre-K to grade 12. The College believes that a teacher is best prepared through a program that integrates the principles of liberal education with concentrations of study in an academic discipline and in teaching, combined with extensive field experience in the schools.

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K - grade 4), middle level education (grades 4-8), three world languages (French, German, and Spanish, grades preK-12), music (grades preK-12), special education, English as a Second Language, and eight secondary education (grades 7-12) subject areas: biology, chemistry,

citizenship education, English, general science, mathematics, physics, and social studies. The Education Department's Master of Education program also offers certification for ESL program specialists, reading specialists, principals, supervisors of curriculum and instruction, online instruction and special education. The Master of Arts in Teaching program offers initial licensure and advanced study at the graduate level.

Admission to the Program

Acceptance to Moravian College does not guarantee that a student will be accepted into the teacher certification program. There is a two-step process for admission into this program. Students are strongly encouraged to complete Step 1 by the end of the sophomore year.

Step 1.

For initial admission to the program, students must have:

- 48 credit hours (12 course units).
- A 2.8 GPA.
- 6 credit hours (1.5 units) of college-level mathematics. (These credits may be part of the initial 48 credits, and one unit can be met by the Learning in Common F2 requirement.)
- 3 credit hours in English composition and 3 credit hours in English literature. (These credits may be part of the 48 initial credits and can be met by the Writing 100 course or the First Year Seminar and the LinC M2 requirement.)
- A passing score on the PAPA (Pre-professional Academic Performance Assessment) in Reading, Writing, and Mathematics.
- A successful stage 1 & 2 early field experience evaluation.
- U.S. citizenship or a declared intent to file for U.S. citizenship. (This requirement is mandated by the Pennsylvania Department of Education and applies to teachers of all subjects except world languages.)

Step 2.

Students who intend to obtain teaching certification must make a formal application to the Teacher Education Committee. Applications must be submitted two semesters prior to the student-teaching semester, i.e., for fall student teaching, by December 1 of the preceding year; for spring student teaching, by April 15 of the preceding year. The committee approves applications on the basis of these criteria:

- Scholarship. Students must achieve all the following for admission to student teaching:
 - 3.0 overall GPA
 - 3.0 GPA in the academic major
 - 3.0 GPA in the professional

education sequence

- Recommendation of the major department based upon the mastery of content knowledge in the academic discipline.
- Recommendation of the Education Department based on the mastery of pedagogical content knowledge and performance in successful stage 1 & 2 early field and stage 3 pre-student teaching experiences.
- Evidence of professional attitude and behavior will be considered in light of field experience evaluations, College faculty and staff assessment, disciplinary information from the Student Affairs Office, and other sources. Submission of a signed application to the Teacher Certification program is required and shall constitute consent for the Student Affairs Office to release all such information on file to the Teacher Education Committee.

After approval by the Teacher Education Committee, a student is expected to maintain minimum averages and continue to receive endorsements of the departments and offices involved. A student must meet all standards and complete prerequisite coursework prior to the student-teaching semester.

A student who has been denied admission to the program may reapply at a later time if criteria for student teaching have been met. In such circumstances, completion of certification requirements may involve extending the student's program if the requirements cannot otherwise be met. A student who wishes to challenge an action by the Teacher Education Committee may request a hearing and personal appearance before the committee. If not satisfied by the hearing, he or she may appeal to the Office of the Provost.

Assignment of Advisors

All students interested in teacher certification should meet with the appropriate Education Department advisor.

- **Early Childhood.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Early childhood education certification candidates have two advisors. The primary advisor is a faculty member from the academic major; the secondary advisor is Jean DesJardin in the Education Department. Students will meet with their academic advisor as well as their Early Childhood advisor before registering for courses.
- **Middle Level.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Middle-level certification candidates have two advisors. The primary advisor is Joseph M. Shosh of the Education Department. Students will meet with both advisors

each semester before registering for courses.

- **Secondary.** Students interested in secondary certification should meet with an advisor early—in the freshman year, if possible. Once the student has identified his or her primary major and submitted a Declaration of Major form to the registrar, the student should consult with his or her advisor in the Education Department. (The education advisor is the student's secondary advisor; the primary advisor is a faculty member from his or her academic major.) The Education Department secondary education advisor is Tristan Gleason for all certification areas except English. The Education Department secondary education advisor for English certification candidates is Joseph M. Shosh. After the initial consultation, students should seek out the education advisors each semester before registering for courses.
- **Art.** Students interested in art certification should meet with Kristin Baxter in the Art Department
- **Music.** Students interested in music certification should meet with the Music Department each semester before registering for courses.
- **Transfer students** should arrange an appointment with the assistant dean for academic advising following their interview with the Admissions Office. Completed coursework, total Moravian equivalency units, and the criteria listed on the preceding pages will determine placement in the professional sequence.

Pennsylvania Department of Education (PDE) Required Testing for Teacher Certification

The Pennsylvania Educator Certification Tests (PECT)

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. Currently there are two testing options. You may take either the Pearson PECT Pre- service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

Students may qualify for exemption from the basic skills assessment exams based on their SAT or ACT scores. Please contact the Education Department regarding exemptions and other test related questions you may have.

Candidates are encouraged to take the PAPA or CORE exams prior to or during the sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to

admission into the teacher certification program and participation in any Stage 3 Field Experiences.

Content Area Exams

Early Childhood Candidates must also take The PreK–4 assessment which includes three modules. Examinees must take and pass all three modules to qualify for Pennsylvania teacher certification. Students are encouraged to print out the full-length practice test on the website to familiarize themselves with the testing format. Additional information is available at https://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAG/PA006_TestPage.html. Candidates applying for certification in art, music or world language (K-12 programs) must pass the Praxis II Fundamental Subjects: Content Knowledge test and the appropriate Praxis II subject test prior to being granted certification. Information on these tests is available at the Educational testing Service website: <http://www.ets.org/praxis/pa/requirements>.

Middle Level Candidates must pass the Pennsylvania Grades 4-8 Core Assessment: Pedagogy, English Language Arts and Social Studies, Mathematics and Science test prior to being granted certification. In addition, they must pass the appropriate Middle Level Subject Concentration (Citizenship Education 4-8, English 4-8, Mathematics 4-8, or Science 4-8) test(s). For complete information, see the Educational testing Service website: <http://www.ets.org/praxis/pa/requirements>.

Secondary Candidates must pass the appropriate Praxis II Content Knowledge Test prior to being certified. For complete information, see the Educational testing Service website: <http://www.ets.org/praxis/pa/requirements>.

Secondary, middle level, art, and music education students are strongly encouraged to take the academic content test after they have completed the majority of courses for their major, generally in the fall of the senior year, but before student teaching in the spring term.

The Pennsylvania Department of Education (PDE) periodically revises testing requirements. Students should consult regularly with their Education Department advisor and the Pennsylvania Department of Education website for updates from PDE: http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/

Because the Moravian College Education Department must approve every student's certification, it is necessary to have test scores sent to the College. This is done on the examination's registration form.

The Commonwealth of Pennsylvania awards certification to candidates who have passed the required tests and who have been recommended by educational

institutions with accredited, state-approved programs.

Field Experience

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These experiences are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from stage 1 & 2 field experiences to stage 3 pre-student teaching to stage 4 student teaching. All field experience is directly related to material presented in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements. Students are required to secure their own transportation to and from field experience placements.

Cooperating teachers for field experiences hold appropriate certification and are selected for their willingness and ability to mentor, their excellence in teaching, their knowledge of teaching practice, and their devotion to the teaching profession. The cooperating teacher for any field experience provides a valuable opportunity for students to observe a teaching professional and participate in a classroom setting.

Students will not be permitted to enroll in a course that includes a field experience until all completed forms required by the Pennsylvania Department of Education have been presented to the College's director of field experiences. These clearance documents include the FBI Federal Criminal History Record (Act 114), the Pennsylvania State Police Criminal Record Check (Act 34), and the Pennsylvania Child Abuse History Clearance (Act 151). Some of these forms take six to eight weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must personally bring all original clearance documents to the Education Department to be reviewed and copied before they will be permitted to register for education courses with field experiences. Photocopies, faxes, and scanned documents are unacceptable. Please note that the last opportunity to add a course is by 4:00 P.M. on the last day of the drop/add period. The clearance documents must be valid for the entire academic semester the student is in a field experience. Students will be placed in field experiences only when all background checks indicate that no record exists. Information concerning how to obtain and submit these forms is available in the Education Department and on the Education Department website. In addition, the Pennsylvania Department of education requires that all students participating in a field experience complete an Act 24 (Arrest/Conviction Report and Certification Form).

Students in field placements must be tested for tuberculosis. An acceptable test must be administered

not more than three months before the first day of any field experience. A form indicating negative results of the test must be signed by a nurse or physician and submitted to the Education Department prior to beginning a field experience. Students will not be allowed to start a field experience until all required documents have been reviewed and copied. Students should contact Doris Correll, Director of Field Experiences, if they have questions regarding field experience

EDUC 332, Math for Middle Level Learners. (75 hours)

Stages 1 and 2 Field Experience: Observation and Exploration

The first level in the field-experience continuum is an opportunity for the student to become familiar with classroom teaching and responsibilities under extensive support and direction. The student is required to complete a minimum of 40 hours for each experience. This experience is the field component for the following courses:

- Education 130 Student Development and Instructional Design. Required for all art, music, middle level (grades 4-8), world language (K-12), and secondary education candidates.
- Education 160 Culture, Community, and Diversity: Introduction to Critical Pedagogy. Required for all education certification candidates.
- Education 210 Child Development 1. Required for all early childhood candidates.
- Education 211 Child Development 2. Required for all early childhood candidates.
- Education 222 Emerging Language and Literacy, Pre-K to 4th Grade. Required for all early childhood certification candidates

Stage 3 Pre-Student-Teaching Experience

This is an opportunity for the student, before student teaching, to experience daily classroom activities as well and take responsibility for the planning and presentation of lessons. All certification candidates are required to complete a minimum of 150 hours. Pre-student-teaching is the field component for the following courses:

Early Childhood and Middle Level Education

- Education 359.2 Pre-Student Teaching. Required for all early childhood and middle level candidates. Part 2 taken along with EDUC 321, Language Arts for Children, Pre-K to 4th Grade and EDUC 322, Math Thinking or EDUC 333, Literacy for Middle Level Learners and

Secondary and World Language K-12 Education

- Education 360 Curriculum and Instruction in English (110 hours)
- Education 361 Curriculum and Instruction in World Language (110 hours)
- Education 362 Curriculum and Instruction in Mathematics (110 hours)
- Education 364 Curriculum and Instruction in Science (110 hours)
- Education 365 Curriculum and Instruction in Social Science (110 hours)

Art Education

- Education 366 Curriculum and Instruction in Art (150 hours)

Music Education

- Education 367 Teaching Music to Children. (75 hours)
- Education 368 Teaching Music to Adolescents and Adults. (75 hours)

Stage 4 Student Teaching Experience

Student teaching is the culminating experience of the teacher-preparation program. Its purpose is to help the student develop into a competent professional. Student teaching is physically and psychologically exhausting, but it is also satisfying. It is a full-time commitment and will consume most of the student's time in the semester in which it occurs. It takes place under the supervision of qualified program faculty and cooperating teachers. Student teachers will have two experiences (different grades and different schools) over the semester. All placements are in Pennsylvania schools near the College. In addition to daily classroom experience, students are required to attend a weekly seminar with their College supervisors.

Courses associated with student teaching include:

- Education 371 Issues in Middle Level Education. Required for all middle level education candidates.
- Education 375, 376, 377 Student Teaching. Required for all student teachers.
- Education 378 Seminar in Secondary Student Teaching. Required for all secondary and world

language education candidates.

Education 379 Seminar for Art Student Teachers. Required for all art education candidates.

Music 374.2 Music Education Seminar. Required for all music education candidates.

Art Education

Moravian offers a certification program in the teaching of art (K-12). Students complete a full major in art as described under the Art Education track. Students should take Education 100.2 in the fall or spring of the freshman year, Education 160 in spring of the freshman year, Education 130 fall of the sophomore year, Education 244 spring of the sophomore year, Education 163 in the fall or spring of the sophomore year, Education 260 fall of the junior year, Education 366 fall of the senior year, and Education 375-379 spring of the senior year.

All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Music Education

Moravian offers a certification program in the teaching of music (K-12). The academic program is described under music. Students complete Education 100.2 in the first year of study. Students also complete Education 130 and Education 160 in separate semesters of the sophomore year and Education 244 in the spring of the sophomore year or in the junior year. Student teaching and the concurrent seminar (Education 375-377 and Music 374.2) are taken in the spring of the senior year.

All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Early Childhood Education

Students seeking certification in early childhood education must complete a major of their choice as well as the College's program of general education (Learning in Common). If preferred, early childhood education certification candidates may complete a pre-approved interdisciplinary program, which is composed of either eight or nine course units. Students must select Mathematics 125 to fulfill the Learning in

Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempted from this course and requirement.) Students also need an additional half-unit course in math. (Again, students majoring in math are exempted from this requirement.) In the multidisciplinary (M) categories, students must take either History 113 or 114 to fulfill the requirement in Historical Studies (M1); English 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; and both Education 213.2 and 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

Early childhood education certification students must complete the professional sequence in early childhood education:

Education 100.2 and 160

Taken in the freshman year, 40-hour field experience required for Education 160; clearances and other documents for fieldwork required.

Education 210, 222, and 244

Taken in the fall term of the second year; 40-hour field experience in that semester; clearances and other documents for fieldwork required. Overall GPA of 2.70 required to enroll.

Education 211, 214.2, and 216

Taken in the spring term of the sophomore year. 40-hour field experience in that semester; clearances and other documents for fieldwork required. Overall GPA of 2.70 required to enroll.

Education 312, 323, 324, and 358.2

Taken in fall of the junior year; 75-hour field experience required; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 213.2, 218.2, 321, 322, and 358.2

Taken in spring of the junior year; 75-hour field experience required; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 370 and 375-377

Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 3.0 required to enroll; passing PAPA tests and approval of the Teacher Education Committee are required to enroll.

EDUC 160 is a pre-requisite and EDUC 210 is a co-requisite for EDUC 244. A lab science (F4) course with a grade of C or better is required prior to enrolling in Education 323. Mathematics 125 with a grade of C or better is the prerequisite for Education 322, and an American history course with a grade of C or better is the prerequisite for Education 324.

Middle Level Education

Students seeking certification in middle level education (grades 4 through 8) must complete a major in mathematics, general science, English, history, or historical studies, or they may complete a pre-approved interdepartmental major in mathematics/general science, mathematics/English, or general science/English. See the Interdisciplinary Programs section for specific requirements for majors in general science and historical studies and for pre-approved interdepartmental majors. Students must also complete the College's program of general education, Learning in Common. Students must select Mathematics 125 to fulfill the requirement in Quantitative Reasoning (F2) and Environmental Science 112 to fulfill the lab science requirement (F4). (Students majoring in mathematics, mathematics/general sciences, or mathematics/English are exempted from taking Mathematics 125. Students majoring in mathematics may substitute Physics 111 for Environmental Science 112.) In the Multidisciplinary (M) categories, students must take History 113 to fulfill the Historical Studies (M1) requirement; Education 131 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; Political Science 110 to satisfy the Economic, Social, and Political Systems (M4) requirement; and Interdisciplinary 110 to fulfill the Cultural Values and Global Issues (M5) requirement. The Aesthetic Expression (M6) requirement is waived for these students. In addition, middle level education students must complete one of the two Upper-Division (U) categories, which may be a part of the major; the other is waived.

Middle level education students must complete the professional sequence in middle level education:

Education 130 and 140.2

Taken in the fall of the sophomore year; clearances and other documents for fieldwork required.

Education 131

Taken in the spring term of the sophomore year

Education 244

Taken in fall of the junior year; overall GPA of 2.70 required to enroll

Education 332, 333 and 358.2

Taken in spring of the junior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 232.2, 330, 331, and 358.2

Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 371 and 375-377

Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 3.0 required to enroll; passing PAPA tests and approval of the Teacher Education Committee are required to enroll.

EDUC 160 is a pre-requisite and EDUC 130 is a co-requisite for EDUC 244. Environmental Science 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 125 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. (Both Mathematics 107 and 125 are waived for students majoring in mathematics, mathematics/general science, or mathematics/English.) History 113 with a grade of C or better, Political Science 110, and Interdisciplinary Studies 110 are prerequisites for Education 330. Students must pass the reading, writing, and mathematics PAPA exams prior to enrolling in any stage 3 pre-student teaching course. These exams should be taken in the freshman year.

All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.50 Moravian course units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Secondary Education

Moravian College offers teacher certification programs in the following areas of secondary education (grades 7-12 unless otherwise noted): biology, chemistry, citizenship education (formerly social studies), English, French (K-12), general science, German (K-12), Latin (K-12), mathematics, physics, social studies, and Spanish (K-12).

The programs of study leading to these certificates are described under the appropriate departmental headings in this catalog. Individual program descriptions also are available through the Education Department. See the sections on science education and historical studies

for descriptions of general science and citizenship education/social studies programs, respectively. Students are advised to complete Education 160 and Education 130 in the sophomore year. (They must be taken in separate semesters.) Education 260 usually is taken in the fall term of the junior year and Education 360-365 in the fall term of the senior year. Education 140.2 and 244 should be taken any semester prior to student teaching. Student teaching (Education 375-378) occurs in the spring term of the senior year. Physical Education 236 is required as one of the student's physical education activities.

All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Special Education and English as a Second Language

Students pursuing teacher certification in early childhood, middle level, or any secondary (7-12) or K-12 certification area listed above, and who maintain an academic record above the minimum requirements for certification (in the major, in education courses, and overall) may request permission to pursue an additional certificate in special education or English as a second language (ESL). Students approved for ESL supplemental certification enroll in a set of five additional graduate courses offered for advanced undergraduate students:

- EDUC 410.3 (= graduate 670) Language Acquisition and Development
- EDUC 411.3 (= graduate 671) ESL Curriculum and Instruction
- EDUC 412.3 (= graduate 672) ESL Learner and Community
- EDUC 413.3 (= graduate 673) ESL Assessment and Support
- EDUC 414.3 (= graduate 674) ESL Program Specialist

Students approved for special education supplemental certification enroll in a set of nine additional graduate courses offered for advanced undergraduate students and an approved special education student teaching practicum. The nine-courses set includes:

- EDUC 420.3 (= graduate 610) Differentiating Instruction
- EDUC 421.3 (= graduate 617) Special Education Identification and Intervention
- EDUC 422.3 (= graduate 618) Effective Inclusionary Practices

- EDUC 423.3 (= graduate 623) Special Education Processes and Procedures
- EDUC 424.3 (= graduate 624) Educating Students with Disabilities and Exceptionalities
- EDUC 425.3 (= graduate 626) Comprehensive Literacy Pre-K to 4
- EDUC 426.3 (= graduate 660) Literacy and Resistance/Secondary Schools
- EDUC 410.3 (= graduate 670) Language Acquisition and Development
- EDUC 427.3 (= graduate 676) Literacy Assessment and Evaluation

Full course descriptions are available from the Education Department or the Comenius Center. Please note that students who complete these courses at the undergraduate level may not count these same courses towards a graduate degree at Moravian College, but they may count these same courses towards certification.

The Minor in Education

The minor in education for students not seeking teacher certification consists of five course units: Education 130, 210, or 211; Education 160; Education 244; and two additional course units in education, selected with the advisor's approval. Students seeking certification in one or more of the approved areas of secondary education will have a minor in education if they complete requirements for certification.

Interdepartmental Majors Including Education

Students whose personal objectives include study in education without teacher certification may develop an interdepartmental major with a Set II concentration in education. Such programs must be developed and approved by the Interdisciplinary Programs Committee as outlined under interdepartmental majors in the educational programs section of this catalog.

The Master of Education in Curriculum and Instruction (M.Ed.) & Master of Arts in Teaching (M.A.T.)

The Education Department offers a Master of Education degree in curriculum and instruction for practicing teachers. Each course in this 36-credit program is immediately applicable to the classroom, with an underlying philosophy of reflective teaching and a focus on action research. Courses are available to all certified teachers and may be taken as part of the larger M.Ed. program, to satisfy Act 48 requirements, or simply for intellectual and professional enrichment. Advanced Pennsylvania certification options are also available in ESL, reading, the principalship, supervisor of curriculum and instruction, and special education.

Qualified graduate students may also pursue initial licensure and/or earn a graduate degree in education through our innovative inquiry-based Master of Arts in Teaching (M.A.T.) program. Those interested in learning more about Moravian College's graduate degree and certification options should contact Joseph M. Shosh in the Education Department.

Undergraduate Courses in Education

Note: Students must complete all foundation (100 level) courses with a grade of C or better in order to continue taking upper level courses. All 100-level courses require an early field experience. They may not be taken in the same semester. Education 160 (all certification students) or 130 (for middle level, secondary, art, music, and world language certification students) should be taken in the spring of the first year. The other course should be taken in the fall or spring of the sophomore year. Students in early childhood or middle level certification programs should take Education 100.2 in their first term of study at the College.

In addition, all 200-level education courses have a prerequisite of a minimum overall grade point average of 2.70 for enrollment.

100.2. Introduction to Education of English Language Learners.

Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success. Fall.

DesJardin, Sillivan

130. Student Development and Instructional Design.

The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective classroom instruction. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and spring.

Dilendik

131. Young Adult Literature.

Introduces students to reader response, socio-cultural, and New Historicist lenses for making meaning of a variety of traditional and emerging texts from the

amorphous body of American literature written specifically for young adults. As participants examine classic and contemporary young adult texts, they construct blogs, wikis, and a literary analysis essay with hyper-textual links to articulate a philosophy for the inclusion of young adult literary texts in the secondary school curriculum, both individually and in tandem with canonical texts. (M2) Spring.

Shosh, Richmond

140.2. Computer Technology in the Classroom.

Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The Internet as a teaching/learning resource. Students will design lesson plans and demonstrate proficiency with technology specific to their academic disciplines. Two 2-hour periods.

Zigenfuss, Fuini-Hetten

158.2. Early Field Experience.

Designed for students who need stage 1 & 2 early field experience in the K-12 classroom before stage 3 pre-student teaching. Students will be supervised by a teacher in a local school and spend a minimum of 40 hours in the classroom. They also will meet weekly for seminar with education faculty. Minimum of one education course taken at Moravian and permission of department chair required. Clearances and other documents for fieldwork required.

Modjadidi

160. Culture, Community, and Diversity: Introduction to Critical Teaching.

Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. (M3) Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring.

DesJardin, C. Evans

210. Child Development and Cognition I: Pre-natal to Five.

This course is devoted specifically to child development from pre-birth to age five. This course will begin with an overview of child study in contemporary contexts and the role teachers play in early childcare settings. Major developmental theories will be addressed as they relate to physical and motor, social and emotional, and cognitive domains. The course will also focus on the application of knowledge to teaching and working with very young children and their families. Strategies and activities will be learned to work with young children from diverse populations. The concepts will be foundational for all of the courses in early childhood education. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Fall.

DesJardin

211. Child Development and Cognition II: Six to Nine Years.

This course is a continuation of the study of development of young children from six through nine. This course will begin with research and contemporary issues in learning and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with early school age children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Spring.

DesJardin

213.2. Imagination and Creativity in Young Children.

This course examines why art experiences are valuable in young children's development and how to incorporate meaningful art activities across the preK-4 curriculum. Students in this hands-on class will make process-based artworks using a variety of art materials and learn how to adapt art instruction to ensure all children succeed, including diverse learners such as ELL's and children with disabilities. Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: GPA of 2.70. Prerequisite or Co-requisites EDUC 100.2, EDUC 160. Fall and spring.

Baxter

214.2 Music and Movement.

This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed.

Pennsylvania's standards for the arts and humanities will also be addressed. (Note: In combination with Education 213.2, this course fulfills the Learning in Common M6 requirement.) Prerequisites: GPA of 2.70, Education 100.2 or 160. Fall and spring.

Aragona-Young

216. Early Childhood Education Theories, Practices, and Family Partnerships.

This course presents a broad foundational overview that focuses on the concepts and issues of early childhood education. Students will develop a historical perspective as well as a contemporary view of issues and public policies. Theories of learning and development, which are applied in practice, will be explored along with new directions in cognitive development. The concepts of High Scope and Reggio Emilia programs are examples of the many being analyzed. Other topics such as family and community involvement, technology, guidance, play, assessment, diversity, special needs, ethics, and developmentally appropriate practices will be explored. Prerequisites: GPA of 2.70; Education 100.2 and 160. Spring.

Unger

218.2. Movement, Health, and Safety Education for Young Children.

This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisites: Education 100.2 or 160; GPA of 2.70; no freshmen (sophomore standing or higher). Fall/Spring.

Ketterman-Benner

222. Emerging Language and Literacy, Pre-K to 4th Grade.

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making process in reading-related skills and early reading. Students will also learn how to work

with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. Co-requisite: Education 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

Unger

232.2. Interventions for Middle Level Learners.

The purpose of this course is threefold. First, it is to prepare the pre-service teacher to develop an inclusive learning environment, which specifically addresses the needs of the middle school learner. Second, it is to design and implement research-based interventions and instructional strategies, which address the needs of the middle school learner. These strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students' abilities and diversity. Third, it is to prepare the pre-service teacher to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote on-going student success. Topics will include, but are not limited to, strategies specific to the diverse learner, collaboration techniques, research-based strategies and interventions, Response to Intervention, the Systematic Approach for Assessing/Assessing the Learning Environment (SAALE), data collection and monitoring techniques, variables which influence student success, assistive technology, differentiated instruction and the Universal Design for Learning. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244. Fall.

Modjadidi

244. Including Students with Disabilities.

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisites: Education 160; Co-requisite Education 130 or 210; GPA of 2.70; sophomore standing or higher. Fall and spring.

Modjadidi

250. Art and Child Development.

This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts. This class meets requirements for the Pennsylvania

Department of Education, including teaching instructional strategies for making Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners. (M6)

Baxter

260. Reflective Teaching in Secondary Schools.

Introduction to general research-based techniques for use in secondary classrooms, from teacher-centered strategies (direction instruction) to student-centered strategies (cooperative learning, group discussion), and introduction to essential skills in instructional design for diverse learners. Through videotaped lessons presented to peers, students design instruction employing these strategies and learn how to self-critique their teaching. Prerequisites: Education 150 or 160; and 130; 244; or permission of instructor; GPA of 2.70. Two 70-minute periods. Forty-hour field experience. Clearances and other documents for fieldwork required. Fall.

Gleason, Shosh

312. Data Driven Analysis and Decision Making in Early Childhood Education.

This comprehensive course shows assessment as a process early childhood educators use to improve instruction and ensure learning. It will provide students with the most current research, best thinking and practical guidance to integrate assessment with effective teaching. Students will learn how to interpret and use many forms of assessment that will inform learning for educators, parents, learners and accountability requirements. Assessment is a comprehensive, reliable, and valid data-driven analysis that paves the way for meaningful, relevant, and engaging learning opportunities for children. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Fall.

DesJardin

321. Language Arts for Children, Pre-K to 4th Grade.

An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and

information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience. Co-requisites: Education 322, 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; passing scores on PAPA Reading, Writing, and Mathematics. Clearances and other documents for fieldwork required. Spring.

Staff

322. Pre-K to 4 Instructional Strategies for Math Thinking.

Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Co-requisite: Education 321, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; Passing score on PAPA Reading, Writing, and Mathematics; Mathematics 125 with a grade of C or better. Spring

Staff

323. Pre-K to 4 Instructional Strategies for Scientific Reasoning.

The aim of this course is to inform pre-service early childhood educators in science as a discipline. Students will learn how to make learning science both valuable and enjoyable for young children. Students will begin with an understanding of child development, interrelated math, literacy and science processes. Students in the field experience will use concept exploration design. Students will gain a solid understanding of scientific topics, while they are learning how to implement activities with children using constructivist and inquiry-based methods. Co-requisites: Education 324 and 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; F4 science course with a grade of C or better; passing scores on PAPA Reading, Writing, and Mathematics. Fall.

Gleason

324. Pre-K to 4 Social Studies.

Students learn a multitude of practical ideas, strategies, and activities that early childhood educators can use to both interest young children in social studies and integrate social studies with other sciences, art, literature, math, reading, and writing. Since play is the basic way children learn, this course offers strategies to incorporate "play" into its materials. Students will develop a full thematic unit as a major project in the course. Co-requisite: Education 323, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; History 113 or 114 with a grade of C or better; passing score on PAPA Reading, Writing, and Mathematics. Fall.

Dilendik

330. Social Studies for Middle Level Learners.

The purpose of this course is to introduce pre-service teachers through practical example to the "methods of mind" which children need to develop to become scholars, social scientists, problem-solvers, and citizens. The goal is to have students design a series of activities and experiences that incorporate the most important of these methods. Most class sessions will involve discussion of the material, small-group problem solving, or the presentation of learning experiences for children. Co-requisite: Education 331, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244; History 113; Interdisciplinary Studies 110; Political Science 110; passing scores on PAPA Reading, Writing, and Mathematics. Fall.

Dilendik

331. Science for Middle Level Learners.

A course designed to help prospective teachers interpret middle school students' science experiences and guide their understanding of scientific concepts. The course involves application of science content through hands-on, inquiry-based activities. Co-requisite: Education 330, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244; and Environmental Science 112. Passing scores on PAPA Reading, Writing, and Mathematics. Fall.

Gleason

332. Mathematics for Middle Level Learners.

This course is designed to prepare pre-service teachers to work with students in grades 4 through 8 to help them learn important mathematical concepts, skills, and problem-solving techniques. In the process, it is hoped that thinking will be challenged and interest in mathematics stimulated. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; Education

100.2, 130, 160, 140.2, and 244; Mathematics 107 and 125 with a grade of C or better; passing scores on PAPA Reading, writing and Mathematics. Fall.

Staff

333. Literacy for the Middle Level Learner.

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 131, 160, 140.2 and 244; Writing 100 or FYS; passing scores on PAPA Reading, Writing and Mathematics. Spring.

Staff

358 (or 358.2). Pre-Student-Teaching Field Experience.

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: GPA of 2.70; completion of Education 100.2, 130, 160; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

Frey

360, 361, 362, 364, 365. Curriculum and Instruction in the Secondary Content Areas.

Explores the unique nature of subjects (English, world

language, mathematics, science, citizenship education/social studies) as they relate to the fundamentals of pedagogy and planning within those content areas in preparation for student teaching. Major course requirement to design and then implement a unit plan in the field. Also examines avenues such as professional organizations for professional growth (organizations, publications). Required for all students seeking secondary certification. Students should register for the course that corresponds with their certification area. Prerequisites: Education 260 (may be taken together with Education 360-365), and GPA of 2.70; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

360. English Shosh

361. World Languages Jacoby

362. Mathematics Donaher

364. Science Gleason

365. Social Studies Massey

366. Curriculum and Instruction in Art Education.

While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: Education 160 and 130; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. One 3-hour period. Supervised 150 hours of fieldwork. Writing-intensive.

Baxter

367. Teaching Music to Children.

Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: Music 130.1, 136.1, and 322.2, Education 160; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Spring. Three 70-minute periods; fieldwork.

368. Teaching Music to Adolescents and Adults.

Continuation of Education 367. Techniques of motivation and relevance, conducting middle- and high school ensembles. Prerequisites: Education 367; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. Three 70-minute periods, fieldwork.

370. Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration.

This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: GPA of 3.0; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics.

Frey

371. Issues in Middle Level Education.

This course is designed to support the student during the semester of student teaching. The course meets weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. The student's presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies. The goal of this course is to develop the understanding, skills, and attitudes of the professional teacher – the teacher who acts with reflective consideration of principles, practices, and policies. The student will demonstrate evidence of professional knowledge and practice in the following areas: planning and preparation; classroom environment, instructional strategies, and professionalism.

Prerequisites: GPA of 3.0, completion of all middle level education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375, 376, and 377. Spring.

Staff

375-377. Student Teaching.

Three course units. Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 378. Pass/No Credit grade.

Staff.

378. Seminar in Secondary Teaching.

Scheduled concurrently with student teaching. Students meet with subject area supervisors and Education Department supervisors on alternate weeks. Provides opportunity for student teachers to analyze their experiences in the field in relation to theory learned in previous courses. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375-377. One 2-hour period.

Gleason

379. Seminar for Art Student Teachers.

Weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375-377. One 2-hour period.

Baxter

- 190-199, 290-299, 390-399. Special Topics.
- 286, 381-384. Independent Study.
- 288, 386-388. Internship.
- 400-401. Honors.

Honors are normally taken fall and spring of the senior year. Because teacher certification students fulfill their full-time student-teaching requirement one semester of the senior year, they will need to complete their Honors work during the spring of the junior year and one semester of the senior year. Students interested in Honors need to plan for this early in their junior year.

Graduate Courses in Education

EDUC 500 The Teacher as Inquirer

The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, with an emphasis on developing essential questions related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. (Three credits; Fall; Ziegenfuss)

EDUC 506 The Teacher as Researcher

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying,

analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: EDUC 500 with B or higher. (Three credits; Spring; Shosh.)

EDUC 508 The Teacher as Evaluator

This course prepares teachers to select, administer, and interpret assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer; Ziegenfuss.)

EDUC 600 Best Practices in Online Teaching

Best Practices in Online Teaching introduces the primary research-based concepts and structures necessary for effective instruction in blended and online learning environments. Through a variety of embedded projects in the field, registrants will design and deliver blended and online experiences, developing skills in the utilization of communications technologies in a variety of media to effectively communicate ideas and information. (Three credits; Summer; Fuini-Hetten.)

EDUC 601 Online Teacher as Instructional Designer

The Online Teacher as Instructional Designer provides opportunities for registrants to develop learning modules for both blended and online learning. Utilizing a variety of available technology tools, students will create content modules, assessments and opportunities for learners to engage synchronously and asynchronously with other learners. Registrants will demonstrate effective online instruction as appropriate through the Educator Effectiveness model of teacher supervision and evaluation (adopted by the Pennsylvania Department of Education). As an online teacher, registrants will also learn the value of effective student feedback, accommodating diverse learners through the assessment process and implementing various research-based online assessment strategies, both formative and summative. (Three credits; Summer; Ziegenfuss.)

EDUC 602 Online Teaching for the Online Learner

Online Teaching for the Online Learner examines the conditions necessary for an effective online or blended learning environment. Registrants will explore issues of teacher and student ethics, including acceptable use, digital citizenship, legal issues with online education, confidentiality procedures/protocols, copyright, academic honesty, and strategies for

communicating and collaborating with others in a global environment. The course also focuses on the ethical professional responsibilities of meeting the needs of diverse learners including students with IEP and ELL supports. (Three credits; Fall; Ziegenfuss.)

EDUC 603 The Online Endorsement Capstone Practicum

This capstone course in the Online Instruction Endorsement Program sequence explores the professional role of the online teacher and includes a 60-hour practicum under the mentorship of a certified classroom instructor and college supervisor. Registrants will articulate a personal philosophy of teaching and learning in an online environment, conduct action research in the blended/online classroom and collaborate with school instructional and technology staff as they design and implement online/blended learning to meet the varied needs of diverse learners. Acting as an online instructor, registrants will demonstrate their abilities to plan, deliver, and assess instruction in a blended/online learning environment. (Three credits; Spring; Ziegenfuss.)

EDUC 604 Online Curriculum Development

This course will provide educators with an opportunity to work with online resources that are available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. (Three credits; As Needed; Ziegenfuss.)

EDUC 605 Media Production: The Power of Digital Publication

Using a framework for network literacies, this course will focus on digital participation and the development of persuasion, curation, discussion and self-presentation skills through media production and digital publication. A variety of publication tools related to print, web, video, audio and interactives will be used to fully explore what it means to publish on the web and engage in participatory culture. (Three credits; As Needed; Ziegenfuss.)

EDUC 606 Reading and Writing across the Curriculum

Participants will explore a variety of process-based reading and writing strategies in the content areas, including shared and guided paths to independent reading, literature circles, and representing-to-learn activities. The specific needs of students with disabilities and English language learners will be addressed in the context of universal design of instruction and meaningful content area literacy in K-12 classrooms within a reading and writing workshop setting. (Three credits; Fall of Odd-Numbered Years; Conard.)

EDUC 607 Digital Alternatives to Test Preparation

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. (Three credits; As Needed; R. Ziegenfuss.)

EDUC 609 Teaching Grammar in the Context of Writing

How do teachers help students attend to matters of grammar, usage, and mechanics within the context of a process approach to writing? This course is designed to answer this question by applying research in the field of language education directly to participants' classrooms. Teachers will plan and implement contextually based language mini lessons as part of a study of their teaching practice. (Three credits; As Needed; Shosh.)

EDUC 610 Differentiating Instruction

This course will emphasize strategies of organizing learning opportunities of all students in today's classrooms. Participants will develop real lessons and handouts that utilize various strategies of differentiation. (Three credits; Fall of Odd-Numbered Years; Modjadidi.)

EDUC 612 Literacy Seminar in New Zealand

This study-abroad seminar is designed to develop the knowledge and skills pertaining to the nature of the reading process and the teaching of reading. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning in New Zealand and in the United States. (Three credits; As Needed; Unger.)

EDUC 614 English Education in London, Oxford, Stratford-on-Avon, and York

Explore strategies for the effective teaching of English language and literature within the largest European capital, England's oldest university city, and Shakespeare's hometown in rural Warwickshire. Participants will examine the British public and private school system and visit key sites of interest to English teachers, including the reconstructed Globe Theatre on the South Bank of the Thames, Westminster Abbey, The National Gallery, the National Theatre of Great Britain, The British Museum, Oxford University, the Royal Shakespeare Company, the

Shakespeare's birthplace, grammar school, and parish church. Written projects include a journal, theatre critique, and English language and literature unit plan. (Three credits; As Needed; Shosh.)

EDUC 615 High Achieving Learners in the Regular Classroom

How do classroom teachers best meet the needs of all learners, including those designated gifted and talented or those who consistently meet and exceed classroom expectations? This course will examine the research base as well as specific strategies and techniques that classroom teachers can use to promote student engagement and achievement of gifted, talented, and other high achieving learners in the regular classroom. (Three credits; As Needed; Finger.)

EDUC 616 Drama in Education

Participants will explore the use of drama to facilitate student learning in the content areas, K-12, and will construct thematically-based curricula that incorporate drama-in-education principles. Theories of dramatic art and historical uses of drama and theatre to promote mindful learning will be examined. (Three credits; Summer of Odd-Numbered Years; Finlay.)

EDUC 617 Special Education: Identification & Effective Intervention

This course examines the reasons for over-representation of culturally and linguistically diverse students in special education programs and examines evidence-based practices to build on students' strengths to ensure academic engagement and achievement. Effective strategies for data collection and analysis will be employed in an action research context. (Three credits; Fall of Even-Numbered; Modjadidi.)

EDUC 618 Effective Inclusionary Practices

Major topics include a history of special services to students with disabilities, emerging trends and important legal issues related to students with special needs. The primary focus of the course, however, is the design and application of strategies for effectively teaching these students. (Three credits; Spring of Even-Numbered; Modjadidi.)

EDUC 620 A Constructivist Approach to Teaching Mathematics

Participants will explore mathematical content and processes outlined in the NCTM Standards using a problem-solving approach. Teachers will collect and analyze their own students' work, read and discuss recent research findings, and design a teaching unit. (Three credits; As Needed; Staff.)

EDUC 622 School Law and Professional Ethics

This course focuses on the development and field-testing of a Policy Alignment Action Plan, entailing an examination of federal and state curriculum regulations and an analysis of the subsequent alignment of board curriculum policies and procedures. Also, four position papers are required addressing ethics and professional conduct, curriculum policy alignment recommendations, school policies and student success, and the over-representation of diverse learners in special education. (Three credits; Fall of Even-Numbered Years; Grove).

EDUC 623 Special Education Processes & Procedures

Special Education Processes & Procedures will use the seminar format. The course will cover a thorough analysis of foundational aspects of special education services, legal issues, ethical and professional issues, instructional planning, inclusionary practices, collaborative practices, and current trends regarding special education services as they relate to students with disabilities, their families, general education, and the community. Emphasis will be placed on the role of the special education teacher in relationship to all topics discussed. (Three credits; Summer of Even-Numbered Years; Modjadidi.)

EDUC 624 Educating Students with Disabilities and Exceptionalities

This course addresses the six interrelated elements of the standards-based system adopted by the Pennsylvania Department of Education: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Within this course, you will be expected to demonstrate your knowledge of how to effectively adapt or universally design curriculum and instruction for students with disabilities and students who are gifted. This will be accomplished by articulating the present level of performance for such students and by applying the instructional and curricular concepts from course readings and in class activities. Determining appropriate interventions and assessments will constitute important foci of this course as well. Students enrolled in EDUC 624 will be expected to enhance their practice knowledge related to effective teaching for students with disabilities by connecting that knowledge to theoretical constructs and research-based interventions. The examination of one's current practice as a teacher, in light of the material covered in class, will be expected. (Three credits; Fall of Even-Numbered Years; Hogan)

EDUC 625 Making History Live: New Approaches to History Teaching

How can we teach our students in grades 5 to 12 to think like historians and at the same time bring history to life for them? This course will explore answers to this question by examining an exciting and continually developing research base which

suggests that students of all ages can be guided to think historically. (Three credits; As Needed; Mayer.)

EDUC 626 Comprehensive Literacy Practices for Grades PreK-4

This course is designed to prepare teachers to utilize evidence-based literacy assessment and instructional strategies effectively in their classrooms. Teachers will investigate a variety of ways to thoroughly assess various components of a well-balanced, research-based literacy program for children from pre – K to 4th grade. They will learn literacy assessment tools and techniques to identify students' strengths and needs and strategies to monitor students' progress and to plan effective interventions that will enhance literacy development, especially for ELLs and special needs learners. Empirically-based literacy teaching practices will be explored with references to the Pennsylvania Literacy Framework. (Three credits; Spring of Odd-Numbered Years; DesJardin.)

EDUC 627 Comprehensive Literacy Practices for Grades 4-8

Teachers will actively explore current practice and investigate contemporary research on literacy development. Participants will share literature for the intermediate grades and examine a variety of topics including comprehension, response to literature, word analysis, process writing, the Pennsylvania Literacy Framework, and classroom management. (Three credits; Fall of Even-Numbered Years; Matz.)

EDUC 628 Literature Circles

What are literature circles and what does reading research suggest about their role in classroom literacy instruction? Participants will examine a variety of models as they examine how to design, implement, and manage literature circles that support Pennsylvania academic standards for reading, writing, listening, and speaking. (Three credits; As Needed; Unger.)

EDUC 629 The Literacy Specialist

This course provides reading specialist candidates with an opportunity to put into practice theories of reading diagnosis and remediation, selection of materials and resources, and development of instructional plans for students. Under the supervision of the Instructor and an additional certified Reading Specialist, candidates will determine strengths and needs of individual students, including students with disabilities and English language learners, who are experiencing difficulties in reading; develop and implement intervention plans; and prepare professional case study reports. Additionally, both in the classroom and in the clinical setting, registrants will examine the role of the literacy specialist, focusing on emergent literacy and the experiences

and environments that support it, the causes and characteristics of reading and writing difficulties, and the reading specialist's role as the coordinator of the multidisciplinary process and in the early identification of special needs, including those of students with disabilities and English language learners. (Three credits; Summer of Even-Numbered Years; Conard)

EDUC 630 Managing the Constructivist Classroom

How do teachers manage the transition from being the "sage on the stage" to the "guide on the side" when helping students to construct knowledge for themselves rather than receiving it ready-made from others? This course examines contemporary views of cognition that suggest learning is negotiated, distributed, situated, constructed, developmental, and affective. It simultaneously explores the research base for managing transactional classrooms. (Three credits; As Needed; Staff.)

EDUC 633 Teaching Mathematics K-8 with a Problem Solving Approach

This course is designed to help elementary and middle level teachers discover how to teach mathematics through real problem solving activities. Participants will review current literature in mathematics education and examine the Focal Points of NCTM and the Big Ideas from the PA Standards. Activities from the NCTM Navigation Series will be explored. Teachers using the 2nd editions of Investigations and CMP will explore units from these programs and gain sufficient understanding for successful implementation in their classrooms. (Three credits; As Needed; Staff.)

EDUC 635 Assessment in Mathematics K-6

Teachers will analyze their current practices while exploring related research on assessment. Teachers will design assessment tools to coincide with their curriculum. Performance assessment, rubric creation, and observation techniques will be especially stressed. (Three credits; As Needed; Staff.)

EDUC 637 Making Meaning in Mathematics

Many people admit freely their inability to understand mathematics while asserting their need to use it as part of their professional lives. This course will address numeric topics, algebra, geometry, and statistics so that participants can analyze the underlying principles of these fundamental processes. A constructivist approach will ensure that participants build a conceptually sound basis for their mathematical thinking, enabling them to use math confidently and apply its tools successfully. This course is especially relevant for science teachers who want to strengthen the math areas that are integrated into many science topics. (Three credits; As Needed; Staff.)

EDUC 640 Environmental Science Education

Teachers enrolled in this seminar will participate in a hands-on approach to the teaching of environmental science with an emphasis on the opportunities for environmental education that abound in and around school settings. An inquiry approach and outdoor fieldwork will be utilized to help participants develop practical experiences in environmental education for use in their respective school programs. (Three credits; As Needed; Evans.)

EDUC 650 Sociology of Education

This course will explore the dynamics of education and the socio-cultural narratives that emerge from rigorous governance of both content and pedagogy. Of particular importance is the role that textbooks and other forms of educational material plays in managing public ideologies and the cultural linkage that underscore everything from national mythologies to socialization schemes as informed through a wide range of educational processes. (Three credits; As Needed; Rosen.)

EDUC 653 Transforming Classroom Instruction through Curriculum Mapping

Curriculum mapping has evolved as an invaluable communication, planning, and teaching tool. Using this dynamic method, educators can document what is being taught, what students are learning, how well they are learning, and how closely the curriculum reflects local and national standards. (Three credits; As Needed; Staff.)

EDUC 655 Standards-Based Curriculum Design

This course provides a systemic focus to the alignment of academic curriculum standards to student achievement through the development and implementation of an action research standards-based curriculum design school improvement project. The action plan for this project will integrate federal, state and district policies that address curriculum alignment, staffing, scheduling, budgeting, learning environment, and student capacity. (Three credits; Fall of Odd-Numbered Years; Grove)

EDUC 658 Building A Culture of Learning

This course investigates processes and strategies for inclusively building a school culture of learning with multiple stakeholder groups, both inside and outside the organization. An action research project focused on improving student achievement is required. The action plan for this project will address effective communication, collaborative school improvement, teacher leadership, family involvement, and the professional learning community. (Three credits; Spring of Odd-Numbered Years; Conard)

EDUC 660 Literacy and Resistance in Secondary Schools

What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? How do learning disabilities and language issues affect students' reading skills and desire and motivation to read? Participants will examine specific strategies to help adolescents develop reading comprehension, vocabulary, fluency, and word recognition. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. (Three credits; Spring of Even-Numbered Years; Conard.)

EDUC 667 Teacher Supervision & Evaluation

This course focuses on a research and standards-based instructional systems model of performance-based teacher supervision and evaluation. Registrants will develop and field test component action plans for effective instruction, differentiated supervision, action research as professional development, and student behavior interventions that promote an effective organizational and classroom climate. (Three credits; Spring of Even-Numbered Years; Resende)

EDUC 668 Data-Driven Instructional Systems

Students will design and field-test a Student Achievement and Tools Action Plan, demonstrating how to access data and compile reports, how to analyze and report on student performance data, how to use student performance data in various planning scenarios, how to align curriculum and instruction with student performance data, how to use data to support systemic planning, and how to report results to multiple audiences. A variety of administrative tools, including those recommended by the Pennsylvania Department of Education, will be utilized to access, analyze, and report on student performance and related data. (Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer of Odd-Numbered Years; Ziegenfuss)

EDUC 670 Language Acquisition and Development

Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Summer; Sullivan.)

EDUC 671 ESL Curriculum and Instruction

Learn how to meet the educational needs of your English Language Learner (ELL). This course examines various ESL methods and teaching strategies to facilitate language acquisition. Participants will develop standards-based ESL lessons and instructional materials and explore strategies for adapting classroom activities according to the proficiency level of the language learner. An emphasis will be placed on current research and resources available to maximize the process of acquiring English and developing language skills. Additional topics will include the role of classroom management, multicultural materials, and the ELL acculturation process in planning and instruction. (Three credits; Spring; Correll.)

EDUC 672 ESL Learner, Family, and Community

This course will examine behaviors, belief systems, and attitudes of multicultural and multilingual learners, their families, and school personnel in promoting a culturally sensitive learning environment and community. Research-based best practices will be explored, and emphasis will be placed on classroom/school implementation of strategies and techniques through action research methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored. (Three credits; Summer; Modjadidi.)

EDUC 673 ESL Assessment and Support

Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition and content learning. This course will combine readings, lecture, small group cooperative activities and hands-on assessment with English language learners. (Three credits; Fall; Goldberg.)

EDUC 674 The ESL Specialist

This capstone course in the ESL program specialist certification sequence explores the professional role of the second language teacher and includes a 60-hour practicum under the mentorship of a certified ESL classroom teacher and a college supervisor. Registrants will articulate a personal philosophy of second language teaching and learning, conduct action research in the ESL classroom, create a professional development plan and collaborate with general and special education school staff as they design and implement instruction commensurate to the ELLs' proficiency levels. Taking on

the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies. (Three credits; Summer; Sillivan.)

EDUC 675 World Language Curriculum and Instruction

This course is designed to help foreign language teachers employ the ACTFL's proficiency and performance guidelines to teach reading, writing, listening, and speaking in contextualized ways. Methods of integrating instructional technology, managing the classroom, and assessing student performance, both oral and written, will be addressed. (Three credits; As Needed; Conard.)

EDUC 676 Literacy Assessment & Evaluation

This course is designed to prepare teachers to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will also learn to align instruction with PSSA testing data and examine how to develop interventions and instructional strategies for students with literacy-related learning difficulties, including students with disabilities and English language learners. Additionally, registrants will learn about the multi-disciplinary team process and the reading specialist's role in the early identification of students with learning difficulties that may be related to specific learning disabilities or to the unique needs of English language learners. Finally, participants will explore strategies for communicating assessment data effectively to students, parents, and other school personnel. Students will gain clinical experience and practice through one-on-one and small group work with participants in the summer reading clinic. (Three credits; Summer of Odd-Numbered Years; Conard.)

EDUC 680-681 Independent Study

EDUC 690-699 Special Topics in Education

EDUC 700 Curriculum Development and Action Research

This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree Candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. (Three credits; Spring; Grove.)

EDUC 701 Writing a Review of Educational Research

Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with B or higher. (Three credits; As Needed; Shosh, Gilson)

EDUC 702 Reflective Practice Seminar

This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. Prerequisite: EDUC 700 with B or higher. (Three credits; Fall; Shosh.)

EDUC 704-705 Action Research Thesis

Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. Prerequisite: EDUC 702 with B or higher. (Three credits each; Spring; Shosh, Dilendik, and Grove.)

EDUC 710 Writing Educational Research for Publication and Presentation

Teacher research has the potential to improve teaching and learning beyond the individual teacher researcher's classroom only when it is disseminated to and critiqued by a wider audience of professional educators. This course is designed to help master teachers prepare their research for publication in a professional peer-reviewed journal and for presentation at a local, state, national, or international conference. Using their master's degree thesis data and analytic framework, registrants will design a conference poster, prepare a multi-media presentation, and draft a manuscript for submission to a professional journal. (Three credits; As Needed; Shosh. Pre-Requisite: Successful Completion of EDUC 704-05 or equivalent.)

EDUC 713 Facilitating School Improvement

Supervisory certification candidates enrolled in this course will develop a School Improvement Case Study; analyze context and student performance data; construct a consensual vision with stakeholder participants; conduct school improvement research appropriate to the specific school improvement initiative; align challenges, vision, program and school improvement strategy; and both implement and critique

an action plan for the project. (Pre-requisites: Admission to Supervisory Certification Program; no grade in certification program of less than a B; an up-to-date coursework portfolio approved by the Administrative Certification Officer. Three credits; Summer; Grove.)

EDUC 714 Supervisory Practicum I

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include identifying staff development needs and resources, planning activities to address the needs of the educational program, integrating curriculum across multiple disciplines, and budgetary planning for curriculum and personnel development. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the supervisory coursework standards is a requirement needed prior to registration for EDUC 714. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Co-Requisite: Supervisory Certification Candidacy and final fall 600-series course with no grade lower than B. Three credits; Fall; Villani.)

EDUC 715 Supervisory Practicum II

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include designing curriculum scope and sequence, evaluating instructional methodologies and strategies, monitoring and developing alternative forms of student assessment, and assessing instructional service delivery. (Co-Requisite: Supervisory Certification Candidacy and final spring 600-series course with no grade lower than B. Three credits; Spring; Villani.)

EDUC 723 Organizational Leadership

Students enrolled in this course will develop a School Improvement Case Study, including a stakeholder analysis and invitation to participate; school context and student performance data analysis; construction of a consensual vision with stakeholder participants; school improvement research appropriate to the specific school improvement initiative; alignment of challenges, vision, program and school improvement strategy; and the implementation and critique of an action plan for the project. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the PiL standards is a requirement needed prior to registration for EDUC 723. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum.

(Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer; Grove)

EDUC 724 Principal Certification Practicum I

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects include a school district case study focusing on student achievement, a multiple measures of data project linked to school reform, and an instructional tools project linked to classroom practice. (Pre-requisite: Admission to Principal Certification Program and completion of required 600-series courses with no grade of less than a B. Three credits; Fall; Villani.)

EDUC 725 Principal Certification Practicum II

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects focus on improving student achievement and include an action-based research project and the development and implementation of a curriculum project including scheduling and budgeting that integrates federal, state, and district requirements and policies. (Pre-requisite: Admission to Principal Certification Program and completion of EDUC 724 with B or higher. Three credits; Spring; Villani.)

Graduate Education – MAT Courses

EDUC 501 Young Adult Literature (MAT)

Introduces students to reader response, socio-cultural, and New Historicist lenses for making meaning of a variety of traditional and emerging texts from the amorphous body of American literature written specifically for young adults. As participants examine classic and contemporary young adult texts, they construct blogs, wikis, and a literary analysis essay with hyper-textual links to articulate a philosophy for the inclusion of young adult literary texts in the secondary school curriculum, both individually and in tandem with canonical texts. Spring. Undergraduate cognate: EDUC 131.

EDUC 502.2 Introduction to Education English Learners (MAT)

Students will learn basic principles, issues, and strategies for English language teaching. This

course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success.

EDUC 503 Student Development and Instructional Design (MAT)

The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective classroom instruction. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and spring. Undergraduate cognate: EDUC 130.

EDUC 507 Culture, Community and Diversity: Introduction to Critical Thinking (MAT)

Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring. (Undergraduate cognate: EDUC 160).

EDUC 511 Child Development and Cognition II: Six to Nine Years (MAT)

This course is a continuation of the study of development of young children from six through nine. This course will begin with research and contemporary issues in learning and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with early school age children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: QPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 211.

EDUC 513.2 Creative Expression (the Arts) (MAT)

In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into homes and families. National standards will also be addressed. Prerequisite: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 213.2

EDUC 514.2 Music and Movement (MAT)

This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed. Pennsylvania's standards for the arts and humanities will also be addressed. Note: In combination with Education 513.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 214.2

EDUC 518.2 Movement (MAT)

Health and Safety Education for Young Children

This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisite: Education 507; QPA of 2.70. Fall/Spring. Undergraduate cognate: EDUC 218.2

EDUC 521 Language Arts for Children, Pre-K to 4th Grade (MAT)

An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners'

abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience. Prerequisites: QPA of 2.70; Education 503; passing score on PAPA or PPST Reading and Writing. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 321

EDUC 522 Emerging Language and Literacy, Pre-K to 4th Grade (MAT)

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making progress in reading-related skills and early reading. Students will also learn how to work with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. Co-requisite: Education 510. Prerequisite: Education 502.2 and 507; QPA of 2.70. Clearances and other documents for fieldwork required

EDUC 525 Pre-K to 4 Instructional Strategies in Math Thinking (MAT)

Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Prerequisites: QPA of 2.70; Education 503; Passing score on PAPA or PPST Mathematics; Mathematics 125 with a grade of C or better. Spring. Undergraduate cognate: EDUC 322

EDUC 530.2 Computer Technology in the Classroom (MAT)

Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The Internet as a teaching/learning resource. Students will design lesson plans and demonstrate proficiency with technology specific to their academic disciplines. Prerequisites: QPA of 2.70; Education 503 and 507. Two 2-hour periods. Undergraduate cognate: EDUC 140.2

EDUC 534 Including Students with Disabilities (MAT)

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisite: Education 507; Co-requisite: Education 503 or 510; QPA of 2.70. Fall and spring. Undergraduate cognate: EDUC 244

EDUC 553 Literacy for the Middle Level Learner (MAT)

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Prerequisites: QPA of 2.70; Education 501, 503, 507, 540.2 and 544; Writing 100 or FYS; passing scores on PPST or PAPA Reading, Writing and Mathematics. Spring. Undergraduate cognate: EDUC 333

EDUC 558 Pre-Student Teaching Field Experience (MAT)

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development

as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

EDUC 559.2 Pre-Student Teaching Field Experience (2nd experience) (MAT)

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

EDUC 567 Teaching Music to Children (MAT)

Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: Music 130.1, 136.1, and 322.2, Education 507 or 155; 2.70 QPA. Spring. Three 70-minute periods; fieldwork. Clearances and other documents for fieldwork required.

EDUC 570 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration (MAT)

This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: QPA of 3.0. Admission to student teaching. Passing scores on PPST or PAPA in Reading, Writing, and Mathematics. Undergraduate cognate: EDUC 370

EDUC 571 Issues in Middle Level Education (MAT)

This course is designed to support the student during the semester of student teaching. The course meets weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. The student's presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies. The goal of this course is to develop the understanding, skills, and attitudes of the professional teacher – the teacher who acts with reflective consideration of principles, practices, and policies. The student will demonstrate evidence of professional knowledge and practice in the following areas: planning and preparation; classroom environment, instructional strategies, and professionalism. Prerequisites: QPA of 3.0, completion of all middle level education courses, except student teaching, with grades of C or better. Admission to student teaching. Passing scores on PPST or PAPA in Reading, Writing, and Mathematics. Co-requisite: Education 595-597. Spring. Undergraduate cognate: EDUC 371

EDUC 575 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art, music, foreign language, and secondary education candidates in the spring. Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377.

EDUC 576 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art, music, foreign language, and secondary education candidates in the spring.

Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377

EDUC 577 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art, music, foreign language, and secondary education candidates in the spring. Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377

EDUC 578 Seminar in Secondary Teaching (MAT)

Scheduled concurrently with student teaching. Students meet with subject area supervisors and Education Department supervisors on alternate weeks. Provides opportunity for student teachers to analyze their experiences in the field in relation to theory learned in previous courses. Prerequisite: Admission to the Teacher Certification Program. Concurrent with student teaching. One 2-hour period. (Undergraduate cognate: EDUC 378).

EDUC 579 Seminar for Art Student Teachers (MAT)

Weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Prerequisite: Admission to Teacher Certification Program. Concurrent with student teaching. One 2-hour period. (Undergraduate cognate: EDUC 379).

EDUC 586.2 Early Field Experience (MAT)

Designed for students who need early field experience in the K-12 classroom before student teaching. Students will be supervised by a teacher in a local school and spend a minimum of 40 hours in the classroom. They also will meet weekly for seminar with education faculty. Minimum of one education course taken at Moravian and permission of department chair required. Clearances and other documents for fieldwork required.

ENGINEERING

Advisor: Kelly Kriebel

3/2 Undergraduate Program

In cooperation with Washington University, St. Louis, Missouri, Moravian College offers the following cooperative engineering programs:

- Biomedical Engineering
- Chemical Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Systems Science and Engineering

Upon successful completion of three years at Moravian College and upon recommendation of the College, a student in the cooperative engineering program may apply for transfer to the appropriate engineering department of Washington University. Following completion of the engineering program, the student is awarded the Bachelor of Arts from Moravian and the Bachelor of Science in engineering from Washington University.

4/1 Graduate Program

A combined bachelor's and master's degree program in physics and mechanical engineering or mechanics is offered in cooperation with Lehigh University. This program enables qualified students to earn a Bachelor of Science in physics from Moravian College and a Master of Science in mechanical engineering or mechanics from Lehigh University with an average time of 5.5 years of full-time study.

The Major Requirements

Cooperative 3/2 engineering students complete the Learning in Common curriculum (with some exceptions). They are exempt from the Foreign Language (F3) requirement, and they complete the Quantitative Reasoning (F2) requirement with Mathematics 170 and the Laboratory Science (F4) requirement with Chemistry 113. In addition, they need complete only five of the six Multidisciplinary categories and one of the two Upper-Division category requirements.

In addition to the general requirements described above, 3/2 engineering students take four mathematics courses (170, 171, 211, 221), four science courses (Chemistry 113-114 and Physics 111-112), and four advanced courses to be chosen with the approval of the engineering advisor. All 3/2 engineering students, except those interested in chemical engineering, schedule Physics 111-112 and Mathematics 170-171 in the first year. Chemical engineering students schedule Chemistry 113-114 in the first year.

ENGLISH

Chair: Professor Hinnefeld

Professors: Black, Dougal, Hinnefeld; Associate Professors: Shorr, Tabor; Assistant Professors: Fodrey, LaRue, Waller-Peterson; Emeritus Faculty: Diamond, Reid, Wingard; Instructor of Writing: Mikovits; Adjunct Faculty: Alu, Comfort, Crooke, Gal, Harris, Joella, Ward.

The Major in English

The field of English studies is one of the cornerstones of a liberal arts education and also offers a variety of approaches to specialized study. At Moravian College, students are invited to explore the rich, multi-dimensional nature of English studies through their engagement with creative expression and the study of culture and history, linguistics, literature, rhetoric, theatre and performance, and multimodal writing.

The English major consists of ten courses: a five-course core, four major electives, and a capstone experience.

Core (five courses):

- English 225 (writing-intensive)
 - One of the 200-level writing courses that are designated as options for the required second English WI course
 - Two literary period courses
 - (British/Transatlantic or American)
 - (British/Transatlantic: English 240, 351, 352, 354, 355)
 - (American: English 340, 341, 342, 344)
 - Or a special topics course approved by the major advisor
 - Note: one of the two period courses must be pre-20th century
- (English 340, 341, 351, 352, 355)*
- One genre course:
 - Drama (English 232, 233, 234, 360, 361)
 - Fiction (English 343, 353)
 - Poetry (English 320)
 - Or a special topics course approved by the major advisor
 - Four electives, numbered at the 200 level or above
 - Capstone experience: at least one of the following:
 - Senior Seminar (English 371)
 - Student teaching in an education certification program

Teacher certification students follow modified versions of the requirements listed above. Refer to the Teacher Certification in English section below.

Notes on the Major in English

- Students must take at least three courses at the 300 level.
- In preparation for creating an English major portfolio in the Senior Seminar, students must save digital and hard copies of their work in each course, including drafts with peer and instructor comments.
- Students must complete a Hands-On-Learning Assignment (HLA). See <https://www.moravian.edu/english/programs/hands-on-learning> for more information.
- Internships (English 288 and 386-388) and study abroad strongly encouraged for all majors; an internship is required for all students completing the English major with Writing Arts Certification. Students should consult with Dr. Hinnefeld (English Department chair) regarding internships and with the Office of International Studies regarding study-abroad opportunities.
- Writing 100, Learning in Common 101, and the general literature courses (English 101, 102, 103, 104, and 105) may not be used to satisfy requirements for the major, minor, or interdepartmental major programs of the English Department. The general literature course restriction, however, does not apply to English majors pursuing early childhood, middle level, or secondary education certification programs.

English majors are encouraged to supplement required courses with elective courses in English, minors complementary to English Studies, independent studies, related courses from the Learning in Common curriculum, internships, and study abroad, as well as co-curricular involvement in theatre, The Manuscript, The Comenian, SOAR/undergraduate scholarship, and other relevant opportunities. Students are strongly advised to register for ENGL 225 early in their study.

The Minor in English

The minor in English consists of five courses: English 225; English 211 or 212 (or another course approved by the English major advisor or English Dept. chair); one literature course (200- or 300 level); and two electives (200- or 300-level).

The Interdepartmental Major

The six courses in Set I of the interdepartmental major include English 225, which should be taken in the year the student declares the major. The five other English courses, from the 200- and 300-level, and the six courses of Set II are selected by the student with the advisor's approval.

English Major with Writing Arts Certification

English majors who seek Writing Arts Certification within the major must complete the following program:

- I. English Major Core
 - English 225 WI: Introduction to English Studies
 - One of the 200-level writing courses that are designated as options for the required second English WI course*
 - One literary genre requirement
 - Two literary period requirements (one of which must be pre-20th century: English 340, 341, 351, 352, 355)
- II. Internship Pre-Requirement
 - A departmentally approved course in digital writing, professional writing, or journalism.
- III. English Internship (at least one; a second internship may count as one of the Writing Electives [section IV below])
 - ENGL 288 and/or ENGL 386 (at least one): English Internship**
- IV. Writing Electives
 - Four writing courses (chosen from the following list of current English catalog and special topics courses), at least two of which must be at the 300 level. Note that students may complete an additional internship (386), following on the required internship listed under part III above, as one of these four required writing courses.
 - 211 WI*: Creative Nonfiction
 - 212 WI*: Introduction to Creative Writing
 - 242: Environmental Writing
 - 263: Writing as Activism
 - 310: Business & Community Writing
 - 311: Fiction Writing
 - 312: News and Feature Writing in the Digital Age
 - 313: Poetry Writing
 - 386: Internship
 - Other special topics courses may be used to fulfill this requirement. Please consult with an English advisor.
- V. Capstone Experience
 - 371: Senior Seminar

**Note that Writing Arts certification students may NOT “double-dip” with their chosen WI course (that is, a course taken as the core WI course may not also be included as one of the four required writing courses).*

***English majors seeking certification in Writing Arts will be required to have a cumulative QPA of 2.7 or higher before enrolling in the English Internship (in keeping with the College-wide policy for internships).*

Teacher Certification in English

Students seeking a major in English and certification in early childhood education (pre-K-grade 4) follow a modified version of the major that requires English 225, two period courses (one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course), the capstone experience (for certification students, student teaching serves as the capstone), and four courses selected in consultation with the advisor.

Students seeking a major in English and certification in middle level education (grades 4-8) follow a modified version of the major that requires English 221, 225, two period courses (one British and one American, one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course), the capstone experience (for certification students, student teaching serves as the capstone), and three courses selected in consultation with the advisor.

Students seeking a major in English and certification in secondary education (grades 7-12) follow a modified version of the major that requires English 221, 225, and 230; 330 or 350; two period courses (one British and one American, one of which must be pre-20th century); a genre course; a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course); the capstone experience (for certification students, student teaching serves as the capstone); and one course selected in consultation with the advisor.

The advisors for teacher certification in English are John Black (early childhood and middle level) and Theresa Dougal (secondary). Students who intend to pursue teacher certification are strongly urged to contact the Education Department during their first year at Moravian.

Courses in English

Note: Writing 100, Learning in Common 101, or equivalent is a prerequisite for all courses in the English Department numbered 200 or above.

101. American Literature.

Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral skills. (M2)

Comfort, Crooke

102. British Literature.

Introduction to distinctive British works, emphasizing analytical and communication skills. (M2)

Black, Dougal, Tabor

103. Western Literature.

Selected major works in the literature of the Western world, emphasizing analytical and communication skills through written and oral projects. (M2)

Staff

104. The Experience of Literature.

Introduction to major literary genres—fiction, poetry, and drama—from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects. (M2)

Black, LaRue, Tabor, Staff

105. African-American Literature.

Introduction to the poetry, non-fiction, fiction, and drama of the African-American tradition in literature from the beginnings of the Colonial period to the present day. Emphasis will be on identifying the uniqueness of this literature within the larger mainstream of American literature. (M2)

Waller-Peterson

210.2. Business Writing.

Introduction to writing for the business sector (correspondence, reports, proposals, presentations, other forms of business writing). Prerequisite: LinC 101 or equivalent.

Staff

211. Creative Nonfiction.

Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent. Spring.

Fodrey, Harris

212. Introduction to Creative Writing.

Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6)

Hinnefeld

213.2. Tutorship I.

One-half unit of credit given for completion of tutor training course: extensive practice with student writing samples, several writing assignments, full review of grammar. The practicum is three hours of tutoring per week, compensated at work-study wage. Interested students must apply to and be selected by the Writing Center director before registering. Prerequisites: LinC 101 or equivalent, interview with director, and approval of director.

Mikovits

214.2. Tutorship II.

One-half unit of credit given for self-guided study and four hours of tutoring per week. Student's written proposal for study must be approved by Writing Center director. Prerequisites: English 213.2, GPA of 3.00, and approval of director.

Mikovits

221. The English Language.

Introduction to phonology, grammar, lexicon, and other aspects of English from its beginning to the present, with an emphasis on current language issues. Fall.

Black

224. Introduction to Journalism.

An integrative journalism course in which students will learn how to report, write, edit and pitch news and features for a variety of media outlets; taught by an active media professional, with assistance and resources from Moravian College's Zincenko Center for Integrative Media. Fall.

Staff

225. Introduction to English Studies.

Introduction to various aspects of the discipline, including analysis of literature, bibliographic and research techniques, critical thinking and writing, various literary approaches, literary theory, and history of the field. Writing intensive. Strongly encouraged as a prerequisite for upper-level English courses. Fall and spring.

Black, Tabor

230. Public Speaking.

Basic theory of public speaking with emphasis on developing skills essential to effective interpersonal communication in industrial, business, and academic settings. Fall.

Staff

232. Art of the Theater.

Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years.

Shorr

233. Modern Drama and Theater.

Development of dramatic literature and theatrical practice in the 20th century.

Tabor

234. American Drama and Theater.

Development of dramatic literature and theatrical practice in America, 1665 to the present.

Tabor

240. Post-Colonial Literature.

Introduction to literature produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5)

LaRue

242. Environmental Writing.

This writing course will survey a broad spectrum of environmental literature, from Thoreau's *Walden* to Cheryl Strayed's recent bestseller *Wild*, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required.

Harris

261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World.

(Also Interdisciplinary 261) Creators of science fiction often present dire warnings about the world to come in which science has subverted human values. By studying important developments in science and technology and significant works of science fiction, we can comprehend the nature of these warnings and attempt to formulate a civilized response to the dehumanizing forces afflicting the contemporary world. Prerequisite: Junior or senior standing. (U1)

Staff

262. Literature and the Way We Live.

(Also Interdisciplinary 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' *Antigone* to the present. Prerequisite: Junior or senior standing. (U2)

Dougal

263/363. Writing as Activism.

To what extent can, or should, writing (and also reading) function as a kind of activism? Can written work change minds and hearts? Should it be designed to do so? Can writing be more than a hobby--but also more than a vocation? That is, can the acts of writing and reading be seen as moral acts, as part of living a fully engaged life? In this course we will examine these and other questions as we read, view, discuss, and emulate both factual/documentary and imaginative works (ranging from op-ed pieces and documentaries to poems and short stories). Prerequisite: Junior or senior standing. (U2)

Hinnefeld

310. Business and Community Writing.

Writing for business and nonprofit sectors with required community service/consulting component in targeted agencies. Prerequisites: English 211,212, or other 200-level writing course approved by the English major advisor or English Dept. Chair, and permission of instructor.

Hinnefeld

311. Fiction Writing.

Focused study of contemporary fiction, writing of several complete fictional works. Workshop setting. Prerequisites: English 211,212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. Spring. (M6)

Hinnefeld

312. News and Feature Writing in the Digital Age.

Building on the foundation of Introduction to Journalism (English 224), this course combines advanced hard news reporting skills with creative storytelling techniques of feature writing. Students will write and edit story packages for print, online, and mobile media, incorporate photos and video, and use the fundamentals of SEO and social media to promote the content they create.

Prerequisites: ENGL 224 (Introduction to Journalism) or another 200-level English writing course approved by the English Department Chair. Alternate years.

Staff

313. Poetry Writing.

Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 211, 212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. Alternate years. (M6)

Hinnefeld

320. The Art of Poetry.

Designed to provide the student of literature with theories and techniques for understanding, appreciating, and evaluating poetry. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

330. Shakespeare.

The major plays. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.

Black

340. American Literature 1800-1865.

A study of the range of literary voices that constitute "American literature" from 1800-1865, including works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better-known writers of the era—Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

341. American Realism.

Development of realism in American literature from its late 19th-century beginnings to its height in the early to mid-20th century. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Waller-Peterson

342. 20th Century American Literature.

Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.

Waller-Peterson

343. American Fiction after World War II.

Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

LaRue

344. Contemporary Native American Literature.

This course will provide students with an opportunity to closely read poetry, fiction, drama, and essays written by and about Native Americans. To truly understand these literary texts, we will need to learn about native peoples' history, cultural contexts, oral traditions, and identity. Developing and interrogating questions regarding Native American identity will complicate our understanding of fixed literary genres and the power relations they encode. Our readings, discussions, and writing assignments will offer the opportunity to develop questions at issue for our discourse community. Writing especially will provide the chance to develop your own line of inquiry regarding specific texts. Prerequisite: ENGL 225 or permission of instructor.

Tabor

350. Chaucer.

The Canterbury Tales and selected minor poems from the perspective of textual and source analysis, as well as feminist, psychological, and new historicist approaches. No previous study of Middle English required but English 221 recommended. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.

Black

351. British Renaissance and Neoclassicism.

British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Black

352. British Literature 1780-1830.

A study of literature by men and women of varying ethnicities and social classes, and of primary documents that reveal major historical conditions and social and cultural movements to which these writers responded. Some emphasis upon major Romantic poets. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

353. The British Novel.

A study of the English novel from its beginnings in the 18th century to the 20th century. Prerequisite: ENGL

225 or permission of instructor. Alternate years.

Tabor

354. 20th-Century British Literature.

British and Irish poets and novelists, with some emphasis on writers who have gained recognition since World War II. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Tabor

355. Literature and Culture of Medieval Britain.

Study of selected major and minor texts (mostly in translation) from Old English and Middle English literature, with corresponding interdisciplinary study of their cultural contexts. Examination of the evolution of literary genres, styles, and audiences. Exploration of the approaches and perspectives of contemporary scholarship to topics and issues in medieval studies, with a consideration of the links between contemporary and medieval cultures. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.

Black

360. Dramatic Literature and the Moral Life 1580-1642.

Investigates issues of race, ethnicity, religion, and gender in the dramatic literature of the early modern period in England. Special attention to the plays of Shakespeare for their sensitivity to the diversity of the human condition. Earlier and later playwrights attuned to these issues will also be studied. Prerequisite: junior or senior standing; ENGL 225 or permission of instructor. Fall. (U2)

Staff

361. Dramatic Literature and the Moral Life 1875-Present.

Examines moral problems and resolutions in modern and postmodern dramatic literature. Issues of race, ethnicity, religion, and gender, as well as other concerns that are part of the modern moral life. Prerequisite: Junior or senior standing; ENGL 225 or permission of instructor. (U2)

Staff

370. Seminar.

Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.

Staff

371. Senior Seminar.

This course will synthesize and expand upon what students have learned throughout their major. Weekly meetings will consist of readings, discussion, and writing on topics within English Studies. Course requirements will include an extended written work in a student's chosen genre, as well as a portfolio. Prerequisite: ENGL 225 or permission of instructor. Fall and Spring.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. English Internship.

Practical field experience in writing for mass media, business, industry, or nonprofits. Designed in consultation with director of internship program and field supervisor. By arrangement. Prerequisites: Junior or senior standing; for 288: 200-level writing course approved by the English major advisor or English Dept. Chair; for 386-388: 200-level writing course approved by the English major advisor or English Dept. Chair; plus one additional English course.

400-401. Honors.

ENVIRONMENTAL STUDIES AND SCIENCES

Interim Director: Diane White Husic

The environmental studies and sciences program at Moravian College acquaints students with the myriad environmental issues that face us today. It seeks to develop a framework in which students can work closely with faculty and one another to analyze problems, test assumptions, and debate issues as they affect our lives as citizens of our community, our nation, and the world. The perspective we seek to develop is strongly interdisciplinary, incorporating the natural sciences as well as economics, history, philosophy, and political science. In addition, it is designed to transcend national boundaries. All students in the program, regardless of their area of concentration, will share important common experiences, including a unique capstone course in which they will work in teams to investigate environmental issues.

Students who pursue environmental majors at Moravian have the option of earning either a B.S. in environmental science or a B.A. in environmental policy and economics. All students in both majors will have a shared body of knowledge through common coursework before the upper-level courses in their respective tracks, and through the capstone seminar course,

which B.S. and B.A. students will take in combined sections. The balance of shared experience and field-specific knowledge is designed to foster cooperative work and learning among students and faculty.

Coursework

As prerequisites to the program, all students must take Economics 152 and a course in statistics (Mathematics 107 or Economics 156), preferably before the spring term of the sophomore year. Additional coursework in mathematics is recommended, especially for those students interested in pursuing graduate education.

The Common Environmental Studies and Sciences Core

Students in both tracks are required to take six course units in a common core of study. Five courses are designed to create a foundation that fosters understanding of this interdisciplinary field. The final writing-intensive course, which should be taken in the senior year, is intended specifically to teach and demonstrate research methods through integrative group research projects and presentations.

All students majoring in environmental studies and sciences must take the following courses in the common environmental studies core.

Environmental 110	Introduction to Environmental Studies
or	
Environmental 112	Environmental Science
Earth Science 110	Introductory Geology
Economics 240	Environmental Economics and Policy
Political Science 237	Public Administration and Public Policy
Philosophy 250	Environmental Ethics
Environmental 370	Environmental Studies Seminar

The B.S. Track in Environmental Science

Students in the B.S. track in environmental science must take the following six courses in addition to those in the core.

Biology 112	General Zoology
or	
Biology 119	General Zoology
Biology 360	Ecology
Chemistry 113-114	General Chemistry I and II

Chemistry 205	Environmental Chemistry
Earth Science 210	Introductory Geographic Information Systems

Students in the environmental science track must also complete at least two of the following.

Biology 225	Invertebrate Zoology
Biology 235	Microbiology
Biology 250	Animal Behavior
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 120	Meteorology
Physics 109	Introductory Physics for the Life Sciences I
Physics 110	Introductory Physics for the Life Sciences II
Physics 111	Introductory Physics I
Physics 112	Introductory Physics II
Environmental 286, 381-384	Independent Study
Environmental 288, 386-388	Internship
Environmental 400-401	Honors

Appropriate advanced courses offered as special topics or by other LVAIC institutions may be substituted as electives with the prior approval of the program director.

The B.A. Track in Environmental Policy and Economics

Students who intend to pursue the B.A. track in environmental policy and economics must take the following three courses in addition to those in the core.

Economics 241	Natural Resource Economics and Policy
Political Science 240	Environmental Policy
Political Science 340	Energy Policy
<i>They must also take two of the following electives:</i>	
Economics 228	Economic Development
Economics 330	Public Finance
Economics 336	International Economics

Earth Science 210	Introductory Geographic Information Systems
History 260	Environmental History
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Sociology 312	Environmental Law

Environmental 286, 381-384 Independent Study

Environmental 288, 386-388 Internship

Environmental 400-401 Honors

Appropriate advanced courses offered as special topics or by other LVAIC institutions may be substituted as electives with the prior approval of the program director.

A cooperative program with Duke University in natural resource management is available. Please see the section on Natural Resource Management in this catalog.

The Minor in Environmental Science

The minor in Environmental Science consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science)[1],[2] plus four (4) additional science courses currently approved for the Environmental Science (B.S.) major. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Policy & Economics may not count Introductory Geology (EASC 110) for both the major and a minor in Environmental Science. An alternate course must be substituted for the minor.

Courses that may be used to fulfill the Minor in Environmental Science:

Biology 112	General Zoology
Biology 119	Introductory Botany
Biology 225	Invertebrate Zoology
Biology 230	Field Botany
Biology 235	Microbiology
Biology 250	Animal Behavior

Biology 360	Ecology
Chemistry 113	General Chemistry I
Chemistry 114	General Chemistry II
Chemistry 205	Environmental Chemistry
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 110	Introductory Geology
Earth Science 120	Meteorology
Earth Science 210	Introductory Geographic Information Systems
Environmental 286	Independent Study
Environmental 288	Internship
Environmental 381-384	Independent Study
Environmental 386-389	Internship

Physics 109 Introductory Physics for the Life Sciences I

Physics 110 Introductory Physics for the Life Sciences II

Physics 111 Introductory Physics I

Physics 112 Introductory Physics II

Appropriate special topics courses and advanced courses offered by LVAIC institutions may be substituted with the prior approval of the Environmental Studies & Sciences Program Director.

The Minor in Environmental Policy & Economics

The minor in Environmental Policy & Economics consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science), Economics 240 or 241, plus three (3) additional science courses currently approved for the Environmental Policy & Economics (B.A.) major, of which at least one must be a course in economics. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Science may not count

Environmental Economics (ECON 240) for both the major and a minor in Environmental Policy & Economics. An alternate course must be substituted for the minor.

Courses that may be used to fulfill the Minor in Environmental Policy & Economics:

Earth Science 210	Introductory Geographic Information Systems
Economics 152	Principles of Economics
Economics 228	Economic Development
Economics 236	International Economics
Economics 240	Environmental Economics and Policy
Economics 241	Natural Resource Economics and Policy
Economics 330	Public Finance
Environmental 286	Independent Study
Environmental 288	Internship
Environmental 370	Environmental Studies Seminar
Environmental 381-384	Independent Study
Environmental 386-389	Internship
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Political Science 237	Public Administration and Public Policy
Political Science 240	Environmental Policy
Political Science 340	Energy Policy
Sociology 312	Environmental Law

Appropriate special topics courses and advanced courses offered by LVAIC institutions may be substituted with the prior approval of the Environmental Studies & Sciences Program Director.

Courses

110. Introduction to Environmental Studies.

Introduction to the principles of ecology and the relationship of humans to their environment. Emphasis on scientific, social, philosophical, and economic factors related to global environmental issues. Topics include agriculture and food production, water and air pollution, energy use and its environmental effects, toxic waste, and renewable/nonrenewable

resources. Prerequisites: Not open to students who have completed Environmental 112. (M5)

Staff

112. Environmental Science.

Introduces non-major students to fundamental principles of ecology and the relationship of humans to their environment. Topics include agriculture and food production, water and air pollution, energy use and associated environmental effects, toxic waste, and renewable/nonrenewable resources. Prerequisites: Not open to students who have completed Environmental 110. (F4)

Staff

370. Environmental Studies Seminar.

Designed to apply research methods to current environmental issues. Students will research and present written and oral reports on the general topic. Emphasis is on the development of skills in using primary literature, analysis and interpretation of data, and the communication of ideas. Writing-intensive.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

FORESTRY

See Natural Resource Management

FRENCH

See Modern Languages and Literatures

GERMAN

See Modern Languages and Literatures

GERMAN STUDIES

See Modern Languages and Literatures

GREEK

See Modern Languages and Literatures

HEALTH SCIENCES

Advisors: Dr. James Scifers, Dr. Jennifer Ostrowski

The health sciences major is intended for students who wish to pursue careers in health professions after completing their undergraduate career at Moravian College. Such programs include physical therapy, occupational therapy, and athletic training. Students wishing to pursue medical school, veterinary school, dental school, or a physicians' assistant program are advised to pursue majors in biology, biochemistry, chemistry, or neuroscience, and are advised to consult with the health professions advisor on an appropriate curricular choice for their interests.

Each of the program areas listed above requires additional education beyond the undergraduate degree. Students are advised to consult with the health professions advisor on specific program prerequisites and program requirements.

Students pursuing programs in the health sciences take Economics 156, Math 107, or another statistics course as their F2 (Quantitative Reasoning) requirement. Students in the health sciences should take Philosophy 259, Medical Ethics, or another bioethics courses, as their U1, or Nursing 360, Ethical Issues in Healthcare, as their U2 requirement.

All students, regardless of intended career or concentration, must complete Biology 103 and Biology 104, Anatomy and Physiology 1 and 2, as well as Psychology 120 and Health 310, Research Methodology in the Health Sciences Sciences (writing-intensive). In the third or fourth year of study (junior or senior year), all students enroll in HLTH 285.2 or 285, Clinical Observer, to complete the required number of clinical observer hours expected for enrollment into the graduate program of their choice. In addition, in the last term of undergraduate study, students enroll in the capstone course, Health 385.2, Social Issues in Health Science.

Upon declaring a major in health sciences, students select one of the following tracks, based on their intended career path:

Athletic training/exercise science

Chemistry 108	Fundamentals of Chemistry
Health 231	Nutrition for Health Sciences
Health 260	Kinesiology
Health 261	Prevention and Management of Athletic Injuries

Health 360	Exercise Physiology
Physics 109 -OR-	Physics for Life Sciences 1 -OR-
Physics 111	General Physics 1

2 additional courses, chosen from the list of elective courses below

In addition, before matriculation into an athletic training program, students need to complete CPR certification, AED certification, and first-aid certification, at their own expense. Some schools will include the advanced first-aid certification as part of the athletic training curriculum.

Occupational Therapy

Chemistry 108	Fundamentals of Chemistry
Psychology 207	Lifespan Development
Psychology 362	Abnormal Psychology
Sociology 115	Introductory Sociology

4 additional courses, chosen from the list of elective courses below.

Physical Therapy

Biology 112	General Zoology
one additional course in biology, to be selected in consultation with an advisor	
Chemistry 113	General Chemistry 1
Chemistry 114	General Chemistry 2
Physics 109 & 110 or Physics 111 & 112	Physics for Life Sciences 1 and 2
Psychology 207	Lifespan Development
Psychology 362	Abnormal Psychology

one additional course, chosen from the list of elective courses below.

Health Sciences elective courses

Biology 206	Microbiology for Health Sciences
Biology 210	Genetics
Biology 235	Microbiology
Economics 211	Economics of Health Care
Health 231	Nutrition
Health 240	Health Behavior

Health 260	Kinesiology
Health 261	Management and Prevention of Sports Injuries
Health 360	Exercise Physiology
Psychology 260	Sports Psychology
Sociology 115	Introductory Sociology

Additionally, with the increasing need for educated home health care workers and health care assistants, students in the health sciences major are recommended to consider a minor in business management, composing the following courses:

Accounting 157	Principles of Accounting
Economics 152	Principles of Economics
Management 223	Organizational Management

two management or economics electives, chosen in consultation with an advisor

Courses in Health Science

Health 231. Nutrition for Health.

Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the science of nutrition: the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

Doane, Staff

Health 260. Kinesiology.

Upon completion of this course, a student should be able to identify the structural characteristics, movements, and muscles acting as the major joints of the body. The student will be able to select movements or exercises which utilize specific

muscle groups and analyze the joint actions, muscle actions, and mechanical principles which apply to the performance of a specific movement. Prerequisites: Biology 103 and 104; or Biology 310 and 350. Fall.

Hauth, Staff

Health 261. Management and Prevention of Sports Injuries.

This course is an introduction to the principles and practices associated with sport and fitness injury management. The course emphasizes the development of competencies in the recognition and treatment of injuries appropriate for professionals working with active populations. Topics include injury mechanics, injury prevention strategies, and injury recognition and management. Prerequisites: Biology 103 and 104; or Biology 310 and 350; and Health 260. Spring.

Gloyeske, Staff

Health 310. Stats and Methods for Health Professions.

Scientific method as the means through which knowledge advances in allied health fields. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze data. Writing intensive. Prerequisite: Psychology 120 and junior or senior class standing.

Toedter

Health 360. Exercise Physiology.

This course is an introductory course in exercise physiology. It will introduce certain concepts of the "how and why" the body responds to both acute and chronic exercise stress. Topics will include exercise metabolism, respiration, circulation, neuromuscular, hormonal, and environmental influences on exercise. Prerequisites: Biology 103 and 104 (or Biology 310 and 350; Health 260 (Kinesiology); junior or senior class standing or permission of instructor. Spring.

Scifers, Staff

Health 385.2 Social Issues In Health Science.

A capstone seminar for students in the health sciences major. Guided readings and research to prepare students for graduate and professional study in allied health fields. Students explore ethical and social issues related to health science (such as the debate regarding immunizations, homeopathic approaches to healing, obesity as a cause of illness

vs. an illness in itself), and co-author research papers which include perspectives from their chosen/intended field of study. Prerequisites: senior class standing; major in health sciences, nursing, or public health; other students by permission of instructor.

Staff

HEBREW

See Modern Languages and Literatures

HISTORICAL STUDIES

Advisor: Robert H. Mayer

The historical studies major is designed for students who plan to be certified in either middle level or secondary education and teach social studies (history, geography, government, and economics) in middle schools, high schools, or both.

Secondary Certifications

The Pennsylvania Department of Education certifies students to teach the social studies under two designations—citizenship education and social studies—both of which can be obtained at Moravian College.

Those with a citizenship education certificate are permitted to teach history, geography, government, and economics at both the middle and high school levels. In order to obtain the citizenship education certificate for the State of Pennsylvania, students complete the historical studies major, the entire secondary education program described later, and all other Moravian College graduation requirements.

Those with a social studies certificate are permitted to teach history, geography, government, and economics, as well as psychology, sociology, and anthropology at both the middle and high school levels. In order to obtain the social studies certification for the State of Pennsylvania, students complete the historical studies major, plus Sociology 115 and Psychology 120, the entire secondary education program described later, and all other Moravian College graduation requirements. Students are encouraged to complete the social studies certificate, although it is difficult to accomplish in a normal four-year course of study.

The Major in Historical Studies

Minimum requirements for the departmental major in historical studies are:

- History 112 or 116; History 113 or 114; one 100-level history course focusing on an area outside Europe

or the United States; History 270; two additional history courses at the 200 level and two at the 300 level, to include at least one course each in United States history, European history, and history of an area outside Europe and the United States.

- Political Science 110 and 115 or 125 or a political science course in an international topic, chosen in consultation with an advisor.
- Interdisciplinary Studies 110 (World Geography and Global Issues).
- Economics 152 (not required for middle level certification)

Students whose background in history makes them eligible to waive one or more introductory courses may substitute an additional history course or courses numbered 210 or above. Students are encouraged to take more courses in history or political science in order to prepare better for teaching.

Completing a Full Major in History

With careful planning and some coursework over the summer, a student can complete the requirements for citizenship education certification while completing a full departmental major in history. A major in history allows for increased facility in teaching historical content as well as additional marketability.

Coursework for Secondary Teaching Certification

Education 100.2 is generally taken spring of the first year or fall of sophomore year. Education 160 is generally taken spring of the first year year and Education 130 is generally taken fall of sophomore year (although the order of these two may be switched). Education 244 must be taken after completion of Education 160 and with or after completion of Education 130, and is a prerequisite for Education 260, taken in the fall of one's junior year.

Education 140.2 must be taken some time before student teaching. Education 260 generally is taken in the fall of the junior year and Education 365, which includes various approaches to the teaching of social studies and curricular designs in secondary schools, in the fall of the senior year. The student-teaching semester (Education 375, 376, 377, and 378) occurs, for most candidates, in the spring of the senior year. Please note that students must have an overall GPA of 2.70 to take education courses at the 200-level or above. To take Education 365, students must have satisfied the basic skills test requirement described below. In addition, secondary certification students must complete Physical Education 236.

To satisfy state guidelines, the student is required to take three college credits in English composition, three college credits in English literature (English

101, 102, 103, 104, or 105; or Education 131), and six college credits in mathematics (1.5 Moravian course units). Most of these guidelines should be met through appropriate selection of courses taken to complete Learning in Common guidelines. Beyond the Learning in Common requirement, students must take at least .5 course units in mathematics.

Competencies needed to teach learners with disabilities and English language learners are taught throughout the program. Students must demonstrate they have gained these competencies in both classroom and field settings, but especially during student teaching.

For information on coursework for middle level certification see Education.

Applying for Admission into the Teacher Certification Program

Students should be aware that they are not automatically admitted into the teacher-certification program. Students must make two applications for acceptance into the teacher-certification program. Students may apply for initial admission in to the program after completion of 12 course units, after passing the PPST sections of the PRAXIS exams in reading, writing, and mathematics (information about those tests is available in the Education Department office), and after attaining a 3.0 GPA overall. Initial application forms are available in the Education Department. In order to student teach, students must turn in a formal application, also available in the Education Department, two semesters prior to student teaching. Applications for fall student teaching must be received by December 1 of the preceding year, and for spring student teaching by April 15 of the preceding year. Criteria for acceptance include a 3.0 GPA overall, a 3.00 GPA in the academic major, and a 3.00 in the professional education sequence. In addition, students must receive the written support of their major department and the Education Department, successfully complete field experiences, and demonstrate positive character. Issues of character can be reflected in discipline events involving the Office of Student Affairs, academic honesty violations, and more.

See the Education section of this catalog for other requirements related to admission to the teacher-certification program.

Other Pennsylvania Requirements for Certification

After successful completion of the Moravian education program, initial Pennsylvania teacher certification mandates that students pass all required tests. All education students must satisfy the basic reading, writing, and math skills requirement as described above. For secondary (7-12) certification: Citizenship Education: Content Knowledge (for those seeking

citizenship education certification) or Social Studies: Content Knowledge (for those seeking social studies certification). Finally, during student teaching, students will be evaluated using the PDE-430 form. Students must meet criteria for successful completion of the PDE-430 form in order to be certified.

The Pennsylvania Department of Education frequently changes these requirements. For current requirements, candidates should consult both the Pennsylvania Department of Education website and the Educational Testing Service website.

Changes in Pennsylvania's standards for certification may require some alterations in this program. Students should discuss their course of study with the program advisor each term to be certain that such changes can be accommodated.

HISTORY

Chair: Associate Professor Paxton

Full Professors: Bardsley, Lempa; Assistant Professors: Aguilar, Berger, Keshodkar; Adjunct Faculty: Hillman, Muhlfeld.

The program in history acquaints students with the nature of historical inquiry and the antiquity and variety of human experience. Instead of relying on factual narratives, the program focuses on the analysis of primary sources, understanding history as a contested field of interpretations, and the skills of producing histories. The program prepares students to enter careers and graduate study in a variety of fields, including teaching and research, education, museums and historical restoration, library work, journalism, business, law, and public service.

The Major in History

The history major consists of 10 course units. Ordinarily students complete:

- Three 100-level courses: one dealing with Europe; one with the United States; and a third with an area outside Europe or the United States.
- Four 200-level courses, two of which must be History 270: Historical Methods and Interpretations and History 288: Internship in History.
- Three 300-level courses, one of which must be History 371: Senior Seminar. Only one of the courses numbered 381-388 may be used to satisfy the major requirements.

The Interdepartmental Major

A student wishing to use history as Set I of an interdepartmental major is required to take History 270: Historical Methods and Interpretations and five other course units. Two of the remaining courses must be at the 200 level and a third at the 300 level.

The Minor in History

The history minor consists of History 270: Historical Methods and Interpretations and four other courses to be selected from at least two of the three major areas in the department curriculum (Europe, United States, outside the United States and Europe). In addition to History 270, at least one other course must be at the 200 or 300 level.

The History Fellowship

The History Fellowship is a program for highly motivated history and history/education students of at least second-semester sophomore standing and a GPA of 3.50 or above in the major. Students accepted into the program will become History Fellows for one of the lower-level survey courses <http://home.moravian.edu/public/catalog/courses/history.html> (previously taken by applicants who have received a grade of at least A-). A History Fellow will be expected to:

Write a research paper of 20 pages in the area covered by the survey class.

Attend all class meetings, as well as individual meetings of students with the professor, and assist with class preparation.

Assist with or lead group discussions; tutor; moderate Blackboard discussions.

The fellows will enjoy one-to-one interaction with the faculty member(s) who serve as mentor(s), gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material.

These teaching fellowships will be available to those who qualify for them and succeed in a competitive application process including an interview with the department chair.

Departmental Recommendations

100-level courses are introductory surveys satisfying the M1 or M5 LinC requirements. Students will be introduced to the importance of primary sources in producing historical knowledge and some of the issues involved in interpreting them. These courses are open to all students without prerequisite.

200-level courses address a wide range of thematic topics, with the emphasis on historical interpretations and historiography. Usually they do not satisfy LinC requirements (except a few courses that meet M5). They are open to all students who have completed a 100-level history course.

300-level courses are seminars that encourage original research from primary sources (often in translation and in published form). These courses provide an environment for students to apply skills in historiography and source analysis developed in previous courses. Open to all students who have completed a 100-level history course and History 270: Historical Methods and Interpretations. Only one course numbered 381-388 may be used to satisfy the major requirements. A grade of C or better in History 270 is required to enroll in 300-level history seminars. In rare cases, exceptions can be granted by the department chair.

Courses in History

110. Latin America in the Colonial Era.

Spanish and Portuguese colonization of the Americas and struggles for independence, including ancient American civilizations, Iberian background and influence, Age of Discovery and conquest, development of colonial institutions, cultural and intellectual development, race and racial mixtures, colonial rebellions, wars of independence. (M1)

Aguilar

111. Modern Latin American.

Tradition and revolt in Latin America, the Hispanic-American caudillo, U.S.-Latin American relations, republican histories of Argentina, Mexico, and Cuba. (M5)

Aguilar

112. How Was Hitler Possible?

War, Society, and Culture in Europe Since 1500. The history of Europe gives us initial insight into how the human construct called Western civilization has emerged. By exploring this history, we locate ourselves in time and place, thus helping us judge our position and possibilities. The course is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What do we mean by "state" or "race"? What about our civilization is Western, and what is non-Western? (M1)

Lempa

113. The United States to 1877.

American society, politics, and culture from the first settlements through Reconstruction, including the colonial experience, the Revolutionary War, the new political order, transformation of economic and social systems in the Jacksonian age, and the crisis of the republic in the Civil War. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

Paxton, Muhlfeld

114. The United States since 1865.

American politics, society, and culture from the Civil War to the present, including Reconstruction, late 19th-century urban-industrial world, Populist-Progressive era, America's emergence as an international power in two world wars, the 1920s, Great Depression, and 1945 to the present. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

Berger, Muhlfeld

115. History of Africa.

History and cultures of sub-Saharan Africa. Topics include human evolution in Africa, traditional lifestyles and beliefs, development of African kingdoms, Atlantic slave trade, European colonialism, and problems of modern African states to the present. (M5)

Keshodkar

116. Medieval Europe.

The emergence of Western European civilization from the remnants of Roman and Germanic cultures, c. 500-1500 CE. Topics include the spread of Christianity, evolution of aristocracy and peasantry, the growth of towns, clashes between church and state, the emergence of universities, and the demographic disasters of the plague and warfare of the late Middle Ages. (M1)

Bardsley

117. England through the Reign of Elizabeth I.

Survey from the Neolithic era to the start of the 17th century. Topics include Roman Britain, Anglo-Saxon Britain, Viking invasions, the Norman Conquest, the growth of law and Parliament, relationships between church and state, the Black Death, the Reformation, and everyday lives of members of each social class. (M1)

Bardsley

118. The Ancient Near East, Greece, and Rome.

Explores the history of the ancient Near East and Europe

from prehistoric times to the medieval era. Among the civilizations surveyed are those of the Mesopotamians, Egyptians, Hebrews, Greeks, and Romans. (M1)

Bardsley

119. Arab-Islamic Civilizations.

The Near Eastern world from the late Byzantine through emergence and development of Arabic-Islamic civilization. Reviews pre-Islamic Arabia and the Near East, achievements of the Prophet Muhammad, establishment of the Islamic religion, the caliphate, and the Arab Empire, including Spain, North Africa, and the Middle East. Islamic religion, law, mysticism, literature, art and architecture, and the Arabic-Islamic renaissance and its impact on the West via Islamic Spain. Ends by considering the Arabic-Islamic world in modern times. (M5)

Keshodkar

129. Mexico: Revolution and Globalization.

This course allows students to explore the issues associated with political revolution and economics globalization in Latin America by focusing exclusively on the modern history of a single nation, Mexico. After a brief survey of Mexico's indigenous and colonial experiences, this course primarily covers elements of Mexico's evolution during the nineteenth and twentieth centuries, beginning with a comparison of Mexico's independence movement to the American Revolution. It continues through the circumstances surrounding the Mexican Revolution of 1910, the impact of NAFTA of 1994, and the political transition fostered by the 2000 elections. (M5)

Aguilar

219. Bismarck to Hitler to Fischer: History of Modern Germany.

Traces Germany's historical path from 1848 to 1990, starting with the German states' struggle toward modernization and unification in the late 19th century. Explores Germany's experience and role in World War I; the cultural euphoria, political misery, and economic despair of the Weimar Republic; the Nazi seizure of power in 1933; and the Holocaust. Discusses Germany's role in the Cold War and the cultural battles of the 1960s, ending with the surprising national reunification in 1990.

Lempa

220. The Holocaust.

(Also Interdisciplinary Studies 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices

by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. (U2)

Lempa

222. History of 18th-century Moravians.

Bethlehem is a fine example of an 18th-century Moravian community. It was part of a world-wide network of Moravian communities and mission stations. In this course, we will explore the Moravian world. How were their congregations organized? What did Moravians believe and how does this relate to other religious groups? How did they perceive their own history and how did Moravians record history? 18th-century Moravians were highly controversial and we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race, and sexuality.

Peucker

227. Modern South Africa.

(Also Political Science 227). This course will introduce and analyze the modern history and politics of the Republic of South Africa and its neighbors. The course will emphasize the development of political, economic, and social structures; current actors; and prospects for change. Specific topics will include British, Afrikaner, and Portuguese colonial policies; the development of African nationalism and the transition to majority rule; and the policies and prospects of modern Angola, Botswana, Mozambique, Namibia, South Africa, and Zimbabwe. (M5)

Staff

237. Popular Culture in Medieval and Early Modern Europe.

Customs, beliefs, and activities of ordinary people during the Middle Ages and early modern period. Topics include witchcraft, riots and rebellions, carnivals, and heresies. Attention to historians' methods of approaching the lives of ordinary, non-elite people of the past and the ways in which they explore the lives of subalterns using sometimes hostile sources.

Bardsley

238. Women in Europe 500-1700.

(Also Women's Studies 238) Experiences of women and attitudes toward women in medieval and early modern

Europe, especially on ways in which women's lives were shaped by social status, marital status, and religion. Students will develop their ability to identify arguments within historical writing, assess ways in which historians use evidence, and understand some of the major debates among historians about women and their status.

Bardsley

241. Early America.

Background and settlement of North American colonies, development of British colonial policy, colonial civilization, and the revolutionary movement to separate colonies from the empire and create a new nation. Fall.

Paxton

243. The United States from The Market Revolution to the Civil War.

Internal development of the U.S. from the War of 1812 through the Civil War and Reconstruction, including the westward movement, reform impulses, social and economic effects of early industrialization.

Paxton

245. The United States 1945 to the Present.

Topics include the Vietnam War, the civil rights revolution, the counterculture of the '60s, conflicts in Israel and the Gulf War, the Nixon administration and its moral and constitutional crisis (Watergate) in the '70s, the "Reagan Revolution" of the '80s, and the Clinton administration and its moral and constitutional crisis in the '90s.

Berger

250. The History of Canada to 1885.

An introduction to major themes in the history of Canada from pre-contact times until the Northwest Rebellion of 1885. Special attention will be given to major historical debates and the changing nature of historical interpretation around such topics as relations between Europeans and First Nations, the fur trade, women and society in New France, Loyalists, the rebellions in Upper and Lower Canada, responsible government, Confederation, and the Riel Rebellions.

Paxton

255. The United States and Latin America: History of Their Relations.

Explores the historical creation and transformations of a variety of relations connecting the nations of Latin America with the United States. Students will discuss issues of national sovereignty, economic development, political revolution, defense strategy, human rights,

and immigration as they pertain to these relations. Attention to Mexico, the Caribbean, and Central America in their interaction with the United States. (M5)

Aguilar

260. Environmental History.

Explores the changing relationship between human agency and the environment over the course of world history. Themes include the agricultural and industrial revolutions, the integration of world ecozones, historical epidemiology, and the impact of technological change on the environment.

Staff

270. Historical Methods and Interpretations.

The first half of the course introduces the main philosophies and schools of historical analysis: Marxist history, psychohistory, Annaliste, women's, social, and cultural history. Topics include contributions of major historians and current historical debates and controversies. In the second half, students receive a systematic introduction to historical research, including major research tools in the field, research methods and strategies, models of historical research, preparation and evaluation of formal presentations on historical topics. Required for history and historical studies majors. Prerequisite: Any history course.

Staff

288. Internship in History.

This course will accompany students as they complete internships, providing them with a structure and format for reflecting on their experiences. Students will meet as a group once per week and complete at least 8 hours per week of fieldwork. Fieldtrips will examine the ways in which public history is constructed and presented. Students will also explore their own career plans. Prerequisites: junior or senior class-standing, and at least one 100-level history course.

Staff

371. Senior Seminar.

Students will prepare a research paper suitable for delivery at an undergraduate conference. Topics, which must be approved by the instructor, may be from any area of study covered in the department courses. One member of the department will direct the seminar and hold its weekly meetings, but all history faculty will serve as advisors as the students prepare their projects. Prerequisites: Senior standing and completion of at least one history seminar and History 270, or permission of instructor. Fall. One 2-hour period.

Staff

374. Seminar: History of the Emotions.

What are emotions? How have they been used and manipulated throughout history? Was a middle-class man (or woman) entitled to have emotions? What is love, and what have been its institutions over time? The seminar will examine the emotional background of French and German dueling in the 19th century, as well as the emotions and reactions of those whose duty was to destroy all enemies of the nation. This research seminar explores one of the most profound features of human identity over the last 500 years, and one that has received little attention from history.

Lempa

375. First People of North America.

Provides an introduction to the interdisciplinary methodology of ethnohistory with which students will explore the history of First People within the U.S. and Canada. Because of the diversity and complexity of First People's cultures, this course will explore select themes, including but not limited to oral history, cosmology and religion, colonization, disease, trade, and cultural change and continuity. Using primary sources, students will write an ethnohistorical research paper on a topic of their choice.

Paxton

376. Medieval Peasants.

(also Medieval 376). Provides an introduction to the primary sources, methodology, and historiographical debates surrounding the late-medieval English peasantry. Topics covered include the effects of the Black Death, the extent of community and cohesion within peasant villages, changes in inheritance practices, and mechanisms of charity. Students will write article-length papers based on both primary and secondary sources. Prerequisite: Completion of History 270 with a grade of C or better.

Bardsley

385. History Fellowship.

Highly motivated history and history/education students may be chosen as History Fellows: teaching assistants for the lower-level survey courses. They will assist the professor in preparing the class; serve as tutors; and lead group discussions and moderate Blackboard discussions. The fellows will enjoy one-to-one interaction with faculty, gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material. The fellowship ends with a substantial research paper or journal. Prerequisites: Second-semester sophomore standing (or higher) and GPA of 3.50 or above in the

major; a grade of at least A– in the survey course to which the fellow is assigned; competitive application process, including interview with department chair.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

INTERDISCIPLINARY PROGRAMS

Learning in Common Courses

LinC 101. First-Year Writing Seminar.

First-Year Writing Seminar (FYWS) introduces students to academic literacy practices central to success in any discipline at Moravian College. The course is designed to help students transition to college expectations, generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. The subject area focus of each section of First-Year Writing Seminar varies, but all sections are similar in their approach: students develop the skills of critical reading, research, argumentation, revision, and reflection; and students work collaboratively with classmates, the instructor, and the Writing Fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian. Sample themes for FYWS include science vs. pseudoscience; the meaning of life; medieval imaginations; the biology of love and sex; transitions of youth; the nature of creativity; and poverty in a global context. (F1)

Staff

Writing 100.

Writing as a communication process central to learning and life. Helps students write in varied styles for varied audiences, use research materials and cite them appropriately, and use technology as a tool for research and writing. Students will work collaboratively in workshop settings and will practice both oral and written communication. Each section will have its own subject-area focus. (F1)

Staff

Pre-Health Professions Courses

Health 285 and 285.2.

Clinical Observership. Supervised observation in a clinical setting for pre-medical, pre-veterinary, and pre-health professions students. A minimum of 50 hours plus assigned work for one-half unit of credit; a minimum of 100 hours plus assigned work for one full unit of credit. Prerequisites: junior or senior class standing; 2.70 overall GPA. Application required prior to registration for the class.

Interdisciplinary Courses

110. World Geography and Global Issues.

Relationships between place and culture, politics, economics, and society. How various regions respond to problems such as poverty, war, and health care, and how their responses affect the global community. Topics change at the discretion of the instructor. Two 70-minute periods. (M5)

Staff

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

(Also Religion 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. Prerequisites: First-Year students and sophomores only; juniors and seniors with permission of the instructor. (M3)

Denton-Borhaug, Jasper

185. (185.2). Interdisciplinary Project

The Interdisciplinary Project is an experiential and interdisciplinary project available to students who have completed at least one term of study at Moravian College. The project must be interdisciplinary in scope. Projects may be undertaken by a group of students working with a faculty member, or by a single student working one-on-one. Projects are normally conducted on campus, but could include some immersion in the local community, with faculty supervision. Unlike an internship, there usually is no site supervision from the community. Work done for the project must be independent from that prepared for other classes, or from service hours required for

other classes or extracurricular organizations.

A full-unit interdisciplinary project requires a minimum of 8 hours of “hands-on” work per week for a fall or spring term (a minimum of 4 hours of “hands-on” work per week is required for a half-unit interdisciplinary project). Examples of “hands-on” work might be building sets in the theatre; preparing other students for musical performance working with other students or a faculty member on some element of research; or doing work outside the institution in a professional setting, similar to some of the work one might find in an internship placement. The faculty supervisor will assign additional work, such as readings and written work, to foster critical thinking and reflection in the applied disciplines, to ensure that the project meets the 174-hour minimum requirement.

At the end of the semester students provide evidence if reaching this goal in a formal presentation, performance or comparable public display. The overall experience enhances students’ preparedness for future employment or post-graduate studies. Students who are undecided may use the project to help discern possible career/major paths. Applications for the Interdisciplinary Project are submitted to the Learning in Common Committee for review by the end of term prior to the term of the project (for example, by the end of fall for a spring project).

200. Witches and Demons in German History and Culture.

(Also German 200) Examines a wide variety of texts and other media to explore the idea and representation of the strange and “deviant” in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)

Staff

205. Spaces for Living: Design in Mind.

(Also Psychology 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we will read about domestic life (the idea of “home”), architecture, and design. May Term. (M6)

Dunn

210. Modern Urbanization: Destruction and Restoration of Cities around the World.

Modern urbanization has threatened the nature of our cities for years. Unless efforts are made to protect them, cities around the world will lose their historical, cultural, and social specificities, and probably look alike by mid-century. By focusing primarily on seven of the world’s greatest cities (Bangkok, Beijing, Berlin, Cairo, Kyoto, Paris, and Venice), we examine how they address (or fail to address) those challenging issues. (M5)

Lalande

212. Artists as Activists.

(Also Art 212). How do artists, graphic designers, writers and performing artists raise questions and advocate social change? Global examples of visual culture will include propaganda, graphic design, film music video, and theatre. Relationships between art, images, mass media, and acts of conscience will be evaluated using ethical/philosophical frameworks and formal and contextual analysis. Discussion will include historical, social, and political context of art, its method of production and distribution, and its inherent privileges or risks. Prerequisite: Junior or senior class standing. (U2)

Torok

213. The Impact of Technology on Diet and Disease.

Historically, technology has had an enormous impact on diet and disease. Beginning with the domestication of crops and animals, the course will trace changes in the diet and human social systems resulting from advances in agriculture and food distribution. Topics include the 18th-century agricultural and industrial revolutions and the “green revolution” of the 1950s; hormones, antibiotics, genetically engineered crops; pandemics such as the Black Death of the 14th century, Spanish influenza in 1918, and AIDS and other emerging diseases. Prerequisite: junior or senior standing. (U1)

Binford, Husic

214. Immigration, Exile and Internal Displacement in Latin American and Latino Literature.

(Also Foreign Language 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.

Yozell

215. Living in a Digital Society.

This course considers how society has changed as a result of increased accessibility to information through computer technology. Possible topics include dealing with “information overload” through information literacy, Internet regulation in a global society, property-rights issues related to file-sharing programs, the limits of privacy in an online setting, and issues related to the regulation of spam. (U1) Prerequisite: junior or senior standing.

Coleman

216. Intersection of Culture and Healthcare.

(Also Nursing 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)

Adam

217. From Ape to Madonna: The Evolution of Humankind.

Addresses the historical and comparative evolution of our species. Using the approaches of evolutionary biology, physical anthropology, and archaeology, this course traces human physical evolution and cultural development from its earliest beginning, more than five million years ago, to about 15,000 years ago, just before the beginnings of plant and animal domestication and the rise of complex societies. Special attention paid to the impact that evolutionary ideas have had on social, political, and educational issues in American life. Prerequisite: junior or senior standing. (U1)

Kuserk

218. Brain Sex.

(Also Neuroscience 218) In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scientists from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men and women in today’s society as well as the different educational and emotional issues that face males and females. Empirical investigations and scientific theories from neurobiology,

psychology, sociology and endocrinology that claim to explain gender differences are examined. (U1)

Fox

220. The Holocaust.

(Also History 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)

Lempa

222. African Art.

(Also Art 222) Students will develop an aesthetic and cultural overview of African art, from prehistory to the present day. Sculpture is the primary medium studied in the course, but textiles, painting, artisanal works and architecture are also included. Students will consider how religion and cultural influences affect the development of regional and national styles. The influence of the African diaspora on art in Europe, Latin America, and the United States will be considered. Students will acquire the critical vocabulary required to analyze and interpret African art, and apply it in both discussion and writing. (M5)

Kearns

228. Telling and Selling Your Brand: The Art of the Story.

(Also Management 228) The use of mythology, archetypes, and storytelling to create a cohesive and compelling identity for an organization. Focus on how legendary organizations have built trust and created iconic brands by understanding and applying these principles. The use of symbolism (visual and mental) and metaphor to create a theme that is enduring, powerful, and integrated throughout the organization. Ways that organizations and people can develop deep and lasting relationships with their customers and other stakeholders through the understanding and application of these storytelling techniques. Prerequisite: sophomore standing or higher.

Kaskowitz

250. Moral Marketing.

(Also Management 250) How the ideas of tzedek (“justice”) and charity (“love”) apply to marketing to the world’s poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American secular traditions. Each of these three perspectives has unique traditions regarding the role of the individual and the community, and the obligation towards helping those less fortunate. Discussion of differences between morality and ethics based on these three perspectives, as well as approaches to social justice as an obligation, an act of love, or a practical solution. Needs of the poor in emerging nations and how products could be created and distributed in these emerging nations in accordance with these different ethical and moral perspectives. (U2) Prerequisite: junior or senior standing.

Kaskowitz

251. Human Sexuality.

(Also Sociology 251) The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students’ understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. Prerequisite: Junior or senior class standing. (U2)

Davis

256. Social Controversies.

(Also Sociology 256) Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students’ own philosophies in the context of everyday life. Prerequisite: Sociology 115; junior or senior standing. (U2)

Wetcher-Hendricks

259. Sport and Its Cultural Legacy.

A critical examination of the changing relationship between sport and culture, particularly as it pertains to Western sport. The course will include an historical overview of sport as cultural marker and its resultant industries before moving toward a range of specific socio-political dimensions, including issues of inequality, labor, marketing, and socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.

Rosen

261. Prophets of Doom and Gloom?

Science Fiction, Science Fact, and the Contemporary World. (Also English 261) Creators of science fiction often present dire warnings about the world to come in which science has subverted human values. By studying important developments in science and technology and significant works of science fiction, we can comprehend the nature of these warnings and attempt to formulate a civilized response to the dehumanizing forces afflicting the contemporary world. Prerequisite: junior or senior standing. (U1)

Diamond

262. Literature and the Way We Live.

(Also English 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles’ Antigone to the present. Prerequisite: junior or senior standing. (U2)

Dougal

263. Civil Rights and the Moral Life.

(Also Religion 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2)

301. The Social Impact of Genetic Information.

A course designed for students to explore issues related to the applications of genetic sequencing. Topics include medical, legal, and ethical implications of decisions about the use of genetic information on themselves and on society. Prerequisite: junior or senior standing. F4 course recommended. (U1)

Zales

310. “Doing Good” at Work.

(Also Management 310) “Doing good” is philanthropy, ethical codes of conduct, voluntarism, social responsibility, and environmental stewardship. Not only is “doing good” at work the morally correct thing to do for the individual employee, but the more individuals in the organization who “do good,” the more likely the organization will succeed on economic, social, and mission-related levels and goals. Students will learn about the philosophy, history and practice of “doing good” at work, and integrate what they have

learned and what they believe to develop their own model for “doing good” that they can work and live with. Prerequisite: junior or senior standing. (U2)

Marabella

320.2. Writing in Science Education.

Topical writing for various audiences in science education, including students, parents, colleagues, administrators, editors of professional journals, and review committees of funding agencies. Topics involve contemporary issues in science and/or science education. For general science teacher education students in the elementary and secondary programs only. Writing-intensive. Prerequisite: junior or senior standing.

Staff

325. Evolution, Culture, and the Origins of Behavior.

Evolutionary theory and cultural accounts explaining the origins of human behavior are gaining in popularity. Evolution refers to biological and genetic processes, including inherited traits. Culture entails complex external social forces that affect societies and are often perpetuated by them. Does biology dominate culture? Does culture override biology? Or does the interaction between the two create behavior? We will critically examine various explanations of human behavior. Prerequisite: junior or senior standing. (U1)Dunn

350. Media Technology and Society.

(Also Sociology 350) Technological development and implications of mass-media forms. Students will analyze mass media as a social force that shapes personal and collective ideas and behaviors in the modern world. Prerequisite: junior or senior standing. (U1)

Wetcher-Hendricks

358. Segregation in America: The Legacy of Jim Crow.

(Also Sociology 358) A more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the civil rights struggles of the 1960s and 1970s. Looks past many of the more commonly understood (and misinterpreted) elements of the so-called Jim Crow edifice by looking at all regions of the country during this period in a more comparative frame. Examines the social, historical, economic, and political forces that fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today. Prerequisite: junior or senior standing. (U2)

Rosen

372. Developmental Implications of Medical Technologies.

(Also Psychology 372) Explores implications of recent medical advances. Topics to be explored include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)

Schmidt

373. Contemporary Work-Life Challenges.

(Also Psychology 373) This course will explore the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one’s family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)

Brill

385. Peace and Justice-Making Praxis.

Students develop a “hands on” learning experience in the community with an emphasis on justice and peace-building that suits the particular design of their educational direction in the minor. Faculty mentors guide students’ choices of additional study materials, participation in the “Vocational Reflection Circle” and additional memoir chapters.

Staff

Interdisciplinary Majors for Middle Level Teacher Certification

Elementary General Science

The interdisciplinary major in elementary general science for middle level teacher certification consists of nine and a half course units, including Biology 100, 112, or 119; Biology 107 or Environmental Studies 112; Chemistry 108 or 113; Physics 109 or 111 (the prerequisite for either is Mathematics 170); two courses chosen from Earth Science 110, 120, or 130; three science electives; and the writing intensive course IDIS 320.2.

Historical Studies

The interdisciplinary major in historical studies for middle level teacher certification consists of eleven course units, including History 112 or 116; History 113 or 114; one 100-level history course focusing on an area outside Europe or the United States; History 270 (writing intensive); two additional history courses at the 200 level and two at the 300 level, to include at least one course each in United States history, European history, and history of an area outside Europe and the United States; Political Science 110; Political Science 115 or 125 or a political science course in an international topic, chosen in consultation with an advisor; and Interdisciplinary Studies 110.

Mathematics and Elementary General Science

The interdisciplinary major in mathematics and elementary general science for middle level teacher certification consists of twelve course units, including Mathematics 170, 171, 211 or higher, 216 (writing intensive), 220, and 340; Biology 100, 112, or 119; Biology 107 or Environmental Studies 112; Chemistry 108 or 113; Physics 109 or 111; and two courses chosen from Earth Science 110, 120, or 130.

Mathematics and English

The interdisciplinary major in mathematics and English for middle level teacher certification consists of twelve course units, including Mathematics 170, 171, 211 or higher, 216 (writing intensive), 220, and 340; Education 131; English 211 or 212 (writing intensive); English 221; English 225 (writing intensive); and two courses in English numbered 200 or above, one of which must also satisfy the U1 or U2 LinC requirement.

Elementary General Science and English

The interdisciplinary major in elementary general science and English for middle level teacher certification consists of twelve courses, including Biology 100, 112, or 119; Biology 107 or Environmental Studies 112; Chemistry 108 or 113; Physics 109 or 111; two courses chosen from Earth Science 110, 120, or 130; Education 131; English 211 or 212 (writing intensive); English 221; English 225 (writing intensive); and two courses in English numbered 200 or above, one of which must also satisfy the U1 or U2 LinC requirement.

INTERDISCIPLINARY MINORS

Africana Studies

The Africana studies minor is an interdisciplinary and consortial program which provides students an opportunity to explore the experiences of the peoples of sub-Saharan Africa and the African diaspora. The starting point is black Africa from ancient

times until the present and extends to the global experiences of peoples of black African descent. This program could be of interest to students inclined toward careers in multidisciplinary education, social work, law, international affairs, business, diplomacy, non-governmental organizations, urban development, and social policy, among others.

The Africana studies minor at Moravian consists of five course units focusing on the black experience including Africana Studies 110 and at least two upper level courses, one of which must be at the 300 level. Qualified students are encouraged to enroll in an Independent Study for one of the four elective courses.

Moravian College offers Africana Studies 110 and electives, including the following courses: English 105 and 240, Foreign Language 116, Spanish 215 and 358, History 110 and 111, Interdisciplinary Studies 358, Music 113 and 115, and Sociology 258, 266, 357, and 358. Africana courses, including special topics courses, will be marked as Africana studies courses at each registration period.

In addition, each term the Africana Studies Consortium of the Lehigh Valley Association of Independent Colleges (LVAIC) will publish a list of Africana studies courses offered at nearby LVAIC institutions so that students can cross-register for a wide variety of courses. This list will be available from the registrar and the Africana studies coordinator. Each institution offers the basic Introduction to Africana Studies course. Other courses are offered regularly at other LVAIC institutions.

110. Introduction to Africana Studies.

(Also Sociology 110) This course explores the significance of Africa and its global descendants through an interdisciplinary approach. The critical methodologies of the humanities and social sciences will be used to consider some of the questions provoked by African and African diasporan experiences. For example, is an African diaspora an objective reality or has it existed solely in response to American and European notions of racial difference? What have been the characteristics encompassed by that reality or those notions of race? Course materials will allow students to survey the lasting contributions of Africans and their descendants to the development of various world civilizations.

Rosen

190-199, 290-299, 390-399.

Special Topics. An investigation of selected interdisciplinary topics in Africana studies. Prerequisite: Africana Studies 110 or permission of the instructor.

Staff

286, 381-384.

Independent Study. Individual study of an Africana studies topic in areas where the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of the instructor and program coordinator. Staff

288, 386-388. Internship.

400-401. Honors.

The Minor in Informatics

Informatics is the application of computing skills, statistical methods, and domain knowledge to obtain and analyze data in order to make decisions about organizations and society.

The minor in informatics consists of five courses: CSCI 120; CSCI 265; one course in statistical reasoning (MATH 107, HLTP 189, ECON 156, or MATH 231); one course in ethics (NURS 360, IDIS 215, or a PHIL course with "Ethics" in the title); and one course in applications (HLTP 230, MGMT 311, BIOL 363, ECON 256). Other courses in statistical reasoning, ethics, or applications may be accepted with approval of the program director.

International Studies

Advisor: Jean-Pierre Lalande

The international studies minor is an interdisciplinary program designed to advance appreciation and understanding of the diversity of the world through an emphasis on the humanities and social sciences. The program seeks to generate an appreciation for the interconnected nature of our world, to increase awareness and interest in world cultures and issues, to encourage international study and travel, and to offer students an opportunity to add a global perspective to their major area of study. To achieve these goals, the minor in international studies consists of five course units and a significant experience abroad.

The study-abroad experience may be completed in one of the following ways:

- One fall or spring term abroad, in which case some of the coursework taken abroad also may count toward the international studies minor, or
- One four- to six-week international program during the summer, or
- Two international travel courses such as those offered at Moravian College during May Term.

In the second and third options, some credits earned during the travel experience may count toward the international studies minor. Consult with the program advisor before traveling.

The minor requires Political Science 115. (Political science majors pursuing a minor in international studies must substitute Interdisciplinary 110.) Two course units in the humanities and two additional course units in the social sciences must be taken to complete the minor. No more than two courses may be taken in a single department, and students must complete at least two course units at the 200 level or higher. Courses currently approved as part of the international studies minor include but are not limited to

Art 113	Global Perspectives in Art History to the Renaissance
Biology 209	Humankind and the Global Ecosystem
Economics 236*	International Economics
English 240	Post-Colonial Literature
French 220	Modern France and Its Cultural Heritage
German 220	Modern Germany and Its Cultural Heritage
History 111	Modern Latin America
History 112	How Was Hitler Possible? War, Society, and Culture in Europe Since 1500.
History 115	History of Africa.
History 255	The United States and Latin America: History of Their Relations
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Management 333	International Issues in Management
Music 113	Introduction to Non-Western Music
Music 175.2	Musics of the World
Political Science 125	Introduction to Comparative Politics
Political Science 235	Contemporary European Politics
Political Science 245	Topics in Politics of the Third World
Political Science 327	Topics in Comparative Politics
Political Science 347	Topics in Comparative Politics

Political Science 348	Topics in Chinese Politics
Religion 122	Eastern Religious Traditions
Religion 123	Religions of India
Religion 124	Religious Thought of China and Japan
Sociology 113	Cultural Anthropology
Sociology 268	Communities and Conflict in India
Spanish 246	Culture and Civilization of Spain
Spanish 248	Latin American Contemporary Culture

** Economics 152 is a prerequisite; students completing both Economics 152 and 236 may count both courses toward the international studies minor.*

Media Studies

Coordinators: Joel Nathan Rosen, Debra Wetcher-Hendricks, and Gary Kaskowitz

The interdisciplinary Media Studies minor combines courses from a variety of disciplines to provide students with knowledge and familiarity about the public's use of and responses to mass communication. Courses promote critical thought about the impact that media has upon culture, including aspects of individual and community behavior, law, economics, history, politics, technology, and public appeal. Students can focus their attention either on Mass Media or on Media Marketing. Regardless of the track that they choose, students must attain a minimum GPA of 2.00 in five designated courses to complete the minor.

Each track consists of three required courses and two minor elective courses. Human Communications serves as the introductory course and Communications in Practice serves as the capstone course for both tracks.

Requirements and electives for each track are listed below.

MASS MEDIA TRACK

Required courses:

- Communications 111 Human Communications
- English 290-299 One special topics course in rhetoric approved by the English Department for this requirement
- Communications 370 Communications in Practice

Elective courses:

Choice of two listed below. Only one may be a 100-level course.

- Art 131 Introduction to Graphic Design
- English 230 Public Speaking
- English 312 News and Feature Writing (or equivalent)
- Political Science 130 The First Amendment
- Political Science 330 Politics and Popular Culture
- Sociology 115 Introductory Sociology (M4)
- Sociology/Interdisciplinary 350 Media Technology and Society (U1)
- Communications 190-99, 290-99, 390-99 Special Topics
- Communications 286, 381-384 Independent Study
- Communications 400-401 Honors

MARKETING MEDIA TRACK

Required courses:

- Communications 111 Human Communications
- Management 251 Marketing Management
- Communications 370 Communications in Practice

Elective courses:

Choice of two listed below. Only one may be a 100-level course.

- Art 131 Introduction to Graphic Design
- English 230 Public Speaking
- History 237 Popular Culture in Medieval and Early Modern Europe
- Management 227 Consumer Behavior
- Management 228 Telling and Selling Your Brand
- Management 311 Marketing Research (WI)
- Sociology 113 Cultural Anthropology (M4)
- Communications 190-99, 290-99, 390-99 Special Topics
- Communications 286, 381-384 Independent Study
- Communications 400-401 Honors

111. Human Communications.

(Also Sociology 111) This course focuses upon the functions and processes of communication as well as the various communication techniques used in modern society. Students explore basic theories and examine the characteristics and social effects of verbal and non-verbal human interaction. Application of theoretical concepts include observation and analysis of communication methods used in interpersonal, group, and media forums.

370. Communications in Practice.

Students shadow employees and participate, when requested, in the operations of a local marketing or mass media agency (or the marketing or public relations department of a large organization) for two hours each week. Through this experience, students become familiar with the media industry. The course also includes two 50-minute classroom sessions per week as well as presentations and written work that demonstrate recognition of principles applied in professional settings.

190-99, 290-99, 390-99. Special Topics.

286, 381-384. Independent Study.

400-401. Honors.

Medieval Studies

Coordinator: John Black

The medieval studies minor is an interdisciplinary program that examines the art, history, literature, music, and philosophy of the middle ages (c.500 CE to c.1500 CE). The program seeks to increase students' knowledge of the middle ages and appreciation for the ways in which medievalists draw on interdisciplinary methodologies and sources. Courses taken as part of study abroad may work well within this minor. If you are interested in pursuing the medieval studies minor, please contact Dr. John Black, coordinator of the medieval studies minor.

The requirements for the medieval studies minor consist of five course units: two core courses, two electives, and the capstone. Students must take courses in at least three disciplines; in other words, at least one of the two elective courses must come from a discipline outside of English or history. Medieval Studies 370 is the capstone course for the minor. As for all independent study courses, students must have a QPA of at least 2.70 to enroll. The minor requirements cannot be fulfilled without successful completion of the capstone course.

Core (two courses): History 116 (Medieval Europe) and either English 350 (Chaucer) or 355 (Literature and Culture of Medieval Britain) or English 104 (Experience of Literature: Medieval Voices) [Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr. Black, fulfills a requirement for the medieval studies minor.]

Electives (two courses): Selected from the list below. At least one of the two elective courses must come from a discipline outside of English or history.

Capstone (MDVL 370): see further below

List of elective courses:

Art 113	Global Perspectives in Art History to the Renaissance (M6)
English 104*	Experience of Literature: Medieval Voices (M2) [Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr. Black, fulfills a requirement for the medieval studies minor.]
English 350*	Chaucer
English 355*	Literature and Culture of Medieval Britain
History 117	England through the Reign of Elizabeth (M1)
History 119	Arab-Islamic Civilizations (M5)
History 237	Popular Culture in Medieval and Early Modern Europe
History 238	Women in Europe, 500-1700
History 376	Medieval Peasants
Music 281	Western Music to 1750
Philosophy 243	Medieval Philosophy

* *Whichever is not selected as the required course above.*

190-99, 290-99, 390-99. Special Topics.

Selected interdisciplinary topics in medieval studies. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; and permission of instructor and program coordinator.

Black

370. Capstone in Medieval Studies.

Intensive independent study and research in an area of medieval scholarship in which the student has demonstrated sufficient interest and ability. Content varies. The capstone project must draw explicitly on methodologies of more than one discipline. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; GPA of 2.70 or above; satisfactory completion of a writing-intensive course; and permission of instructor and program coordinator.

Black

286, 381-384. Independent Study.

400-401. Honors.

Peace and Justice Studies

Advisors: Kelly Denton-Borhaug and Daniel Jasper

The minor in religion, peace and justice is a multidisciplinary program whose objective is to encourage students to think critically and develop strategic responses that will promote positive transformation with regard to:

- the nature and causes of violence and conflict;
- racism, gender bias, inequity, degradation of the natural world, and other manifestations of human violence;
- the nature of religious understandings, values and practices as contributing to conflict and violence and as a resource for just peace-building;
- the destructive power of war and militarism;
- the sources, structures and dynamics of injustice and justice-making, and the values, experiences and bases of peace and justice; and
- possibilities and strategies to encourage personal and collective transformation for the public good and individual human flourishing.

The minor consists of five course units: Interdisciplinary 165 and 385, plus two courses from the first group listed below (Courses in Religion, Peace, and Justice) and one course from the second group (Structures and Ideas). In addition to the courses listed in the groups below, certain special topics courses may also be approved as choices in these groups. Interested students should check with the advisors for the minor. Ideally, Interdisciplinary 165 is taken before other courses in the minor. No more than one course from the first group taken prior to Interdisciplinary 165 may count toward the minor.

Courses in Religion, Peace, and Justice (2 courses required)

Students will choose two from among the following courses in the department of religion that focus on the nexus of religion, peace and justice. Additional courses may be added to this list as they become available according to faculty interest and development:

Philosophy 250	Environmental Philosophy and Religion
Religion 210	Christian Ethics, War and Just Peacemaking
Religion 240	Jewish and Christian Feminism
Religion 245	Religion and Politics
Religion 246	War and Peace in the Biblical World
Religion 255	Liberation Theology with Travel Seminar

Religion 263	Civil Rights and the Moral Life
Religion 370	The Problem of Evil
Sociology 268	Nation, Religion and Region in India

Structures and Ideas (1 course required)

Students choose one course in the applied analysis of peace and justice issues in specific social, political, economic, and cultural systems; and/or on how peace and justice are theorized. These courses may be changed and added to in accordance with faculty interest in this program.

Art 212	Artists as Activists
Education 160	Culture, Community, Diversity: Introduction to Cultural Diversity
English 263	Writing And/As Activism
English 344	Native American Literature
History 220	The Holocaust
History/ 220	The Holocaust
Interdisciplinary 104	Experience of Literature: War in the 20th and 21st centuries
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 212	Artists as Activists
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Philosophy/265	Feminist Philosophy
Political Science 115	International Politics
Political 120	Introduction to Political Thinking
Political Science 210	US Workers in the New Globalized Economy
Political Science 245	Politics of the Third World
Political Science 257	Politics of Women's Rights in Asia
Political Science 260	Critical Gender Studies
Sociology 258	Structured Inequalities
Sociology 268	Nation, Religion & Region in India
Sociology358	Segregation in America: The Legacy of Jim Crow
Spanish 345	Agency, Citizenship and Identity in the Southern Cone

It is the student's responsibility to ensure that he or she meets all course prerequisites before selecting courses from the above lists to complete the minor.

Women's, Gender and Sexuality Studies

Coordinator: Jane Berger

The women's studies minor is an interdisciplinary program focused on the social, psychological, economic, artistic, historical, religious, and political breadth of women's experiences. Attention will be given to the diversity of women's lives and the intricate connections between race, class, sexual preference, and gender in culture and society.

The women's studies minor consists of five course units, including Women's Studies 101 and four electives. At least three of these four electives must come from the list of women's studies courses below. Students may, if they choose, take one of their four electives from the list of gender-related courses below. As with other minors, at least three courses must be taken at the 200 or 300 level.

German 341	Women in German Literature and Culture
History 238	Women in Europe 500-1700
Music 188	Women and Music
Philosophy 265	Feminist Philosophy
Political Science 257	Politics of Women's Rights in East Asia
Psychology 345	Psychology of Women
Religion 136	Seeing and Believing: Women, Religion, and Film
Religion 240	Jewish and Christian Feminism
Women's Studies 222	Women and Health
Women's Studies 190-199, 290-299, 390-399	Special Topics
Women's Studies 286, 381-384	Independent Study
Women's Studies 288, 386-388	Internship
Women's Studies 400-401	Honors
Gender-related courses (no more than one can count toward the minor)	
Interdisciplinary 232	Ethical Issues in Reproductive Technology

Political Science 260	Critical Gender Studies
Sociology 310	The Family and the Law
Sociology 355	Sociology of Gender

Other women's studies courses may be counted toward the minor with the approval of the women's studies coordinator.

Students are encouraged to enroll in an Independent Study for one of the four electives. Students may also cross-register for women's studies courses at other LVAIC institutions.

101. Introduction to Women's Studies.

Introduction to issues, topics, and methodologies of women's studies in a global context. Examines the lives of women around the globe in the twentieth and twenty-first centuries, with particular attention to the Middle East, Africa, Latin America, Asia, and the West, focusing on gender inequality, feminist ethics, gender as a category of analysis, and social construction of gender. (M5)

Staff

136. Seeing and Believing: Women, Religion, and Film.

(Also Religion 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3)

Denton-Borhaug

188. Women and Music.

(Also Music 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. Fall. Two 70-minute periods. (M6)

Staff

222. Women and Health.

Introduction to feminist analysis of women's health issues. Historical trends in health and health care in relation to changing patterns in social position and roles of women. Ways in which lay, medical, and research assumptions about women have developed and influenced existing literature about women's health and structure of health services as they relate to women's health-care needs. Topics include reproductive health, mental health, chronic illnesses, lesbian health issues, women and aging, nutrition, occupational

health hazards, sexuality, race and class health issues, eating disorders, and the women's health movement.

Zaremba

232. Ethical Issues in Reproductive Biotechnology.

(Also Interdisciplinary 232) Ethical and biological considerations for the individual, family, and society regarding recent technical procedures and diagnostic methods in reproductive biology. Topics include prenatal genetic diagnosis and treatment, assisted reproductive technologies, premature birth and associated medical concerns and treatments, birth-control methods, sex-selection technologies, and pregnancy- and birth-related technologies. Prerequisite: junior or senior standing. (U1)

Kurvink

240. Jewish and Christian Feminism.

(Also Women's Studies 240) Introduction to theological feminist theory, comparing and contrasting Jewish and Christian women theologians/ethicists on themes such as images of the divine, sacred text, halakhah, community, sexuality, ritual, etc. In addition, students will learn from the lives of women in our own community. (U2)

Denton-Borhaug

257. Politics of Women's Rights in East Asia.

(Also Political Science 257) Course explores the history and politics of women's rights in China, Japan, and Korea through readings, discussions, writing, interviews, videos, and debates. Focus will be on cultural and gender differences and the politics concerning women that emerge from the different written and visual sources covered. Writing-intensive. (M5)

Fischler

260. Critical Gender Studies.

(Also Political Science 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

Haddad

265. Feminist Philosophy.

(Also Philosophy 265) Feminist writings on questions such as: How do the legacies of gender inequality persist today? What would gender justice look like? Is there such a thing as a gender-neutral point of view? How do gender, race, class, and sexuality relate? Prerequisite: one prior course in philosophy or women's studies, or permission of instructor. Fall, alternate years. (U2)

Moeller

345. Psychology of Women.

(Also Psychology 345) Research on gender differences and female gender development from various perspectives. Critical analysis of assumptions about human nature and science embedded in our approach to these issues. Interdisciplinary approach, with attention to biological, cognitive, behavioral, and social factors that influence emergence of gender. Topics include gender-role development, achievement and motivation, health issues, sexuality, adjustment, victimization, and minority-group issues. Prerequisite: junior or senior standing.

Zaremba

355. Sociology of Gender.

(Also Sociology 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation. Prerequisite: Sociology 258 or Women's Studies 101. Writing-intensive.

Wetcher-Hendricks

190-199, 290-299, 390-399. Special Topics.

Selected interdisciplinary topics in women's studies. Prerequisite: Women's Studies 101 or permission of instructor.

Staff

286, 381-384. Independent Study.

Intensive study in an area in which the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of instructor and program coordinator.

Staff

288, 386-388. Internship.

400-401. Honors.

INTERNATIONAL MANAGEMENT

See Economics and Business, Modern Languages and Literatures

INTERNATIONAL STUDIES

See Interdisciplinary Programs

ITALIAN

See Modern Languages and Literatures

JAPANESE

See Modern Languages and Literatures

LATIN

See Modern Languages and Literatures

MANAGEMENT

See Economics and Business.

MATHEMATICS AND COMPUTER SCIENCE

Chair: Associate Professor Fraboni

Professor: Schultheis; Associate Professors: Coleman, Hartshorn, Shank; Assistant Professor: Talbott; Instructor of Mathematics: Moser; Instructor of Computer Science: Mota; Visiting Instructor: Sommer; Adjunct Faculty: Ahmadizadeh, Brooks, Kovarik, Lebo, Moller, Rolon, Yudt

The program in mathematics seeks to develop in students the excitement of learning and discovering mathematics, and has three major objectives: to prepare mathematics majors for graduate study, for teaching mathematics, or for work in business and industry; to offer students in natural, social, or behavioral sciences or the humanities an introduction to mathematical concepts and skills necessary to use mathematics in those fields of interest; and to provide the non-specialist with an understanding of the contributions of mathematics to cultural development and the importance of mathematics in modern society.

Graphing calculators and computer programs are used to promote understanding of concepts and to investigate applications and modeling of real-world situations. Emphasis is placed on connections between various areas of mathematics and interpretation of results.

Computer science is the study of information processes and the creative application of abstraction and formal reasoning to solve problems. With the ever-increasing ubiquity of computational devices, computer science is an important field of study with diverse applications. From the natural and social sciences to the arts and humanities, computer science has become woven into the fabric of business, research, and everyday life.

At Moravian, the computer science program prepares students for professional life or graduate study. The core curriculum integrates a study of the theoretical underpinnings of the discipline with the practice of programming. Elective offerings explore the breadth of the discipline and expose students to the applications of computer science.

The Major in Mathematics

The major in mathematics consists of ten course units in mathematics: nine course units in mathematics plus a capstone experience are required. All mathematics majors are required to take the following five courses: Mathematics 170 (or its equivalent sequence Mathematics 106-166), Mathematics 171, 211, 216, and 220. In addition, each mathematics major will engage in a capstone experience. Mathematics 370 will serve as the capstone experience for most majors. Successful completion of Mathematics 400-401 (Honors) can serve as an alternative capstone experience, although students who plan to pursue an Honors project are encouraged to take Mathematics 370 in their junior year.

For the additional four mathematics courses that students take to complete the major (other than the five required courses and the capstone experience), students must choose at least one from each of the groups described below. In addition, students must have at least three courses numbered 310-380, 390-399, or 400-401. (One of these three may be Mathematics 370.)

In order that students may understand and experience the breadth of mathematics, the department's major courses (other than the required courses and Mathematics 370) have been grouped into three areas: algebra/geometry topics; analysis topics; and applied mathematics topics. Current catalog courses in each of these areas are as follows:

- Algebra/geometry: Mathematics 313 and 340.
- Analysis: Mathematics 221, 327, 328, and 329.
- Applied mathematics: Mathematics 214, 225, 231, and 332.

As special topics or new courses are offered, they will be placed in the appropriate group.

Students must also choose two co-requisite courses from the following group of four courses: Physics 111, Physics 112, Computer Science 120,

and Computer Science 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

In fulfilling the above requirements, students planning to teach mathematics in secondary schools must complete the following courses: Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 211, 216, 220, 231, 313, 340, 370, and one of the following: Mathematics 221, 327, 328, or 329.

Students who are seeking certification in early childhood education with a major in mathematics are required to complete Physics 111. The second co-requisite course is waived for these students. Students who are pursuing early childhood teacher certification with a major in mathematics do not need to complete Mathematics 125.

Courses in mathematics are listed below.

The Minor in Mathematics

The minor in mathematics consists of five course units in mathematics: Mathematics 170 (or the equivalent sequence Mathematics 106-166), 171, and three courses numbered 210 or above, including at least one of the following: Mathematics 216, 220, 231.

The Interdepartmental Major in Mathematics

The six mathematics courses that meet Set I requirements are Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 211, and three additional courses chosen by the student with the approval of the advisor. Mathematics courses to be taken to satisfy Set II requirements will be determined by the student's prior preparation in mathematics and his or her educational objectives.

The Major in Computer Science

The major in computer science consists of nine course units: Computer Science 120, 121, 222, 234, 244, 334, one of the following: Computer Science 320, 333, 364; and two additional courses in computer science, one of which must be numbered 310-380 or 390-399. Courses numbered 286, 288, or 381-388 and courses from other schools may not be used to satisfy the major requirements without prior written departmental approval. The major also requires Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 216, and one additional mathematics course numbered 210 or higher, or a two-semester laboratory sequence in science. Because analytic and abstract reasoning is important to the study and application of computer science, majors are encouraged to take additional coursework in science, mathematics, and logic.

Courses in computer science are listed below.

The Minor in Computer Science

The minor in computer science consists of Computer Science 120, 121, and three other course units numbered above 110. One of the following courses may, with departmental consent, be counted toward the computer science minor: Mathematics 214, 216, 225, 231; Philosophy 211. With departmental consent, one course with significant computing content from another program may be counted as one of the three elective course units towards the computer science minor.

The Minor in Informatics

Informatics is the application of computing skills, statistical methods, and domain knowledge to obtain and analyze data in order to make decisions about organizations and society.

The minor in informatics consists of five courses: CSCI 120; CSCI 265; one course in statistical reasoning (MATH 107, HLTP 189, ECON 156, or MATH 231); one course in ethics (NURS 360, IDIS 215, or a PHIL course with "Ethics" in the title); and one course in applications (HLTP 230, MGMT 311, BIOL 363, ECON 256). Other courses in statistical reasoning, ethics, or applications may be accepted with approval of the program director.

The Interdepartmental Major in Computer Science

The six courses that compose Set I of the interdepartmental major in computer science include Computer Science 120, 121, and four other courses numbered above 110, at least one of which is expected to be numbered 310-380 or 390-399. The additional courses in computer science and the six courses of Set II are selected by the student with the approval of the advisor.

Courses in Mathematics

100.2. Applications in Mathematics.

Investigation of a variety of mathematical models. Models to be investigated will be chosen from the areas of game theory, network models, voting theory, apportionment methods, fair division, and probability and statistics. We will apply these models in such diverse fields as biology, sociology, political science, history, and psychology. Does not count towards the mathematics major or minor. One 100-minute period.

Fraboni

101.2. A History of Infinity.

Human beings have always struggled with the concept of infinity. Philosophers and mathematicians

have gone mad contemplating its nature and complexity—and yet it is a concept now routinely used by school children. We will trace the history of this mind-boggling concept from Archimedes to Cantor through the eyes of the mathematician. Does not count towards the mathematics major or minor.

Schultheis

102.2. Mathematics and Origami.

In this course, we will use origami (paper-folding) to explore topics in mathematics such as trisecting angles, solving cubic equations, and creating 3-dimensional polyhedra. In the process, we will see how mathematics has revolutionized origami over the past 50 years. Does not count towards the mathematics major or minor.

104. Quantitative Reasoning and Informed Citizenship.

Quantitative reasoning skills to interpret and assess numerical arguments, with emphasis on issues relevant for informed and effective citizenship. Topics include creating and interpreting graphs and charts; single- and multiple-variable functions; linear, exponential, and logarithmic growth; indexes; inductive and deductive reasoning; decision theory; measures of center and spread of data; correlation; probability; expected value; experimental design; sampling and surveys. Three 70-minute periods. (F2)

Staff

106. Analytic Geometry and Calculus I with Review, Part 1.

Beginning calculus with extensive review of algebra and elementary functions. Topics include Cartesian plane, algebraic functions, limits and continuity, introduction to the concept of derivative as a limit of average rates of change, theorems on differentiation, and the differential. Continued in Mathematics 166. The sequence Mathematics 106-166 is equivalent to Mathematics 170; credit may be earned for 106-166 or 170 but not both. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

Staff

107. Elementary Statistics.

Introduction to statistical concepts and methods without the use of calculus. Topics include descriptive statistics, elementary probability, discrete and continuous probability distributions, correlation and regression, estimation, and hypothesis testing. Mathematics 107 may not be taken for credit by students who have earned credit for Economics 156 or Mathematics 231. Three 70-minute periods. (F2)

Staff

108. Functions and Derivatives with Applications.

Emphasis on concepts and applications to business and social and natural sciences. Use of graphing calculators. Topics include linear functions, polynomial functions, exponential functions, average rate of change, instantaneous rate of change, the derivative, interpretations of the derivative, rules of differentiation, and applications of the derivative. Includes review of algebra and elementary functions. May not be taken for credit by students who have completed Mathematics 106 or 170. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

Staff

109. Mathematics for Design.

Provides mathematical background and techniques useful to aspects of artistic design in the plane and in space. Essential mathematical concepts and tools applied to solve design problems. Topics include ratio and proportion, similarity, geometric constructions with Euclidean tools and dynamic geometry software, properties of polygons and polyhedra, isometries and other geometric transformations in the plane and space, symmetry, and periodic designs, projections from space onto a plane. Spring. Three 70-minute periods. (F2)

Hartshorn

125. Topics in Mathematics for Teaching.

Problem-solving, communication, and reasoning. Topics include estimation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, patterns and relationships, number systems, number relations, and number theory. Designed for prospective early childhood and middle level education teachers. Three 70-minute periods. (F2)

Staff

166. Analytic Geometry and Calculus I with Review, Part 2.

Topics include exponential and trigonometric functions and their derivatives, related rates, extremum problems, logarithmic curve sketching, antidifferentiation, the definite integral, the fundamental theorem of calculus, area under a curve, and applications to business and economics. The sequence Mathematics 106-166 is equivalent to Mathematics 170; credit may be earned for 106-166 or 170 but not both. (F2) Prerequisite: Completion of Mathematics 106 with a grade of "C-" or better.

Staff

170. Analytic Geometry and Calculus I.

Review of real numbers, analytic geometry and algebraic and transcendental functions. Limits and continuity. Definition, interpretations, and applications of the derivative. Definite and indefinite integrals, including the fundamental theorem of calculus. May not be taken for credit by students who have earned credit for Mathematics 166. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

Staff

171. Analytic Geometry and Calculus II.

Applications of the definite integral. Techniques of integration of both algebraic and transcendental functions. Indeterminate forms and improper integrals. Separate differential equations. Infinite sequences and series. (F2). Prerequisite: Placement by the Mathematics and Computer Science Department or completion of Math 170 or 166 with a grade of "C-" or better. Note: Students who are placed by the department into Math 171 and complete it with a grade of "B" or better will automatically receive credit for Math 170 if their transcript does not show credit for an equivalent course.

Staff

211. Analytic Geometry and Calculus III.

Vectors in the plan and three-space. Parametric equations and space curves. Polar, cylindrical and spherical coordinates. Calculus of functions of more than one variable, including limits, partial derivatives, directional derivatives, multiple integration, and applications. Prerequisite: Completion of Math 171 with a grade of "C-" or better.

Staff

214. Mathematical Methods in Operations Research.

Introduction to mathematical techniques to model and analyze decision problems. Linear programming, including sensitivity analysis and duality, network analysis, decision theory, game theory, queuing theory. Prerequisites: Mathematics 171. Spring, alternate years.

Staff

216. Discrete Mathematical Structures and Proof.

Elementary mathematical logic and types of mathematical proof, including induction and combinatorial arguments. Set theory, relations, functions, cardinality of sets, algorithm analysis, basic number theory, recurrences, and graphs. Writing intensive. Prerequisite: Mathematics 171. Fall.

Staff

220. Linear Algebra.

Vector spaces and linear transformations, matrices, systems of linear equations and their solutions, determinants, eigenvectors and eigenvalues of a matrix. Applications of linear algebra in various fields. Prerequisite: Mathematics 171. Spring.

Schultheis

221. Differential Equations.

Various methods of solution of ordinary differential equations, including first-order techniques and higher-order techniques for linear equations. Additional topics include applications, existence theory, and the Laplace transform. Prerequisite: Mathematics 211. Spring.

Schultheis

225. Numerical Analysis.

Numerical techniques for solving applied mathematical problems. Topics include interpolation and approximation of functions, solution of non-linear equations, solution of systems of linear equations, and numerical integration, with error analysis and stability. Prerequisites: Mathematics 171 and a course in computer science. Spring, alternate years.

Fraboni, Hartshorn

231. Mathematics Statistics I.

A calculus-based introduction to probability and statistical concepts and methods. Topics include descriptive statistics, probability, discrete and continuous probability distributions, regression analysis, sampling distributions and the central limit theorem, estimation and hypothesis testing. Prerequisite: Mathematics 171.

Shank

313. Modern Algebra.

Group theory, including structure and properties: subgroups, co-sets, quotient groups, morphisms. Permutation groups, symmetry groups, groups of numbers, functions, and matrices. Brief study of rings, subrings, and ideals, including polynomial rings, integral domains, Euclidean domains, unique factorization domains, and fields. Prerequisite: Mathematics 216 or permission of instructor. Fall.

Schultheis

327. Advanced Calculus.

Differential and integral calculus of scalar and vector functions. Differential calculus includes differentials, general chain rule, inverse and implicit

function theorems, and vector fields. Integral calculus includes multiple integrals, line integrals, surface integrals, and theorems of Green and Stokes. Prerequisite: Mathematics 211. Fall, alternate years.

Hartshorn

328. Introduction to Analysis.

Rigorous study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. Prerequisites: Mathematics 211 and Mathematics 216 or 220. Spring, alternate years.

Fraboni, Hartshorn

329. Complex Analysis.

Analytic functions, complex integration, application of Cauchy's theorem. Prerequisite: Mathematics 211. Spring, alternate years.

Fraboni, Schultheis

332. Mathematical Statistics II.

Development of statistical concepts and methods. Multivariate probability distributions, point and interval estimation, regression analysis, analysis of variance, chi-square goodness-of-fit and contingency table analysis, and nonparametric tests. Prerequisite: Mathematics 231. Spring.

Shank

340. Higher Geometry.

Topics in Euclidean two- and three-dimensional geometry from classical (synthetic), analytic, and transformation points of view. Transformations include isometries, similarities, and inversions. Construction and properties of two- and three-dimensional geometric figures. Brief study of some non-Euclidean geometries. Prerequisite: Mathematics 216 or 220. Fall, alternate years. Writing-intensive.

Hartshorn, Staff

370. Mathematics Seminar.

A capstone course designed to review, unify, and extend concepts developed in previous mathematics courses. Students will read historical, cultural, and current mathematical material. They will express their mathematical understanding through writings, oral presentations, and class discussions. Assignments will include both expository and research-oriented styles of writing, including a significant individual research project. Prerequisite: Mathematics 216 and any 300-level course in mathematics.

Fraboni, Schultheis

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Courses in Computer Science

105. Fundamental Ideas in Computer Science.

Emphasis on contributions that computer science has made to contemporary society. Topics include physical and logical aspects of computers, algorithms and problem-solving, introduction to programming, and simple computer architecture, supplemented by laboratory exercises in which students create programs or utilize existing programs. Recommended for those not intending a major or minor in the department. (F2)

Staff

120. Computer Science I.

Introduction to the discipline with emphasis on algorithm design and program development. Emphasis on problem-solving activity of developing algorithms. Topics include computer organization, computer usage and application, programming languages, software engineering, data structures, and operating systems. Recommended for students intending to develop or maintain software in their own area of concentration. (F4)

Coleman

121. Computer Science II.

Emphasis on data and procedural abstraction. Basic organizations of instructions and data in hardware design and software development. Topics include encoding schemes for instructions and data, representative machine architectures, data representations in computer memory and in high-level languages. Prerequisite: Computer Science 120.

Coleman

217. Digital Electronics and Microprocessors.

(Also Physics 217) Laboratory-oriented course in computer hardware for science, mathematics, and computer-science students. Topics include logic gates, Boolean algebra, combinational and sequential logic circuits, register-transfer logic, microprocessors, addressing modes, programming concepts, microcomputer system configuration, and interfacing.

Staff

222. Computer Organization.

A study of what happens when a computer program is executed. We examine the organization of a modern computer from the perspective of a programmer; our examination focuses on the layers of abstraction between a high-level language program and its execution. Topics include the set of instructions that a processor supports, how a high-level language program is translated into this instruction set, how a processor carries out instructions, concurrency, the memory hierarchy, and storage systems. Prerequisite: Computer Science 121.

Staff

234. Introduction to Software Engineering.

An introduction to professional software development using object-oriented techniques. Topics include the use of object-oriented design as a tool for building correct and maintainable software systems, test-driven development, best-practices in object-oriented design and development informed by component-based engineering, advanced object oriented language features, and languages for communicating design. Prerequisite: Computer Science 244.

Staff

244. Data Structures and Analysis of Algorithms.

Issues of static and dynamic aggregates of data. Topics include logical characteristics of various data organizations, storage structures implementing structured data, design and implementation of algorithms to manipulate storage structures, and classical applications of data structures. Representative data structures include stacks, queues, ordered trees, binary trees, and graphs. Implementation and performance issues of contiguous and linked storage. Prerequisites: Computer Science 121 and Mathematics 170 (or 106-166).

Coleman

260. Artificial Intelligence.

Topics and methods for emulating natural intelligence using computer-based systems. Topics include learning, planning, natural-language processing, machine vision, neural networks, genetic algorithms. Prerequisite: Computer Science 120.

Coleman

265. Database Systems.

Data file organization and processing, indexed data files and indexing techniques, database design; database applications; query languages; relational databases, algebra, and calculus; client-server models

and applications; database system implementation and web programming. Prerequisite: Computer Science 120 or permission of the instructor.

Staff

320. Networking and Distributed Computing.

Theory and practice of concurrent programming. We examine the difference between shared- and distributed-memory models of computation, what problems are computable in parallel and distributed systems, the principle differences between concurrent and sequential programming, as well as data structures and algorithms for concurrent programming. Prerequisite: Computer Science 244.

Staff

330. Game Programming.

Focus on the mathematics and algorithms necessary to create computer games and the software engineering principles used to manage the complexity of these programs. Topics include advanced programming in an object-oriented language, the mathematics of game programming, artificial intelligence, event-loop programming, and 2D graphics. Prerequisite: Computer Science 244.

Staff

333. Operating Systems.

The structure and organization of operating systems, how modern operating systems support multiprogramming (e.g., processes, threads, communication and synchronization, memory management, etc.), files systems, and security. Programming projects involve both using operating system services as well as the implementation of core operating system components. Prerequisites: Computer Science 222 and 244.

Coleman

334. Systems Design and Implementation.

Project-oriented study of ideas and techniques for design and implementation of computer-based systems. Topics include project organization, interface design, documentation, and verification. Prerequisites: Computer Science 234 and senior standing. Writing-intensive.

Coleman

335. Simulation.

When real-world experiments are either too dangerous or too expensive to perform, computer simulation is used as an alternative. In addition to considering how to

model real-world problems using computer simulation, this course studies other relevant topics including how to generate random data using a deterministic machine and how to collect and display data in a meaningful way.

364. Foundations of Computing.

Theoretical aspects of computing. Topics include formal languages (regular, context-free, and context-sensitive grammars), automata (finite-state machines, push-down automata, and Turing machines), limitations of respective computational models, and unsolvable problems. Prerequisite: Computer Science 244.

Coleman

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

MEDIEVAL STUDIES

See Interdisciplinary Programs

MODERN LANGUAGES AND LITERATURES

Chair: Professor Mesa

Professors: Lalande, McKeown; Associate Professors: Ferrero, Hildebrandt, Lasso-von Lang, Mesa, Yozell; Visiting Instructors: Livingstone, Sánchez, Roibal Fernandez; Adjunct Faculty: Branton-Desris, Buckley, Buzick, Emiliani-Mowrey, Karam, Krohn, Long.

Majors and minors are offered in French, German, and Spanish. Courses in Latin, Arabic and Italian are available, while Greek, Chinese, Japanese, and Russian may be taken by cross-registration at other LVAIC member institutions. The department also offers a major in international management jointly with the Department of Economics and Business and world languages education certification in conjunction with the Department of Education.

Modern languages and literatures majors prepare for graduate studies or professional careers in various fields, such as teaching, bilingual education, management, international business, social services, as well as writing, law, government service, or theology.

The Major in French, German, or Spanish

A major in French, German, or Spanish consists of ten course units above Modern Language 105. One semester abroad is required of all Modern Languages & Literatures

majors, in which a minimum of three courses must be taken in the language of study. After completing two courses at the 200 level, students may no longer take 100-level courses. Only one internship in a modern language may be taken for credit towards a major in that language. Students may count either Spanish 110 or 111, but not both, towards a major in Spanish.

A major in French consists of ten course units above 105, including a minimum of two courses at the 200 level chosen among 210, 215, 241, and 250; and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225, 241 and 250, a minimum one-semester study abroad (three courses), and two courses at the 300 level.

A major in German consists of ten course units above 105, including a minimum of two courses at the 200 level chosen among 210, 215 and 241; and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A German major normally includes the following: German 110, 210, and 215, plus two more courses at the 200 level, a minimum one-semester study abroad (three courses), and two courses at the 300 level, one of which must be taken at the college in the senior year. A student may not take a course at the 300 level that he/she has already taken at the 200 level, and vice versa.

A major in Spanish for non-native speakers consists of ten course units above 105, including 210, 215, and another 200-level course, and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A Spanish major often includes the following: Spanish 110 or 111; 120, 210, and 215; one course chosen from Spanish 241, 243, 255, 256; a minimum one-semester study abroad (three courses); and at least two courses at the 300 level.

A major in Spanish for heritage speakers will include the following: Spanish 125, 210, and 215; one or two courses at the 200 level chosen from 241, 243, 255, 256; a minimum one-semester study abroad (three courses in the language of study); and at least two courses at the 300 level, one of which must be taken at the college in the senior year. Heritage speakers may opt to include Spanish 111 among their major electives.

In all languages, special topics courses at the 200 and 300 level may count towards a major; please consult with an advisor.

During their course of study at Moravian College, all students majoring in French, German, or Spanish will be required to study abroad for a minimum of one semester in a country where the student's major language of study (French, German, or Spanish) is the principal language. Upon declaring a major in a modern language and literature, students (in

consultation with their advisors) must work out a schedule which will make study abroad possible.

The department recognizes that there will be cases that call for a special exception. These cases will be dealt with on a case-by-case basis. Students who wish to apply for an exception to the study abroad policy must contact the chair of the Modern Languages and Literatures Department. Unless the student has already spent a minimum of one year, as an adult, in a country where the modern language is spoken, the student will not, generally speaking, be waived of the entire study abroad requirement. Courses taken during study abroad must be approved by the department prior to the student's registration for the program.

The Minor in French, German, or Spanish

The minor consists of five course units above Modern Language 105 in a single language, including 110, 210, and 215.

In French, students must choose two courses from among French 225, 241, and 250.

The Spanish minor for non-native speakers often includes Spanish 110 or 111; 120, 210, and 215; 1-2 chosen from among Spanish 241, 243, 255 and 256; and optionally a course at the 300-level. Students may opt to include Spanish 111 in their minor in place of Spanish 110, but may not include both.

The Spanish minor for heritage speakers includes Spanish 125, 210, and 215; at least one course chosen from among Spanish 241, 243, 255, 256; and any 300-level courses, as desired.

The Major in Francophone Studies

A Francophone Studies Major provides students with an interdisciplinary approach to the intellectual and cultural history of French-speaking countries by combining courses in French language and literature with courses from fields such as art, economics, history, and political science. Specifically, the program seeks to broaden the students' understanding of contemporary as well as historical issues related to Francophone cultures.

The program is partially self-designed with the help of a faculty advisor to ensure a coherent sequence of study, including study abroad. Majors in Francophone studies are required to take ten course units. A minimum of six courses above French 105 must be earned within the French section of the Modern Languages and Literatures Department. Of these six courses, the following five are required: 210 or 215 and 225, 241 and 250.

After completing any course at the 200-level, students may no longer take 100-level courses in French. A minimum of one 300-level course in French

must be taken at the college in the senior year.

The remaining four units are chosen from a list of predetermined courses in other departments, including Special Topic courses. All course choices, however, must be approved by the advisor.

Possible electives include, but are not limited to: Art 113, Art 114, Art 222, Art 226, Art 229, Africana Studies 110, Economics 236, Management 333, History 110, History 112, History 126, History 250, Political Science 235.

No more than one course at the 100 level may be taken within any single department, and only two of the four courses taken outside the Modern Languages and Literatures Department may be at the 100 level. No more than two courses may be taken within a single department.

All French and Francophone Studies majors must participate in an academic experience abroad. Students should choose a semester program; if impossible, participation in a six-week summer program or an appropriate May term approved by the advisor in advance can fulfill this requirement. Courses taken abroad may count toward the major but must be approved in advance by the advisor.

Study Abroad Requirement: All Francophone Studies majors participate in an academic experience abroad. Students should choose a semester program; if impossible, participation in a six-week summer program or an appropriate May term approved by the advisor in advance can fulfill this requirement. Courses taken abroad may count toward the major but must be approved in advance by the advisor.

The Major in German Studies

A major in German Studies provides students with an interdisciplinary approach to the intellectual and cultural history of German-speaking countries by combining courses in German language and literature with courses from fields such as Art History, Economy, Philosophy, Political Science, and History. Majors in German Studies are encouraged to design their own innovative programs of study in close cooperation with the German Studies Advisory Board. Students are required to take a total of ten courses above German 105, six of which must be earned within the German section of the Modern Languages and Literatures Department.

Of these six courses German 215 and 241 (or equivalent) and one course at the 300-level are required. After completing Modern Language 215 and 241 (or equivalent), students no longer may take 100-level courses in German. A grade of B or better is required in German 220 or 241 for advancement in the German Studies Major. A minimum of one 300-level course in German must be taken at Moravian College, and at least one 300-level course in German must be

taken at Moravian College in the senior year. The remaining four courses may be chosen from relevant offerings in the Modern Languages and Literatures Department and other departments. No more than two courses can be taken within one department. Possible electives include Art 218, Art 226, Art 229, Econ 336, Ger 200, Ger 260, Hist 112, Hist 219, Hist 220, Mgmt 333, Mus 281, Mus 283, Mus 352.2, Mus 354.2, Posc 215, Posc 235, Posc 250. Other courses may serve as electives. Please consult with Dr. Hildebrandt.

German studies majors must also have a significant experience abroad. They can opt to study for one semester abroad or participate in a six-weeks summer program.

The Interdepartmental Major in French, German, or Spanish

Set I of an interdepartmental major in French, German, or Spanish consists of six course units above Modern Language 105. Courses in Sets I and II are selected by the student with the approval of the advisor. It is possible to combine language study with area studies.

International Management Major (French/German/Spanish)

The major in International Management is offered jointly with the Department of Economics and Business. International Management majors take Accounting 157, Economics 152, and 236; Management 223 and 333; and one elective from Management 231, 251, or 253. Modern Language requirements include six courses above 105, including two of the following--210, 215, or 241 or equivalent--plus at least one 300-level course in the senior year.

This program requires a semester abroad in which one business-related course and one modern language course must be taken. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Jean-Pierre Lalande (French), or Axel Hildebrandt (German).

There is no minor offered in International Management.

Teacher Certification in a World Language

Modern Languages and Literatures majors who plan to teach should consult the requirements for teacher certification under education and should take Education 361 and 378.

The major requirements for teacher certification in a world language are the same as for all other Modern Languages and Literatures majors.

Discussion and demonstration of teaching methods appropriate to the elementary and secondary school levels for developing proficiency in all four skill areas (reading, speaking, writing, and comprehension) are included in Education 361 and 378.

All non-native speakers of French, German, and Spanish who are candidates for secondary teacher certification in those languages are required to pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) with a minimum grade of Intermediate High in order to be recommended by the Modern Language and Literatures Department for student teaching. Students will pay the cost of the exam(s) and any expenses involved with doing the interview.

Dual Certification in World Languages

When a student completes a full major in one modern language, certification may be obtained in a second under the following conditions:

Completion of seven courses above the elementary level in the second modern language, with the understanding that a desired level of proficiency may be reached after completion of fewer than seven courses in exceptional cases. It is also possible that a student may be required to complete work beyond the seven courses if, in the judgment of the Modern Languages and Literatures Department, the competence required for certification has not been achieved. The student must achieve the required 3.00 average in each language to be recommended for certification. Student-teaching experience is required in all languages in which certification is anticipated.

The seven courses must include Modern Language 210, 215, and 241 (or equivalent), and one additional literature course. As with all other Modern Languages and Literatures majors, a fall or spring term abroad is required.

Students interested in dual certification in world languages are advised to consult with their Education Department and major advisors early in their academic program.

Students wishing to obtain the teacher certification in Modern Languages should consult with Professor McKeown.

Departmental Recommendations

Modern Languages and Literatures majors are advised to work toward mastery of a second foreign language and to extend their studies as far as possible in history, economics, management, literature, linguistics, philosophy, art, music, religion, and sociology. All majors are required to participate in an organized

program of study abroad and to take advantage of extracurricular opportunities for contact with modern languages and cultures, such as language clubs, foreign films, and other cultural events. Students interested in learning one of the less commonly taught languages should consult the advisor.

Special Modern Languages and Literatures Courses

111-116. Masterpieces of Literature in English.

Detailed study of works of classical Greek, French, German, Russian, or Spanish literature in English translation. Prerequisite: Writing 100. No knowledge of the modern language is required. Cannot be counted toward a foreign language major or minor.

Staff

111. French.

Novels by writers such as Hugo, Balzac, Zola, Sartre, and Camus.

115. Spanish.

Works by Cervantes, Lope de Vega, Zorrilla, Unamuno, Lorca, and later 20th-century writers, such as Buero Vallejo, Martín Gaité, and Matute. (M2)

116. Latin American.

Works by Mistral, Neruda, Asturias, García Márquez, Paz, Walcott, Fuentes, Allende, Esquivel, Vargas Llosa. (M2)

214. Immigration, Exile and Internal Displacement in Latin American and Latino Literature.

(Also Interdisciplinary 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.

Staff

Courses in Classical Languages

Latin

100-105. Introductory Latin I and II. Introduction to the language, with oral and written exercises, and

reading of simple prose. Introduction to Roman civilization. No previous study of Latin required. Prerequisite for Latin 105: Passing grade in Latin 100 or placement by the Modern Languages and Literatures Department. Three 70-minute periods. (F3)

Staff

110. Latin III.

Three weeks of systematic grammar and syntax review, including written exercises, followed by selective grammatical and syntactical analysis of Latin texts. Building vocabulary through texts and books such as K. C. Masterman's A Latin Word List. Translation and discussion of selections by Roman authors. Prerequisite: Passing grade in Latin 105 or placement by the Modern Languages and Literatures Department. (F3)

Staff

Advanced-level courses to complete the major in Greek or Latin may be taken at Lehigh University or other LVAIC institutions upon availability.

Hebrew

Courses in Hebrew are available through cross-registration at Moravian Theological Seminary.

Courses in Other Contemporary Languages

Arabic

100-105. Introductory Arabic I-II.

Fundamentals of the Arabic language. These courses stress aural comprehension, basic grammar, correct pronunciation, and practical reading and writing. Courses also give exposure to graded literary texts and to Arabic culture and civilization. (F3)

Karam

Chinese

Courses in Chinese may be scheduled through cross-registration at Lehigh University.

French

100. Introductory French I.

Beginning study of French language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking.

Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

Staff

105. Introductory French II.

Continuation of French 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in French 100 or placement by the Modern Languages and Literatures Department. (F3)

Staff

110. Introductory French III.

Continuation of French 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in French 105 or placement by the Modern Languages and Literatures Department. (F3)

Staff

210. Films as Keys to French and Francophone Cultures.

This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will view and study five films from different areas of France and the Francophone world. Response to those films will hone skills in writing, speaking, listening and reading. Class is discussion-based and conducted entirely in French. Prerequisite: French 110.

Lalande, McKeown

215. Texts as Keys to French and Francophone Cultures.

This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: French 110.

Lalande, McKeown

225. French Connections: Letters and Culinary Art.

This course is designed to develop writing skills at the advanced level (ACTFL scale for proficiency in writing) to prepare students for writing in advanced-level literature classes. Students will respond in writing to a variety of culture-based readings centered on French gastronomy. They will conduct research in French on related topics.

134

Grammar will be reviewed with a level-appropriate text. Class is discussion-based and conducted entirely in French. Not open to students who previously completed French 230. Prerequisites: French 210 and 215

McKeown

241. Introduction to French Literature.

Critical chronological reading of French drama, poetry, and prose works, and an introduction to literary and intellectual movements that produced these works. Taught primarily in French, with plays, films, and audio recordings of selected works. Prerequisite: French 210 and French 215. Fall. (M2)

McKeown, Lalande

250. France from 1950 to the present – Politics and Society.

This course focuses on the social, political and cultural events that have shaped France since the 1950's. Through readings, media sources and movie clips, students will learn how such factors as the baby-boomers' coming of age, immigration, the construction of the European Union, and globalization have, often painfully, transformed a country rooted in rural traditions into a modern, pluralistic one able to compete in the global world. Prerequisites: FR 210 and 215

Lalande

330. Art, Culture, and History in Paris.

Reading of literary works and discussion of artistic and socio-cultural context will help students develop informed knowledge and appreciation for past and present importance of this historical and cultural metropolis. Prerequisites: French 210, 215, and one other 200-level in French, or equivalent.

Lalande

350. Conformists and Rebels: Selected works from Seventeenth and Eighteenth-century France.

The course is designed to engage the students with selected works from the beginning of the seventeenth century when the literary salon culture began to flourish in Paris to the start of the French Revolution in 1789. Students will study how the themes of conformity and rebellion are represented, paying special attention to how the conflicts arising from the intersection of these apparently opposing roles—conformist and rebel—are played out in essays, novels and plays of the period. The course will be conducted entirely in French. Prerequisites: French 210, 215 and one other 200-level course or its equivalent abroad.

McKeown

353. A Role of Her Own: Works by French and Francophone Women.

The course is designed to engage the students with works by women writing in French, specifically with respect to the theme of women's roles in the domestic and public spheres. Students will read a variety of literary genres, including essays, novels, and poetry from the medieval period through the twentieth-century. They will study how writers from throughout the French speaking world have represented searches for meaningful roles in women's lives, and will also consider the part the writing process itself has in crafting meaning for women. Students will read works by Christine de Pisan, Louise Labé, Isabelle de Charrière, Gabrielle Roy, Fatima Fallaire, Colette and Simone de Beauvoir, and others. The course will be conducted entirely in French. Prerequisites: French 210, 215 and one other 200-level course or its equivalent abroad.

McKeown

355. The Novel as an Expression of Traditional and Modern France.

Reading of novels and short stories that reflect the long, often difficult mutation of the country from rural and traditional to industrial and modern. Prerequisites: French 210, 215, and one other 200-level French course (or equivalent).

Lalande

360. 20th-Century Theater.

Trends in French drama from the surrealist period to theater of the absurd. Plays by Vitrac, Cocteau, Giraudoux, Sartre, Camus, Anouilh, Beckett, and Ionesco. Prerequisites: French 210, 215, and one other 200-level French course (or equivalent).

Lalande

361. French Modern Urbanization.

The industrial revolution transformed France into an urban country. From then on urban life became a major concern for political leaders and a vast source of inspiration for artists. Through readings by Zola, Gide, Breton, Camus, Sartre and Butor, discussions of paintings by Impressionists, Cubists and other modern painters and studies of architectural achievements, students will develop a sense of the evolution of the urbanization process and an understanding of the relationship between literature, art and the prevailing political climate. Prerequisites: French 210, 215 and one other 200-level course or its equivalent abroad.

Lalande

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

German

100. Introductory German I.

Beginning study of German language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

Staff

105. Introductory German II.

Continuation of German 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in German 100 or placement by the Modern Languages and Literatures Department. (F3)

Staff

110. Introductory German III.

Continuation of German 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in German 105 or placement by the Modern Languages and Literatures Department. (F3)

Staff

200. Witches and Demons in German History and Culture.

(Also Interdisciplinary Studies 200) Examines a wide variety of texts and other media to explore the idea and representation of the strange and "deviant" in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)

Staff

210. German Culture in Context: Art and Contemporary Culture.

This course is designed to improve German language skills in the areas of reading, writing, listening and speaking at the intermediate level to prepare the

transition to more advanced coursework. We will discuss topics of history and the diversity of culture in German-speaking countries by using resources such as videos, Internet links and music. Grammar concepts will be reviewed as well. Prerequisite: German 110

Hildebrandt

215. German Culture in Context: Literature and Film.

This course is designed to improve German language skills at the intermediate level with an emphasis on short literary texts and films to prepare the transition to more advanced coursework. We will discuss topics of literature and history and the diversity of culture in German-speaking countries by using Internet resources, videos and music. Grammar concepts will be reviewed as well. Prerequisite: German 110

Hildebrandt

225. Berlin in Film and Literature.

This course will discuss major forms and periods of literary texts and films in and about Berlin from the early 20th century to the present within their social, political, and cultural context. We study diverse voices of male and female authors, including immigrant writers and filmmakers, on themes important to their and our times such as social oppression, ethics, gender, nation, and identity. Not open to students who have completed German 325. Prerequisites: German 210 and 215.

Hildebrandt

241. Introduction to German Literature.

Analysis and discussion of selected texts from the past two centuries, designed to introduce students to representative authors, works, and genres, and to develop critical reading and writing skills. Readings of poetry, fairy tales, and works by authors such as Goethe, Tieck, Büchner, Droste-Hülshoff, Hauptmann, Thomas Mann, Brecht, and Dürrenmatt. Prerequisites: German 210 and 215 or equivalent. (M2)

Hildebrandt

244. Young German Writers: Search for Identity.

This course will cover one of the most exciting periods in German history through the perspective of young writers and filmmakers from the time of the fall of the Berlin Wall in 1989 to the present. The difference between East and West Germany still influences literature, music, art, and politics and furthermore deals with discourses on national identity and economic inequalities. Not open to students who have completed German 344. Prerequisites: German 210 and 215 or equivalent.

Hildebrandt

260. German Film from Caligari to Fatih Akin.

This course covers the periods from the beginning of filmmaking in Germany, exploitation of the media during the Nazi time and reflect on different political and moral implications in East and West Germany after the end of World War II, namely how films dealt with the Holocaust, and how life under socialism and capitalism are reflected in films. German unification and its results as well as the situation of minorities in contemporary Germany will provide a broad overview and its moral implications in films. Course taught in English. (U2) Prerequisites: None, for students not majoring in German. For students majoring in German or German Studies, German 210 and 215 are prerequisites; these students will have to write the papers in German.

Hildebrandt

325. Berlin in Film and Literature.

This course will discuss major forms and periods of literary texts and films in and about Berlin from the early 20th century to the present within their social, political, and cultural context. We study diverse voices of male and female authors, including immigrant writers and filmmakers, on themes important to their and our times such as social oppression, ethics, gender, nation, and identity. Not open to students who have completed German 225. Prerequisites: German 210, 215, and one other 200-level course or equivalent. Hildebrandt

341. Women in German Literature and Culture.

(Also Women's Studies 341) Study of texts by female authors from the 12th century onward, including Hildegard von Bingen, Mechthild von Magdeburg, Sophie La Roche, Louise Karsch, Bettina von Arnim, Rahel Varnhagen, Ebner-Eschenbach, Lou Andreas-Salomé, Anna Seghers, Ingeborg Bachmann, Christa Wolf, Doris Dorrie, Erica Fischer, and Caroline Link. Film and Internet resources complement the readings. Prerequisites: German 210, 215, and one other 200-level course or equivalent.

Staff

344. Young German Writers: Search for Identity.

This course will cover one of the most exciting periods in German history through the perspective of young writers and filmmakers from the time of the fall of the Berlin Wall in 1989 to the present. The difference between East and West Germany still influences literature, music, art, and politics and furthermore deals with discourses on national identity and economic inequalities. Not open to students who have completed German 244. Prerequisites: one course above German 215.

Hildebrandt

350. 20th-Century German Theater.

Trends in German theater from expressionism to the present, through the plays of Toller, Horvath, Brecht, Fleisser, Lasker-Schüler, Borchert, Handke, Fassbinder, Kroetz, Bernhard, Jelinek. Prerequisites: German 210, 215, and one other 200-level course or equivalent. Two 70-minute periods.

Hildebrandt

360. German Literature from 1949 to the Present.

Writings from the divided Germany until the opening of the Berlin Wall in 1989. Major plays, prose, and poetry by such writers as Böll, Lenz, Grass, Heym, Müller, Hein, Wolf, Kunert, and Fried. Excerpts from writings of Frisch, Dürrenmatt, Handke, and Bernhard. Some material on film. Prerequisites: German 210, 215, and one other 200-level course or equivalent. Two 70-minute periods.

Hildebrandt

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Italian

100. Introductory Italian I.

Beginning study of Italian language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. Fall. Three 70-minute periods. (F3)

Staff

105. Introductory Italian II.

Continuation of Italian 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, and speaking. Prerequisite: Passing grade in Italian 100 or placement by the Modern Languages and Literatures Department. Spring. Three 70-minute periods. (F3)

Staff

110. Introductory Italian III.

Continuation of Italian 105. Designed to develop intermediate-low proficiency in reading, writing,

listening, speaking. Prerequisite: Passing grade in Italian 105 or placement by the Modern Languages and Literatures Department. (F3)

Staff

Japanese

Courses in Japanese may be scheduled through cross-registration at Lafayette College.

Russian

Courses in Russian may be scheduled through cross-registration at other area colleges.

Spanish

100. Introductory Spanish I.

Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

Staff

105. Introductory Spanish II.

Continuation of Spanish 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in Spanish 100 or placement by the Modern Languages and Literatures Department. (F3)

Staff

110. Introductory Spanish III.

Continuation of Spanish 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in Spanish 105 or placement by the Modern Languages and Literatures Department. (F3)

Staff

111. Spanish for Medical Personnel.

This course will introduce essential medical vocabulary, practical reference information, and medical notes written from a cross-cultural perspective. It will provide students with opportunities to apply the grammatical structure presented in the corresponding lessons of the main textbook. It will present everyday situations that

medical students, pre-professionals, and professionals may encounter at work when dealing with Spanish-speaking people in the U.S. It will include notas culturales about health issues affecting Hispanics in the United States. Pre-requisite: Spanish 105. (F3)

Lasso von-Lang

NOTE: After completion of Spanish 111, the student who intends to pursue a major or minor takes Spanish 120, but not Spanish 110 or 125. A heritage speaker who has not yet completed Spanish 125 may take it the next semester.

120. Intermediate Spanish - Spain: A Crossroads of Civilizations.

This course offers an overview of contemporary Spain through readings, exercises and media. We will explore the rich culture and history of each autonomous community, and how Spain was formed as the nation it is today. Students will develop their writing skills and improve their knowledge of grammar through different assignments. Class is discussion-based and conducted entirely in Spanish. Pre-requisite: Spanish 110 or Spanish 111.

Ferrero

NOTE: This course will fulfill the F3 requirement for honor and advanced placement students. Upon completion of Spanish 120, students who wish to pursue a major or minor should take Spanish 210 or 215.

125. Spanish for Heritage Speakers.

This course is designed for incoming heritage speakers of Spanish who aspire to improve their writing skills and further develop their knowledge of the Spanish language. The course will offer a variety of engaging topics and readings, along with current cultural information. It will focus on spelling, accentuation, lexical development and grammar topics especially relevant to English dominant Spanish-speaking students and Spanish dominant speakers. (F3) Prerequisite: Experience speaking Spanish with family and friends

Lasso-von Lang

210. Introduction to Hispanic Literatures and Cultures: Islamic Spain to the Colonial Period.

This course combines a chronological survey of Spanish literary and cultural history from Islamic Spain to the Colonial period with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish. Prerequisite: Spanish 120 or 125.

Mesa

215. Introduction to Hispanic Literatures and Cultures: The Enlightenment to the Present in Latin America.

This course combines a survey of Latin American literary and cultural history from the Enlightenment to the present with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish. Prerequisite: Spanish 120 or 125

Yozell

241. Introduction to Literature of Spain and Latin America.

Introduction to Spanish peninsular and Latin American literary genres (narrative, poetry, theater, and essay), movements and techniques from the Middle Ages to the present. Readings and discussion in Spanish. Prerequisite: Spanish 210 and 215 or permission from instructor. (M2)

Ferrero, Lasso-von Lang, Mesa, Yozell

243. Introduction to Hispanic Literature in the U.S.

This course provides an overview of the history of Latino literature in the U.S., introducing the major literary trends from the nineteenth century to today: native literature, immigration literature and exile/refugee literature. Emphasis will be on similarities and differences in the experiences among diverse Hispanic groups, especially Puerto Rican, Mexican-American and Cuban-American groups who represent the largest Hispanic population in the U.S. Pre-requisites: SP 210 and 215.

Lasso-von Lang, Ferrero

255. From Macondo to McOndo.

The literary "Boom" in Latin America took the global market by storm, drawing the world's attention to the region's rich offerings. In recent years, new writers and filmmakers have proclaimed a break with magical realism, reveled in the over-stimulated mediatic age, and weighed in on the effects of globalization. We will consider how "Latin American literature" itself has been figured as we explore the questions raised by these voices. We will also incorporate continued development of written and spoken expression in Spanish. Prerequisites: Spanish 210 and 215.

Yozell

256. Reel Images: Spanish Cinema from Buñuel to Almodóvar.

This course offers an opportunity to examine main trends in Spanish cinema from Luis Buñuel's surrealistic

provocations to Pedro Almodóvar's irreverent, yet emotional portraits of Spain and its inhabitants. We will learn about the history, theory and criticism of Spanish cinema while paying special attention to the representation of violence and repression, issues of immigration and exile, and the intersection between film and literature. Pre-requisites: Spanish 210 and 215.

Mesa

330. Spanish Literature into Film.

A study of the Spanish Peninsular literature of the 19th and 20th centuries as portrayed in novels, romanticism, realism, naturalism, and the Generación del '98, and the adaptation of representative works into a film version. An incursion into modernism, Generación del '27, the postwar novel, and contemporary post-Francoist literature as seen in the new cinema and in other forms of art.

Ferrero

342. Love and Jealousy from Cervantes to Almodóvar.

This course seeks to establish a connection between early modern Spanish writers and contemporary authors through the themes of love and jealousy, honor and dishonor, power and submission, appearance and reality. This course starts with Cervantes's and Maria de Zayas's accounts and continues with a variety of contemporary texts and media that draw upon the rich visual imagery of early modern Spain. Students will have the opportunity to conduct individual research and will be encouraged to present their work at undergraduate conferences. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad).

Mesa

345. Agency, Citizenship and Identity in the Southern Cone.

This seminar examines questions of agency, citizenship and identity, as well as the subtle categories of inclusion and exclusion that shape different groups' and individuals' experiences in society. Through a careful study of literary and filmic representations and multi-disciplinary secondary sources, we will focus on particular examples in the South American Southern Cone of the ways in which individuals and groups negotiate their place in society. Students will have the opportunity to do individual research. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad).

Yozell

348. Central American Literature: Rebirth through Contemporary Voices.

This course focuses on literary works written by contemporary Central American writers. Special emphasis will be given to the relationship between literature and social change, stressing particularly the works of women writers. Students will read short stories, poetry, plays, testimonial literature, and fragments of selected novels. Students will study about history, politics, human rights, social activism, and gender roles in the region. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Lasso-von Lang

354. Emblems and Visual Culture in Early Modern Spain.

This course investigates the impact of emblematic literature and other forms of visual imagination in the early modern Spanish world. It will focus on the study of similarities between emblems and literature, and emblems and the visual arts to gain a better understanding of what an image means in a certain context and how an image is used to persuade and manipulate viewers. Students have the opportunity to conduct individual research and are encouraged to present their work at undergraduate conferences. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad).

Mesa

355. Latin-American Literary Movements.

The clash between European culture and the indigenous world as it modified the European tradition brought to Latin America in the colonial period. The search for a unique national identity during the independence process as expressed in Latin American literature. Impact of modern literary expression (modernism, magical realism, writers of the '60s) on world literature. Readings and discussion in Spanish. Prerequisites: Spanish 210 and 215, plus one additional 200-level course, or instructor permission.

Lasso-von Lang, Yozell

356. Caribbean Literature: Space and Narrative.

This course will examine the ways in which space and narrative are intertwined in the Caribbean imaginaries. Whether we consider the space of an island itself, particular spaces within and without a city, a house, a room, an airplane, for instance or abstract, conceptual spaces, their filmic and literary representations can help us better understand the complexities of national,

social and individual identities, ideals, fears, and perceptions. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Yozell

357. Monsters and Madmen

Through a focus on eccentric and marginal figures in 20th and 21st-century Latin American literature, we will examine how society defines itself by what it excludes: the crazy, the monstrous, the deviant, the radically other. We will also consider how representations of those figures may at times constitute resistance and social critique. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Yozell

358. Latin American Popular Culture and Tradition.

A study of the combination of different cultural traditions (the Indigenous, the European, and the Creole) which has resulted in a particular literary production. The course will focus on the literary representation of the struggle between the official and popular culture, the urban and rural worlds, and the elite and lower classes. Attention will be given to the non-traditional voice in Latin American arts.

Lasso-von Lang

360. 20th-Century Peninsular Literature.

The literary generations of 1898 and 1927 and the postwar generation in Spain. Major authors, their ideas and influence. Readings and discussion in Spanish. Prerequisites: Spanish 230 and 241 or equivalent.

Ferrero

362. Linguistic Varieties in the Spanish-Speaking World.

This course examines how Castilian Spanish has changed due to the influence of the languages with which it has come in contact in Spain and Latin America. The readings and multimedia materials will offer a new linguistic insight into the changeable concept of bilingualism, biculturalism, and diglossia. The class also gives the opportunity to discuss the social, political and cultural conditions that define when a dialect becomes a language or when a language, through contact with other(s) turns into a "pidgin" or "creole." Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Ferrero, Lasso-von Lang

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

MUSIC

Chair: Associate Professor Wetzel

Professors: Lipkis; Associate Professors: Binford, Zerkle; Assistant Professor: Hess, Hirokawa; Special Appointment: Kompass, O'Boyle, Spieth; Artist-Lecturers: Andrus, Arnold, Azzati, Baer, Birney, Brodt, Burgan, DeChellis, Diggs, Doucette, Durham, Eyzerovich, Fix, Gairo, Gaumer, Giasullo, Gillespie, Goldina, Gregory, Haas, Huth, Kani, Kistler, Kozic, Mathiesen, Mento-Demeter, Mixon, Oaten, O'Brien, Owens, Rissmiller, Rostock, Roth, Rowbottom, Ruloff, Schrempel, Seifert, Simons, Socci, Terlaak Poot, Thomas, Thompson, Torok, Walker, Wilkins, Williams, Wittchen, Wright

Moravian College is an accredited institutional member of the National Association of Schools of Music.

The Program in Music

The study of music encompasses theory, history, and performance, and emphasizes artistic and scholarly relationships. Given an integration of musical disciplines within a liberal arts framework, students gain an enhanced understanding of their art and a heightened perception of their intellectual development.

The program provides the means to develop essential musical competencies. Students will be able to:

- Demonstrate competency with fundamental musicianship skills, including sight-singing, solfeggio, and rhythmic, melodic, and harmonic dictation.
- Demonstrate proficiency in Western music theory, including standard principles of voice-leading and part-writing in diatonic and chromatic harmony and modal counterpoint.
- Develop an understanding of the major historical styles, epochs, and composers of Western music, from antiquity to the present.
- Demonstrate growth as performers in both solo and ensemble situations.
- Demonstrate an ability to improvise using a given set of parameters.

Experience music from outside Western studies and styles, and to draw connections to Western music.

Write and speak intelligently about music.

Synthesize various aspects of music study (theory, history, musicianship, performance) in

academic and performance venues, demonstrate critical thinking, and mature into well-rounded performing and thinking musicians.

Demonstrate capacity to evolve into self-sufficient and lifelong learners in musical studies.

Several degree programs are designed for individual needs. Students should consult the Moravian College Music Department Handbook for a detailed description of departmental requirements. Artistic talent and experience, musical and educational preparation, and vocational objectives are some factors affecting the choice.

An interview-audition is required for admission to the music major. Specific audition requirements may be found on the Music Department website. The audition will include assessments in music theory, sight-singing, and keyboard proficiencies.

Prospective students should submit a music information form (available from the Admissions Office and the Music Department) and contact the department for an appointment. Audition dates for students entering in Fall 2017 or 2018 may be arranged by calling 610 861-1650.

The Major in Music

The department offers two programs:

- Bachelor of Arts—32 course units with three tracks:
 - Music
 - Technology and Audio Recording
 - Pre-Music Therapy
- Bachelor of Music—33 course units in one of the following areas:

Composition

- Music Education (33.75 course units)
- Performance (vocal, instrumental, jazz)
- Sacred Music

Learning in Common Requirements for Music Majors

Music majors in the Bachelor of Arts program must fulfill 6 of 8 Multidisciplinary and Upper-division categories in Learning in Common, of which at least one must be a U course. If the student opts to take an M6 course, the student must take an M6 outside the music department. Bachelor of Music degree students fulfill a modified set of Learning in Common requirements. Bachelor of Music students concentrating in music education complete F1, F2, F3, F4, M2 (English 101, 102, 103, 104, or 105), M3 (Education 160) and one Upper-Division category. All other Bachelor of Music students are exempt from the Quantitative Reasoning (F2) requirement. In the Multidisciplinary categories, Bachelor of Music (non-music education) students are exempt from the Aesthetic Expression (M6) requirement, and they need

choose only two of the remaining five Multidisciplinary categories. They also must complete only one of the two Upper-Division category requirements.

Departmental Requirements

During the first semester, the course schedule in all programs is identical, allowing a student the opportunity to determine an area of emphasis, evaluate performance potential, and consider career preparation. All programs share a core of five course units in theory and history: Music 165.2, 171.2, 175.2, 272.2, 281, 283, 352.2, and 354.2.

To complete the major, all Bachelor of Music students must pass a piano proficiency exam. Additionally, all majors are required to perform in end-of-term juries on their major instrument or voice in every term in which they are enrolled in the performance unit. (A waiver is granted for student teachers.) In each fall and spring term, full-time music majors are required to attend 10 concerts and/or recitals and all performance classes. Music minors enrolled in Music 200.1-200 and student teachers are required to attend a combination of eight concerts, recitals, or performance classes.

- The Bachelor of Arts with a major in music requires the theory and history core, Music Performance (six terms totaling at least three units), Music 140.2-141.2, 240.2-241.2, and 373 or a music elective. Total: 11 course units.
- The Bachelor of Arts with major in music, track in pre-music therapy, requires the theory and history core, Music Performance (seven terms totaling at least three and one-half units), Music 140.2-141.2, 240.2-241.2, 322.2, 334.2, 340.2, and 342.2; and Psychology 120. In addition, students in pre-music therapy must complete a full-unit music therapy experience, which may take the form of an internship or independent study. Consult with the advisor for details. Total units: 15 units.
- The Bachelor of Arts with a major in music, track in technology and audio recording, requires the theory and history core; Music Performance (six terms totaling at least three units); Music 140.2-141.2, 240.2-241.2; the audio recording array (Music 137.1, 218.2, 219.2, 366.1, 385.2); and Music 386. Total: 13.25 course units.
- The Bachelor of Music in music education requires the theory and history core, Music Performance (eight terms, totaling at least five units); Music 130.1-132.1, 135.1-138.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 342.2, 374.2, and 375.2. Total: 17.25 course units. Additionally, the student must pass vocal, piano, and guitar proficiency exams before student teaching. Education 100.2, 130, 160, 244, 367, 368, 375, 376, and 377 are required in the teacher education program. Students interested in teacher certification also should

consult the chair of the Education Department.

- The Bachelor of Music in composition, performance, or sacred music requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, or 101; Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor.

The Interdepartmental Major

The six course units of Set I of the interdepartmental major include Music 140.2, 141.2, 165.2, 175.2, and Performance (four terms totaling at least one unit). The other three music course units in Set I and the six course units in Set II are selected with the approval of the advisors.

Courses in Music

Course descriptions are arranged in ascending numerical order within categories.

Music Courses Open to All Students

101. A Short Course in Theory.

Introduction to the language of music; understanding elements of a score; hearing and writing rhythm, pitch, scales, and chords. (M6)

Staff

103.1. Piano Class.

Introduction for non-majors; beginners accepted. Notation and playing technique. One 50-minute period.

Staff

104.1. Voice Class.

Instruction for non-majors, particularly choral singers, to improve vocal production, reading, and idiomatic styles. One 50-minute period.

Staff

105. Introduction to Western Music.

Musical organization, structures, and styles shaped by aesthetic, social, and political patterns within Western culture; musical achievements and significant works by major composers; relationships between the arts. (M6)

Staff

106. Art of Music.

Introduction to music of Western and non-Western cultures, explored through listening, analysis, composition, improvisation, and performance. (M6)

Staff

113. Introduction to Non-Western Music.

Aspects of musical systems of Africa, India, China and Japan, Balinesia, and Islam; folk, court, religious, and contemporary music as related to individual cultural patterns. (M6)

Staff

115. Jazz Artists and Eras.

Jazz and 20th-century American popular music: ragtime, blues, Dixieland, swing, Tin Pan Alley, musical theater, Latin rhythms, bebop, cool jazz, progressive jazz, rock, and jazz-rock fusion. Two 70-minute periods. (M6)

Wetzel

117. Music in the United States.

Music and musical life in the United States from colonial times to the present, including traditional and popular styles. Two 70-minute periods. (M6)

Torok

188. Women and Music.

(Also Women's Studies 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. (M6)

Staff

Courses in Musical Techniques

For music majors only. Permission of department chair required.

130.1. Beginning Vocal Techniques.

Basic instruction and methodology in singing and teaching voice; breathing, diction, tone quality, sight reading; vocal repertory. Two 50-minute periods.

Azzati

131.1. Beginning Brass Techniques.

Basic instruction and methodology in playing, teaching, and caring for the trumpet and trombone in a music education program; French horn and tuba included. Prerequisite: Music 140.2. Two 50-minute periods.

Hess, Wright

132.1. Beginning Woodwind Techniques.

Basic instruction and methodology in playing and caring for the flute, clarinet, oboe, and saxophone; bassoon also included. Prerequisite: Music 140.2. Two 50-minute periods.

Andrus, Wetzel

135.1. Beginning Percussion Techniques.

Basic instruction and methodology in playing, teaching, and caring for percussion instruments in a music education program. Prerequisite: Music 140.2. Two 50-minute periods.

Mathiesen

136.1. Beginning Piano Techniques.

Playing, keyboard harmony, and functional accompanying. Prerequisite: Music 140.2. Two 50-minute periods.

Roth, Torok

137.1. Beginning Music Technology Techniques.

Introduction to electronic music tools: computers, audio- and videotape systems, MIDI instruments, and word-processing, database, composition, hypermedia, and sequencing software. Prerequisite: Music 140.2.

Torok

138.1. Beginning String Techniques.

Basic teaching and methodology in playing and teaching strings in a music education program; includes violin, viola, cello, and bass. Important

pedagogical methods and material (including Suzuki), forming and leading an elementary string ensemble; basic instrumental repair for strings. Prerequisite: Music 140.2. Two 50-minute periods.

Kistler, Rostock, Simons

218.2 Introduction to Audio Recording.

This course will introduce students to the basics of analog and digital recording. Prerequisite: Music 137.1. Spring.

Underwood

219.2. Live and Studio Recording.

This advanced, project-based studio-recording course involves recording live and studio performances. Prerequisite: 218.2. Fall.

O'Boyle

Courses in Musicianship

For music majors only, or with permission of department chair.

These half-course units parallel theory instruction and develop techniques and skills in hearing, using solfège for sight-singing, keyboard harmony, score-reading, and dictation.

140.2. Musicianship I.

Dictation of traditional melodic, rhythmic, and harmonic materials and using solfège for sight-singing. Fall. Two 50-minute periods.

Staff

141.2. Musicianship II.

Adds two-part dictation and clef-reading. Spring. Two 50-minute periods.

Staff

240.2. Musicianship III.

Adds three-part dictation, score-reading, keyboard progression; dictation of diatonic and chromatic chord progressions and modulations; figured bass. Fall. Two 50-minute periods.

Staff

241.2. Musicianship IV.

Sight-singing, including atonal, modal, and modulating melodies; four-part chorale dictation; and score-reading in clefs. Spring. Two 50-minute periods.

Staff

341.2. Musicianship V.

This course continues with the study of written and aural music skills, including score reading in clefs, advanced melodic and harmonic dictation, atonal, modulating, and modal melodies, advanced solfège, accompanying, advanced rhythm and meter, and conducting patterns. Fall. Two 50-minute periods. Prerequisite: Music 241.2 or permission of the instructor.

Staff

Practica

For music majors only, or with permission of department chair. Fee charged for practica taken beyond degree requirements.

Professional courses are offered each term in practical application and procedures essential to composition, repertory, performance, careers, and cultural communication within the Bachelor of Music areas of emphasis. Bachelor of Music candidates should consult the Music Department Handbook for a detailed description of practicum requirements.

255.1, 255.2, 355.1, 355.2. Jazz Improvisation Practicum.

In part I, the student will learn to improvise over basic jazz forms using major, minor and blues scales as well as seventh chords and their extensions. In part II, instrument-specific, studying historically-significant solos, compositions and recordings, with emphasis on harmonic, melodic and rhythmic transcriptions. Use of modal, hybrid, atonal and octatonic scales. Odd-time signatures, polytonal harmonies and structures of progressive jazz and fusion. Prerequisite: Music 356.1 or 356.2 and signature of department chair.

Staff

256.1, 256.2, 356.1, 356.2. Jazz Ear-Training Practicum.

Aural identification and dictation of melodic, rhythmic and harmonic elements of jazz. The semester culminates in the transcribing of a jazz solo from a recording. Prerequisite: Music 241.2.

Staff

257.1, 257.2, 357.1, 357.2. Diction Practicum.

144

Proper pronunciation of English, French, German, Italian, Latin, Russian, and Spanish in singing. International Phonetic Alphabet. Basics of translation for foreign-language texts. One half unit (.50) required for all vocal performance majors.

Staff

258.1, 258.2, 358.1, 358.2. Miscellaneous Jazz Practicum.

Opportunities to study specific jazz topics more in-depth. Topics include advanced jazz arranging/composition, advanced jazz literature. Prepares students for further study in jazz performance. One quarter unit (.25) required of jazz performance majors. See departmental handbook for details. Prerequisite: Signature of department chair.

Staff

259.1, 259.2, 359.1, 359.2. Concerto and Orchestral Repertory Practicum.

For keyboard majors, standard concerto repertory and important keyboard parts for major orchestral works. For non-keyboard instrumental majors, standard orchestral repertory and excerpts; as time allows, major concerto repertory included. One half unit (.50) required of keyboard and instrumental performance majors.

Staff

261.1, 262.2, 361.1, 361.2. Literature Practicum.

Study of solo literature and solos or orchestral excerpts from large works for various instruments or voice. Also includes jazz history and literature. Instrumental literature practica also cover the history and development of the instrument. One half unit (.50) is required for the Bachelor of Music in performance for jazz performance majors. All other performance majors must take three quarter units (.75) of literature practica, including 20th-century literature as well as solo literature and repertoire from large works. See departmental handbook for detailed descriptions.

Staff

262.1, 262.2, 362.1, 362.2. Pedagogy Practicum.

Major treatises and methods of instrumental or vocal techniques and pedagogical issues. One half unit (.50) required for the Bachelor of Music in performance. One quarter unit (.25) is required of jazz performance majors. See departmental handbook for details.

Staff

263.1, 263.2, 363.1, 363.2. Composition Practicum.

Topics in composition, including advanced orchestration, counterpoint, and composition seminar. One unit (1.0) required for the Bachelor of Music in composition. See departmental handbook for details.

Staff

264.1, 264.2, 364.1, 364.2. Miscellaneous Practicum.

Advanced musicianship, music therapy, musical theater, piano tuning, sacred music, modal counterpoint, and other areas of individual interest. See departmental handbook for details.

Staff

366.1. Advanced Technology for Composers.

Introductions to the creative use of digital solutions for capturing, creating, editing and manipulating media. Compositional and improvisatory techniques, including sequencing, editing, sampling, MIDI and notational software utilizing current technologies. Prerequisite: MUS 137.1.

Staff

Courses in Music Theory

For music majors only, or with permission of department chair.

171.2. Diatonic Harmony.

Principles of tonal music explored through analysis and writing: voice-leading, chord progression, and procedures of formal analysis. Prerequisite: Music 140.2. Spring. Two 50-minute periods.

Staff

272.2. Chromatic Harmony.

Extension of diatonic harmony: secondary functions, modulations, modal mixture, augmented sixth chords, Neapolitan chords, other harmonic enrichments, and jazz theory. Prerequisite: Music 171.2. Fall. Two 50-minute periods.

Staff

340.2. Form.

Homophonic and polyphonic forms: binary, ternary, rondo, sonata, canon, fugue, invention, theme and variations. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Lipkis

Courses in Conducting and Orchestration

For music majors only, or with permission of department chair.

334.2. Introduction to Conducting.

Instrumental and choral repertory: interpretation, technical gestures, survey of graded ensemble literature, rehearsal techniques, programming, and organization. Prerequisite: Music 342.2. Spring. Two 70-minute periods.

Zerkle

336.2. Conducting.

Selection, analysis, rehearsal, and performance of instrumental and choral repertory. Topics include conducting skills, vocal techniques, choral diction, rehearsal techniques, and score-reading. Prerequisite: Music 334.2. Fall. Two 70-minute periods.

Zerkle

342.2. Orchestration.

Instrumental characteristics, nomenclature, and notation; simple orchestral and ensemble arranging. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Lipkis

Courses in Music History

For music majors only, or with permission of department chair.

165.2. Music of the Western World.

Overview of major historical styles from antiquity to the present, including basic music theory for analysis and composition of rounds, theme and variations, and 12-bar blues progressions. Various genres of music are studied to produce personal listening guides. Two 50-minute periods.

Binford

175.2. Musics of the World.

Elements of music and its role in various non-Western cultures, including Africa, Japan, China, India, Vietnam, Egypt, Russia, Israel, Australia, Latin America, Native America. Music as related to other forms of art; instruments unique to each culture. Prerequisite: Music 165.2 Spring. Two 50-minute periods.

Binford

281. Western Music to 1750.

Antiquity, Roman Catholic liturgical forms, secular vocal and instrumental music of England and the continent; musical aftermath of the Protestant Reformation; the rise of the Baroque; origins of opera, music of the court and church, ascendancy of instrumental music. Prerequisite: Music 165.2. Fall. Two 70-minute periods.

Binford

283. Classical and Romantic Music.

Pre-classical style; Viennese classical style; early American music; Beethoven and his romantic heirs; programmatic music; nationalism; poetry and the art song; rise of chamber music and works for solo piano. Prerequisite: Music 281. Spring. Two 70-minute periods. Writing-intensive.

Binford

352.2. Music of the 20th Century to 1945.

Post-romanticism, expressionism, impressionism, neoclassicism, serial techniques, diverse currents in the United States, Europe, Russia, and Central and South America. Prerequisite: Music 283. Fall. Two 50-minute periods.

Lipkis

354.2. Contemporary Music since 1945.

Modern opera and ballet, new directions in sound, extensions of serialism, indeterminacy, minimalism, electronic and computer-generated music, post-modernism. Prerequisite: Music 352.2. Spring. Two 50-minute periods.

Lipkis

Courses in Music Education

For music majors only. See also courses listed under Education.

374.2. Music Education Seminar.

Theoretical and practical problems and issues that arise in teaching. Focus of discussion is on issues perceived to be relevant to all participants. Prerequisites: Education 367 and 368. Co-requisites: Education 375, 376, and 377; minimum 3.00 GPA. Spring. One 2-hour period.

Hirokawa

Courses in Special Areas of Music

For music majors only, or with permission of department chair.

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322.2. Improvisation.

Tactics and techniques used in playing and communicating in various kinds of music. Students will improvise vocally, rhythmically, and on their major instruments. Fall. Two 50-minute periods.

DeChellis

365.1. Jazz Methods for Teachers.

Preparation for teaching jazz. Topics include teaching jazz improvisation, administering a jazz education program, conducting jazz ensembles/choirs, scheduling rehearsals, choosing music, designing a concert program, and playing rhythm section instruments. Prerequisites: Music 241.2, 272.2, and 136.1.

Wetzel

373. Seminar.

Special topics in music history and theory; emphasis on analytic and research skills, music and the other arts. Subject matter varies. Juniors and seniors only. Spring. Two 70-minute periods.

Binford, Torok

375 or 375.2. Recital.

Preparation and performance of selected works. Program commentary on the music and editions used required; evaluation by faculty jury of artistry and technical competence. Bachelor of Music students in performance, composition, or sacred music register for a half-unit in the junior year and a full unit in the senior year. Bachelor of Music students in music education register for a half-unit.

Staff

385 or 385.2. Project.

Exploration of an aspect of composition, theory, or history; public presentation of lecture, seminar, or performance. Spring.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Courses in Performance

Music majors, minors, and interdepartmental

majors must consult the Music Department Handbook for performance (including ensemble) requirements and grading.

Private Lessons

The department offers private instruction in:

- Bagpipe
- Brass
- Celtic fiddle
- Composition
- Conducting
- Electric bass
- Guitar (classical or jazz)
- Harpsichord
- Jazz performance
- Organ
- Percussion or Drum Set
- Piano (classical or jazz)
- Recorder
- Strings
- Theory
- Viola da gamba
- Voice
- Woodwinds

Courses in Performance and Ensembles

Music majors enrolled in required terms of music performance (the actual course number and credit varies) take weekly lessons in the major instrument or voice, perform an end-of-term jury, attend ten (10) College-sponsored concerts and/or recitals per term, attend all Tuesday morning performance classes, and perform in a large ensemble. The guidelines for ensemble requirements can be found in the Music Department Handbook. (Students enrolled in Music 314, 314.1, 314.2, 314.3, 315, 315.1, 315.2, or 315.3 meet the same requirements, but the jury, performance class, and concert attendance requirements are waived.) Composition and sacred music majors will participate in the large ensemble that corresponds to their major performance area. A suitable ensemble placement, based on instrumentation and student's curricular needs, will be determined by the director of instrumental music or director of choral activities. Except for the first term of enrollment, the first term with a new private lesson instructor, and during student teaching, students also participate in one performance class per semester.

Music majors receive a letter grade that combines the major lesson grade, any secondary lesson grade(s), the large ensemble grade, any chamber ensemble

grade(s), the jury grade, performance class grade (when required), and performance class and recital attendance.

Music minors receive lesson grades. Attendance at a number of performances is required (see departmental handbook). Non-majors take lessons for a pass/fail grade.

Ensemble

Course credit is granted for membership in Choir, Orchestra, Dance Company, Marching Band, and Wind Ensemble. Auditions are scheduled in the fall of each year or at other times by appointment. Ensemble participation is part of the performance credit and grade for the major. For music minors and other non-majors, a half-unit of credit is given after four terms of participation and a second half-unit of credit after six terms of participation. No more than one unit may be counted toward degree requirements by non-majors; additional ensemble activity is recorded without credit notation. LinC credit is available for some ensembles; six terms of participation are required. Additional assignments are required for LinC credit.

NATURAL RESOURCE MANAGEMENT

(Cooperative)

Coordinator: Frank T. Kuserk

In conjunction with Duke University, the environmental studies and sciences program at Moravian College offers a cooperative program in natural resource management leading to the Master of Environment Management (M.E.M.) or Master of Forestry (M.F.). Students pursuing either degree enroll in a specially designed three-year Moravian curriculum that provides basic background in the biological sciences, chemistry, physics, mathematics, and economics. After completion of the three-year curriculum and degree requirements at Moravian College and upon recommendation by the College, students may apply to the Nicholas School of the Environment at Duke University. Students should plan to take the Graduate Record Examination in the fall of the junior year at Moravian. Scores from the GRE and undergraduate grades are used as guidelines for admission to Duke. Because of the competitive nature of this program students should contact the program coordinator as early as possible.

After students have completed the first year of study at Duke and have earned enough credits to meet Moravian's graduation requirements, Moravian College will award the bachelor's degree. The professional degree is awarded by Duke when students have completed the second year of graduate study. Students who follow the program may earn the B.S. and M.E.M. or M.F. in five years.

In both degree programs at Duke, different instructional tracks allow students to develop areas of specialization. Those pursuing the M.E.M. may study resource ecology, air and water resources, ecotoxicology, or resource economics and policy. Those seeking an M.F. may study forest management science or forest productivity (silviculture).

The Major in Natural Resource Management

Students in the natural resource management program complete a minimum of 23 course units at Moravian. In addition to the requirements listed below, students should fulfill the following requirements for general education. Students interested in natural resource management should select Mathematics 107 to fulfill their Quantitative Reasoning (F2) requirement and Biology 112 or 119 to fulfill their Science (F4) requirement. In the Multidisciplinary category, they need choose only four of the six categories. They also need complete only one of the two Upper-Division category requirements.

The natural resource management major consists of five biology course units, including Biology 112 and 119 and three electives selected with the approval of the program advisor to complement the student's career interests and study plans at Duke. Electives may be chosen from Biology 210, 230, 265, 350, 351, and 360. The major also includes Mathematics 107, 170 and 171 (or 106-166 and 171); Chemistry 113-114; Computer Science 105 or 120; Physics 109-110 or 111-112; and Economics 152.

Students planning to study forestry at Duke take Biology 230. Those planning for an M.E.M. in resource ecology with a specialization in ecotoxicology may take Chemistry 211-212 in lieu of Physics 111-112 and are encouraged to select Biology 265, 350, and 351 as electives.

NEUROSCIENCE

Director: Cecilia M. Fox

Neuroscience represents a relatively new but rapidly expanding area of study that brings together a variety of disciplines to explore the development, structure, functional activities and behavioral consequences of the nervous system. The neuroscience major at Moravian College emphasizes a collaborative multidisciplinary approach to understanding the intricate neural mechanisms underlying human and animal behavior. Students will experience a diverse yet integrated education focused on the relationship between biology and behavior from the introductory to advanced courses of study. Three areas of neuroscience emphasis have been developed (cellular neurobiology, behavioral neuroscience, and cognitive neuroscience) but all majors have a common core of courses.

As an interdisciplinary program, the neuroscience major draws upon the expertise of faculty in biology, psychology, philosophy, chemistry, physics, mathematics, and computer science. Completion of this program will culminate in a Bachelor of Science degree. Students considering postgraduate careers in neuroscience, experimental psychology, neuropsychology, pharmaceutical research, education, law and medicine are encouraged to pursue this major field of study.

Neuroscience Core Courses

Seven courses serve as the core of this major.

Biology 112	Zoology
Neuroscience 263	Neuroscience
Neuroscience 367	Introduction to Neuroscience Methodology
Neuroscience 373	Neuroscience Seminar
Psychology 120	Introduction to Psychology
Psychology 211	Experimental Methods and Data Analysis I
Psychology 212	Experimental Methods and Data Analysis II

Neuroscience Co-Requisite Courses

Seven co-requisites are required for this major.

Chemistry 113-114	General Chemistry
Mathematics 170	Analytical Geometry and Calculus I
or	
Mathematics 106-166	Analytic Geometry and Calculus I with Review, Parts 1 and 2
Physics 109-110	Introductory Physics for the Life Sciences
Chemistry 211-212	Organic Chemistry
or	
Computer Science 120-121	Computer Science I and II

Chemistry 211 and 212 are required for those students pursuing an emphasis in cellular neurobiology or behavioral neuroscience. Computer Science 120 and 121 are required in lieu of Chemistry 211 and 211 for those students pursuing an emphasis in cognitive neuroscience.

Ethics course recommendations: Due to the increased awareness of ethical implications associated with scientific research (for example, stem-cell research), it is important to educate neuroscience students

in the field of ethics. Therefore, Philosophy 222 (M3), Philosophy 259 (U1), Religion 210 (U2), or Nursing 360 (U2) is strongly recommended.

Neuroscience Elective Courses

The neuroscience major is designed to provide students with an opportunity to focus on one of three areas of emphasis: cellular neurobiology, behavioral neuroscience, or cognitive neuroscience. Students should select three of the following electives from one area of emphasis and one from a different area of neuroscience interest.

a) Cellular Neurobiology

Biology 210 Genetics

Biology 265

-or-

Biology 327 Cell Physiology

-or-

Biochemistry I

Biology 328 Biochemistry II

Biology 342 Animal Development

Biology 350 Human Physiology

Biology 365 Molecular Genetics

Neuroscience 381-384 Independent Study

Neuroscience 386-389 Field Study

Neuroscience 400-401 Honors

b) Behavioral Neuroscience

Biology 250 Animal Behavior

Psychology 320 Mind and Brain

Psychology 335 Conditioning, Learning, and Behavior

Psychology 362 Abnormal Psychology

Neuroscience 381-384 Independent Study

Neuroscience 386-389 Field Study

Neuroscience 400-401 Honors

c) Cognitive Neuroscience

Comp Science 260 Artificial Intelligence

Philosophy 251 Philosophy of Psychology

Psychology 315 Cognitive Psychology

Psychology 320 Mind and Brain

Psychology 376 Seminar in Experimental/Cognitive Psychology

Neuroscience 381-384 Independent Study

Neuroscience 386-389 Field Study

Neuroscience 400-401 Honors

Appropriate advanced courses offered by LVAIC institutions may be substituted for the above-mentioned electives with the prior approval of the neuroscience program director.

Courses in Neuroscience

218. Brain Sex.

In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scholars from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men, women and LBTGQ individuals in today's society as well as the different educational and emotional issues that they face. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender similarities and differences are examined. (U1)

Fox

367. Introduction to Neuroscience Methodology.

This course provides students with the background to understand the various experimental methods used in the field of neuroscience. Laboratory experiences and journal club discussions of primary scientific literature are used to develop skills in preparation for future neuroscience research endeavors. Students apply the fundamental techniques learned in this course to design their own research projects. Prerequisites: Psychology 212, Biology 263, and Chemistry 114, or permission of instructor.

Fox, Johnson

373. Neuroscience Seminar.

This capstone course in the area of neuroscience is a writing-intensive seminar. Students research current scholarly literature on topics related to the

field of neuroscience and compose research papers and oral presentations on a particular topic of interest. Emphasis is placed on effective literature searches, appropriate citations of scientific articles, analysis and interpretation of research data, thesis development and effective communication of scientific concepts. Prerequisites: Senior standing, and Neuroscience 367 or permission of instructor.

Fox, Johnson

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

NURSING

Chair: Professor Cheever

Associate Professors: Adamshick, Hoffman, Scholtz;
Assistant Professors: Alexander, Brill, Dorney, Goodolf, Gotwals, Gray, Groller; Instructors: Colancecco, Farber, Grube, Halliday, Keeler, Mikovits, Sayenga; Adjunct Faculty: Albert, Broniec, Bryant-Winston, Cohen, DeFrancisco, Gencarelli, Griffin, Hanford, Hlavinka, Kunz, Mackie, McCormick, Meier, Mertz, Newman, Peterman, Pochron, Post, Taff, Thompson, Wan, Wescoe.

The Department of Nursing offers an educational program leading to the Bachelor of Science in Nursing degree, a generalist professional program that prepares graduates for entry-level positions in nursing practice. The purpose of the program is to assist the student to achieve the knowledge, skills, and values necessary for professional nursing practice. It prepares the baccalaureate student to practice as an entry-level, self-directed professional, providing compassionate nursing care as practitioner, counselor, educator, advocate, and coordinator. It also serves as a basis for graduate study and provides a foundation for lifelong learning. Upon completion of the program, the nursing graduate is eligible to take the National Council Licensing Examination (NCLEX) leading to licensure as a registered nurse.

The prelicensure nursing curriculum consists of a 12-unit course sequence that begins in the first year. The sequence includes nursing theory and more than 1,000 hours of supervised clinical instruction. Students are assigned to practice in many Lehigh Valley area health agencies, clinics, and hospitals, to apply nursing theory to individuals and groups of all ages and states of health and illness.

Program Accreditation

The prelicensure nursing program is approved by the Pennsylvania State Board of Nursing. The baccalaureate degree in nursing and master's degree in nursing programs at Moravian College are accredited by Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) Information on the accreditation process for nursing programs can be obtained from these agencies or the School of Nursing office on campus.

Though the prescribed course curriculum has been designed to prepare the graduate in taking Pennsylvania's licensing examination for nursing, the College cannot and does not guarantee that the degree will assure the graduate's passing such licensing examinations or of satisfying any other state board requirements for licensure. Each Moravian College nursing graduate is responsible for meeting all state board requirements for licensure.

Program Outcomes

The outcomes listed below are congruent with and extensions of Moravian College's mission. It is expected that the graduate will:

- Synthesize knowledge from the humanities, sciences, and nursing theory as a basis for making decisions in the practice of nursing;
- Provide holistic nursing care that contributes to safe and quality outcomes among individuals, families, and communities;
- Collaborate with other healthcare team members to foster optimal health of individuals, families, and communities;
- Provide culturally sensitive care with diverse populations in local, regional, national, and global settings;
- Plan and implement theory-based and evidence-based nursing interventions in the care of individuals, families, and communities;
- Exhibit civic and leadership behaviors grounded in a social justice framework to guide practice and foster the attainment of health outcomes for individuals, families, and communities; and
- Demonstrate professional accountability and advocacy in making ethical decisions through adherence to professional standards.

General Education Requirements for Nursing Majors

Nursing majors must select Mathematics 107 to fulfill the Quantitative Reasoning (F2) requirement and Chemistry 108 for the Laboratory Science (F4) requirement.

The Major in Nursing

To receive the B.S.N. degree, students must earn a total of 32 course units. The following program of nursing studies is prescribed (subject to change):

- First Year. First semester: Biology 103, Nursing 115. Second semester: Biology 104, Chemistry 108.
- Sophomore Year. First semester: Biology 205, Mathematics 107 (may be taken in junior year), Psychology 207 (may be taken in spring semester), Nursing 212. Second semester: Biology 206, Nursing 311.
- Junior Year. First semester: Nursing 310, 312, and 331.2. Second semester: Nursing 314, 332.2, and 339.
- Senior Year. First semester: Nursing 313 and 315. Second semester: Nursing 316 and 317.

International Clinical Placement

Nursing students have an opportunity to participate in electives with an international clinical placement. Travel usually is scheduled during break periods or at the end of the spring or fall semesters. Faculty may supervise this experience in a variety of international settings, including Central America and Australia. International savings accounts may be established at the College to help students save money for this additional academic expense.

Additional Requirements

Space in the nursing major is limited. In order to enter the nursing program, students must meet the admissions requirements and declare an interest in nursing during the process of applying to the College. Current students who meet the progressions requirements may apply to the nursing department to transfer into the nursing program from another major. Application to transfer to the major requires an interview and is considered only as space is available. Meeting the progression requirements and completing an application does not guarantee admission into the nursing program.

In addition to meeting College admission requirements, all nursing majors will be required to show proof of the following as prerequisites for clinical nursing courses:

- Background clearance on criminal and child-abuse behavior.
- Current cardiopulmonary resuscitation (CPR) certification.
- Negative urine drug screen.

Students' personal health also should be consistent with requirements for a professional nurse, including required immunizations as prescribed in the policy statement in the School of Nursing Student Handbook.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substances and may prohibit licensure if there is a conviction for any felonious act. For details, refer to the Pennsylvania State Board of Nursing regulations. Prior to enrolling in Nursing 212, all nursing students are required to submit to the Department of Nursing a Federal Criminal Record Check and a Child Abuse History Clearance. These clearances must be updated periodically and are maintained electronically on file in the Department of Nursing. Copies will be provided to clinical sites upon request.

Graduation Requirements

In addition to the requirements of the College, students enrolled in the nursing program must complete the following:

- Cumulative GPA of 3.00 or better in nursing courses, an overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses that are required of the major.
- Satisfactory clinical evaluations in all nursing courses.
- Completion of the prescribed nursing program of study, including the standardized nursing assessment program, NCLEX-RN preparation, and end-of-program survey/exit interview.

Additional Expenses in the Nursing Program

In addition to general matriculation fees—tuition, room and board, books, etc.—for all undergraduates, students in the nursing program incur additional expenses for such things as physical examinations, specialized immunizations, uniforms, malpractice insurance, graduation pin, clinical laboratory fees, and normative-based testing fees. Students are responsible for providing their own transportation to and from clinical practice sites.

Academic Policies in the School of Nursing

Acceptance to Moravian College does not guarantee that a student will be accepted into the nursing program. General academic policies specific to the nursing program appear below. (These policies are effective beginning with the graduating class of 2013.)

Progression in the Program

Declaration of and Acceptance into the Nursing Major

For the student to declare nursing as a major, and prior to entering any nursing course that has a clinical

requirement (e.g., Nursing 212), the student must earn a cumulative grade point average of 2.67 or higher in required biology and chemistry courses (Biology 103 and 104, and Chemistry 108) and have an overall cumulative grade point average of 3.00 or better.

The student must complete the Declaration of Major (pink) form (available in the Registrar's Office or the Nursing Department Office).

Progression into the Major

Once a student declares nursing as a major, then a nursing grade point average of 3.00 or better must be achieved and maintained by the end of the first clinical course (i.e., Nursing 212). The student must also continue maintaining the overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses required of the major (Biology 103, 104, 205, and 206; and Chemistry 108) for progression purposes. The student will not be permitted to retake a nursing course to boost the nursing GPA. The student will not be permitted to retake a biology or chemistry course to boost the natural science GPA. The student must maintain the above cumulative GPA requirements at the end of each semester in the nursing program in order to progress in the nursing major.

All required biology and chemistry courses (Biology 103, 104, 205 and 206; and Chemistry 108) are to be completed prior to beginning the junior-level nursing courses (Nursing 310, 312, 314, 331.2, 332.2, and 339).

There is no probationary period for the student who does not meet the science, overall, and/or nursing major GPA requirements.

Students who transfer into nursing, either internally or externally, are required to have an overall cumulative GPA of B (=3.0) or better, a natural science cumulative GPA of B- (=2.67) or better, and a nursing cumulative GPA of B (=3.0) or better. Students who transfer science courses from non-LVAIC institutions are required to earn a B (=3.0) or better in the required sciences in order to have those courses count toward the nursing program requirements. Previous C work in the required sciences will transfer to the college as a general elective, and students will have to take the appropriate prerequisite or co-requisite course at Moravian. Once the student transfers into Moravian College, the student is held to the same standards as previously described in order to declare nursing as a major and to progress in the program.

Note: Once the student matriculates at Moravian College, only those grades earned at Moravian College count towards the GPA targets; that is, the GPA targets are not based on an average of grades earned at Moravian and grades earned at other institutions.

Other Criteria

Students are required to possess the physical, cognitive, and emotional ability to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements. Students must be capable of meeting the performance standards (see the School of Nursing Student Handbook) with or reasonable accommodation in order to be admitted to the nursing program. A criminal background check, child abuse check, urine drug screen, and health screen are required for all students prior to entering clinical nursing courses. Negative finds from criminal background checks, child abuse checks, urine drug screenings, and health examinations, as well as a satisfactory record of immunizations against common communicable diseases, are required for all students prior to entering clinical nursing courses and at periodic intervals during the program of study.

Transfer students are typically not awarded nursing course credit for previous nursing courses taken at other institutions. Previous coursework, total Moravian equivalency units, and the preceding criteria will determine admission and placement in the nursing program.

The program uses Kaplan Nursing Integrated Testing to continuously monitor individual student progress and overall curricular benchmarks. This program consists of a variety of review materials, online videos, online practice assessments, and proctored assessments. Students must achieve predetermined benchmark proficiency levels on the proctored assessments in order to progress in the program without remediation. More specific information on utilization of Kaplan is included in the Department of Nursing Student Handbook.

The nursing faculty uses a uniform standard of numerical equivalents for the assignment of letter grades. For details, consult the School of Nursing Student Handbook.

Nursing students are required to meet the prerequisites for progress in the nursing course sequence; therefore, a grade of incomplete may disrupt the student's progression.

Student Clinical-Performance Evaluation

Students are required to earn a Satisfactory evaluation of clinical performance in each nursing course in order to progress in the curriculum. Further information on clinical performance requirements appears in the School of Nursing Student Handbook.

Other Pertinent Policies

Departmental policies concerning class attendance, professional dress, temporary medical disability, bloodborne pathogen exposure control, infectious

exposure, health screening, and other issues appear in the School of Nursing Student Handbook. Nursing majors are held accountable to these standards.

Undergraduate Courses in Nursing

115. Foundations of Nursing and Healthcare.

The process of critical thinking as a basis for open inquiry into assumptions, beliefs, and values about the discipline of nursing will be analyzed for nursing in a dynamic, multidisciplinary health care environment. Professional, historical, and socio-cultural issues, as well as ethical and legal standards, will be discussed within the context of health care challenges of the 21st century. Course open to non-nursing majors.

Groller, Grube, Hoffman

212. Holistic Assessment.

A clinical course and practicum utilizing the techniques of physical, psychosocial, functional, spiritual, and cultural assessments. Assessments will be performed in a variety of practicum settings and will include individuals and families across the life span during various states of health. Students will utilize data collected for an interpretive analysis of health status. Prerequisites: Biology 103 and 104; Nursing 115. Co-requisite: Nursing 115, if not taken prior to enrolling in Nursing 212.

Halliday, Keeler

216. Intersection of Culture and Healthcare.

(Also Interdisciplinary 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)

Goodolf

310. Quest into Phenomenology of Nursing.

Application of nursing knowledge and interventions to clinical practice in association with the lived experiences of humanity as part of a system. Students apply theory and knowledge related to selected acute and chronic health problems to the care of individuals, families, and communities. Nursing role behaviors of the practitioner, counselor, educator, advocate, collaborator in various settings. Prerequisites: Biology 206; Nursing 115, 212, 311. Co-requisite:

Nursing 331.2. Theory 3 hours, clinical 8 hours.

Farber

311. Quest toward Individual Well-Being.

Application of fundamental concepts of nursing, health and well-being in theory and practice. Students develop a foundation for holistic nursing practice utilizing physical and psychosocial skills to plan and deliver nursing care. Prerequisites: Biology 103, 104, and 205; Chemistry 108; Nursing 115 and 212. Co-requisite (if not taken previously): Chemistry 108. Theory 3 hours, clinical 8 hours.

Groller, Colancecco, Sayenga

312. Embracing the Dynamic Family.

A clinical practicum course that provides a foundation to facilitate growth and development of children and their families. Students experience nursing role behaviors in addressing health needs in a variety of dynamic family systems. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, and 311; Psychology 207. Co-requisite: Nursing 331.2. Theory 3 hours, clinical 8 hours.

Grube, Scholtz, Brill

313. Embracing the Challenged Family.

A course that emphasizes integration of nursing skills and knowledge to facilitate the individual's and families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual and family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. Prerequisite: Nursing 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours.

Colancecco, Dorney

314. Embracing the Dynamic Community.

A clinical practicum course that provides a foundation to facilitate community partnerships and collaboration in promoting health and assessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, 310, 311, and 331.2. Co-requisites: Nursing 332.2. Theory 3 hours, clinical 8 hours.

Alexander, Gotwals, Sayenga

315. Embracing the Challenged Community.

Application of nursing knowledge, interventions, and attitudes for vulnerable populations challenged by acute and chronic alterations in physical and mental

health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings. Prerequisites: Nursing 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours.

Adamshick, Alexander, Gotwals, Sayenga

316. Applied Research in Nursing.

A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases. Students develop insight into process and application of research in nursing practice. Writing-intensive. Prerequisites: Mathematics 107; Nursing 313 and 315. Theory 3 hours; clinical 8 hours.

Adamshick, Brill, Cheever, Groller

317. The Professional Nurse.

Incorporation of leadership and management principles with a clinical practicum in which students establish their role as a professional nurse. Students transition to entry-level practitioners by incorporating concepts of autonomy, interdependency, leadership, and collaboration. Prerequisites: Nursing 313 and 315. Theory 3 hours, clinical 8 hours.

Farber, Groller, Grube, Halliday, Scholtz

320. Nursing of Populations at High Risk for Health Problems.

Elective helps senior-level student understand a specific population's health problems. International placement for this course experience is encouraged.

Staff

321. Integrative Therapies in Health.

This nursing elective course seeks to examine selected complementary and alternative therapies. Issues related to the integration of complementary therapies into health care and development of a nursing perspective on utilization of complementary therapies for treatment and healing will be discussed. Selected opportunities for clinical experience and internship may be included. Two 70-minute periods each week.

Adamshick, Goodolf

322. Populations at High Risk for Health Problems: Honduras.

(Also Interdisciplinary 322 and Health 322). This course seeks to facilitate student understanding of a specific population of people at high risk for health problems.

The population may be found in any location. International placement for this course experience is required. [M5]

Adamshick, Gotwals

331.2. Pharmacology I.

Examination of the pharmacological process utilized by nurses, including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisite: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, and 311. Co-requisites: Nursing 310 and 312. One 70-minute period.

Colancecco, Dorney, Mikovits

332.2. Pharmacology II.

Examination of the pharmacological process utilized by nursing including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, 310, 311, and 331.2. Co-requisites: Nursing 314, 339. One 70-minute period.

Colancecco, Dorney, Mikovits

339. Individual Health Challenges.

A course which applies nursing knowledge, interventions, and attitudes for the management of individuals' complex health problems throughout the adult years in theory and in clinical practice. Students analyze various human responses to challenging health conditions to provide holistic and comprehensive nursing care. Prerequisites: All major-required natural science courses, Nursing 115, 212, 310, 311, 331.2. Co-requisites: Nursing 332.2. Theory 3 hours, clinical 8 hours.

Keeler, Halliday, Mikovits

360. Ethical Dilemmas in Healthcare.

This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the

healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed. (U2)

Alexander, Scholtz

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Graduate Courses in Nursing (RN to BSN)

NURS 205 Pathophysiology

Mechanisms of disease in humans. Emphasis is on dysfunction at cellular, tissue, and organ levels. Chemical, physical, and genetic stress factors are examined to understand how they affect human systems. Theory 3 hours weekly.

NURS 324 Cornerstone of Professional Nursing

Health care and nursing culture analyzed through perspectives in economics, public policy, ethics, demographics, and evolving global issues. Focus on critical thinking to advance the profession and improve health care. Theory 3 hours weekly.

NURS 331 Holistic Assessment

A course designed for the RN student for developing knowledge and techniques for physical, psychosocial, functional, spiritual, and cultural assessments. Assessment techniques will be applied in a laboratory practice environment and will include techniques to be used with individuals and families across the life span during various states of health. Theory 3 hours weekly, laboratory, 15 hours over the term.

NURS 332 Embracing the Dynamic and Challenged Communities

This course provides a foundation to facilitate community health nursing and is based on the synthesis of nursing knowledge and public health science. Emphasis is on partnerships and collaborations in health promotion and disease prevention programs for communities. Theory 2 hours weekly, 50 project hours over the term. Prerequisites: Nursing 324, or permission of instructor.

NURS 333 Evidence-Based Nursing Practice

This course provides an introduction to evidence-based clinical practice, with a particular emphasis on

clinical nursing inquiry. Students are introduced to methods that guide inquiry, including how to search for information on best practices, discern levels of evidence that guide practice, critically appraise research and formulate novel questions that may lead to additional research-based projects. (Writing Intensive Course). Theory 3 hours weekly, 25 project hours over the term. Prerequisites: Mathematics 107, Nursing 324, or permission of instructor.

NURS 334 The Professional Nurse as an Emerging Leader

This course provides the RN student with an expanded view of the concepts of autonomy, interdependency, and collaboration as a professional nurse. Particular emphasis will be placed on developing leadership qualities based upon the Transformational Model of leadership. Students will learn essential competencies needed to succeed in a variety of nurse leader roles. Theory 2 hours weekly, 50 project hours over the term. Prerequisites: Nursing 324 or permission of instructor.

NURS Elective Approved Nursing Electives. Nursing elective courses might include but are not limited to:

NURS 381-384 Independent Study

NURS 390-399 Special Topics

Graduate Courses in Nursing

NURS 502 Epidemiology and Bioinformatics

This is an epidemiology methods course designed with the broad perspective required for determination of the distribution and determinants of health and illness in human population groups. One focus is on the information systems, data sets and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Knowledge required for being a critical consumer of research reports in professional literature is an additional focus. Designing health promotion and disease prevention programs for important global and local health problems is also stressed. Three graduate credits. (Graduate Business students register for MGMT 502).

NURS 504 Policy, Quality, and Safety in Health Care

This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may not result in improvement of health of the public and of specific subsets of patients. Three graduate credits. (Graduate Business students register for MGMT 504).

NURS 505 Nurse Practitioner Roles and Responsibilities

This course introduces students to the multiple roles and responsibilities of the adult-gerontology nurse practitioner through seminar and precepted practicum experiences. Students apply prior knowledge and experience of professional nursing in appraising advanced practice nursing roles. Students develop personal philosophies of practice that are consistent with adult-gerontology nurse practitioner competency standards. Seminar and practicum experiences in primary care or acute care provide care exemplars and case studies that further provide basis for student learning. This is a course requirement for all students in the nurse practitioner track. Prerequisites: NURS 530 and 534; Corequisite: NURS 532. Includes 100 practicum hours. Three graduate credits

NURS 506 Nursing Role Theory & Evidence-Based Practice

This course provides students a framework to guide advanced clinical inquiry. Students learn how to formulate researchable and clinically relevant evidence-based practice (EBP) questions, perform advanced literature searches, and critique the strength of current evidence. Students identify and propose EBP projects that are relevant to their specialty areas and present project findings upon completion. Three graduate credits.

NURS 511 Developing Leadership Competencies

Managerial competencies, such as communicating, analyzing, reflecting, strategic thinking, time management, managing information, stress management, and career management, contribute significantly to an individual's effectiveness as a leader. Using a variety of tools and techniques, participants in this course will assess and develop their managerial competencies, emotional intelligence, capacity to make judgments, and relationship management skills through reflective practice to align their theoretical knowledge with their workplace experience. Emphasis is placed on problem-solving styles, building global and cultural awareness, ethical decision making, and developing knowledge management skills. Three graduate credits. (Graduate Business students register for MGMT 511).

NURS 513 Leading People in Organizations

Leaders and managers achieve goals working with and through others. To lead, managers must have skills in teaching, mentoring, and coaching. They must be skilled in developing individuals to work in teams, in facilitating teams, and in managing conflict. Leaders and managers must understand organizational and national cultures and how they affect the achievement of goals. Leaders and managers must not only hold strong ethical values, but also model them. This course examines the role of managers as leaders in organizations and

develops knowledge and skills needed by managers in today's business environment to successfully achieve organizational goals. Three graduate credits. (Graduate Business students register for MGMT 513).

NURS 520 Financial Management in Health Care Organizations

This course focuses on the synthesis of theoretical and practical principles of financial and investment decisions within health care organizations. Students utilize accounting and financial information to execute effective decisions that enhance organizational objectives and patient outcomes. Three graduate credits. (Graduate Business students register for MGMT 520).

NURS 522 Project Management in Health Care

This course focuses on defining projects and identifying how to manage them within health care organizations. Students learn to identify project management process groups, methods to formulate and execute goals, break project components into work breakdown structure, and critique project case studies to assure performance improvement. Three graduate credits. (Graduate Business students register for MGMT 522).

NURS 524 Strategic Planning in Health Care

This course examines models of change within health care organizations and identify strategic and leadership decisions necessary to effect positive organizational outcomes. Factors that assure short-term and long-term success in a competitive health care environment, including developing partnerships and cultivating human and other resources are analyzed. Students utilize case studies to critique the strategic decision-making process and make recommendations for effective strategic change. Three graduate credits. (Graduate Business students register for MGMT 524).

NURS 530 Advanced Pathophysiology. This course introduces advanced models of mechanisms that result in disease, with an emphasis on dysfunction at the genetic, cellular, tissue, and organ levels. Students are provided foundational concepts in pathophysiological processes that may be applied to advanced specialty areas. Three graduate credits.

NURS 532 Advanced Pharmacology

This course provides students an overview of advanced pharmacological concepts including pharmacokinetics, pharmacodynamics, and prototype drugs. Students learn major drug categories and concepts important to assure the safe prescription and use of drugs in a case study-based format. Three graduate credits.

NURS 533 Managing Health Care Organizations

This course examines the unique environment of health care and the challenges confronting managers in that environment. Topics examined include marketing health care services, recruiting and retaining staff necessary for meeting mission, the strategy of health care services delivery, health care informatics, and decision making in the health care market place. Three graduate credits. (Graduate Business students register for MGMT 532).

NURS 534 Advanced Health and Physical Assessment

This course prepares students for performing the components of a comprehensive health history and physical examination on patients across the lifespan with a variety of health concerns. This course builds upon prior assessment knowledge. Students learn advanced techniques and apply findings which may lead the formulation of differential diagnosis. Prerequisite: Completion of baccalaureate course in health assessment with C grade or higher or equivalent course content. Includes 30 laboratory practice hours. Three graduate credits.

NURS 535 Health Care Financing Systems

This course reviews the history of healthcare financing in the United States and financial issues in the present healthcare environment. Principles of financial management and insurance are integrated and applied to the healthcare environment. Topics include: healthcare capital and operating budgets; healthcare payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based healthcare finance and managed care; and financing aspects of public health policy. Prerequisite: CCBU 517 (Corporate Financial Management) or instructor approval. Three graduate credits. (Graduate Business students register for MGMT 534).

NURS 536 Law, Regulations and Ethics in the Health Care Environment

This course provides an overview of legal issues associated with healthcare, including HIPAA and Medicare fraud and abuse, and the regulatory and accreditation environments of Medicare, Medicaid, JCAHO, and OSHA. Ethical issues associated with the practice of medicine and decision-making in the healthcare environment are also examined. Three graduate credits. (Graduate Business students register for MGMT 536).

NURS 610 CNL Roles and Responsibilities

This course introduces students to the multiple roles and responsibilities of the clinical nurse leader (CNL), which include advocate, member of the profession, team manager, information

manager, systems analyst/risk anticipator, clinician, outcomes manager, and educator. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 613 Assessment and Evaluation Methods

This course provides a framework to assess and evaluate learning in the academic and clinical settings preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs, as well as evaluate student, staff, and patient learning. Various assessment and measurement instruments will be identified and utilized in relation to projects geared toward their target population. Three graduate credits.

NURS 614 Theory and Practice for Nurse Educators

This course critiques existing models and theories of nursing science and their application to healthcare, nursing, and nursing education. Students analyze multiple roles of the nurse educator, including responsibilities of teaching, scholarship, community service, and learner engagement. Students have opportunities to explore foundational concepts essential for role integration in academic and staff development settings. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 622 Nurse Educator Capstone Seminar and Internship

This course provides students seminar opportunities to engage in self and peer review to facilitate successful implementation of the nurse educator role, synthesizing advanced concepts learned during the program of study. Students engage in a precepted education practicum experience in a nursing education unit or nursing education program, set professional development goals, and present individual case studies for group analysis and evaluation. Prerequisite: Must be taken during last semester of study. Includes 100 practicum hours. Three graduate credits.

NURS 624.2 Nurse Administrator Capstone Seminar

This course provides students seminar opportunities to engage in self and peer review to facilitate successful implementation of the nurse administrator role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present case studies for individual and group analysis and evaluation. Students explore options for collaborative health projects that enhance nursing engagement and leadership in the global community. Prerequisite: Must be taken in last semester of study. Corequisite: NURS 625. Two graduate credits.

NURS 625 Nurse Administrator Internship

This course is a precepted nursing administration practicum experience that provides students with opportunities to implement the role of the nurse administrator within a health care agency or hospital. Corequisite: Must be taken concurrent with NURS 624.2 in last semester of study. Includes 150 practicum hours. Three graduate credits.

Adult-Gerontology Acute Care Nurse Practitioner Courses

NURS 630: Care of Younger Adults, Acute Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as acute care providers for younger adults. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in acute/critical health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating acute care of younger adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 631. Three graduate credits.

NURS 631: Care of Younger Adults, Acute Care Practicum

This course is designed to provide students with precepted practicum opportunities to facilitate their development as acute care providers for younger adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in acute/critical health care settings. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 630. Includes 150 practicum hours. Three graduate credits.

NURS 632: Care of Older Adults, Acute Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as acute care providers for older adults, including the frail elderly. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in acute/critical health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating acute care of older adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 631. Three graduate credits.

NURS 633: Care of Older Adults, Acute Care Practicum

This course is designed to provide students with

precepted practicum opportunities to facilitate their development as acute care providers for older adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in acute/critical health care settings. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 632. Includes 150 practicum hours. Three graduate credits.

NURS 700: Adult-Gerontology Acute Care Nurse Practitioner Capstone I

This course provides students with seminar opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in acute and/or critical care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 701. Includes 100 practicum hours. Three graduate credits.

NURS 701: Adult-Gerontology Acute Care Nurse Practitioner Capstone II

This course provides students with seminar and precepted practicum opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in acute and/or critical care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 700. Includes 150 practicum hours. Three graduate credits.

NURS 704.1: The Capstone Portfolio

This is a one-credit course that enables students to compile evidence of their academic work and reflect on its relevance to their advanced nursing specialty roles. Students analyze and synthesize the meaning of their academic and professional accomplishments and correlate their findings to the overall expected program outcomes. Corequisites: NURS 700 and 701)

Adult-Gerontology Primary Care Nurse Practitioner Courses

NURS 634: Care of Younger Adults, Primary Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as primary care providers for younger adults. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in primary health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of younger adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 635. Three graduate credits.

NURS 635: Care of Younger Adults, Primary Care Practicum

This course is designed to provide students with precepted practicum opportunities to facilitate their development as primary care providers for younger adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in primary health care settings. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 634. Includes 150 practicum hours. Three graduate credits.

NURS 636: Care of Older Adults, Primary Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as primary care providers for older adults, including the frail elderly. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of older adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 637. Three graduate credits.

NURS 637: Care of Older Adults, Primary Care Practicum

This course is designed to provide students with precepted practicum opportunities to facilitate their development as primary care providers for older adults, including the frail elderly. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in primary care settings. Prerequisites: NURS 505 and Direct Care

Core Courses; Co-requisite: NURS 636. Includes 150 practicum hours. Three graduate credits.

NURS 702: Adult-Gerontology Primary Care Nurse Practitioner Capstone I

This course provides students with seminar opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in primary care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 703. Includes 100 practicum hours. Three graduate credits.

NURS 703: Adult-Gerontology Primary Care Nurse Practitioner Capstone II

This course provides students with seminar and precepted practicum opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in primary care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 702. Includes 150 practicum hours. Three graduate credits.

NURS 704.1: The Capstone Portfolio

This is a one-credit course that enables students to compile evidence of their academic work and reflect on its relevance to their advanced nursing specialty roles. Students analyze and synthesize the meaning of their academic and professional accomplishments and correlate their findings to the overall expected program outcomes. Corequisites: NURS 702 and 703.

Clinical Course Leader Courses

NURS 640: CNL Capstone Seminar and Internship I

This course is the first of two CNL Capstone courses that provides students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of the clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses and NURS 610. Corequisite NURS 641.2. Includes 100 hours of clinical immersion. Three graduate credits.

NURS 641.2: CNL Capstone Internship I

This course is the first of two precepted clinical immersion experience that provides students with opportunities to implement the role of the clinical nurse leader (CNL) within the clinical practice environment. Prerequisites: General and Direct Care Core Courses and NURS 610. Corequisite NURS 641.2. Includes 100 hours of clinical immersion. Two graduate credits.

NURS 642: CNL Capstone Seminar and Internship II

This course is the second of two CNL Capstone courses that provides students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of the clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: NURS 640/641.2. Corequisite NURS 642. Includes 100 hours of clinical immersion. Three graduate credits.

NURS 643.2: CNL Capstone Internship II

This course is the second of two precepted clinical immersion experiences that provides students with opportunities to implement the role of the clinical nurse leader (CNL) within the clinical practice environment. Prerequisites: General and Direct Care Core Courses and NURS 610. Corequisite NURS 642. Includes 100 hours of clinical immersion. Two graduate credits.

OCCUPATIONAL THERAPY

Chair: Dr. Scifers

The Occupational Therapy Program at Moravian College offers a full-time educational program comprised of five terms on campus and two terms off campus in Level II Fieldwork placement, leading to the Entry-Level Master of Science in Occupational Therapy. The Moravian College Occupational Therapy Program seeks to set the stage for the emerging occupational therapy practitioner to learn and to develop competence in meeting the occupational needs of a variety of consumers through the power of occupation, reflective practice, advocacy, and occupational justice. Because active doing is central to occupational therapy, learning takes place in active classrooms where students engage with each other, their environment, and with the tools around them to solve problems that are meaningful and relevant, critiquing and sharing their work with others as advanced knowledge is constructed in a community.

Occupational Therapy Program Vision

The vision of the Moravian College Occupational Therapy Program is to be recognized as a revolutionary occupational therapy educational program that offers innovative occupation based community programs while preparing professionals to change lives through the power of occupation.

Occupational Therapy Program Mission

Moravian College Occupational Therapy Program builds on a liberal arts foundation to lead occupational therapy students to a reflective professional practice, a fulfilling and invigorating career dedicated to engaging individuals in meaningful occupations, and transformative leadership opportunities that improve the quality of life, improve the health and well-being of others, and change lives through the power of occupation.

Occupational Therapy Program Goals

Graduates from the Moravian College Occupational Therapy Program, through the power of occupation, will strive to be a little revolutionary by:

- translating knowledge to meet the occupational needs of individuals, groups, and communities
- advocating and leading for occupational justice as a politically competent practitioner
- engaging in the occupational therapy process as a reflective practice scholar
- promoting quality of life, health, and wellness in a variety of contexts
- enjoying a fulfilling career in occupational therapy, consistent with the college mission
- effectively incorporating research into everyday evidenced based practice in collaboration with clients
- ethically solving challenges presented in practice

Program Accreditation

The Moravian College Occupational Therapy Program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for the Certification in Occupational Therapy (NBCOT). After successful

completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit of the NBCOT certification examination or attain state licensure.

Though the prescribed course curriculum has been designed to prepare the graduate in taking the NBCOT examination, the College cannot and does not guarantee that the degree will assure the graduate's passing such examinations or of satisfying any state board requirements for licensure. Each Moravian College occupational therapy graduate is responsible for meeting all state board requirements for licensure.

Admission to Occupational Therapy

Students who hold a bachelor's degree in any major may apply directly into the occupational therapy program and complete the program in 7 terms over the span of 27 months. Students who have not yet received their bachelor's degree are welcome to apply for conditional acceptance but must show potential to finish by May prior to matriculation into the occupational therapy program. All students must complete the bachelor's degree before being formally admitted into the occupational therapy program. Acceptance to Moravian College does not guarantee that a student will be accepted into the occupational therapy program. Prior to consideration for admission into the occupational therapy program, students must meet the following criteria:

- Overall minimum GPA of 3.0 OR a minimum of 50th percentile verbal GRE score, 50 percentile quantitative GRE score, AND minimum of 3.5 analytical writing score.
- Overall pre-requisite minimum GPA of 3.0 (If courses have been repeated, the most recent grades will be calculated into the pre-requisite GPA).
- C or higher in the following pre-requisites, three of which (including anatomy & physiology) are not more than 5 years old:
 - Statistics (3 credits) (statistics in math, psychology, or education)
 - Research Methods (qualitative and quantitative recommended) (3 credits)
 - Introduction to Sociology or Anthropology (3 credits)
 - Introduction to Psychology (3 credits)
 - Developmental Psychology (3 credits) (lifespan)
 - Abnormal Psychology (3 credits)
 - Philosophy (Ethics recommended) (3 credits)
 - Anatomy & Physiology I & II (6-8 credits)
- Completion of an application for admission which includes a personal statement.

- Five letters of recommendation
 - 1 from a registered occupational therapist, OTR indicating an understanding of occupational therapy
 - 1 from a supervisor indicating integrity, work ethic, and character
 - 3 from a college professor indicating potential for success at the graduate level
- Enrollment in a bachelor's degree program with evidence of ability to graduate with a bachelor's degree in May prior to matriculation OR a bachelor's degree from an accredited 4-year institution as evidenced by official transcripts from degree awarding institution(s).
- If the Baccalaureate was awarded in a foreign country OR the student's native language is not English, then the student is encouraged to contact the Director of International Admissions at Moravian College. An IELTS score of 6.5 OR TOEFL Paper Based score of 80, OR TOEFL Internet Based score of 550 may be required.
- If the Baccalaureate was awarded in a foreign county, a transcript evaluation for graduate admission from World Education Services (WES) OR from the Educational Credential Evaluators (ECE) is required.
- Signed statement indicating that student is aware that a felony conviction could preclude the student from sitting for the NBCOT exam or from gaining state licensure, both of which are required to practice occupational therapy. Students wishing to receive early determination review can apply on the NBCOT website.
- Signed statement indicating that the student is aware of and is able to perform the essential functions of an occupational therapist.
- Favorable interview with the Moravian College Occupational Therapy Admission & Retention Committee and a spontaneous writing sample at the time of interview.

Occupational Therapy Scholars Program

Moravian College would like to extend an invitation to outstanding high school seniors through our Occupational Therapy Scholars Program, by guaranteeing a seat at the graduate level, for those who show exceptional promise to be successful in the field of occupational therapy. Those who score a minimum of 1250 on the SATs; have a 95 or above average on a 100 point scale in an honors high school curriculum; a weighted GPA of 4.5; and who have letters of reference from (1) a registered occupational therapist indicating a good understanding of occupational therapy; (2) a high school teacher indicating potential for success at the graduate level; and (3) a supervisor indicating exceptional integrity, work ethic, and character, will be invited to interview (which will include a writing

sample) with the Occupational Therapy Scholars Program Admission Committee. Students in the Occupational Therapy Scholars Program will be assigned an occupational therapy faculty mentor who will meet regularly with the student. Students will need to maintain a 3.2 cumulative GPA and a 3.2 prerequisite GPA at the end of each Spring semester in order to maintain a guaranteed seat and be formally admitted into the program after receiving their Bachelor's degree.

Declaration of and Acceptance into the Occupational Therapy Program

For students offered a seat in the occupational therapy program, a letter of intent with a paid deposit must be made by the deadline stated in the acceptance letter in order to hold a seat. Failure to do so will relinquish the seat to the first person on the waiting list.

Occupational Therapy Curriculum Sequence

To receive a Master of Science in Occupational Therapy, students must earn a total of 84 credits. The following course sequence of occupational therapy courses is required:

Term 1 (Fall):

15.5 Total Credits

- OT 500 Foundations of Occupational Therapy (2)
- OT 542 Activity Analysis & Flow (4)
- OT 520 Development of Occupational Participation (1)
- OT 501 Occupational Performance: Psychosocial & Physical Influences (4)
- OT 510 Kinesiology & Biomechanics (2)
- OT 511 Movement in Everyday Occupations (1)
- OT 561 Reflection & Professional Development I (1)
- OT 551 Level I Fieldwork I (.5)

Term 2 (Spring):

14.5 Total Credits

- OT 502 Group Dynamics in Occupational Therapy (2)
- OT 525 Evaluation Process in Occupational Therapy (4)
- OT 540/ Neuro 423 Clinical Neuroscience (4)
- OT 515 Movement Analysis & Measurement (2)
- OT 516 Movement Disorders in Everyday Occupations (1)
- OT 562 Reflection & Professional Development II (1)
- OT 552 Level I Fieldwork II (.5)

Term 3 (Summer):

12 Total Credits

- OT 541 Lifestyle Performance I: Pediatrics (4.5)
- OT 530 Environmental Modifications & Adaptations (4)
- OT 535 Occupational Therapy Theories & Models of Practice (2)
- OT 563 Reflection & Professional Development III (1)
- OT 553 Level I Fieldwork III (.5)

Term 4 (Fall):

14 Total Credits

- OT 642 Lifestyle Performance II: Adult (4.5)
- OT 605 Management of Therapy Services (2)
- OT 620 Advocacy and Occupational Justice (2)
- OT 611 Evidenced-Based Practice I (1)
- OT 671 Research Mentorship I (3)
- OT 664 Reflection & Professional Development IV (1)
- OT 654 Level I Fieldwork IV (.5)

Term 5 (Spring):

16 Total Credits

- OT 643 Lifestyle Performance III: Elderly (4.5)
- OT 606 Advanced Management in Occupational Therapy (2)
- OT 625 Applied Advocacy & Community Action (2)
- OT 656 Community Health & Wellness in Occupational Therapy (3)
- OT 612 Evidenced-Based Practice in Occupational Therapy (1)
- OT 672 Research Mentorship II (2)
- OT 665 Reflection & Professional Development V (1)
- OT 655 Level I Fieldwork V (.5)

Term 6 (Summer):

6 Total Credits

- OT 681 Level II Fieldwork in Occupational Therapy I (4)
- OT 630 Advanced Professional Ethics in Occupational Therapy (2)

Term 7 (Fall):

6 Total Credits

- OT 682 Level II Fieldwork in Occupational Therapy II (4) (12 weeks)
- OT 666 Reflection & Professional Development VI (1)
- OT 635 Transformative Leadership in Occupational Therapy (1)

Clinical Placement

Occupational Therapy students will complete several Level I fieldwork visits in the immediate geographic area which will require the availability of reliable transportation during the first five terms. Additionally, students will have the opportunity to complete two required Level II Fieldwork placements, each for a duration of 12 weeks. These placements may not be in the immediate geographic area and will likely require the student to incur additional living expenses. The Level II Fieldwork placements must be completed within 36 months from the start of the program.

Additional Requirements

In addition to meeting College admission requirements, all occupational therapy students will be required to show ongoing proof of the following as prerequisites for Level I and Level II occupational therapy fieldwork courses. Failure to do so may be grounds for dismissal from the occupational therapy program:

- Negative finds on the Federal Criminal Record Check and Child Abuse History Clearance
- Current cardiopulmonary resuscitation (CPR) certification
- Negative urine drug screen
- Updated health information
- Ability to meet the essential functions of an occupational therapist to perform the safe practice of occupational therapy

A felony conviction could preclude the student from sitting for the NBCOT exam or from gaining state licensure, both of which are required to practice occupational therapy. Students wishing to receive early determination review from NBCOT can apply on the NBCOT website. Copies of student clearance and health records may be provided to fieldwork sites.

Additional Expenses in the Occupational Therapy Program

In addition to the tuition fees, students in the occupational therapy program incur additional expenses for such things as physical examinations, specialized

immunizations, background checks, uniforms (as required by fieldwork sites), and malpractice insurance. Students are responsible for providing their own transportation for Level I Fieldwork as well as transportation and housing associated with Level II Fieldwork. Students are required to have and be proficient in the use of an Apple device capable of Apple Airplay (iMac, iPad, or iPhone) and computer resources with Word, Excel, and PowerPoint.

Retention in the Occupational Therapy Program

- Students must be continuously enrolled full time in the occupational therapy program.
- Students must maintain a grade point average of 3.00 or better in the occupational therapy courses throughout the curriculum. Any student who falls below the 3.0 in any given term will be placed on program probation and be required to raise the GPA to a 3.0 by the end of the subsequent term, or be dismissed from the occupational therapy program.
- Students must acquire a grade of C or better in all occupational therapy courses in order to advance in the program.
- Students who receive an F in any didactic course will be dismissed from the occupational therapy program.
- Students who receive an F in a Level II Fieldwork placement will be permitted to repeat the Fieldwork experience one additional time.
- Students will be expected to adhere to the Occupational Therapy Association Code of Ethics and may be dismissed from the program for any serious violation of these principles by a vote of the full time occupational therapy faculty.
- Occupational therapy students are required to meet the prerequisites for progress in the occupational therapy course sequence; therefore, a C- or lower as well as an incomplete may disrupt the student's progression.

Leaves of Absence and Withdrawal

Leave of absences may be requested through the occupational therapy Program Director (with signatures required from the business office and Associate Provost) and may impact the student's ability to finish the curriculum as no guarantees can be made that the same occupational therapy curriculum will be available upon the student's return.

Students must follow the college policy for "Withdrawal from the College" found in the Moravian College Handbook. If a student withdraws from the College within the 60% point of the semester, charges and financial aid will be adjusted according to the following schedule:

- On or before the first day of classes, 100% of tuition will be cancelled. However, deposits, where applicable, will be retained by the College.
- After the first day of class but within the 60% point of the semester, tuition and fees will be adjusted based on the number of calendar days remaining in the semester.
- After the 60% point of the semester, no adjustment is made in tuition and fees.
- The effective date for any withdrawal will be the date that the student notified the Occupational Therapy Program Director

Graduation Requirements

- In addition to the requirements of the College, students enrolled in the occupational therapy program must complete the following:
- Maintain a cumulative GPA of 3.00 or better
- C or better in all graduate courses
- Satisfactory fieldwork evaluations in all occupational therapy fieldwork courses
- Completion of the prescribed occupational therapy program of study, including an NBCOT exam preparation course and end-of-program survey/exit interview within 36 months
- Completion of all Level II Fieldwork requirements within 36 months from the start of the curriculum

Graduate Courses in Occupational Therapy

OT 500 Foundations of Occupational Therapy

Students explore the foundations of the occupational therapy profession with an emphasis on the history, philosophical base, and the code of ethics. The way in which society's current and future occupational needs can be met will be examined and students will gain insight into the unique contributions of occupational therapy through an examination of occupational science literature. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 542. Two graduate credits.

OT 501 Occupational Performance: Psychosocial & Physical Influences

Students examine a variety of psychosocial and physical factors that influence occupational performance, including a formal medical or DSM diagnosis, trauma, homelessness, joblessness, literacy, poverty, access to healthcare, community access, and incarceration. How these factors relate to a person's ability to engage in meaningful occupations and conversely, how engaging in meaningful occupations may impact each of these factors across the lifespan is the subject of study in

this two-semester sequence. Medical terminology is introduced and integrated into this course. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 500. Four graduate credits.

OT 502 Group Dynamics in Occupational Therapy

Occupational therapists use the group process as a therapeutic means to promote meaningful occupations. In this course, students gain an in-depth knowledge of the characteristics of a therapeutic group, how to construct a group protocol with measurable outcomes based in an occupational therapy model or theoretical construct, upgrade and downgrade group activities for a specific therapeutic purpose, and manage disruptive group members. Prerequisite: OT 500; Co-requisite: OT 552. Two graduate credits.

OT 510 Kinesiology & Biomechanics

The focus of this course is the study of normal functional human anatomy (muscle origins, insertions, innervations, actions) applied to the principles of kinesiology. Biomechanical forces as they act upon the body will be incorporated into this study of normal movement. Students will gain experience and beginning skills in the analysis of normal movement. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 542. Two graduate credits.

OT 511 Movement in Everyday Occupations

The focus of this course is to integrate and apply the principles of human anatomy, kinesiology, and biomechanical forces from OT 510 to an understanding of individual's ability to participate in everyday occupations. Students actively participate in and will show beginning competency in the accurate reporting of clinical observations and movement analysis related to participation in everyday occupations. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 510. One graduate credit.

OT 515 Movement Analysis & Measurement

Students will gain competency in the measurement of movement as it relates to joint range of motion and manual muscle testing. Students actively participate in and will show competency in the accurate assessment of these body structures. Prerequisite: OT 510; Co-requisite: OT 516. Two graduate credits.

OT 516 Movement Disorders in Everyday Occupations

The focus of this course is to relate the impact of movement disorders to participation in everyday occupations. Students actively participate in and will show advanced competency in the accurate reporting

of clinical observations, abnormal movement analysis, and other selected movement assessments relevant to participation in meaningful occupations. Prerequisite: OT 510; Co-requisite: OT 515. One graduate credit.

OT 520 Development of Occupational Participation)

This course emphasizes the development of occupational performance across the lifespan, integrating concepts from developmental psychology into the study of human occupation. Students gain in-depth knowledge about the influence of meaningful activity on human development as well as the manner in which human development shapes the acquisition of everyday occupations throughout an individual's life. Students examine the developmental milestones not typically studied in a developmental psychology course, including grasp, the sucking and swallowing, and reflex inhibition as they relate to writing, eating, and other purposeful movements which are necessary to engage in everyday living. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 500. One graduate credit.

OT 525 Evaluation Process in Occupational Therapy

Students explore measurement as part of the evaluation process through this survey course designed to provide in-depth knowledge about the psychometric properties of a variety of evidenced based assessment tools, principles of assessment including the interpretation of criterion-referenced and norm-referenced standardized test scores, the factors that might bias assessment results, and relating assessment results to a variety of audiences. In this course students are introduced to the assessment process as a highly reflective process that allows for the integration of theory and practice. Prerequisite: OT 500; Co-requisite: OT 552. Four graduate credits.

OT 530 Environmental Factors, Modifications, & Adaptations in Occupational Therapy

Occupational therapists evaluate and adapt environments in order to promote participation in everyday activities. In this course, students will gain an in-depth knowledge of the physical elements of our world and their relationship to function, including technology, products (assistive devices and orthosis), as well as natural and man-made spaces. Students will study the impact of the American with Disabilities Act and Universal Design principles on creating an inclusive community for everyone. Prerequisite: OT 542; Co-requisite: OT 541. Four graduate credits.

OT 535 Occupational Therapy Theory & Models of Practice (2 credits)

In this course, students will actively engage in a study of the major models of practice in occupational therapy

that guide practice and an exploration of how theory supports these models as guides to evaluation and intervention decisions. The study of occupational therapy theory development, the importance that theory plays in clinical decision making, and in developing a strong occupational therapy professional identity will be explored. Prerequisites: OT 500, OT 502; Co-requisite: OT 563. Two graduate credits.

OT 540/NEUR 423 Clinical Neuroscience (4 credits)

This course will explore the functional organization and physiology of the human nervous system. The neurobiological framework for understanding human behavior will also be examined. Students who complete this course will recognize important symptoms and signs associated with neurological disease. In addition, students will understand the clinical significance of the organization of anatomical structures and the interconnections that bind structures together in the nervous system. Mastery of these concepts will enable students to localize lesions within the central and peripheral nervous systems and predict the neurological deficits associated with such lesions. An important outcome will be to achieve long-term acquisition of neuroscience concepts such that students perform well in health-related professions. Prerequisite: Admission into the Occupational Therapy Program or Permission of Instructor; Co-requisite: None. Four graduate credits.

OT 541 Lifestyle Performance I: Pediatrics

This is the first course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life with the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from birth through adolescence with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 653. Four-and-a-half graduate credits.

OT 542 Activity Analysis & Flow

In this course, students actively engage in a variety of activities across the lifespan to master the activity analysis which serves as a foundational skill to all areas of occupational therapy practice. Achieving a state of flow through engaging in activities that are meaningful will help the student build a firm foundation for the critical analysis of the power of occupation as it relates to health and well-being. The real and symbolic meaning of activities and objects in a variety of contexts will be explored as students examine a variety of activities including Occupations (ADL, IADL, Rest & Sleep, Work, Social Participation, Play, Leisure, Education), competitive and noncompetitive games, hobbies, crafts, mindfulness activities,

expressive arts and media, as well as the tools and objects that are used for each of these. Prerequisite: Admission into the Occupational Therapy program; Co-requisites: OT 500, OT 511. Four graduate credits.

OT 551 Level I Fieldwork I

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the first of this series, emphasis is placed on communication, establishing the therapeutic relationship, and interviewing skills. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 561. One-half graduate credit.

OT 552 Level I Fieldwork II

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the second of this series, emphasis is placed on reflection, professional behaviors expected as emerging professionals, meaningful collaborative working relationships, and cultural competence. Prerequisite: OT 551; Co-requisite: OT 562. One-half graduate credit.

OT 553 Level I Fieldwork III

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the third course in this sequence, students will explore professional behaviors and ways to manage behavior. Prerequisite: OT 552; Co-requisite: OT 563. One-half graduate credit.

OT 561 Reflection & Professional Development I

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. Students will engage in the study of communication and the therapeutic relationship, applying these concepts in a Level I Fieldwork experience which focuses on psychosocial challenges and interviewing skills.

Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 551. One graduate credit.

OT 562 Reflection & Professional Development II

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. The emphasis on this second in a six-semester sequence is on cultural competence and self-awareness. Prerequisite: OT 561; Co-requisite: OT 552. One credit course

OT 563 Reflection & Professional Development III

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. In this third course of the sequence, students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior. Prerequisite: OT 562; Co-requisite: OT 553. One graduate credit.

OT 605 Management of Occupational Therapy Services

In this first course in a two-semester sequence, students build a foundation to plan, organize, staff, direct, and manage occupational therapy services as they actively participate in the design of an occupational therapy program proposal with an emphasis on occupation based programming. Prerequisite: OT 500; Co-requisite: OT 654. Two graduate credits.

OT 606 Advanced Management of Occupational Therapy Services

In this second part of a two-semester sequence, students gain in-depth knowledge to manage and lead occupational therapy programs with an emphasis on factors and trends that impact the delivery of occupation based services. Students actively collaborate and construct the second part of their program proposal initiated in the previous semester. Prerequisite: OT 605; Co-requisite: None. Two graduate credits.

OT 611/ HLAT 511 Evidence-Based Practice I

This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: None. One graduate credit.

OT 612 Evidence-Based Practice in Occupational Therapy

Students gain an in-depth knowledge of evidence-based practice as a collaborative endeavor to involve the client and as a foundation to clinical decisions such as the selection of occupational therapy evaluation instruments. Students will complete a critically appraised topic around an occupation based question integrated from their Level I Fieldwork experience to apply foundational knowledge from Evidence-Based Practice I to a real life question. Prerequisite: OT 611/HLAT 511; Co-requisite: OT 655. One graduate credit.

OT 620 Advocacy and Occupational Justice

Students gain an in-depth knowledge about advocacy and equitable access to occupational engagement for individuals and populations in order to promote health and well-being which will prepare the student for transformative leadership roles. Barriers to engagement in meaningful occupations will be explored as students gain the knowledge to be politically competent practitioners. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 625 Applied Advocacy & Community Action

This course explores the environmental and policy factors that impact health and autonomy of individuals and populations. Students will actively engage in the process by applying community organizing and advanced advocacy strategies to a specific issue. Prerequisite: OT 620; Co-requisite: OT 655. Two graduate credits.

OT 630 Advanced Professional Ethics in Occupational Therapy

This course studies ethical theory and ethical decision making within the discipline and profession of occupational therapy by critically examining situational problems and by reflectively exploring ethical solutions that are coherent with and supported by the core values, principles, and guidelines of the Code of Ethics and Ethical Standards of the profession. The course will examine ethical dilemmas that arise within different areas of the profession and the problem of moral distress and its various causes. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 635 Transformative Leadership in Occupational Therapy

This course offers an in-depth study of leadership theories, leadership characteristics, and a critical analysis of the literature on leadership in occupational therapy. Transformative leadership will also be explored as students prepare to become change agents in their professional careers. Students will be challenged to bring a sense of curiosity to and reflect on their personal leadership qualities and

be open to discussing these. Prerequisite: OT 665; Co-requisite: OT 682. One graduate credit.

OT 642 Lifestyle Performance II: Adults

This is the second course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from young adulthood through middle age with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 654. Four-and-a-half graduate credits.

OT 643 Lifestyle Performance III: Elderly

This is the third course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for older adult individuals and populations with physical and mental health challenges. Prerequisite: OT 525; Co-requisites: OT 612, OT 672. Four-and-a-half graduate credits.

OT 654 Level I Fieldwork IV

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fourth fieldwork of this series, emphasis is placed on reflection, professional behaviors, therapeutic use of self, and the contribution of occupational balance to health and wellness. Prerequisite: OT 553; Co-requisite: OT 664. One-half graduate credit

OT 655 Level I Fieldwork V

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fifth fieldwork experience of this series, emphasis is placed on reflection and professional behaviors expected as emerging professionals, and meaningful collaborative working relationships. Prerequisite: OT 654; Co-requisite: OT 665. One-half graduate credit.

OT 656 Community Health & Wellness in Occupational Therapy

This experiential course provides an exploration of community based occupational therapy program development and evaluation. Students will engage with a population in the community to design and implement an outcome based activities program. Factors which influence the delivery of occupational therapy in various community settings will be introduced. Prerequisite: OT 620; Co-requisite: OT 655. Three graduate credits.

OT 664 Reflection & Professional Development IV

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. Students will reflect on their own therapeutic use of self and how it influences therapeutic outcomes and examine how occupational balance contributes to health and wellness. Prerequisite: OT 563; Co-requisite: OT 654. One graduate credit.

OT 665 Reflection & Professional Development V

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. Prerequisite: OT 664; Co-requisite: OT 655. One graduate credit.

OT 666 Reflection & Professional Development VI

This course offers an opportunity for students to review, self-assess, and reflect on knowledge and competence within occupational therapy practice through the completion and analysis of a formal assessment measure. Students will construct a plan for remediation in any deficit areas that are identified, review for and formulate an *NBCOT exam study plan, and relate this process to professional development and continued competence. Prerequisite: OT 665; Co-requisite: None. One graduate credit.

OT 671 Research Mentorship in Occupational Therapy I

This is the first course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the development of a scholarly research proposal. Prerequisite: None; Co-requisite: OT 611. Three graduate credits.

OT 672 Research Mentorship in Occupational Therapy II

This is the second course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the collection, interpretation, and dissemination of data. Prerequisite: OT 671; Co-requisite: None. Two graduate credits.

OT 681 Level II Fieldwork in Occupational Therapy I

This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator; Co-requisite: None. Four graduate credits.

OT 682 Level II Fieldwork in Occupational Therapy II

This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day today operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator; Co-requisite: None. Four graduate credits.

PEACE AND JUSTICE STUDIES

See Interdisciplinary Programs

PHILOSOPHY

Chair: Associate Professor Arash Naraghi

Faculty: Professor: Bernie Canteñs, Associate Professor Carol Moeller; Associate Professor: Arash Naraghi; Visiting Assistant Professor: Leon Niemoczynski

Adjunct Faculty: William Falla.

The Philosophy Department provides students with the opportunity to explore questions of fundamental significance to human life: What is justice? How should we live? What is truly valuable? Is there a God? What is reality? What can we really know? And what meaning is there to life? Through training students to think, discuss,

and write cogently on such matters, the department prepares them for graduate or professional school in the humanities, social sciences, seminary, and law school, as well as for lifelong learning and reflection.

The Major in Philosophy

The major in philosophy consists of ten course units, of which four are required, three are restricted electives, and three are general electives from among all philosophy courses. The required courses are Philosophy 110, 120, 220, and 222. The restricted electives are two of the following four courses: Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353. One of the three general electives may come from a related program, subject to approval of the department chair.

The Minor in Philosophy

The minor in philosophy consists of five course units in philosophy, of which three are restricted and two are electives. The restricted courses are one course from Philosophy 110, 120, 220, and 222; one course from Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353.

The Minor in Ethics

A minor in ethics includes 5 course units, at least 3 of which must be taken at Moravian (or another LVAIC institution). Philosophy 222, 224, and 355 are required. In addition, students must choose 2 course units from among the list below; 1 relevant course from outside the department of philosophy or 1 special topics course may be included in the minor, with approval from the chair of philosophy:

- Philosophy 226.2 and 227.2 Ethics Bowl
- Philosophy 228 Sports Ethics
- Philosophy 250 Environmental Philosophy
- Philosophy 251 Philosophy of Technology
- Philosophy 255 Social and Political Philosophy
- Philosophy 257 Bio-Ethics and Social Justice
- Philosophy 259 Medical Ethics
- Philosophy 267 West African Philosophy: Akan Ethics
- Philosophy 271 Race, Gender, Identity, and Moral Knowledge

A student with a major in philosophy may not minor in Ethics.

The Interdepartmental Major

The six courses that constitute Set I of the interdepartmental major in philosophy include

Philosophy 120, 210, and 222, and one course in the history of philosophy (241, 243, 245, or 247). The remaining two courses in philosophy and the six courses of Set II are selected by the student with the approval of the advisor.

Departmental Recommendations

Students considering graduate work in philosophy should meet the language requirement with French, German, Greek, or Latin.

Courses in Philosophy

110 Introduction to Logic: Critical Thinking (Cantens and Naraghi)

An introduction of the basic concepts of logic, informal fallacies and categorical logic.

120 Introduction to Philosophy

Tasks and the subject matters of philosophy, including the major theories of reality, knowledge, religion, morality and social justice. Attention to several classic philosophical texts as primary source readings. (M3) Every Semester, Staff

130 Hip Hop Music, Spoken Word, and Philosophy (Moeller)

We will investigate how some Hip Hop music and Spoken Word works engage with classic Western philosophical themes and questions, including those of knowledge, metaphysics, ethics, love, and justice. How do some contribute to knowledge and some perpetuate injustice, sexism, and violence? How does Rakim relate to Augustine's arguments on God, Gil Scot-Heron to Kant on punishment, Lil' Kim to Sartre on "the objectifying gaze"? Students will be required to attend two spoken word workshops or performances, and to view and listen to material outside of class.

220 Advanced Logic: Sentential and Predicate Logic (Cantens and Naraghi)

A study of advanced topics in logic, including propositional and predicate logic.

222 Ethics (Moller)

Formulating principles defining the good human being and to applying these to relevant problems of vocation and social and political justice. (M3) Fall Cantens, Moeller.

224 Applied Ethics (Naraghi)

A study of the application of ethical theory to

complex real and fictitious cases concerning contemporary moral issues such as euthanasia, abortion, capital punishment, animal rights, cloning, torture, same sex marriage, etc. (U2)

226.2 and 227.2 Ethics Bowl (.2 Units) (Niemoczynski)

This course examines, within teams, ethical cases with the purpose of developing ethical positions supported by arguments, debated at the Intercollegiate Ethics Bowl Competition. Fall, Cantens Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

228 Sports Ethics (Cantens)

This course introduces students to ethical concepts, theories, and methods through which they can reflectively analyze and perform ethical decision making in the realm of sports and recreation, within an evolving cultural, political and technological environment. A substantial part of the course will be devoted to case studies and the implementation of ethical theories to concrete cases. Fall, Alternate Year, Cantens

230 Advance Topics in the Ethics of Abortion (Cantens)

This course analyzes the moral issue of abortion and the most prominent contemporary philosophical arguments through primary philosophical texts. (U2)

241 Ancient Philosophy (Niemoczynski))

A critical examination of the history of Greek philosophy including the pre-Socratics, Thales, Anaxagoras, Parmenides, Heraclitus, Empedocles, Plato and Aristotle. (M3) Spring, Alternate Year.

243 Medieval Philosophy (Cantens)

A study of the original works of philosophers in the Middle Ages such as Augustine, John Scotus Eriugena, Anselm of Canterbury, Avicenna, Bonaventure, Thomas Aquinas, John Duns Scotus, and William of Ockham. (M3) Fall, Alternate Year.

245 Early Modern Philosophy (Cantens)

A study of the development of important concepts of modern philosophy beginning with Bacon, Descartes and Locke, and ending with Kant and Hegel. It examines and evaluates the modern period's turn to study of knowledge and its increasing preference for reason and science over religion. (M3) Fall, Alternate Year.

247 Nineteenth and Twentieth Century Philosophy (Moeller)

A study of trends in recent Philosophy inaugurated by Nietzsche, Marx and Kierkegaard on the one hand, and by Mill, Russell and Ayer on the other. It continues

through the present times the manifestations of these trends in contemporary phenomenology and contemporary analytic philosophy. In a given semester the course will have an emphasis on either Continental or British-American traditions in current philosophy. (Writing Intensive) (M3) Spring, Alternate Year.

249 American Pragmatism (Cantens)

A study of classical American Philosophy with emphasis on the works of Charles S. Peirce, William James, and John Dewey. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

250 Environmental Ethics (Niemoczynski)

This course examines contemporary environmental ethical issues that arise in understanding humanity's complex relationship with the natural world. The course will explore environmental ethics from a wide range of philosophical and theological methods and perspectives. (U2) Fall, Alternate Year, Niemoczynski.

251 Philosophy of Psychology (Also Psychology 251)

An examination of philosophical and empirical theories of mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience, and philosophy. (U1) Fall, Alternate Year, Staff

252 Philosophy of Technology (Falla)

An examination of how technology shapes our understanding of ourselves and our world as well as the moral dilemmas that it presents for us.(U1) Spring Alternate Year.

253 Philosophy of Religion (Naraghi)

A philosophical examination of nature of religion and beliefs concerned with the existence, nature, and knowledge of God, with alternative positions to theism. (U2) Fall, Alternate Year, Naraghi

255 Social and Political Philosophy (Moeller)

An examination of central issues in social political thought such as: What is justice? How can considerations of justice negotiate our great differences of culture, identity, and circumstance? How are non-Western and Western approaches to philosophy to engage productively, across such historical legacies as imperialism, colonialism,

and neo-colonialism? Spring, Alternate Year.

257 Bio-Ethics and Social Justice (Moeller)

A study of what is health, and how it relates to social justice issues, such as: How do such factors as income, race, and gender correlate with health? In health research and healthcare delivery how do lingering patterns of inequality get rewritten into the social fabric or transformed out of it? How can we learn from the legacies of unethical medical experimentation and other ugly parts of medical history? (U2) Spring, Alternate Year.

259 Medical Ethics

An examination of the basic theory of bioethics as it is set in the broader field of moral philosophy. Contemporary ethical issues in biomedicine will be examined, and the student will learn to think ethically about them within the context of the current ongoing debate. (U1) Spring, Naraghi, Falla.

261 Islamic Philosophy, Theology, and Mysticism (Also religion 261) (Naraghi)

An exploration of key notions and figures in Islamic philosophy, theology, and mysticism. Some issues imbedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Spring, Alternate Year.

263 Latin American Philosophy (Cantens)

An examination of different aspects of philosophical thought related to Latin American nations and culture, including the works of Bartolomé de las Casas, Francisco de Vitoria, Simón de Bolívar, José Martí, José Vasconcelos, Francisco Romero, José Carlos Mariátegui, and Risieri Fondizi. (M5) Fall, Alternate Year.

265 Feminist Philosophy (Moeller)

An exploration of a diversity of feminist writing. Students consider questions such as: How do the legacies of gender inequality persist today? What would gender justice look like? Is there such thing as gender-neutral point of view? And how do gender, race, class and sexuality relate? (U2) Fall, Alternate Year.

267 West African Philosophy: Akan Ethics (Moeller)

Through study of philosophical texts, writings, proverbs, and other sources, we shall explore West African values. The foci will be both traditional and contemporary, primarily oriented toward the Akan people of what is now Ghana. Among the first nations

to achieve political independence in the de-colonization movements, Ghana has kept traditional values alive, not in isolation from the rest of the world, but in active engagement with it. What do the values of the Akan have to teach us? (M5) Spring, Alternate Year.

269 Judaism, Christianity and Islam in Medieval Spain (Cantens)

An examination of Islamic, Jewish and Christian philosophical thought in Spain, ranging from the Middle Ages through the Renaissance.(M5)

271 Race, Gender, Identity, and Moral Knowledge Philosophy (Moeller)

A study of the relationships among identities, experiences and moral knowledge. Some of the issues discussed are the following: How do our unique experiences shape our moral views? How are those experiences shaped by such differences as race, culture, gender and family background? Can we gain moral knowledge from the testimonies of others, and if so, how? Spring, Alternate Year.

275 Ethics for the Public's Health (Cantens)

This course examines ethical and social justice issues within the health care profession and throughout the public health care industry, including health laws and policies that affect the development and delivery of health services in the US to the public. (No additional prerequisite.)(U2)

279 Philosophy of Law (Naraghi)

Philosophy of law or jurisprudence is the application of the rational techniques of the discipline of a philosophy to the subject matter of law. In this course, on one hand, students study the meaning of such concepts as law, legal obligation, legal punishment, and so on. (What is known as "analytic jurisprudence.") Also they explore the relation between law and morally, or more specifically, they try to figure out whether legal institutions in general, or particular legal systems, or legal practices are morally acceptable- and if not, how to make them so. (What is known as "normative jurisprudence.")

292 Continental Philosophy

A thematic and developmental approach to contemporary philosophy with an emphasis on introducing the student to the major moments and themes in Continental thought during the 19th, 20th, and 21st centuries (until present) – particularly through an examination of the philosophies of phenomenology, existentialism, hermeneutics, structuralism and post-structuralism, deconstruction, and new materialism/new realism. Philosophers discussed include Nietzsche, Kierkegaard, Camus, Husserl, Heidegger, Sartre, Gadamer, Foucault, Derrida,

Malabou, and Meillassoux, to name but a few. We will trace how these philosophers formulate questions about reality, truth & knowledge, and values. (M3)

313 Philosophy of Science (Naraghi)

A study of what is science, how it works, what distinguishes it from other disciplines, and what is the nature and value of scientific inquiry and scientific theories. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor. Naraghi.

323 Tibetan Buddhist Thought (Moeller)

A study of Tibetan Buddhist philosophy, worldview and spiritual practices. The course examines Tibetan Buddhist answers to questions traditionally asked in Western philosophy, at times looking at contrasts and parallels to Continental and British-American traditions in Western philosophy. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

351 Epistemology (Naraghi)

Philosophical inquiry into the nature of knowledge, kinds of experience belief and truth, justification and verification. Fall, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor, Naraghi.

353 Metaphysics (Cantens)

A study of contemporary analytic metaphysics, adopting a pre-Kantian or traditional metaphysical perspective. The course approaches metaphysics as the study of first causes and of being qua being, or as the most general discipline of all that studies the nature and structure of reality. Fall, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

355 Meta-Ethics (Cantens, Naraghi)

A study of the fundamental concepts of morality from metaphysical, epistemological, semantic, and psychological perspectives. Spring, Alternative Year- Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

370. Seminar

Selected topics in Philosophy. Non-majors require permission from instructor. Staff

381-384 Independent Study.

386-388 Field Study.

400 - 401. Honors

Doing honors in philosophy is a wonderful way to take control of your education and give your own ideas the depth of attention they deserve. Students majoring and minoring in philosophy may choose to do an honors project in the department. (Please see the Honors web site for details on eligibility and procedures. But please note: Applications for Honors are due spring of the junior year!) Honors students earn credit for two philosophy courses, and pursue a topic of their own choosing, working independently with a faculty member from the department for their entire senior year. The two-semester research project culminates in the writing of an honors thesis.

190-199, 290-299, 390-399. Special Topics.

PHYSICAL EDUCATION

The program in physical education is designed to provide contemporary information about the beneficial effects of a positive, healthy lifestyle, as well as how to implement and live such a lifestyle. Students receive credit towards graduation for physical education courses (exception: PHED 236). In addition, there will be fitness classes offered throughout the semester. Students are encouraged to participate in fitness classes to meet their personal health, wellness, and fitness needs. Contact the athletic department for further information.

Courses in Physical Education

107.2. Concepts of Fitness and Wellness.

Provides cognitive and behavioral skills needed for a healthy lifestyle, based on personal needs, to promote lifetime health, fitness, and wellness. Veterans who have successfully completed Basic Training in any branch of the service receive credit for Physical Education 107.2

236. Health and Safety.

For prospective teachers. Aspects of health and safety in the classroom. Topics: safety, child abuse, HIV/AIDS, substance abuse, suicide prevention. For junior and senior education students.

190-199, 290-299, 390-399. Special Topics.

381-384. Independent Study.

386-388. Internship.

PHYSICS AND EARTH SCIENCE

Chair: Associate Professor Kriebel

Associate Professor: Roeder; Assistant Professor: Malenda; Adjunct Faculty: Becker, Edinger, Jackson

The Physics and Earth Science Department provides an opportunity to investigate and study those areas of physics essential for graduate work in physics or for a physics-related career in industry, government, or secondary education. In the physics curriculum, the emphasis is on theoretical developments and problem-solving at the appropriate level of mathematical sophistication; and on experimental investigation that stresses physical principles and that makes use of modern laboratory techniques and equipment.

Throughout the curriculum, extensive use is made of the College's computer facilities for solution of physics problems and analysis of experimental data. Departmental facilities include research equipment for independent study and Honors work and a complete machine shop to supplement experimental projects.

A booklet prepared by the Society of Physics Students (SPS) describes the department and its facilities and is available from the department chair upon request.

The department offers introductory courses in geology, astronomy, and meteorology. A major in geology is offered through cross-registration in cooperation with Lehigh University. Because the study of geology is an effort to understand natural phenomena on and within the earth, a student of geology must have a broad understanding of the basic sciences and mathematics, as well as professional courses in the geological sciences.

Learning in Common Requirements for Physics Majors

Physics majors must select Mathematics 170 to fulfill their Quantitative Reasoning (F2) requirement and Physics 111 for their Laboratory Science (F4) requirement. In addition, they need complete only seven of the eight Multidisciplinary and Upper-Division requirements.

The Major in Physics

The Physics and Earth Science Department offers two degree options for students wishing to pursue the physics major: The bachelor of arts (B.A.) and the bachelor of science (B.S.). The requirements for each degree option are listed below.

The Bachelor of Arts with Major in Physics

The bachelor of arts with a major in physics consists of 7 course units in physics (Physics 111, 112, 222, 331, 345, and two additional 300-level courses) plus four course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, and 221). It is suggested that the student schedule Physics 111-112 in the first year and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year, if possible. In the sophomore year, the courses normally taken are Physics 222 and Mathematics 211 and 221.

The Bachelor of Science with Major in Physics

The bachelor of science with major in physics consists of 10 course units in physics (Physics 111, 112, 222, 331, 341, 345, 346, and three additional course units), plus five course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, 221, and 327). If the student chooses Physics 343 as one of the three elective physics courses, he or she may omit Mathematics 327. It is strongly recommended that the student schedule Physics 111-112 in the first year, and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year. In the sophomore year, the courses normally taken are Physics 221 and 222 and Mathematics 211 and 221.

The Minor in Physics

The minor in physics consists of five course units including either Physics 109-110 or Physics 111-112 but not both.

The Interdepartmental Major in Physics

The student interested in a career requiring an interdisciplinary science major is encouraged to design an interdepartmental major in physics and is urged to consult the department chair.

The six courses that satisfy Set I of an interdepartmental major in physics are Physics 111-112 and any four upper-level courses in physics. These courses and the six of Set II are selected by the student with the approval of the department chair. An interdepartmental major in physics and mathematics is strongly recommended for any student wishing to prepare for a teaching career in physics.

The Major in Geology (cooperative)

A major in geology consists of Mathematics 170 and 171, Computer Science 120, Chemistry 113-114, Physics 111-112, Earth Science 110, and seven additional geology courses to be taken at Lehigh University, one summer at a geology field camp (to be taken at an approved college or university field camp), and two courses in further

science or mathematics selected with the approval of the major advisor. As with physics majors, geology majors take seven of the eight Multidisciplinary and Upper-Division courses in the Learning in Common curriculum.

The Minor in Earth Science

The minor in earth science consists of five course units: Earth Science 110, 120, and 130, plus two courses that may be taken through independent study or cross-registration.

The Interdepartmental Major in Earth Science

Set I requirements include Earth Science 110 at Moravian and five earth science courses, selected with the approval of the Set I advisor, at Moravian or Lehigh University. Students who plan an interdepartmental major should keep in mind that the earth sciences require a well-rounded background in mathematics and the basic sciences.

Departmental Recommendations

A student planning a major or an interdepartmental major in physics should discuss career plans with the department chair, because such plans influence the choice of the elective physics courses, the modern language courses (French, German, or Russian is recommended), elective mathematics courses, and any other elective courses (e.g., astronomy, geology, chemistry, or biology). These considerations are especially important for a student planning graduate work in physics or teaching at the secondary level.

Students seeking secondary school teacher certification in physics follow either the requirements for the physics major or those for the interdepartmental major, with physics constituting Set I and mathematics constituting Set II. Students also must take Chemistry 113. Those interested in combining physics and general science certification should consult the requirements for such certification under science education. All students seeking certification in secondary education should consult the Education Department.

Courses in Physics

109. Introductory Physics for the Life Sciences.

Aspects of physics important in biological processes and health sciences. Major topics in the first term include elementary mechanics, biomechanics, fluids, thermodynamics, and metabolism. Second-term topics include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Physics 109 & Physics 110 must

be taken in sequence. Four 50-minute or three 70-minute lectures, one 3-hour laboratory. (F4)

Kriebler, Roeder

110. Introductory Physics for the Life Sciences.

Aspects of physics important in biological processes and health sciences. Major topics in the first term include elementary mechanics, biomechanics, fluids, thermodynamics, and metabolism. Second-term topics include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Physics 109 & Physics 110 must be taken in sequence. Prerequisite: PHYS 109. Four 50-minute or three 70-minute lectures, one 3-hour laboratory. (F4)

Kriebler, Roeder

111-112. Introductory Physics.

First term treats mechanics, heat, and wave phenomena. Second term treats electricity, magnetism, optics, and selected topics in modern physics. Co-requisites: Mathematics 170 and 171. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. (F4)

Kriebler, Malenda

217. Digital Electronics and Microprocessors.

(Also Computer Science 217) Laboratory-oriented course in computer hardware for science, mathematics, and computer-science students. Topics include logic gates, Boolean algebra, combinational and sequential logic circuits, register-transfer logic, microprocessors, addressing modes, programming concepts, microcomputer system configuration, and interfacing. Three 50-minute periods, two 3-hour laboratories.

Staff

221. Linear Electronics.

A laboratory-oriented course in electronics stressing applications of linear integrated circuits to laboratory measurement in physics, chemistry, and biology. Laboratory experiments and lecture-discussions include circuit analysis, system design using operational amplifiers, analog computer systems, transistors, power supplies, oscillators, Butterworth response filters, and phase-locked loops. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Fall. Three 50-minute lectures, two 3-hour laboratories.

Kriebler

222. Modern Physics.

Concepts leading to breakdown of classical physics and emergence of quantum theory. Topics include atomic physics, relativity and four-vector space-time physics,

solid-state physics, nuclear physics, and elementary particles. Independent laboratory experiments (e.g., Compton effect, electron spin resonance, electron diffraction, Mössbauer effect) complement student's interest and needs. Prerequisites: Physics 111-112 and Mathematics 171 or permission of instructor. Spring. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. Writing-intensive.

Kriebler

331-332. Mechanics.

First term treats motion of a single particle with emphasis on conservative forces and their properties, central force fields, and oscillatory motions. Second term treats motion of the system of particles, rigid body mechanics, accelerated reference systems, and mechanics (Lagrange and Hamilton). Emphasis on computer solutions of problems. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Four 50-minute lectures or three 70-minute lectures.

Roeder

333. Physical Optics.

Theoretical and experimental study of the interaction of electromagnetic radiation and matter. Topics include wave and photon representations of light, geometrical optics, polarization, interference, and diffraction phenomena. Selected topics in modern optics include gas and semiconductor lasers, electro-optics, nonlinear optics, and fiber optics. Standard laboratory experiments include interferometry and diffraction. Application-based experiments include laser construction, holography, photo-refractive nonlinear optics, dynamic diffractive optics, and fiber optics. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

Staff

334. Thermal Physics.

Unified treatment of thermodynamics and statistical mechanics. Topics include laws of thermodynamics, state functions and variables, application to physical and chemical systems, kinetic theory, distribution functions, Fermi-Dirac and Bose-Einstein statistics, black-body radiation, and Debye theory of specific heats. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

Kriebler, Malenda

341. Quantum Mechanics.

Fourier transforms, wave packets, Schrödinger's equation, square-well and barrier potentials, the harmonic oscillator, the hydrogen atom, atomic spectra, multi-electron atoms, algebraic methods, matrix mechanics, perturbation theory. Prerequisites: Physics 222 and Mathematics 221 or permission of instructor. Alternate years. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory.

Kriebler, Malenda

342. Nuclear Physics.

Properties of nuclei, the deuteron, partial-wave analysis; alpha, beta, and gamma decay; nuclear models, fission, fusion, nuclear reactions, properties of elementary particles, classification schemes, interactions. Prerequisites: Physics 341 and Mathematics 221 or consent of instructor. Alternate years. Three 50-minute lectures.

Staff

343. Introduction to Mathematical Physics.

Mathematical techniques for solving ordinary and partial differential equations that arise in theoretical physics. Topics include series solutions, special functions, operational methods, boundary-value problems, orthogonal functions, product solutions, and/or selected topics determined by needs of students and interest of instructor. Prerequisite/Co-Requisite: At least one year of college physics and Mathematics 221. Spring. Three 50-minute lectures.

Roeder

344. Solid-State Physics.

Fundamental study of matter in the solid state, including periodic arrays of atoms, fundamental types of lattices, position and orientation of planes in crystals, simple crystal structures, reciprocal lattices, Brillouin zones, crystals of inert gases, ionic crystals, covalent crystals, hydrogen bonding, phonons and lattice vibrations, lattice heat capacities, diffusion, free-electron gas, energy bands, and point defects. Prerequisites: Mathematics 211 or equivalent. A course in modern atomic physics is recommended. Alternate years. Three 50-minute lectures, one 50-minute problem session.

Roeder

345-346. Electric and Magnetic Fields.

Field concepts, electromagnetic theory, and electromagnetic waves. First term treats electrostatics, steady fields and currents, and electromagnetism. Second term treats time-varying fields and currents, Maxwell's equations, and electromagnetic waves. Prerequisites: Physics 111-112 and Mathematics 211

or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

Krieble

370. Physics Seminar.

Selected topics in theoretical and/or experimental physics. Choice of topics determined by needs of students and interest of instructor. Alternate years. Lecture and/or laboratory hours depend on topics.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Courses in Earth Science

110. Introductory Geology.

Earth processes and their effects on materials, structure, and morphology of Earth's crust. Laboratory includes fieldwork, computer simulations, study of minerals, rocks, photographs, and maps. Spring. Three 50-minute periods, one 3-hour laboratory. (F4)

Jackson

120. Meteorology.

Physical processes and properties of the atmosphere, elements of weather analysis and forecasting, effects of atmosphere on people and activities. Laboratory includes weather instruments and observation, weather-map construction and analysis, experiments, scale models, and computer application. Fall. Three 50-minute periods, one 3-hour laboratory. (F4)

Jackson

130. Astronomy.

Methods and results of astronomical exploration of the solar system, our stellar system, galaxies, and universe. Laboratory includes telescope observation, optics, analysis of astronomical photographs, and computer simulations. Spring. Two 3-hour periods. (F4)

Becker

150. Forensic Science.

An introduction to the field of forensic science as applied to criminal investigations and the law. This

course will employ a data-driven approach to solving simulated criminal cases using a variety of scientific methods to examine physical evidence. Evidence-based lab experiments include examinations of soil samples, hair fiber, blood patterns, fingerprints, and ballistics and will be conducted to build a logical case in a criminal investigation. The laboratory will culminate in a final project employing a number of these methods. Limitations and abilities of experimental techniques will also be examined throughout the course. No pre-requisites. Fall and Spring. (F4)
Staff

210. Introductory Geographic Information Systems

. Geographic information systems are a primary tool for analysis of spatial data. ArcGIS desktop software is used to edit, query, and analyze spatial databases and display the results of analysis. Both vector and raster data are considered. Emphasis on applications of GIS to the lecture/laboratory sessions. Fall.

Edinger

291. Earth System Climatology.

Study of the physical processes that control and modify the global climate system. Discussions of climate change during geologic time will occur in conjunction with modern climate change. Analysis and interpretation of climatic data and paleo- environments will also be considered through laboratory exercises. (F4)

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

POLITICAL SCIENCE

Chair: Professor Reynolds

Associate Professors: Haddad; Assistant Professors: Kato; Faculty Associate: Lalande (French); Adjunct Faculty: Farbod

The program in political science is designed to provide opportunities to understand politics as art, science, and philosophy, so that students may prepare for graduate and professional schools such as law school, for professions in government service, and for individual citizenship in a democratic society.

The Major in Political Science

The major in political science consists of 10 course units. Four are required: Political Science 110, 115, 120, and 125. Students also must select one advanced course at the 200 level or above, from three of the following groups: Political Science 220, 225, 237, 240, 330, and 340; Political Science 215, 250 and 355; Political Science 210 and 235; and Political Science 245, 247, 327 and 347.

Two of the remaining three courses required for the major are to be electives at the 300 level, if not already included above.

Courses in special topics and independent study may be substituted for courses at the advanced level, depending on the area in which the student will work and contingent upon departmental approval. Internship (386-388) will be counted as an elective in the major but is contingent upon department approval. Honors candidates take two courses, Political Science 400-401, which are counted within the 10-course requirement.

Writing-Intensive Courses

Students will be required to take one of the following to meet the College requirement for writing-intensive courses: Political Science 225, 330, 347 or 355.

The Minor in Political Science

The minor in political science consists of five course units: two selected from among Political Science 110, 115, 120, and 125, and three additional courses selected with the approval of the advisor.

The Interdepartmental Major

Set I of the interdepartmental major consists of six course units: any two of Political Science 110, 115, 120, and 125, and four others, two of which may be independent study.

Departmental Recommendations

Students interested in graduate and professional studies are encouraged to take courses in other areas of the social sciences and in statistics. Prospective graduate students are advised to reach at least reading proficiency in those languages that may be required for their studies.

Courses in Political Science

110. The American Political System.

Operation of American political processes and governmental institutions. Political culture of American democracy, political philosophy of the Constitution, relationship between organization of the economy and political power, linkages between mass public and governing elites, and operation of institutions of national government. (M4)

Reynolds

115. International Politics: How the World Works.

This course is meant to acquaint students with the analytical approaches, concepts, processes, issues, and actors in world politics. The class is anchored in class discussion and exchange of ideas. We will study the continuum of theoretical traditions and analytical approaches used in the study of international relations/world politics/international politics, including realism, liberalism, constructivism, and feminism. We will explore the roles of key actors in global politics including governments, international institutions, and a variety of non-state actors. Additionally, we will examine key global issues such as global security, war and peace, human rights, global economics and trade, poverty and development, and environmental issues. The course will draw on historical and contemporary cases to help students draw connections between theories and world events and to be equipped with how to best explain and understand the world. (M4)

120. Introduction to Political Thinking.

How can we ask better political questions and provide better political answers? This course introduces students to the habits of mind of famous thinkers across the centuries: Plato, Machiavelli, Shakespeare, de Tocqueville, Students for a Democratic Society, and Hannah Arendt. Topics include personal choice, democratic citizenship, justice, and totalitarianism. (M3)

Haddad

125. Introduction to Comparative Politics.

A thematic approach to the study of politics in Latin America, Asia, and Africa. It exposes students to the diversity of the modern world, teaches methods for studying other countries comparatively, and emphasizes critical analysis. Topic selection varies by semester. (M5)

Staff

127. East Asia and the Future.

This course provides an introduction to national security, regional security, and politics in the East Asian

region. The course will focus primarily on the major and middle Northeast Asian powers (China, Japan, Russia, the Koreas, Taiwan, and the United States); however, there also will be substantive reference to South Asia, Southeast Asia, and Europe. It will consider a series of selected issues, including historical background; political economy; national and regional security; human rights; culture; and transnational linkages such as drugs, disease, oil, and war. (M5)

Staff

130. The First Amendment.

Issues of freedom of speech and expression. Supreme Court interpretations of the First Amendment, including major cases that have defined parameters of free speech in America. Philosophical debate about value of free expression in a democratic society. Topics include subversive speech and political dissent, protest speech, prior restraint, obscenity, libel, symbolic speech, hate speech, and provocation. May Term.

Reynolds

210. U.S. Workers in the New Globalized Economy.

What does “working for a living” mean today? What are prospects for good jobs in a world dominated by labor-displacing technology? Who should control the shape and purpose of technology? Do some people deserve better working conditions and more fulfilling jobs than others? How have workers organized to protect themselves? Should corporations have “rights”? What conditions prompt or retard class awareness and organization among workers, including bonds across national borders? Do global market forces produce the best outcomes for workers? Course addresses these and related questions. Spring. Two 70-minute periods. (M4)

Olson

215. Modern Political Theory.

Why should we obey the law? What makes state violence legitimate? Close textual investigations of the works of great modern political theorists such as Hobbes, Locke, Rousseau, Wollstonecraft, Marx, and Mill, with an emphasis on the social contract and its limits as a form of political foundation. Spring. Two 70-minute periods.

Haddad

220. American Constitutional Law.

(Also Sociology 220) Role of the Supreme Court and its relationship to the legislative and executive branches of American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Recommended: Political Science 110 or Sociology

216. Fall, alternate years. Two 70-minute periods.

Reynolds

221. Civil Liberties and the U.S. Constitution.

(Also Sociology 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

Makoul

225. Congress and the Presidency.

Organization and operation of legislative and executive branches; interaction between them. Attention to the rise of the administrative state and struggle for control of public policy. Fall, alternate years. Two 70-minute periods. Writing-intensive.

Reynolds

235. Contemporary European Politics.

Efforts to set up, organize, and implement the European Union, from the end of World War II to the present. Review of political, economic, and social factors that have influenced these efforts. Topics include national interests of the larger countries (Germany, France, and Great Britain); role of smaller countries; reunification of Germany; relations with the United States and Japan; recent enlargement of the EU to include central and eastern European countries. Special attention given to the creation, implementation, and meaning of the euro, the EU's common currency. Spring. Two 70-minute periods. (M4)

Lalande

237. Public Administration and Public Policy.

Principles and practice of public administration in the U.S. Organization and operation of executive branch and its role in formulation and implementation of public policy. Topics include organization theory, bureaucratic discretion, power and accountability, administrative process, budgeting, theories of decision-making, regulatory policy. Spring, alternate years. (M4)

Reynolds

240. Environmental Policy.

Contemporary American politics and policy on environmental issues. Current controversies in legislative and regulatory areas. Examination of environmental issues and the political process.

Staff

245. Topics in the Politics of the Third World. Most recent focus has been on the Middle East: Israeli-Palestinian conflict, oil politics, Islam, U.S. policy in the region, with attention to Egypt, Iran, Jordan, Lebanon, Syria, and Saudi Arabia. Spring. Two 70-minute periods. (M5)

Farbod, Olson

247. Introduction to Chinese Politics.

An introduction to contemporary Chinese politics. Using scholarly articles, literature, journalistic accounts, and films, the course presents an overview of China in world history and then moves on to issues, groups, and individuals that animate current Chinese politics, including economic and political reforms, social and cultural problems, quality of life dilemmas, the new generation of leaders, foreign policy, and China's future. (M5)

Staff

250. Contemporary Political Theory.

Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism. Fall. Two 70-minute periods.

Staff

260. Critical Gender Studies.

(Also Women's Studies 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

Haddad

327. Topics in Comparative Politics.

This seminar covers the politics of Latin America, Asia, and Africa through reading and research. Provides the means and the methods to understand and analyze other countries. Topics change by semester and will include: women in the developing world, the politics of human rights, contentious politics, comparative revolutions,

democratization and authoritarianism, states and social movements, comparative political transitions. (M5)

Staff

330. Topics in American Politics: Politics and Popular Culture.

How popular culture shapes outcomes of American political process; how cultural processes structure comprehension and evaluation of politics; relationship between culture and political power; how political beliefs and values are manifest in the popular culture. Discussion of consumerism, violence, race and ethnicity, gender conflicts, and religion, as treated in television, movies, music, and the Internet. Spring, alternate years. Writing-intensive. (M4)

Reynolds

340. Energy Policy.

Explores how contemporary society uses energy and how its use is shaped by politics and public policy, especially how energy consumption and choices of energy technologies shape patterns of human settlement, structure of social life, distribution of income, and allocation of political power. Examines implications of energy choices for the viability of the environment, levels of personal freedom, and possibilities of democratic government. (U1)

Reynolds

347. Topics in Chinese Politics.

Using scholarly articles, literature, journalistic accounts, and films, the course addresses a variety of topics that change by the term, including leadership, regime change, foreign policy, domestic politics, contentious politics, social movements and the state, women in politics, political economy, political and economic development, and the effects of globalization within China. Writing-intensive. (M5)

Staff

355. Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives.

This course introduces students to visionary political writing, including Thomas More's Utopia, Theodore Herzl's The Jewish State, Karl Marx and Friedrich Engel's The Communist Manifesto, and Octavia Butler's The Parable of the Sower. We will think about political theorists as writers and also engage in original writing. The work of this course culminates in the creation of original student political visions. Prerequisites: Sophomore standing or higher, and Political Science 120 or permission of instructor. (U2) Writing-intensive.

Haddad

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

PRE-MEDICAL PROGRAM

Curriculum

Students preparing to apply to medical and/or osteopathic medical schools may select any major, including a non-science major. Pre-medical students are expected to complete a core curriculum (courses required by nearly all medical/osteopathic medical schools) and are encouraged to complete additional courses that are either recommended or required by most schools.

The core curriculum consists of

- General (or inorganic) chemistry, 2 semesters with laboratory (Chemistry 113-114)
- Organic chemistry, 2 semesters with laboratory (Chemistry 211-212)
- Physics, 2 semesters with laboratory (Physics 109-110 or Physics 111-112)
- Biology, 2 semesters with laboratory (in general, Biology 112 and either Biology 119 or Biology 210)
- Calculus, 1 semester (either Mathematics 170 or Mathematics 106-166)
- English, 2 semesters (Writing 100 or Learning in Common 101 and one literature course chosen from English 101-105)

Among the additional courses, biochemistry is strongly recommended. In general, some additional biology courses, statistics, introductory courses in sociology and/or psychology, and medical ethics are recommended, regardless of major. Individual schools may have specific requirements.

Advising

Moravian College maintains a Health Professions Office which offers advising and resources. Premedical students are encouraged to register with the Health Professions office and to begin meeting with the health professions advisor during their first year at Moravian College. This will help ensure that all necessary courses are taken and properly sequenced and that students receive up-to-date information on preparing for medical school, including opportunities to gain clinical and research experience as well as advice on how to build a strong application.

The Health Professions Advisory Committee

The Health Professions Advisory Committee (HPAC) is responsible for providing the institutional letter of recommendation for students applying to medical school. The HPAC interviews students who request an institutional recommendation letter; reviews each student's application credentials, determines the recommendation level, and identifies specific issues to be included in letter. Pre-medical students who wish an HPAC letter must be registered with the Health Professions Office.

Pre-Health Professions Club

The Pre-Health Professions Club is an engaging and motivating campus organization which encourages students preparing for any of the health professions to join. The Pre-Health Club typically meets every other week and participates in a variety of activities throughout the year. Meetings may host health care practitioners as guest speakers or focus on issues of broad interest, such as preparing for the MCAT and similar exams. Club members may visit health professions schools and exhibits, as well as participate in community service projects. Meetings are primarily student organized and led, with guidance from the health professions advisor, Erin Durkin.

St. Luke's Pre-Med Observer Program

Moravian College pre-med students have an opportunity to be involved in this internship experience directed by St. Luke's Hospital. Students must be of junior or senior year standing with an overall GPA of at least 3.2 to participate in the program. Students shadow physicians in obstetrics/gynecology, internal medicine, and surgery. They learn how the various departments contribute to the overall hospital system. Students develop essential skills of professionalism as well as an appreciation for the demands of pursuing a career in the medical field. All interested students should speak with Virginia O'Connell in the Department of Sociology to apply for these competitive field study opportunities.

Temple-St. Luke's Early Assurance Program

Qualified Moravian College pre-medical students who wish to attend medical school in the Lehigh Valley have an outstanding opportunity through the Temple-St. Luke's Early Assurance program. Students admitted to this program will spend the first year of medical school at the main Temple University Medical School campus in Philadelphia, then return to the Lehigh Valley where they will take their second-year classes and third- and fourth-year clerkships at the new Temple-St. Luke's Medical School. Prospective EAP candidates must, by the end of the junior year, have completed

the minimum science pre-requisites and have at least a 3.5 GPA (overall and science). They must also have earned a competitive score on the MCAT by May of their junior year. Interested students should see the health professions advisor, Erin Durkin, for details.

PSYCHOLOGY

Chair: Professor Dunn

Professors: Dunn, Schmidt, Toedter, Zaremba; Associate Professor: Brill, Johnson; Faculty Associates: Kuserk (biological sciences), Scholtz (nursing); Adjunct Faculty: Helm, Holtzman-Vasques, R. Smith

The program presents psychology as an established body of knowledge that focuses on human and animal behavior, as a discipline that generates information and discovery by using methods of inquiry employed by the natural and social sciences, and as a field of professional activity that is variously applied to promote human welfare.

The curriculum includes a wide range of courses intended to contribute to the program of liberal study for students, whatever their fields of concentration, and offers a broad base of prerequisite knowledge at the introductory and intermediate levels for those who declare psychology as a major. Beyond this, students may further define their educational and career objectives by completing courses at the advanced level.

Many courses offer a laboratory or experiential component, including field and observational studies, surveys, simulation and role-playing, and laboratory studies. There are opportunities to participate in field-study programs, independent study projects, and, for the highly qualified student, the Honors program.

Students are encouraged to present their research at one of three major annual conferences: the Lehigh Valley Undergraduate Psychology Conference, the Psi Chi Undergraduate Research Symposium (held in conjunction with the meeting of the Eastern Psychological Association), or the Moravian College Student Scholarship and Creative Endeavors Day. In addition to an active Psychology Club, the department sponsors a chapter of Psi Chi, the national honorary society in psychology, a student chapter of the Society for Human Resource Management, and a chapter of Active Minds.

The Major in Psychology

The psychology major consists of nine psychology courses, including an introductory course, a one-year statistics and research methods sequence, four core courses, one seminar, and one elective. These courses will provide students with a solid, core-

based introduction to the discipline of psychology with some opportunities for choice. Students will be given enough breadth of the discipline to prepare them for graduate study or employment.

Students are required to satisfy the following requirements for the major in psychology:

All students must complete the following three courses:

Psychology 120	Introduction to Psychology
Psychology 211	Experimental Methods and Data Analysis I

(grade of C or better required to advance to Psychology 212 and declare the major in psychology)

Psychology 212	Experimental Methods and Data Analysis II
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Students must choose one course from each of the following required clusters:

Cluster A: Experimental-cognitive cluster (1 course)

Psychology 315	Cognitive Psychology
Psychology 320	Mind and Brain
Psychology 335	Conditioning, Learning, and Behavior

Cluster B: Clinical-counseling cluster (1 course)

Psychology 362	Abnormal Psych
Psychology 363	Psychological Testing

Cluster C: Social-personality cluster (1 course)

Psychology 340	Social Psychology
Psychology 361	Personality Psychology

Cluster D: Developmental cluster (1 course)

Psychology 370	Infancy and Childhood
Psychology 371	Adolescence, Adulthood, and Aging

Students must choose one of the following seminar courses:

Psychology 375	Seminar in Social/ Personality Psychology
Psychology 376	Seminar in Experimental/ Cognitive Psychology
Psychology 377	Seminar in Developmental Psychology

Psychology 378 Seminar in Industrial/
Organizational Psychology

Students must choose one elective course. This may be any psychology course that is above the 212 level, and chosen in consultation with the academic advisor. These include any of the courses listed in the clusters and seminars above. In addition, electives may be chosen from:

Psychology 218	Industrial/Organizational Psychology
Psychology 230	History, Theories, and Systems
Psychology 250	Animal Behavior
Psychology 251	Philosophy of Psychology
Psychology 260	Sports Psychology
Psychology 345	Psychology of Women
Psychology 372	Developmental Implications of Medical Technologies
Psychology 373	Contemporary Work-Life Challenges
Psychology 381	Independent Study
Psychology 386	Internship
Psychology 400-401	Honors*

*Students enrolled in Psychology 400 are exempted from the seminar requirement.

The Interdepartmental Major

The six courses of Set I include the required courses Psychology 120 and 211-212. For the three remaining courses, students may take three 300-level courses or two 300-level and one 200-level course.

Introductory Courses in Psychology

105. Psychology of Human Adjustment.

Introduction to basic theoretical principles of psychological coping and adjustment. Students will learn greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4)

Staff

120. Introduction to Psychology.

Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

Staff

Intermediate Courses in Psychology

205. Spaces for Living: Design in Mind.

(Also Interdisciplinary 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we will read about domestic life (the idea of “home”), architecture, and design. Does not count towards the psychology major. May Term. (M6)

Dunn

207. Lifespan Development.

Individual development as a lifelong process. Representative theories, research, and controversies on conception and birth, infancy, childhood, adolescence, adulthood, old age, death and dying. Insight into social, emotional, cognitive, and physical aspects of aging along the various stages of development. May not be taken for credit by students who have completed Psychology 370 or 371. Does not count towards the psychology major.

Staff

211. Experimental Methods and Data Analysis I.

Scientific method as the means through which knowledge advances in the field of psychology. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze psychological data. Students will be responsible for researching a topic and creating a research proposal. Prerequisite: Psychology 120. Fall. Writing-intensive.

Staff

212. Experimental Methods and Data Analysis II.

Statistical techniques that build on concepts introduced in Psychology 211. Mastering inferential statistics and nonparametric statistical procedures. Students will carry out the research study outlined in their

proposals from Psychology 211 and complete an APA-style research paper. This course must be taken in the semester immediately following Psychology 211 and with the same instructor. Prerequisite: Psychology 211 with a grade of C or better. Spring.

Staff

218. Industrial/Organizational Psychology.

This course will explore the history, advances and contemporary trends in the field of industrial/organizational psychology. Students will learn about the application of psychology to the world of work as achieved through the use of science and practitioner collaboration as the main tools of this discipline. Students will study the factors that contribute to an optimal fit between the worker, the job and the organization with the goals of improved worker performance and well-being. Students will critically examine the psychological implications that come with the challenge of meeting these commonly competing goals in our current society.

Brill

222. Emerging Language and Literacy, Pre-K to 4th Grade.

(Also Education 222) The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making progress in reading-related skills and early reading. Students will also learn how to work with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. May be registered as a psychology course only by students majoring in psychology and also obtaining teaching certification in early childhood education. Co-requisite: Education 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

Unger

230. History, Theories, and Systems.

Historical origins of contemporary psychology, including structuralism, associationism, functionalism, behaviorism, Gestalt, and psychoanalysis, as well as recent developments in the field. Prerequisite: Psychology 120 or permission of instructor.

Brill, Dunn

250. Animal Behavior.

(Also Biology 250) Neurological, ecological, and genetic basis of behavior, with emphasis on evolutionary mechanisms that govern acquisition of behavioral patterns. Prerequisite: Biology 100 or 112 or Psychology 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

Kuserk

251. Philosophy of Psychology.

(Also Philosophy 251) An examination of philosophical and empirical theories of the mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience and philosophy. (U1)

Staff

260. Sports Psychology.

This course will examine the dynamics of human behavior, internal processes, and group dynamics in the context of athletic competition, recreation, and pursuit of one's personal physical well-being goals. Various psychological applications and interventions to increase coaching effectiveness and the realization of individual athletic potential and well-being will be explored. Students will gain a greater understanding of science, theory, and practice as collaborative tools for the domains of sport and exercise. No prerequisites.

Brill.

Advanced Courses in Psychology

315. Cognitive Psychology.

Major issues, research findings, and theories of human mental processes. Topics include perception, attention, memory, human information- processing, mental imagery, language, creativity, thinking, problem-solving, and decision-making. Prerequisite: Psychology 211.

Johnson

320. Mind and Brain.

This course investigates how the brain serves as the basis for our thought processes and behavior. Topics may include attention, perception, learning and memory, language, emotion, social interactions, and consciousness. We start with an overview of the structure of the brain. Emphasis is placed on brain-behavior relationships, especially in relation to cognitive processes. Students will learn about techniques used to understand the general relationships between the brain, thought, and behavior. Prerequisite: Psychology 211.

Johnson

335. Conditioning, Learning, and Behavior.

Procedures, phenomena, and processes of conditioning and learning in animals and humans. Major issues, research findings, and contemporary theories of conditioning and learning. Behavioral approach to the study of learning. Topics include classical (Pavlovian) and instrumental (operant) conditioning and their interaction; reinforcement; stimulus generalization, discrimination, and control; biological constraints on learning; and cognitive components of conditioning and learning. Laboratory work. Prerequisite: Psychology 211.

Zaremba

340. Social Psychology.

A survey of the major theoretical and empirical research in social psychology, including person perception and social cognition, attitudes and persuasion, prejudice and stereotyping, interpersonal attraction, and helping behavior. Some theoretical applications will be discussed, as will methodological approaches to social psychological questions and problems. Students will complete research projects and writing assignments. Prerequisite: Psychology 211.

Dunn

345. Psychology of Women.

(Also Women's Studies 345) Research on gender differences and female gender development from various perspectives. Critical analysis of assumptions about

human nature and science embedded in our approach to these issues. Interdisciplinary approach, with attention to biological, cognitive, behavioral, and social factors that influence emergence of gender. Topics include gender-role development, achievement and motivation, health issues, sexuality, adjustment, victimization, and minority-group issues. Prerequisite: Junior or senior standing.

Zaremba

361. Personality.

Major systematic interpretations of personality, including works of Adler, Allport, Erikson, Freud, Maslow, Rogers, and Skinner. We will consider what it means to be "normal," as well as each theoretical perspective's guides to living. Theoretical and applied level of analysis included. Prerequisite: Psychology 211.

Dunn, Toedter

362. Abnormal Psychology.

Analysis of disordered behavior: description, possible origins, prevention, treatment, and social significance. Current research and new developments. Class lectures and discussions, case studies. Prerequisite: HLTP 190/189 (or MATH 107) AND HLTP 230 or PSYC211.

Toedter

363. Psychological Testing.

Opportunity to develop the skills for assessing quality of commonly used measures of human behavior. Basic material on norms, reliability, and validity leads to evaluation, administration, and interpretation of tests currently in use in clinical, industrial, and educational settings. Topics include ethics, testing and the law, and test construction. Prerequisite: Psychology 211.

Toedter

370. Infancy and Childhood.

Development of the child from prenatal period through pre-adolescence. Theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change across these stages of development. Topics include physical changes, attachment, emotions, parenting, morality, language, memory, education, peer relations, aggression, and gender identity. Developmental methodology and empirical evidence. Prerequisite: Psychology 211.

Schmidt

371. Adolescence, Adulthood, and Aging.

Development of the person from adolescence through death. Understanding theories, research, and current issues in cognitive, social-emotional,

and physical development with emphasis on stability and change over these stages of development. Topics include physical growth and decline, identity development, peer relations, romantic relations, health and nutrition, leaving home, marriage, parenthood, vocational choice, grandparenthood, retirement, illness, death. Developmental methodology and empirical evidence. Prerequisite: Psychology 211.

Schmidt

372. Developmental Implications of Medical Technologies.

(Also Interdisciplinary Studies 372) Explores implications of recent medical advances. Topics include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)

Schmidt

373. Contemporary Work-Life Challenges.

(Also Interdisciplinary 373) An exploration of the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)

Brill

375. Seminar in Social/Personality Psychology.

Contemporary issues in social psychology and/or personality psychology. Issues will vary to reflect new disciplinary developments or instructor interests. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.

Staff

376. Seminar in Experimental/Cognitive Psychology.

New developments and contemporary issues in experimental and cognitive psychology. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.

Staff

377. Seminar in Developmental Psychology.

Contemporary issues in developmental psychology, focusing on how developmental theory and methodology can promote health and welfare across the lifespan. Topics vary from year to year. Practical approaches for developmental psychologists in explaining, assessing, and intervening in current social challenges. Individual and societal implications of various issues from the perspective of developmental science. Ethical and cultural influences on developmental psychology. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.

Staff

378. Seminar in Industrial/Organizational Psychology.

In-depth study of emerging areas in industrial/organizational psychology. Issues will vary to reflect new developments and contemporary approaches. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.

Brill

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

PUBLIC HEALTH

Advisor: James Teufel, Director of Public Health

Students majoring in public health can pursue a Bachelor of Arts in Public Health (BAPH) or a Bachelor of Science in Public Health (BSPH).

In both the BAPH and BSPH tracks will students will gain skills in 9 core courses that cover the key elements of the discipline. Additionally, all students majoring in public health will complete a minimum of 1 unit of experiential coursework as well as 1 additional course unit elective in the area of Health.

The BA and BS degrees are distinguished by the multidisciplinary electives chosen by students. Students majoring in the BS in Public Health (BSPH) select 5 units from specified courses in Biology, Chemistry, Earth Science, Environmental Science, Mathematics, and/or Physics. Students majoring in the BA in Public Health

(BAPH) focus on 5 specified course units in Accounting, Economics, History, Management, Philosophy, Political Science, Psychology, Sociology, and/or Spanish.

Bachelor of Science in Public Health (BS)

- Public Health Core Courses (9 units)
- HLTP 110 Introduction to Public Health (M4)*
- HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2)*
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy HLTP 315 Health Policy
- HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- Experiential/Service Courses (1 unit): Public Health majors will complete 1 unit from the following options.
- HLTP 185 Service in Public Health
- HLTP 386/387 Internship in Public Health
- Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.
- HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Program Planning and Evaluation)
- Interdisciplinary Elective (5 units)
 - BSPH students will complete five units from the following:
 - BIOL 103, 104 (or 310, 350), 112, 205, 206, 209, 210, 235, 263, 310, 327, 328, (37X approved by director)
 - CHEM 108, 113, 114, 205, 211, 212, 314 (or equivalents)
 - EASC 210
 - ENVR 112
 - MATH 171, 231, 332 (or any MATH other MATH at the 200 or 300 assuming no restrictions)
 - PHYS 109, 110, 111, 112
 - Other BIOL, CHEM, EASC, ENVS, MATH, PHYS courses by approval of public health program director

TOTAL (16 units)

Bachelor of Arts Public Health (BA) Public Health Core Courses (9 units)

- HLTP 110 Introduction to Public Health (M4)*
- HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2)*
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy HLTP 315 Health Policy
- HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- Experiential/Service Courses(1 unit): Public Health majors will complete 1 unit from the following options.
- HLTP 185 Service in Public Health
- HLTP 386/387 Internship in Public Health
- Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.
- HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Program Planning and Evaluation)
- Interdisciplinary Elective (5 units)
 - BAPH students will complete five units from the following:
 - ACCT 157
 - ECON 152, 211
 - HIST 220, 260, or 270(or equivalent)
 - MGMT 223, 227, 250, 251, 253, 310, 311
 - PHIL 250, 255, 257, 259, 275, 279
 - POSC 110, 115, 120, 237, 240
 - PSYC 120, 207, 218, 340**, 362**
 - SOCI 113, 115, 165 (also IDIS 165), 210, 251, 256, 258, or 260
 - SPAN 111, 120/125
 - Other ACCT (BUSN), ECON, HIST, MGMT (BUSN), PHIL, POSC, PSYC, SOCI, or SPAN courses by approval of public health program director
 - TOTAL (16 units)

**Learning in Common approved.*

***Note that HLTR/HLTP 310 (Health Research Methods) or Biostatistics and Epidemiology need to be completed prior to course enrollment.*

Public Health Minor Requirements

Required Public Health Courses of All Public Health Minors (2 units)

- HLTP 110 Introduction to Public Health (M4*)
- HLTP 230 Epidemiology

Elective Public Health Courses for Public Health Minors (choose 3 units)

- HLTP 218 Writing About Health (writing intensive)
- HLTP 231 Nutrition
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2*)
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy
- HLTP 311 Professionalism in Public Health
- HLTP 321 Global Health (M5*) or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- HLTP 185 Service in Public Health HLTP 340 Program Planning and Evaluation
- Other HLTP classes as approved by the public health program director

Courses in Public Health

HLTP 110. Introduction to Public Health.

This course will explore the multidimensional aspects of public health in the United States from a historical aspect, current practices and potential future needs. Public health professional practice is diverse due to multiple cultures, environments, and health care delivery systems in the 21st century United States. Prerequisite: none.

HLTP 185. Service in Public Health.

Partnering with the Moravian College Center for Career and Civic Engagement, students will contribute to the health and well-being of individuals and populations by serving community-based organizations and initiatives. As an integral part of service learning, students will reflection and present on their experiences and share ideas for capacity building and service improvements. Prerequisite: Approval of the public health program director.

HLTP 189 Biostatistics.

This course builds skills in public health data analysis and interpretation. Students apply statistical methods to answer individual and population health questions. The use of statistical software supports analyses.

Students will learn how to conduct appropriate analyses and will better understand how evidence is developed to inform decision making regarding health problems and interventions. Prerequisite: none.

HLTP 218. Writing about Health.

(WI) (cross-listed as English 218) This workshop-based course introduces students to the practice of writing about complex medical topics with a focus on defining the purpose, identifying the audience and developing the appropriate tone for selected documents. Students will read and discuss representative works and will draft and revise a number of their own health-related documents. Writing intensive. Prerequisite: LINC 101 or Writing 100.

HLTP 230. Epidemiology.

This course is an introduction to the study of disease occurrence in human populations. Basic epidemiological concepts, data sources, study designs, and analysis are discussed. Emphasis is place on how epidemiology impacts the way we make personal decisions about our own lives and the ways in which governments and public health agencies make policy decisions that affect how we live. Prerequisites: none.

HLTP 231. Nutrition.

(also IDIS 231) Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the science of nutrition: the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

HLTP 240. Essentials of Health Behavior.

In the search for why individuals make various health choices this course will explore many theories of the intricacies of human behavior and change. The health of individuals affects the health of their families, communities and society. Recognizing the complexity of human behavior and the related dynamics of cultural, social and environmental factors, students will analyze and evaluate various health intervention and programs.

HLTP 289. Social Determinants of Health.

Social and economic conditions are the best predictors of health outcomes. Students will learn why a person's zip code is a better predictor of health than genetic code. Students are introduced to emerging research on the social determinants of health and are challenged to experience social disadvantage. Health's relationship to life chances and choices is critically analyzed throughout the course. Prerequisite: none.

HLTP 310. Stats and Methods for Health Professions.

Scientific method as the means through which knowledge advances in allied health fields. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze data. Writing intensive. Prerequisite: Psychology 120 and junior or senior class standing.

HLTP 311. Professionalism in Public Health.

Becoming a health professional requires building a base of knowledge, skills, and experiences. During the course, students reflect on their knowledge, skills, and experience. Based on this reflection fitting internship, graduate school, and/or career opportunities are identified. Elevator pitch, public speaking, community engagement, resume writing, and interview skills are developed and evaluated. Prerequisites: HLTP 110, 218, 230, 240, or instructor's approval.

HLTP 315. Health Policy.

This course provides a foundation for both healthcare professionals and citizens to evaluate, and potentially change, health policies which influence the quality of their lives. The course provides an overview of policymaking and the law, the U.S. healthcare system, and public health institutions. Current issues in health policy including individual rights, health economics, health insurance and reform, and healthcare quality are addressed. Students will practice basic skills in health policy analysis and communication for political success. Prerequisites: HLTP 110 Instructor's permission.

HLTP 321. Global Health.

(also Nursing 321) Global health explores the huge disparities of health from country to country. In the 21st century the ease of travel has erased the confinement of communicable diseases and bioterrorism to the borders of a country. The health advances of the 21st century are costly and often pose ethical dilemmas for their implementation. Improvement of global health is a complex and often misunderstood process. Lack of public health professionals in many countries

can prevent implementation of beneficial changes. Millennium developmental goals and the World Health Organization goals will guide the study of this course. Prerequisites: HLTP 110 or Instructor's permission.

HLTP 330. Environmental Health.

(also Environmental Studies 330) This course addresses key areas of environmental health. Environmental epidemiology, environmental toxicology, and environmental policy and regulation are discussed as tools necessary to understand and promote environmental health. Specific agents of environmental diseases are analyzed. Applications of environmental health, including water and air quality, food safety, waste disposal, occupational health, and unintentional injuries and death, are explored. Prerequisites: HLTP 110 or Environmental Studies 110 or 112.

HLTP 340. Program Planning and Evaluation.

(also Nursing 340) This course serves as an introduction to the means of assessing the need for health education, the planning of health education, and the evaluation of the effects of health education. It includes selection and development of appropriate instruments of assessment/evaluation of both community and school health, and the theoretical foundations and practical applications of planning for health evaluation. Prerequisites: HLTP 110 or Nursing 115

RELIGION

Chair: Associate Professor Radine

Associate Professor: Denton-Borhaug;
Assistant Professor: Naraghi, Cheung;
Faculty Associates: Gal, Peucker

In the Department of Religion, faculty and students study the religious traditions of the world and explore the nature and function of religion in human experience. Through multidisciplinary methods engaging sacred texts, theology, ritual, belief, culture, history and more, we investigate the ways religion enriches and complicates the lives of people as a major source of people's values, ideals, and practices. Students acquire skills in thinking and reading, speaking and writing, and learn how to approach and understand cultures radically different from their own.

The Major in Global Religions

As a Major in Global Religions, you will develop a working knowledge of major religious traditions in the world. This requires taking courses in the following areas: Multireligious Studies, Judaism, Christianity, Islam and Asian Traditions. The Major is comprised of NINE courses in all, including the senior seminar and an

independent study/capstone. Your courses will include:

- 3 survey courses (generally 100 level), each from a different tradition/category;
- 4 advanced courses (generally 200 level), with at least three from different traditions.
- Religion 370: The Senior Seminar (offered every year in the fall).
- Religion 385: Directed Reading (this is the Independent Study/Capstone, offered every spring). Students will present the results of their independent research with a presentation or poster at the spring Student Scholarship Day.

Advanced courses do not have prerequisites; you may take any of them without prior background in Religion. Beyond these nine courses, students are free to select any additional religion courses according to their own interests. You will work with an advisor to assist you to develop your own individualized program of study, including:

- exposure to a variety of religious traditions. We offer courses in Multireligious Studies, Judaism, Christianity, Islam and Asian Traditions.
- opportunities for study with all the departmental faculty; and
- learning and practice of diverse methods of religious study.

SELF-DESIGNED PATHWAYS in the Major

In addition to studies in diverse religious traditions, students may choose various self-designed pathways in the major. The list below offers various tags you may click for a list of different offerings in these specific areas.

- Introductions
- Sacred Texts
- History
- Culture
- Philosophy and Theology
- Ethics and Justice
- War and Peace
- Health and Science

The tags above may be used to help you craft your own focus; for example, if you wished to focus on Sacred Texts, you could possibly study sacred texts in almost every religious tradition we teach. We cannot guarantee, however, that the courses you're looking for will be offered every semester; you'll need to plan ahead and work with your advisor on these issues. The tags also can help you navigate our offerings, choose courses that interest, and plan for options that involve

cross-listing courses, since many of the courses ALSO satisfy requirements for the Ethics minor, the Peace and Justice Studies minor, the Gender Studies minor, etc.

The Minor in Religion

The minor in religion consists of Religion 370 plus four course units selected with the approval of an advisor. No more than two 100 level courses may count towards the minor. A student who minors in religion has the option of taking Religion 385: Directed Study in Religion, as one of their four courses.

The Interdepartmental Major

The six courses of Set I of the interdepartmental major include Religion 370 plus five other courses. These five religion courses and the six courses of Set II are selected by the student with the approval of the advisor. Two distribution areas in addition to advanced studies in religion must be studied in Set I.

Opportunities: Additional Study and Careers

Students may enroll for religion courses at other LVAIC institutions or take additional classes at Moravian Theological Seminary.

Religion majors and minors go on to become teachers, pursue law, diplomatic, social and counseling services, journalism and business, while others pursue careers as religious leaders or become active in the non-profit sector. Some pursue graduate studies in religion or other fields.

Courses in Religion

110. What Is Religion?

Students will attempt to arrive at their own "thick descriptions" regarding the nature, meaning, and phenomenon of religion(s) and religious experience. Introduction to psychological, theological, sociological, and anthropological methods in exploring the ways religion functions in the lives of individuals as well as in the construction, maintenance, and daily life of societies. Engagement in cross-cultural comparison and contrast. (M4) Introduction

Denton-Borhaug

112. Hebrew Bible/Old Testament.

Examination of how the Hebrew Bible/Old Testament was written and what its original meanings were, using the tools of historical criticism, archaeology, and religious history. The diverse religious perspectives within the text will be explored. Knowledge of the

Hebrew language is not expected. (M3) Sacred Texts

Radine

114. Jesus and the Gospels.

Exploration of what we can know historically about the life and activities of Jesus. Comparison of the four gospels of the Christian New Testament, so that their separate messages and emphases can be discerned. Gospels that present different views of Jesus and his teachings but were not included in the Christian Bible will also be studied. (M3) Sacred Texts

Radine

115. Major Themes in the Qur'an.

The historical background within which the Qur'an appeared. Characteristic features of Qur'anic worldview. Topics of study include Qur'anic views of God, God-human relation, God-world relation, and ethico-religious concepts. The course addresses different approaches and methods of interpretation in the tradition of Qur'anic exegesis and explores various challenges the Qur'an faces in the modern era, such as feminist challenges and the issue of violence and human rights. (M3) Sacred Texts

Naraghi

116. Paul and Early Christianity.

Movement of earliest Palestinian Christianity into the Hellenistic world, studied through a focus on the Book of Acts and on the life and letters of the Apostle Paul. Historical methods for study of the Bible as a whole. (M3) Sacred Texts

Radine

121. Introduction to Roman Catholic Thought.

An introduction to the Roman Catholic expression of Christianity. Use of historical, sociological, theological and ethical methods to explore the development of the Roman Catholic Church, its social structures such as the Magisterium, its ecclesiology, doctrines, rituals, and body of social teaching. The focus will especially address the concerns, experience, and practices of contemporary U.S. Catholics. (M3) Introduction

Staff

124. Religious Thought of China and Japan.

A study of the Confucian, Daoist/Taoist, and Buddhist traditions and their contribution to the intellectual, ethical, and spiritual life of East Asian cultures. Local traditions will also be discussed. (M3) Introduction

Cheung

125. Introduction to Islam.

A survey of the ideals and practices of Islam across its history. It includes ritual, theological, philosophical, mystical, ethical, and political dimensions of Islam. Special attention is given to Islam's primary message and its implementation in the life of Muslims. (M3) Introduction

Naraghi

126. Judaism.

An introduction to Jewish religion, culture, and history. The course will explore major Jewish textual resources (the Jewish Bible, rabbinic commentaries, philosophy, and mysticism) as well as Jewish religious lifeways such as worship and holidays. The diversity of Jewish cultures and languages, Jewish political nationalism (Zionism), as well as the complex and ever-changing question of Jewish identity will also be studied. (M3) Introduction

Radine

131. Intro to Christianity: Jesus Saves?

Introduction to the pluralism of Christian images, metaphors, and theories of salvation. Students will read ancient and modern theological texts, and learn from visual art, film, and literature. In addition to conducting theological investigation, students will explore the social and historical underpinnings of various salvation metaphors as they occur in various cultures and epochs. (M3) Philosophy and Theology

Denton-Borhaug

133. Native American Religions.

Traditional myths, rituals, and life-cycle ceremonies of native American peoples, representing several geo-cultural regions of North America. Attention will also be paid to issues of medicine and healing, gender relations, ecological values, and indigenous responses to threats of physical and cultural genocide. Fall, alternate years. (M5) Culture

Staff

136. Seeing and Believing: Women, Religion, and Film.

(Also Women's Studies 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3) Gender Studies/Culture

Denton-Borhaug

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

(Also Interdisciplinary 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. (M3) War and Peace & Ethics and Justice

Denton-Borhaug, Jasper

128. Asian Traditions through Film.

What can we learn about Asian religious-philosophical traditions through film? What can we learn about the form and content of this medium by watching others and creating our own film? This course exposes students to Hinduism, Yoga, Buddhism, Confucianism, Daoism, Chinese divination and geomancy, and contemporary expressions of Asian religions. Students learn not just from the content and narrative of film, but also its meta-narrative, or narration in form and structure, including editing (shot composition), lighting, musical arrangement, and implicit ideologies (romanticization, Orientalism). Students will watch clips and short films in class, and feature-length films before class (through Ensemble Video). The final group project involves creation of a short film that will be screened to the rest of the class. Students will gain basic concepts of Asian religious-philosophical traditions and learn how to critically evaluate films that we will view. (M6) Culture Cheung

210. Christian Ethics.

A careful reading and discussion of representative texts in Christian ethics, with particular emphasis upon the distinctiveness of Christian ethics, Christian faith and social responsibility, the relation between Christian ethics and Christian theology, and the diversity of Christian ethics among the various Protestant and Catholic traditions. (U2) Ethics and Justice

211. Christian Ethics and War.

How should humans respond to the perennial human problem of war? This course provides an introduction to ethics from Christian perspective through focus on this social issue. Students will be exposed to a wide spectrum of responses, including pacifism, nonviolent direct action, just war theory, Christian realism, warrior ethics, and more; and will develop their own ethic as their final project for the semester. (U2) War and Peace

Denton-Borhaug

213. Christian Theology.

Who/What is "God"? What is "Christology" and where does Jesus of Nazareth fit in? How do Christians understand "the church," "the human person," and "ultimate hope"? Why is there such a literature as "Theology" and what is its purpose? In this course, students will have the opportunity to understand an extremely important aspect of Christian tradition by exploring the nature of Christian theology by gaining exposure to it "from the inside out." Reading Christian theology as literature, we will study some diverse examples of Christian theology. Along the way of our study, we will think critically about the classic structure of systematic Christian theology and its loci, focus on the ultimate questions it raises and explores, think about the contexts and questions of the human beings in different times and places that have been compelled by it, and compare and contrast very different expressions of the genre of "theology". (M3)

215. Christian Theology.

Major issues within mainstream Christian faith, with attention to God, the nature of Christ, death and the ultimate Christian hope. Philosophy and Theology

Staff

217. Paul through Jewish and Christian Eyes.

An introduction to the complex, perilous and fascinating world of New Testament biblical interpretation through focus on the writings of Paul of Tarsus. We will explore the robustly debated topic of how to understand Paul, his letters, and his theology through study of the history of Christian antijudaism and antisemitism, exposure to contemporary biblical criticism, archeology, and other scientific findings, and via service learning. (M3) Sacred Texts

Denton-Borhaug

223. Religions of India: Hinduism and Buddhism.

An introduction to the basic beliefs and practices of Hinduism and Indian Buddhism through the study of primary sources. Secondary sources will be used to examine popular Hinduism and contemporary South Asian Buddhism. (M5)

Staff

225. Pilgrimage: Searching for God in a (Post)modern World.

Pilgrimage: Searching for God in a (Post)modern World. This course will provide students with the opportunity to study and reflect on the relationship between Christian

thought and (post)modern life. We will look at the way supposedly “secular culture” makes reference to “signals of transcendence,” and expresses longing for spiritual meaning, focusing on the changing nature of “pilgrimage” and its relationship to religious authority, theology, spiritual conviction, tourism and movement, and the role of culture. Students will embark upon their own pilgrimage as a part of their class work, in addition to studying diverse sites and pathways of pilgrimage (secular and religious) in the U.S. and world (M3) Culture

Denton-Borhaug

226. From Prophecy to Apocalyptic.

An exploration of the phenomenon of prophecy as a social institution as known in the ancient Near East as well as prophetic literature in biblical texts. The development of apocalyptic thought in Judaism and Christianity will be studied, up to the book of Revelation. (M3) History

Radine

227. Ancient Near Eastern Religion.

A study of the religions of the ancient Near East, this course will explore the myths and rituals of the peoples of Mesopotamia, Anatolia, Syria-Palestine, and Egypt before the Roman era. Foundational to western civilization in general, these religions also form the cultural context and background for the sacred scriptures of Judaism, Christianity, and Islam. (M3) History

Radine

231. Atheism.

Atheism is the belief that there is no God or gods. This course is a systematic and sympathetic examination and critical evaluation of atheism. It is primarily focused upon understanding contemporary arguments against theism, such as arguments from evil and divine hiddenness; sociological and psychological theories about the origin of religion (e.g., Freud and Durkheim); and the implications of atheism with respect to the questions of moral values, the meaning of life, and possibility of immortality. (U2) Philosophy and Theology

Naraghi

240. Religion and Feminist/Gender Studies.

(Also Women’s Studies 240). Students study methods from feminist and gender studies to explore the intersection of women’s lives and experience, and traditions of Christianity, Judaism, Islam, Buddhism, and Hinduism. We investigate the personal and political through case studies that address issues such as

leadership/ritual roles in diverse institutions; religious text/law; image(s) of the divine; gender, violence, and “religious extremism”; religion and the body; and feminist theological exposition. Ethics and Justice

Denton-Borhaug

245. Religion and Politics.

What is “civil religion”? This course examines the relationship between religious ideas and values, and political structures, decision-making, and culture. Topics include the historical background of civil religion in the U.S., church-state relations and the First Amendment, the role of religion in politics post 9/11, the intersection of politics, religion and race, and other current issues. (U2) Ethics and Justice

Denton-Borhaug

246. War and Peace in the Biblical World.

This course will explore ideologies of warfare and other forms of sanctioned mass violence, as well as ancient hopes and expectation for peace. Ancient Near Eastern texts and practices will be studied in addition to biblical texts. (U2) War and Peace

Radine

248. Topics in Religion and Literature.

How the religious dimension of human experience is expressed and interpreted in literature, with focus on a particular author, group of writers, theme, or school of critical interpretation. Identification and evaluation of the way human religious experience is articulated through the literary imagination, whether classical, modern, or contemporary. Culture

Staff

250. Environmental Philosophy.

An overview of the ethical, metaphysical, cultural, and political issues involved in understanding humankind’s complex relationship with the natural world and with other-than-human animals. Examines positions and philosophies of radical environmentalists, environmental ethicists, animal-rights advocates, and political ecologists. Fall, alternate years. (U2) Health and Science

Canteñs, Falla

251. Modern Jewish Religious Movements.

Modern Judaism exists in a wide spectrum of beliefs and practices, from ultra-traditionalism to secular humanism. This course will explore both the making of modern Judaism and the religious "map" of Jewish life today. Topics will include Hasidic Judaism, Zionism, and contemporary North American trends in Judaism. (M5) Culture

Radine

253. Philosophy of Religion.

(Also Philosophy 253) The nature of religion and beliefs concerned with existence, nature, and knowledge of God, with alternative positions to theism. (U2) Philosophy and Theology

Naraghi

255. Latin American Liberation Theology.

Introduction to the study and practice of liberation theology in the Latin American context through classroom study of the history, method, and content of liberation theology. Our purpose will be to investigate how this movement emerged and the effects it continues to have culturally, politically, religiously, and personally. All students and professor will embark on a travel seminar during Spring Break to the border region between Mexico and Arizona. (M5) Ethics and Justice

Denton-Borhaug

261. Islamic Philosophy, Theology, and Mysticism.

(Also Philosophy 261) An exploration of key notions and figures in Islamic philosophy, theology, and mysticism. Some issues embedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Philosophy and Theology

Naraghi

262. Religion and Capitalism.

Did the Protestant work ethic contribute to capitalism? How are Chinese Buddhist institutions currently involved in the stock market? This course examines historical and contemporary engagement of religious institutions with various forms of capitalism. We will discuss how karma acts as a medium for the exchange of spiritual and material goods. We investigate arguments that characterize capitalism as a religion. (M4) Ethics and Justice Cheung

263. Civil Rights and the Moral Life.

(Also Interdisciplinary Studies 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2) Ethics and Justice

264. Science and Theology.

Is it (im)possible to hold religious beliefs and convictions, and simultaneously to be a modern person of science? This course will examine the interface between science and theology from a variety of perspectives. We will explore key questions and supposed conflicts between science and religion, emphasizing the interaction between the two, how science impacts religion and vice versa. A capstone paper, a Credo, will ask the student to reflect on how one's understanding of scientific theories affects his/her beliefs about certain key religious ideas such as Creation or human nature. Prerequisites: Junior or senior class standing. (U1) Health and Science

Falla

265. Sociology of Religion

(also SOC 265). Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion. Culture

266. History of the Early 18th Century Moravians.

This course explores the history of the Moravians as an 18th-century transatlantic community. Their communities are an interesting example of 18th-century intentional communities. How were their congregations organized? What did Moravians believe, and how does this relate to other religious groups? How did they perceive their own history, and how did Moravians record history? Eighteenth-century Moravians were highly controversial; we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race and sexuality. (M1) History

Peucker

221. Buddhism and Mindfulness.

What is mindfulness? Does it improve health? Why are mindfulness-based programs being increasingly introduced into big corporations, startups, churches, public schools, hospitals, prisons, law enforcement, and the military? This course will explore: 1) the relationship

between Buddhist traditions and mindfulness; 2) scientific research on the effects of mindfulness; and 3) the ethical debate on the commodification of mindfulness. (U1) Health and Science Cheung

310. Methods in Religious Study.

Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion.

Staff

370. Seminar in Religion.

Selected topics significant in current religious studies, drawing together several themes or methods within religious studies and posing issues of broader interdisciplinary significance. Required for majors, minors, interdepartmental majors, and open to others by permission of instructor. Spring, alternate years. Two 70-minute periods. Writing-intensive.

Staff

385. Directed Study in Religion.

A required course for religion majors. Students will select and conduct an individual research project under the direction of a faculty member. Ideally the student will have already taken Religion 370. The first part of the course will be focused on methodology.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

RUSSIAN

See Modern Languages and Literatures

SCIENCE EDUCATION

Advisor: Kelly Kriebel, Dept. of Physics & Earth Science

Moravian College offers approved programs leading to secondary-school teacher certification in Pennsylvania and states with reciprocal agreements in biology, chemistry, physics, and general science. Students in biology and chemistry complete a departmental major in the field. Students in physics may complete a departmental major in physics

with a bachelor of science or complete Set I of an interdepartmental major in physics and Set II in mathematics. Consult the appropriate departmental listing for details. The general science major at the secondary and middle level is described below.

All students interested in the secondary program must select courses with the approval of the major advisor and science education advisor and must satisfy requirements for secondary teacher certification described under education. These requirements include Education 378 during the student-teaching term. In addition to general principles of secondary-school teaching, this course emphasizes development of effective teaching techniques and materials in the sciences and includes review of current science curricula, resources available to science teachers, and application of educational research to the teaching of science.

The Major in General Science/Secondary Education

A student seeking Pennsylvania teacher certification in general science at the secondary level must take Chemistry 113 and 114; Physics 109 or 111 and Physics 110 or 112; Biology 119, Biology 100 or 112, and Biology 107 or Environmental 112 or Biology 360; Earth Science 110, 120, and 130; Interdisciplinary Studies 320.2; Mathematics 170 (or its equivalent sequence Mathematics 106-166); and three other course units in science. In the entire sequence, at least two courses from one department must be numbered 210 or above. When appropriate, students are encouraged to be laboratory assistants in one of the science areas. Students also complete requirements for secondary teacher certification under education, including Education 378 as described above. Students should check with the Education Department about specifics regarding this program.

The Major in General Science for Middle Level Education

Students seeking Pennsylvania certification in middle level education with an interdisciplinary program in general science complete nine science courses including: Biology 100 or 112 or 119; Biology 107 or Environmental 112; Chemistry 108 or 113; Physics 109 or 111; two courses from Earth Science 110, 120, or 130; and three science electives. In addition the students complete the Learning in Common (LinC) curriculum, Mathematics 107, and Interdisciplinary Studies 320.2 as their Writing Intensive course. For LinC requirements students must select Mathematics 125 to fulfill the requirement in the Quantitative Reasoning (F2) category and Biology 107 or Environmental 112 to fulfill the lab science requirement (F4). In the Multidisciplinary categories, they must take History 113 to fulfill the requirement in Historical Studies (M1); Education 131 to fulfill the

requirement in Literature (M2); Education 160 to satisfy the Ultimate Questions (M3) category; Political Science 110 to satisfy the requirement in Economic, Social, and Political Systems (M4); and Interdisciplinary Studies 110 to fulfill the Cultural Values and Global Issues (M5) category. The Aesthetic Expression (M6) requirement is waived for these students. Middle level education students must complete only one of the Upper-Division category requirements.

Middle level education students must complete the professional sequence in middle level education:

Education 100.2	Taken in the fall of the freshman year.
Education 160	Taken in the spring of the freshman year.
Education 130&140.2	Taken in fall of the sophomore year.
Education 131	Taken in the spring of the sophomore year.
Education 244	Taken in the fall of the junior year.
Educ 32, 333,358.2	Taken in the spring of the junior year.
Educ 330, 331, 332.2,358.2	Taken in the fall of the senior year.
Education 371, 375, 376, and 377	Taken in spring of the senior year.

In addition, Biology 107 or Environmental 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 125 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. History 113 with a grade of C or better, Political Science 110, and Interdisciplinary Studies 110 are prerequisites for Education 330. Students must pass the reading, writing, and mathematics PAPA exams prior to enrolling in any 200 level or above education courses. These exams should be taken in the freshman year. All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Students in the middle level certification program may also complete a pre-approved interdisciplinary major in mathematics/elementary general science or elementary general science/English. Students should check with Joseph Shosh in the Education Department about specifics regarding these programs.

SOCIAL STUDIES EDUCATION

See Historical Studies

SOCIOLOGY AND ANTHROPOLOGY

Chair: Associate Professor Jasper

Associate Professors: O'Connell, , Wetcher-Hendricks;
Assistant Professor: Keshodkar; Faculty Associate:
Reynolds (Political Science); Visiting Instructor: Castillo;
Adjunct Faculty: Dougherty, Giordano, Heiberger,
Makoul, McIntosh, Ramunni, Sonne, Williams

The program in sociology and anthropology helps students better understand social organization and human social behavior. With strong foundations in sociological research and theory, students learn about socio-cultural identity, social interaction, the role of culture and social institutions, and the impact of structured inequality (race, class, and gender) upon social life. The department has a particular strength in the analysis of legal institutions.

The Major in Sociology

A student may select either the general sociology program or the law and society program.

Sociology This track is designed to prepare students for a wide range of professional careers and advanced study by emphasizing cultural awareness, research, and theoretical thinking skills as they apply to the interplay between individuals and social structures.

Crime, Law and Society This track is designed to prepare students for careers in legal professions or other aspects of the justice system, including social work, as well as for the kinds of advanced study expected of professionals in those fields.

The Sociology Core

Sociology 115 Introductory Sociology

Sociology 246 Basic Research Methods

Sociology 335 Sociological Theory

Sociology 346 Advanced Research Methods

In addition to these four required courses, students take five other courses above the 100 level, at least one of which must be at the 300 level. These remaining courses should be chosen in careful consultation with the student's advisor, but students in the general sociology program will take either Sociology 258, 355, or 357 as at least one of these upper level courses, while law and society students will normally take Sociology 318. The writing-intensive requirement for

majors will be fulfilled by Sociology 258, 355, or 357.

Sociology majors are encouraged to fulfill their Learning in Common F2 requirement by completing Mathematics 107.

Students in the general sociology program should take electives designed to familiarize them with an array of other disciplines. Crime, Law and Society students should include among their electives courses such as Political Science 110.

Note: Students majoring in either track of the sociology major who desire a minor or a second major are required to select a field outside the Sociology Department.

Transfer Students

All transfer students must complete a minimum of five of their sociology requirements at Moravian College.

The Minor in Sociology

The minor in sociology consists of five course units: Sociology 115 and four other courses that must include at least two 200-level courses and one 300-level course.

The Interdepartmental Major

Six courses of Set I of the interdepartmental major must include Sociology 115, at least two 300-level courses, and three other departmental electives.

Courses in Sociology

111. Human Communications.

(Also Communications 111) This course focuses upon the functions and processes of communication as well as the various communication techniques used in modern society. Students explore basic theories and examine the characteristics and social effects of verbal and non-verbal human interaction. Application of theoretical concepts include observation and analysis of communication methods used in interpersonal, group, and media forums. (M4)

Rosen, Wetcher-Hendricks

113. Cultural Anthropology.

An introduction to the ways that anthropologists analyze cultures to understand the diversity of human social forms. Using both cross-cultural comparisons of major social institutions and

practices and the intensive examination of selected specific cultures, it seeks to promote students' understanding of human cultural diversity. (M4)

Keshodkar

115. Introductory Sociology.

Explores basic concepts and theories concerning the relationship between individuals and society. Emphasizes the influence of culture, social structure, and institutions upon human activity. Discusses and analyzes social groups, socialization, community, class, power, and social change, among other substantive issues. (M4)

Staff

125. Marriage and the Family.

Customs and trends in courtship, marriage, and family life in the United States and worldwide. Analysis of family structures with particular attention devoted to roles, relationships, and problems within as well as between families.

McIntosh, Wetcher-Hendricks

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

(Also Interdisciplinary 165, Religion 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. (M3) Denton-Borhaug, Jasper

210. The Human Services System.

Describes the wide variety of human services offered in the United States, explaining current resources available and ranges of unmet needs. Students explore the historical development of the helping professions, as well as philosophies and political realities that affect human services. They also examine roles and skills needed by various human-service practitioners. Prerequisite: Sociology 115.

Williams

216. Crime, Law, and Justice.

An introduction to the language, theory, and practice of the law, with a particular emphasis on the American legal system, including both criminal justice and civil justice systems. Topics include constitutional law, court procedure, comparative legal systems, criminal

law and procedure, administrative law, family law, real and personal property, employment law, and estates and trusts. Prerequisite: Sociology 115.

Staff

220. American Constitutional Law.

(Also Political Science 220) Role of the Supreme Court and its relationship to legislative and executive branches of the American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Fall, alternate years. Two 70-minute periods. Recommended: Political Science 110 or Sociology 216.

Reynolds

221. Civil Liberties and the U.S. Constitution.

(Also Political Science 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

Makoul

240. Social Deviance.

The concept of deviance as addressed by sociological perspectives. Sociological, biological, and psychological theories of causation are used to explore behaviors that may intersect with matters pertaining to criminal justice and social welfare. Prerequisite: Sociology 115.

Ramunni

245. Juvenile Delinquency.

Delinquent behavior and the juvenile justice system, with emphasis on facets of delinquency (types and origins) that differentiate it from adult criminal behavior. Topics include institutional and non-institutional prevention, control, and treatment of delinquency. Prerequisite: Sociology 115.

Ramunni

246. Basic Research Methods.

Development and practical use of skills for initiating the research process, from development of topics to determination of research methods and instruments. Information-gathering through traditional sources and the media, and proper reporting of this information. Understanding and use of structures for data-gathering. Prerequisite: Sociology 115.

O'Connell, Wetcher-Hendricks

251. Human Sexuality.

(Also Interdisciplinary 251) The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. (U2)

Staff

256. Social Controversies.

(Also Interdisciplinary 256) Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: Sociology 115; junior or senior standing. (U2)

Wetcher-Hendricks

258. Power and Conflict.

Analyzes the ways that sociologists and others have tried to understand social hierarchies and the processes by which social activity develops and sustains them. Focus is on understanding social-science theories and concepts that describe and analyze social inequality and perceptions of such inequality in modern life. Writing-intensive.

Staff

260. Urban Sociology.

Examines the city as a unique site of social life, using an historical and comparative approach to identify key features in the development of industrial, post-industrial, and global cities. Topics include human and spatial divisions, institutional structure of urban areas (including economic, political, and religious dimensions), cosmopolitanism, and pluralism. Each term, the course focuses on one city, such as New York, Bombay, or London, as a case study. Prerequisite: Sociology 115.

Satff

265. Sociology of Religion.

The role of religion in modern society, with emphasis on the changing dynamic of religion. Topics include secularization and de-secularization of society; religious pluralism and immigration; political and civil religion; new religions. (M3)

Jasper

268. Nation, Religion & Region in India.

This course is designed as an introduction to the culture and society of modern India. The course focuses upon the historical formation of different communities, looking at the historical, political, cultural, and social forces that have shaped these communities. The course will highlight the development of national, religious, and regional communities. No prerequisites. (M5)

Jasper

270. Corrections in America.

Historical development and competing philosophies of corrections as institutional and community-based programs. Dynamics of prison life; inmate subculture; administrative, organizational, and rehabilitative aspects of adult and juvenile probation and parole. Prerequisite: Sociology 216.

Dougherty

275. Complex Organizations.

Theory and dynamics related to the administration of complex organizations. Emphasis on historical, comparative, and contemporary organizational theories; distinction between sociological and economic approach to understanding organizations. Case studies aid in comprehending these differences. Prerequisite: Sociology 115.

Staff

295. Social Movements and Globalization.

Social movements are citizen action that aims at transforming social problems and political issues. Today, globalization has altered earlier agendas for social change and broken down barriers to international political engagement. For example, the Arab spring and Occupy Wall Street reflect how complex and massive recent social movements are. Using case studies and historical accounts, this course will explore how globalization shapes the theory and practice of social movements from a sociological perspective. (M5)

310. The Family and the Law.

Sources and applications of family law in America. Legal regulation of marriage, boundaries of marital and non-marital contracts, divorce. Legal ramifications of parent-child relationships, including parental obligations in children's education and medical care. Issues of child neglect, abuse, and legal termination of parental rights. Prerequisite: junior standing.

Sonne

312. Environmental Law.

Importance of public policy and the law to environmental issues and problems. Topics include environmental values upon which policy is based; review of laws and regulations with an emphasis on NEPA, RCRA, CERCLA; and policies that apply to clean water, wetlands, endangered species. Prerequisite: Sociology 216.

Staff

318. Criminal Law and Society.

Causes of crime, nature of criminal acts, elements of crimes, defenses, excuses and justifications for crimes. Topics include crimes against persons, property, moral order, "victimless" crimes, admissibility of evidence, constitutional guarantees. Prerequisite: Sociology 216.

Giordano, Heiberger

335. Sociological Theory.

Prominent schools of sociological theory, building upon theories introduced in lower-level courses. Development of social theory and connections between classical and contemporary theoretical positions. Topics include consensual and conflict approaches, micro- and macro-perspectives. Current theoretical challenges, including feminist theory, critical race theory, and post-modernist theories. Prerequisite: junior or senior standing.

Jasper

346. Advanced Social Research. Capstone course for sociology majors. Each student conducts an empirical study designed to develop skills for gathering and interpreting data using common statistical tests to determine significant effects. Students become familiar with computer programs that perform these tests and practice scholarly presentation of research findings. Prerequisite: Sociology 246.

O'Connell, Wetcher-Hendricks

350. Socio-History of Media Technology.

(Also Interdisciplinary Studies 350) Technological development and social implications of various forms of mass media. Analyzes mass media as a social force that shapes personal and collective ideas and behaviors. Prerequisite: junior or senior standing. (U1) (Major elective for Sociology) (Minor elective for Media Studies)

Wetcher-Hendricks

355. Sociology of Gender.

(Also Interdisciplinary Studies 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on

inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation. Writing-intensive.

Wetcher-Hendricks

357. Racial and Ethnic Inequality.

Current and historical theories of race and ethnicity paradigms. Concepts of minority-dominant relations, assimilation, pluralism, strains of anti-racism, immigration, segregation. Writing-intensive.

Staff

366. Counseling in Human Services.

Development of the helping relationship as a basis for individual, group, and family counseling. Building interviewing skills through classroom practice exercises to demonstrate and integrate understanding of counseling techniques. Helpful preparation for students in a variety of field placements and internships. Prerequisite: Sociology 210 and junior or senior standing.

Williams

370. Seminar.

In-depth study of one of a wide range of topics in contemporary sociology, such as social movements, media, sports, and other aspects of popular culture. Open to junior and senior sociology majors or by permission of instructor.

Staff

375-377. Fieldwork in Sociology.

Designed to relate classroom concepts to organizational practice. To be eligible for a specific placement, students should contact advisor at the start of the junior year to plan courses necessary for their field placement, which requires approval of fieldwork seminar instructor. Restricted to senior majors.

Staff

190-199, 290-299, 390-399. Special Topics.

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

SPANISH

See Modern Languages and Literatures

THEATRE

The Theatre Minor gives students the opportunity to develop communication and creative problem solving skills and they learn the art and technique of communicating a play to an audience. Students will gain an understanding and appreciation of the various aspects of theatre production and their own artistic voice in a combination of classroom and laboratory environments. Within the minor, a student may focus on an area of particular interest (performing, directing, writing, etc.), but all students will become more proficient in collaboration, creative problem solving, interpretation, and self-awareness.

Curriculum

INTRODUCTION TO THE DISCIPLINE (one unit)

--THEA232/ENGL232. ART OF THEATRE

STUDY OF THEATRE PRODUCTION (one unit)

(Directing, Design, Performance, Playwriting, Stage Management, etc)

One unit in directing, design, performance, playwriting or stage management, to be chosen from courses offered at Moravian or another LVAIC institution. Special topics, independent study or internship courses may be included, with approval of the program director.

STUDY OF DRAMATIC LITERATURE OR HISTORY (one unit)

Chose one of the following, or another approved Moravian or LVAIC course in dramatic Literature or Theatre History:

- --THEA330/ ENGL330. Shakespeare
- --ENGL223. Modern Drama and Theater
- --ENGL224. American Drama and Theater

--Or special topics courses in Dramatic Literature or Theatre History, with approval of the program director.

4. ELECTIVE (one unit)

Chose on of the following:

- --A second theatre production course
- --A full unit of approved Vocal Music courses
- --A full unit of approved Dance courses
- --A second dramatic literature course

For foreign language students, this could include FREN360/THEA360 (20th-Century French Theatre),

GERM350/THEA350 (20th-Century German Theatre), SPAN342/THEA342 (Love and Jealousy from Cervantes to Almodóvar), SPAN354/THEA354 (Emblems and Visual Culture in Early Modern Spain) or FOR115/THEA115 (Spanish Masterpieces in Translation) however, note that courses cannot count toward BOTH a major and a minor).

- --An approved arts management course
- --Internship or --Independent Study with approval of the program director.
- --An approved LVAIC theatre course

NOTE: Other complementary courses-including special topics courses-may not be counted as the elective with approval of the Theatre Minor advisor.

5. MAJOR PROJECT (one unit)

--THEA 385

Performance of a major role, completion of a primary design, stage management of a fully staged production, etc. Typically completed in a student's senior year. TO INCLUDE: Process journal with entries for each rehearsal/session; Accompanying readings; Weekly meetings with advisor; Completion of a personal artistic statement that looks back over previous experiences including practicum, evaluates progress, and identifies strengths, challenges, and goals.

6. PRACTICA (NON CREDIT BEARING REQUIREMENT)

Participation (in an approved capacity) in TWO theatre productions, with accompanying self-evaluation. Could be pre-production research, performance, building, painting, writing, directing, design, etc. One of the practica may be in a related discipline (such as Dance Company participation) if authorized by the minor advisor.

Courses

THEA232. Art of the Theater.

Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years.

Shorr

THEA330. Shakespeare.

The major plays. Spring, alternate years.

Black

THEA385 or 385.2.

Project. Exploration of an aspect of theatre in practice.

WOMEN'S STUDIES

See Interdisciplinary Programs

WRITING

See Interdisciplinary Programs

DIRECTORIES, CALENDAR, MAPS

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Moravian's strong curriculum is reinforced by a scholarly, dedicated faculty. The influence of the faculty on students is personal and immediate: Moravian faculty members—including the most senior—teach freshman classes as well as upper-level classes. And the scholarship and dedication of Moravian's faculty creates a dialogue between teachers and students with far-reaching results.

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Artist-Lecturers in Music

Chris Aguayo | Rock-Pop Singer/Songwriter/Guitar

Email: aguayoc@moravian.edu

Research interest and expertise

Artist-Lecturer in rock-pop singer/songwriter/guitarist

BIOGRAPHY

Chris Aguayo is a performing rock singer/songwriter/guitarist & alumni of Moravian College. He is recognized by WFMZ as a “uniquely talented songwriter” and plays an average of 10-15 shows per month. Chris self-produces his work and can help singer/songwriters who play guitar or piano take their songs to a commercial level as well as to play them live professionally. Visit www.chrisaguayo.com to learn more about Chris, his music, & upcoming show schedule.

Dr. Deborah Andrus | Clarinet; Clarinet Choir, Woodwind Trio

Email: andrudsd@moravian.edu

Research interest and expertise

Artist-Lecturer in clarinet, Clarinet Choir, Woodwind Trio, Clarinet Pedagogy, Clarinet Literature

BIOGRAPHY

Deborah Andrus is the second and Eb clarinetist with the Allentown Symphony Orchestra, and is a member of the SATORI Chamber Ensemble, the DeMarina Trio and the East Winds Quintet. Before moving to Pennsylvania, she held the principal clarinet position with the Natchez Opera Festival Orchestra. She has performed with many ensembles across the United States, including the Louisiana Philharmonic, the Baton Rouge Symphony, the Mississippi Symphony, the Central Ohio Symphony, the New Columbian Brass Band and the Fort Wayne Philharmonic. In 2010, Dr. Andrus toured mainland China, giving concerts and masterclasses with Trio Clavino.

Currently, Dr. Andrus is the Artist-Lecturer in Clarinet at Moravian College and Lehigh University where she teaches clarinet, directs the clarinet ensembles and teaches Woodwind Techniques. In 2009, she was the recipient of the T. Edgar Shields prize for Outstanding

Studio Teaching at Moravian College. Before moving to Pennsylvania she was Professor of Clarinet at Delta State University in Cleveland, Mississippi and at Southeastern Louisiana University in Hammond, Louisiana. In addition to teaching college students, Dr. Andrus has a thriving private studio in the Lehigh Valley. Her clarinet students have won positions in All-State, All-East and All-National Honor Ensembles, as well as winning local, regional and national competitions.

Dr. Andrus earned her doctorate as a Presidential Fellow at The Ohio State University, a Master of Music from Michigan State University and her Bachelor of Music from The Crane School at SUNY Potsdam. Her teachers include Alan Woy, James Pyne, Theodore Oien, Elsa Ludewig-Verdehr and Mark Nuccio.

A passionate teacher of all students of the clarinet, Dr. Andrus is the clarinet author for Teaching Woodwinds, a woodwind methods resource for music educators, which can be found at: teachingww.com.

Dr. Andrus is an Artist-Clinician for the Buffet Corporation and plays Buffet R-13 clarinets. In her free time, Dr. Andrus enjoys reading, yoga, cooking and traveling with her family.

John S. Arnold | Guitar, Classical; Guitar Ensemble

Email: arnoldj@moravian.edu

Research interest and expertise

Artist-Lecturer in guitar, Guitar Ensemble, Flute and Guitar Ensemble, Guitar Pedagogy, Guitar Literature

BIOGRAPHY

John S. Arnold is presently the guitar instructor at Moravian College where he teaches private lessons (classical, flamenco, lute, fingerstyle), guitar ensemble, flute & guitar ensemble, guitar literature & guitar pedagogy. Prior to this position he taught guitar at Bennington College in Vermont. As a soloist and chamber musician, he has performed with numerous ensembles and venues including the Pennsylvania Sinfonia Orchestra, Allentown Symphony Orchestra, Sage City Symphony, Satori, Two Part Invention, Gabriel Chamber Ensemble, Pennsylvania Shakespeare Festival, Kennedy Center, Musikfest, Wall Guitar Festival, Bach-Handel Festival, Philadelphia Classical Guitar Series, Festival of the Human Voice, HCC Guitar Mini-Fest, Hartt International Guitar Festival, and on national public radio & television.

In 2002, John was awarded the T. Edgar Shields Prize for distinguished studio instruction at Moravian College where his students have won many competitions including the MC Concerto Competition and the prestigious GFA Competition (Youth Division). From 2000-2012, he founded and directed the Bethlehem Guitar Festival, bringing to the Lehigh Valley some of the most outstanding guitarists the world has to

offer. In 2011, Shenandoah Conservatory presented John with the Alumnus of Excellence Award, recognizing alumni for doing outstanding work in their field. In addition to teaching and performing, John has been a judge for numerous guitar competitions including the Schadt String Competition, Philadelphia Classical Guitar Competition, John & Susie Beatty Competition, and Godfrey Daniels.

Mr. Arnold holds an Artist Diploma degree from the Hartt School, University of Hartford, where he studied with Richard Provost; Bachelors and Masters Degrees in Guitar Performance and Guitar Pedagogy from Shenandoah Conservatory of Shenandoah University, where his major teacher was Glenn Caluda. Mr. Arnold has recorded several CD's and published arrangements for guitar with ClearNote Publications and Guitar Chamber Music Press.

Eduardo M. Azzati | Voice, Classical; Women's Chorus

Email: azzatie@moravian.edu

Research interest and expertise

Artist-Lecturer in voice and conducting, Women's Chorus, Vocal Pedagogy, Vocal Literature, Vocal Diction

BIOGRAPHY

Eduardo Azzati, director & conductor, is a versatile musician who divides his time between singing, teaching and conducting. He gained popularity as a conductor and baritone soloist in his homeland Argentina where he directed many choral and orchestral ensembles and sang with important orchestras including the National Symphony Orchestra. Mr. Azzati has held many positions as a conductor. Among others Associate Conductor of the award winning National Youth Choir of Argentina, Director of Choral Activities and Conductor of award winning choirs at St. Agnes School, Director of Choral Activities and Conductor at St. Andrew's School and Conductor of Kantus Choral Group.

As a solo singer Mr. Azzati specializes in the oratorio and art song repertoires. He appears frequently in the Lehigh Valley and beyond and has sung in Argentina, Uruguay, Brazil, France, Spain and Greece. The Morning Call remarked: "In Max Reger's Der Einsiedler Eduardo Azzati was the excellent soloist. Never has solitude and loneliness sounded so gorgeous." The same newspaper said in a review of Bach's St. John's Passion: "Eduardo Azzati was outstanding as Pilate."

Currently he is on the music faculty at Moravian College where he is the 2005 recipient of the T. Edgar Shields Prize for "excellence in studio teaching, contributions to music scholarship and participation in professional musical activities, and a quality relationship to music students." Mr. Azzati is Director of Music at Yardley United Methodist Church, in Yardley, PA where he directs children, youth, adult and handbell choirs. He is also on the music faculty at Lehigh University. Mr. Azzati holds

a Bachelors Degree in music with a specialization in conducting from Juan José Castro State Conservatory of Music, Buenos Aires, Argentina, and a Master's Degree in Voice Performance and Pedagogy from Westminster Choir College of Rider University, Princeton, NJ.

Sarah Baer | Oboe

Email: baers@moravian.edu

Research interest and expertise

Artist-Lecturer in oboe, Women's Studies

BIOGRAPHY

Sarah Baer is an active oboist, music scholar, and educator in the Lehigh Valley. Ms. Baer earned a Bachelor's Degree in Music Performance from Moravian College, where she studied with Carol Temlin and David B. Diggs. Graduate work was completed at Brandeis University where Ms. Baer was awarded a joint M.A. in Music History and Women's and Gender Studies after completing a thesis on the life and work of Margret Ruthven Lang, the first American women composer to have her orchestral works performed. Ms. Baer can be heard throughout the Lehigh Valley as a soloist, and has also performed internationally with the New Jersey Youth Symphony. Her continued academic interests in musicology, and the history of women in music, include educating about and advocating for the performance of works by women composers.

Andrea Berntsen | Accompanying

Email: berntsena@moravian.edu

Justen Blackstone | Voice Teacher, Classical and Musical Theatre; Vocal Coach; Broadway and Opera Workshop Ensemble Director

Email: blackstonej@moravian.edu

Research interest and expertise

Artist-Lecturer in classical voice, musical theater voice, and vocal coaching.

BIOGRAPHY

Baritone Justen Blackstone has been praised for his vocal brilliance, artistic sensitivity, and deep musical understanding beyond his years. He holds a masters degree in Vocal Performance and Pedagogy from Westminster Choir College of Rider University. There he studied with mezzo-soprano Laura Brooks Rice and collaborative pianist Dr. J.J. Penna. He also holds a bachelor's degree in Piano Performance from Bob Jones University where he studied with Dr. Susan Kindall.

Because of the nature of his musical degrees, Justen feels comfortable singing on stage, collaborating with another musician from behind the piano, or teaching one of his many vocal students. Justen currently teaches

at Moravian College in Bethlehem, PA where he gives voice lessons and vocal coachings, directs the Broadway and Opera Workshop ensemble, and plays for recitals and performance classes. He also teaches private voice for DeSales University's distinguished theatre program in Center Valley, PA. His recent performances include solos in Mass in G (Schubert), Mass in E-flat Major, Op. 5 (Beach), and Requiem Op. 48 (Faure).

Ralph Brodt III | Trombone; Trombone Ensemble

Email: brodtr@moravian.edu

Research interest and expertise

Instructor of trombone, Trombone Ensemble, Trombone Pedagogy, Trombone Literature

BIOGRAPHY

Ralph E. Brodt, III is an artist-lecturer of trombone and low brass at Moravian College and Muhlenberg College. He has been an instructor of music for over 40 years. A graduate of Moravian College, he had studied with Dr. Henry Schmidt, Donald Spieth, and Richard Schantz. Nazareth Music Center, a family owned store is where Ralph spends a majority of his time in instrument sales/repairs, and privately teaching low brass students. Prior to that, he was the Director of Music at Allentown Central Catholic High School. Ralph proudly served as a captain in the USMC. He had the honor of conducting the Basic School's Men's Chorus and performing at the National Cathedral in Washington. Ralph performs with many area orchestras, including the Lehigh Valley Chamber Orchestra, PA Sinfonia, Allentown Symphony, Bach Festival Orchestra, and Lehigh University. Ralph has played for legendary performers such as Bobby Vinton, Don Rickles, Marilyn Horn, Barbara Cook, and Monica Mancini. He has been honored to share the stage with his talented peers, as well as musicians such as Ken Brader, Rick Braun, Bob Grausso, and Bill Watrous. Ralph performs with many various small ensembles, concert bands, and big bands throughout the Lehigh Valley. He performs with professional pit orchestras for colleges and theatre groups throughout the Valley, and also conducts orchestras for local high schools productions. Since its resurrection 23 years ago, Ralph has conducted the Nazareth Area Community Band, one of the area's oldest community bands. In his leisure time, Ralph enjoys arranging music for various ensembles, performing with his family quartet, home improvement projects, spending time with his canine companion, and traveling with his wife.

Jonathan D. Clark | Horn

Email: clarkj04@moravian.edu

Research interest and expertise

Instructor of horn

BIOGRAPHY

Jonathan Clark is an active horn player from New York to Maryland. He is principal horn of the Allentown Symphony Orchestra and the Bay Atlantic Symphony and a member of Symphony in C and Princeton Symphony. Along with these orchestras he plays with the Philadelphia Orchestra, Philly Pops, Pennsylvania Ballet Company and the Reading Symphony. Jonathan studied at The New England Conservatory of Music and earned his Bachelors of Music in Horn Performance in 2008. While there he studied with Richard Mackey and Jason Snider and worked with many other member of the Boston Symphony Orchestra. He received a Masters in Horn Performance from Temple University's Esther Boyer College of Music and Dance in 2012, studying with Jeffery Lang of the Philadelphia Orchestra. Outside of the concert hall, Jonathan has recorded with NFL Films and played horn at the Walnut Theater and for the popular musicals Les Misérables and Miss Saigon on Broadway. When not performing Jonathan enjoys living in rural Bucks County with his wife and son.

Dan DeChellis | Piano, Classical and Jazz; non-idiomatic improvisation

Email: dechellis@moravian.edu

Research interest and expertise

Artist Lecturer in classical and jazz piano, Non-idiomatic improvisations in a variety of ensemble sizes

BIOGRAPHY

Dan DeChellis (pianist) first came to the attention of the jazz / improvised / new music world in 1996 with the release of his solo recording debut "Shapes" on the Sachimay label. This recording earned him immediate critical praise and led to appearances throughout the Northeast. Since then DeChellis has released five more CDs on Sachimay and has continued to increase his reputation as one of today's busiest and most compelling improvisers. He has performed as a soloist, leader and sideman at the Roulette (NY), Knitting Factory (NY), The Middle East (Boston), Sculler's Jazz Club (Boston), Harvard University, New Langton Arts (CA), The Zeitgeist, ABC NO Rio, Autumn Uprising Festival, the Big Sur Experimental Music Festival and as an organizer and performer at New York's, Improvised and Otherwise Festival.

Most recently, DeChellis was nominated by his peers as "Best Pianist" and "Best All-Around Performer" at the Lehigh Valley Music Awards and last year, as a founding member of the group, ThreeMonKs, he won

"Best New Artist" and "Best Live Jazz Performance". His current trio is focused on original compositions and re-working of Pop and Jazz standards.

Born October 14,1970, DeChellis grew up in Whitehouse Station, NJ. He began piano studies at age five and quickly developed interest in a diverse range of musical styles. From 1989 to 1997 DeChellis received his master's degree in classical piano. At the New England Conservatory DeChellis worked closely with legendary composer/pianist Ran Blake and improviser Masashi Harada. DeChellis cites influences as diverse as Paul Bley, Brian Eno and the music of Anton Webern.

DeChellis's music seeks to blur the boundaries between contemporary classical and improvised music. Whether he is performing solo or accompanied by electronics, voice and acoustic instruments, he masterfully combines standard piano virtuosity with extended technique and explosive bursts of energy. His recordings have been reviewed in The Wire, Cadence, Signal to Noise and Keyboard Magazine. Among the many fine musicians he has collaborated with are: Gerry Hemmingway, Sabir Mateen, Daniel Carter, Dee Pop, Rueben Radding, Ravish Momin, Ernesto Diaz-Infante, Jeff Arnal, Chris Forsyth, Anita DeChellis, Brian Moran, Toshi Makihara, Masashi Harada, Matt Hannafin, Bhub Rainey, Tatsuya Nakatani.

David Diggs | Oboe

Email: diggsd@moravian.edu

Joseph Doucette | Suzuki Violin and Viola

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Research interest and expertise

Artist-Lecturer in Suzuki, violin and viola

BIOGRAPHY

Joseph Doucette received his Bachelor of Music degree from the Hartt School and his Master of Music degree from Temple University. He has studied violin and viola with Hirono Oka, Ana Tsinadze, Anton Miller, and Robert dePasquale, and has had lessons with Barbara Gavotos, William dePasquale, and Gregory Fulkerson. He is a certified Suzuki teacher, having trained through books 7 with James Hutchins, Christie Felsing, and Martha Shackford. He has played with the Hartt Symphony Orchestra, as well as held principle positions with the Temple University Orchestra, and has toured Peru with Instrumentos de Albanza. He has interned with the Hartford Symphony Orchestra, and served as a management assistant with the Ambler Academy of Music. Currently, Joseph is an artist-lecturer in Suzuki violin at Moravian College, and regularly performs with the Doucette Quartet/Trio. His background as an orchestra member, chamber musician, and freelancer, has shown him how important it is to teach and share the music that he loves with his students. Joseph believes that with motivation, encouragement, and

exposure to fine music, any child can learn the skills and patience it takes to study a string instrument.

Megan Durham | Mezzo Soprano

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Research interest and expertise

Artist-Lecturer in mezzo soprano

BIOGRAPHY

Lyrical mezzo soprano Megan Durham, MM, SVS, RYT-200 serves on the voice faculties of Moravian College, DeSales University and Lehigh University in Bethlehem, Pa. Ms. Durham also works as a Singing Voice Specialist (SVS) in partnership with medical professionals as part of a voice care team to habilitate singers diagnosed with voice disorders. In addition, Ms. Durham is a certified YogaVoice® practitioner, RYT-200 and incorporates yoga philosophy into her pedagogy. Ms. Durham holds a Master of Music degree in voice pedagogy and performance from Westminster Choir College of Rider University, and received a Bachelor of Arts degree in music from the University of Richmond. She completed her certification in singing voice habilitation with Dr. Karen Wicklund at the Chicago Center for Professional Voice. Ms. Durham serves as the President of the Lehigh Valley chapter of the National Association of Teachers of Singing and is a member of the New York Singing Teacher's Association, the Voice Foundation, VASTA and Yoga Alliance.

Inna A. Eyzarovich | Violin

Email: eyzarovich@moravian.edu

Research interest and expertise

Artist-Lecturer in violin, Violin Pedagogy, Violin Literature

BIOGRAPHY

Inna obtained her B.A. in music and her Masters from the Moscow Conservatory. Upon graduating, she held the position of Assistant Concertmaster with the Richerkar Chamber Orchestra and then with the State Symphony Orchestra in Moscow where she also was Assistant Concertmaster. With the State Symphony she performed in many of the major countries of Europe including Austria, Germany, Italy, and Spain.

After coming to the United States in 1991 Ms. Eyzarovich played with the Hudson Valley Philharmonic, the Nassau Symphony Orchestra, and the Hartford Symphony where she was Concertmaster of the Core Orchestra.

In 1994 she came to the Lehigh Valley. She is now a member of the Reading Symphony, the Pennsylvania Sinfonia, the Moravian String Quartet, the Bach Festival Orchestra, and is currently Assistant Concertmaster of the Allentown Symphony. She has been on the faculty at Moravian College for twelve

years and has a private violin studio. Her students have won awards at the Voorhees Competition, the Friends of Music of Bethlehem Competition, the District, Regional, State and National Orchestras.

Besides music, Ms. Eyzarovich loves cats, gardening and books.

Lou Carol Fix | Organ, Recorder

Email: fixl@moravian.edu

Research interest and expertise

Artist-Lecturer in organ, Organ Pedagogy, Organ Literature, Sacred Music

BIOGRAPHY

Lou Carol Fix is Artist-Lecturer of Organ at Moravian College in Bethlehem, PA, teaching organ, sacred music, recorder and music history since 1985. She holds the B.M. degree in Organ Performance from Salem College, NC, and M.M. and M.A. degrees in Organ Performance and Musicology, respectively, from Indiana University, Bloomington. Her organ teachers have included Margaret Mueller, John Mueller and Wilma Jensen. She also studied the carillon with Jo Haazen at the Royal Carillon School in Mechelen, Belgium. In recent years Lou Carol has given papers and organ recitals at conventions of the Organ Historical Society, Region III of the American Guild of Organists, and the Bethlehem Conferences on Moravian Music. She has recorded for the Organ Historical Society on the 4-CD set Historic Organs of Pennsylvania (OHS-03, 2005), and has served as Dean and Archivist of the Lehigh Valley Chapter of the AGO. She also served as the Faculty Coordinator and Organ Instructor at the 2009 Pipe Organ Encounter (POE) in Bethlehem. She will teach on the organ faculty at the 2018 POE in Philadelphia.

Lou Carol's church music positions as Organist and/or Director of Music have included Lutheran, Methodist, Episcopal, Presbyterian and United Church of Christ congregations throughout the Eastern half of the United States. She currently is the Organist/Choirmaster at St. George's Episcopal Church in Ardmore, PA. In 2009 she was Director of the first Peace Instrumental Music Camp at Peace-Tohickon Lutheran Church in Perkasio, PA. Lou Carol also teaches music and recorder at Moravian Academy in Bethlehem, PA.

Lou Carol has performed on the Heefner Organ Recital Series at Ursinus College, PA (2004), as well as the Tannenberg Organ Programs in Winston-Salem, NC (2009). Her chapter "The Organ in Moravian Church Music" is published in *The Music of the Moravian Church in America*, ed. Nola Reed Knouse, Eastman Studies in Music (Rochester, NY: University of Rochester Press, 2008). Lou Carol's interests include 17th-century organ performance practice, creative hymn-playing and Moravian music in America.

Anthony Gairo | Saxophone, Jazz Arranging, Combo I

Email: gairoa@moravian.edu

Research interest and expertise

Artist Lecturer in Jazz Saxophone, Artist Lecturer in Jazz Flute, Jazz History

BIOGRAPHY

Saxophonist, flutist, clarinetist, and jazz composer Tony Gairo keeps an active calendar of professional performances, engagements, sessions, and shows while maintaining busy teaching studios at Moravian, Muhlenberg, Lafayette and Mercer County Community Colleges, and Music Forte Music School. A 22-year member of the Jazz Faculty at Moravian, he has directed Jazz Combo 1 since 1998 and was awarded the T. Edgar Shields Prize for Distinguished Studio Instruction in 2006. He has directed and conducted the Big Band at Muhlenberg since 2009 and is a former Vice President of the Pennsylvania Jazz Collective (2015-18). A graduate of Temple University (B.M. Jazz Saxophone Performance), Tony performs with some of the best and most successful musicians in the industry including Johnny Mathis, Clay Aiken, the Temptations, the Four Tops, Bob Dorough, and Maria Schneider and has appeared on stage with such luminaries as Phil Woods, Natalie Cole, Al Martino, David "Fathead" Newman, and Bud Shank, among others. Voted the 2004 Jazz Musician of the Year – Lehigh Valley (PA) by Pulseweekly Magazine, he has composed more than 120 works for Jazz Orchestra including The Real Book of Gig (2012), a jazz opera, Collaboration (2007), a jazz ballet, The Never-Ending Saga of Elli and Griff (2013), a jazz suite featuring Phil Woods, and an album, Treacherous (2005), on Sea Breeze Jazz Records which was nominated for a Grammy nomination. Mr. Gairo is an alumnus of the prestigious BMI Jazz Composer's Workshop in New York City (2001-2006) where several of his compositions for Big Band were premiered. He conducted the BMI (NY) Jazz Composer's Orchestra in concert at Merkin Hall, New York in 2003, 2004, and 2005. Whether as sideman or leader, Tony "gigs" several nights a week and records in disparate musical settings throughout the Northeast Corridor of the United States, primarily in and around the Lehigh Valley of PA, the Greater Philadelphia region, and Princeton NJ with such ensembles as the Franklin Alison Orchestra, the Rob Stoneback Big Band, Band From Mars (a David Bowie Tribute), the Hoppin' John Orchestra, Swing Easy, Philadelphia Funk Authority, Marah, duos with pianist/vocalist Lou Lanza and guitarist Jason Wolbach, and his own Cross Current Big Band whose book is comprised entirely of his works for Jazz Orchestra. Tony leads the Hot 3, a jazz repertoire ensemble, in addition to various jazz trios, quartets, and quintets. He is immensely grateful to have had the good fortune and resilience to have made a career of music and absolutely loves what he does for a living.

Alan Gaumer | Trumpet, Jazz; Fusion Ensemble

Email: gaumera@moravian.edu

Research interest and expertise

Artist lecturer in Jazz Trumpet, Fusion Ensemble

BIOGRAPHY

Alan Gaumer has been playing trumpet since 1958. As a young trumpeter he appeared on the national television show "the Ted Mack Amateur Hour". As featured Jazz trumpeter in US Navy Show Bands he performed in over 70 countries throughout Europe, Africa, Asia and South America.

He is currently in his twenty fourth year as jazz trumpet artist/lecturer at Moravian College. He serves as director of the Moravian College Fusion Ensemble and is very active in local jazz education adjudicating regularly at regional school jazz festivals. Several of his students have won positions in the prestigious Pennsylvania State High School Jazz Band.-trumpet section / jazz chair.

Alan regularly performs with several ensembles including, the Quintet-Co-op Bop, in duet with Robin Bryan (Body and Soul). He also appears with the Moravian College Faculty Jazz Quintet and continues to free-lance in a variety of genres.

Alan is the founder of and Artistic Director of the Lehigh Valley based, non-profit organization: The Pennsylvania Jazz Collective. Its mission is to educate and expose community members of all ages to the richness, the history, and the diversity of American jazz. www.pajazzcollective.org

He has performed with a "Who's Who" list of jazz personalities including: Randy Brecker, Bob Dorough, Bill Goodwin, Tony Marino, Craig Kastelnik, Nelson Hill, Gary Rissmiller, Tom Kozic, Skip Wilkins, Dave Leonhardt, Tom Schuman, Tony Gairo, Paul Rostock, Neil Wetzel, Bill Washer, Matt Vashlishan and many more. As a young trumpeter he played with the big bands of: Glenn Miller, Tommy Dorsey & Harry James. He was a featured soloist with the US Navy Show Band, a 15 piece big band that toured South America. Most recently (2013 – 15) Alan performed with the Phil Woods Big Band and the COTA Festival Orchestra.

A short list of recording credits include: "Co-op Bop", a jazz quintet; "Caught in the Web" with Rob Stoneback; "Introducing" the Moravian Jazz Faculty; his own compilation of original compositions, "One To Go" and just released, "Cowboys and Capes" a Neil Wetzel project. A second Co-op Bop project "UNLIMITED" was recently released on Minsi Ridge Records and is receiving excellent reviews.

Frank Giasullo | Piano, Jazz

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Research interest and expertise

Artist Lecturer in piano and jazz piano

BIOGRAPHY

Composer and pianist with a B.A. in Music from Rutgers University and a M.A. in Composition and Performance from Goddard College. Frank has worked as a composer and performer in both the classical and jazz idioms. His original pieces for piano were first performed in Town Hall, NY in 1970 by pianist Arlis Heukelekian. He has released two highly acclaimed jazz albums, "Expedition" and "First Light." A third album, "Until The Next Time," recorded in London with his new quartet featuring UK jazz greats Art Themen (Tenor/Soprano Sax) and David Green (Bass), was released October 2005. Frank has completed four successful tours of England. A fifth tour with the new quartet will take place July 2006. Frank has taught for over ten years at Raritan Valley Community College in New Jersey directing the jazz ensemble, writing and arranging charts and teaching jazz theory and improvisation. Frank is currently on the music faculty at Moravian College in Bethlehem, Pa, where he teaches piano and jazz piano.

Alison Gillespie | Celtic Fiddle; Celtic Ensemble

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Research interest and expertise

Artist-Lecturer in celtic fiddle

BIOGRAPHY

Alison Gillespie has been with the music faculty at Moravian College since 1996 as an instructor of Irish and Scottish Fiddle. Alison founded and directs the popular Moravian College Celtic Ensemble which performs regularly at the college and in the community. She is a frequent workshop clinician throughout the region and she performs as a founding member of the Celtic bands Blackwater, with three album recordings, and Banna Lach, as well as doing free-lance performance and recording projects. Alison also teaches at the River Valley Waldorf School in Bridgeton, PA and at her home studio in Coopersburg, PA. She leads a monthly Irish music session in Hellertown, PA, and is the founder and organizer of the annual Celtic Classic Fiddle Competition in Bethlehem, PA, now in its 17th year. Alison has traveled extensively in the British Isles and Ireland, and she also enjoys performing with her husband and three daughters who were all raised in the Celtic music tradition.

Arianna Goldina | Piano, Classical; Piano Trio

Email: goldinaa@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Piano Trio, Piano Pedagogy, Piano Literature

BIOGRAPHY

Arianna Goldina (piano, chamber music, piano literature, piano pedagogy) holds a Master of Music degree from the Juilliard School of Music and a Ph.D. in Piano Performance from New York University, where she studied with Martin Canin and Herbert Stessin, respectively. The foundations of her musical education were laid in her native Latvia.

As a member of the Goldina-Loumbrozo piano duo team, she has been heard in numerous music centers in the United States, Canada, England, France, Italy, Germany, the Baltic States, Russia, and Scandinavia. The duo has appeared among others, with The Detroit Symphony, The Pacific Symphony, The New World Symphony, The Symphony of the Americas, The Philharmonic Orchestra of Florida, and The Latvian National Symphonic Orchestra. It was featured on the ABC TV network in the United States and on French and Russian National TV. Goldina and Loumbrozo captured public attention after winning First Prize at two major international duo-piano competitions: the 7th Valentino Bucchi Competition of 20th Century Music in Rome, Italy, and the 2nd Murray Dranoff Two-Piano Competition in Miami. They have recorded for the Pianissime, Cybelia and Phoenix labels.

Dr. Goldina has taught at New York University, The Juilliard School, and the French-American Conservatory. She has adjudicated several international piano competitions, such as the Gina Bachauer International Junior Piano Competition and the Murray Dranoff International Two-Piano Competition. She also served as an Associate Artistic Director of the Murray Dranoff Foundation and on the Executive Board of The Piano Teachers Congress of New York. Currently, Dr. Goldina is an artist-lecturer at Moravian College.

Lori Huth | Suzuki, Piano

Email: huthl@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Suzuki Piano

BIOGRAPHY

Lori Huth graduated with a Bachelor of Science in Music Education from West Chester University as a piano major, voice minor with a concentration in vocal-choral. She studied Suzuki pedagogy under master clinicians Carole Bigler and Valery Lloyd Watts, pioneers in bringing Suzuki Piano to the U.S. She attended teacher training institutes at Queens

University, Kingston Ontario, under Bigler/Watts for several summers, and George Mason University, Fairfax, VA, under Carol Lubetkin of Oberlin Conservatory.

She taught general music in the Diocese of Allentown and also Bethlehem School District, but focused on Suzuki when she began teaching at the Suzuki Center of the Lehigh Valley. At Moravian, she teaches both Suzuki and traditional piano. As a member in PMTA, Pennsylvania Music Teachers' Association, she offers her students opportunities to excel yearly by entering several special auditions, an annual Hannah Young Playathon, and Annual Piano guild Auditions.

Robin Kani | Flute, Flute Ensemble

Email: kanir@moravian.edu

Research interest and expertise

Artist Lecturer in flute, Flute Ensemble, Flute Pedagogy, Flute Literature

BIOGRAPHY

Robin Kani, flutist, has been described by the New York Times as an artist with "professional aplomb as well as technical authority...playing with complete assurance and accuracy." Her accomplished international career has seen her perform throughout the Eastern United States, Mexico, Germany, Spain, Czech Republic, England, and Scotland and has earned her praise by The Washington Post, Stalban Observer (UK), and Philadelphia Enquirer among others. Robin made her Carnegie Hall debut as a winner of the Artists' International Chamber Music Award. She has also performed in Alice Tully and CAMI Halls in New York, at the Kennedy Center in Washington, DC, Royal Albert Hall in London, and as recitalist and chamber musician in live broadcasts over National Public Radio. She recorded the Sacred Flutist through Alfred Publishing and regularly records for the Warner Bros., Dorian, Koch, and Analekta labels. Robin can be heard as flute soloists on The Bach Choir of Bethlehem's recordings of the Mass in B Minor, Christmas Oratorio, and the Emmy award winning PBS documentary about The Bach Choir entitled Make a Joyful Noise.

Robin serves as principal flutist of the Bethlehem Bach Festival, Pennsylvania Sinfonia, and Allentown Symphony Orchestras. She was awarded, along with her husband Larry Wright, the Arts Ovation Award given by the Arts Council of the city of Allentown, PA. Aided by an outreach grant from the State Department, she toured Turkey, Jordan, and Lithuania with the New York based ensemble Poetica Musica.

An advocate of new music, Robin has premiered works written for her by composers Larry Lipkis and Steven Sametz. She also recently recorded music by Paul Salerni for flute, guitar, and voice with guitarist Oren Fader and tenor Jan Opalach on the Albany label. Frequently invited to the National Flute Association

Conventions, she has performed in Washington, DC and with Eastwinds Quintet in San Diego, CA. In December of 2016 Robin toured through 10 cities in China with the Philadelphia Festival Orchestra.

Robin is an Alexander Technique Teacher, trained at the Philadelphia School for the Alexander Technique.

She received a Bachelor of Music, "with distinction," from the University of Michigan and a Master of Music from The Juilliard School, where she studied with renowned flutist Samuel Baron.

Linda Kistler | Violin, Baroque Violin

Email: kistlerl@moravian.edu

Research interest and expertise

Artist Lecturer in violin, Violin Pedagogy, Violin Literature

BIOGRAPHY

Linda Louise Kistler, violin, holds a Bachelor of Music degree from Oberlin College Conservatory, and received a Master of Music from the Juilliard School, where her teacher was Ivan Galamian. She has been a soloist and concert master with the Lehigh Valley Chamber Orchestra, the Pennsylvania Sinfonia Orchestra and the Bethlehem Bach Festival Orchestra, and is a frequent guest artist with the Gabriel Chamber Ensemble of Schuylkill County, Pennsylvania. Her teaching engagements have included the Lehigh Valley Charter School for the Performing Arts, Kutztown University, Lehigh University and Cedar Crest College. Ms. Kistler currently maintains a private teaching studio, and is on the faculty of Moravian College and Allentown's Community Music School.

Rebecca Lepore | Organ

Email: leporer@moravian.edu

BIOGRAPHY

Rebecca Kleintop Lepore has been the Director of Music and Organist at Central Moravian Church since 2002, is an Artist-Lecturer at Moravian College teaching organ performance, sacred music, and Musicianship Classes, serves as the Organist and Choir Director of the Moravian Theological Seminary, and is a former University Organist of Lehigh University. She was previously the Senior Organist at the Coral Ridge Presbyterian Church in Fort Lauderdale, Florida, as well as an Assistant Grand Court Organist at the Wanamaker Organ in Philadelphia. Becky earned the prestigious Artist Diploma from the Curtis Institute of Music in Philadelphia, PA and received her Bachelor of Music degree, magna cum laude, from Moravian College.

In addition to five CDs recorded at Central Moravian Church, Becky recorded three CDs with Tim Zimmerman and the King's Brass and one with the Coral Ridge Presbyterian Church Choir. Becky has published organ

works through Warner Brothers Publications, Alfred Music Publications, MorningStar Music Publishers, and the Moravian Music Foundation, and most recently, was the editor of Praise and Thanksgiving: For 275 Years of Music at Central Moravian Church. Becky has done extensive traveling as a concert organist and as an organ clinician, and is the 2018 recipient of the prestigious Moramus Award, given by the Moravian Music Foundation that honor scholars and others whose activities and achievements have resulted in outstanding contributions to American Moravian music.

In her spare time, Becky loves gardening, knitting, anything Disney, the beach, and spending time with her husband and their combined family of four kids.

Zach Martin | Drum Set

Email: martinz02@moravian.edu

Research interest and expertise

Artist-Lecturer in drum set

BIOGRAPHY

Originally from Bethlehem, PA, Zach Martin began pursuing music at a young age. At the age of 8, he began private lessons with Jon San Filippo at the local California Drum Shop. Later he moved on to study with educator and author for Mel Bay Publications, Inc., D. Scott Williams. By the age of 14, he was playing clubs around the area professionally and would eventually graduate from the Lehigh Valley Charter School for the Performing Arts with the award for Outstanding Musical Achievement.

Zach then moved to Boston, Mass. in 2006 where he attended the world renowned Berklee College of Music. While at Berklee, he studied with teachers Bob Tamagni and John Ramsay. Finishing his degree in Jazz Performance at Moravian College Zach has studied drum set with Byron Landham and Gary Rissmiller, piano with Justin DeAngelo, Skip Wilkins and Jason Long, and composing/arranging with Tony Gairo. Zach has most recently studied drum set with Joe Bergamini, educator, author, and Senior Drum Editor for Hudson Music Publishing, Inc.

Zach has become an in-demand drummer in the Lehigh Valley. He has experience playing in a wide range of styles from musical theater to heavy metal and has toured on a semi-national level. He has been a professional educator since graduating Moravian College in 2013, developing a unique style of teaching that draws from his experience as both a life long student and performer.

Steven Mathiesen | Percussion, Percussion Ensemble

Email: mathiesens@moravian.edu

Research interest and expertise

Artist-Lecturer in percussion, Percussion ensemble, Percussion Pedagogy, Percussion Literature

BIOGRAPHY

Steven Mathiesen is a member of the percussion section of the Northeastern Pennsylvania Philharmonic and is principal timpanist with the Pennsylvania Sinfonia Orchestra and the Binghamton Philharmonic. In January 2002, he was a featured soloist with the Binghamton Philharmonic, performing Harmonic Rhythm, a timpani concerto composed by Russell Peck. In recent seasons, he has also performed with the Bethlehem Bach Festival Orchestra of Bethlehem, Lehigh Valley Chamber Orchestra, Allentown Symphony and Reading Symphony. He has accompanied many professional entertainers in their appearances at area venues.

Mr. Mathiesen has appeared on recordings with the Bach Choir of Bethlehem, and the Pennsylvania Sinfonia Orchestra, and has made studio recordings for Shawnee Press and Alfred Publishing. His compositions and arrangements are published by Shawnee Press, Honeyrock Publications, C-Alan Publications and Permuss Publications.

Mathiesen received a Master of Music degree from the Cincinnati College-Conservatory of Music, and a Bachelor of Music degree from the Ithaca College School of Music. His principal teachers were William Youhass and Allen Otte. He has also studied marimba with Leigh Howard Stevens.

In addition to teaching at Moravian College, Mr. Mathiesen also teaches at Marywood University in Scranton. He and his family reside in the Poconos. A graduate of East Stroudsburg Area High School, he was recently inducted into that school district's Music Hall of Fame.

Joseph Mixon | Guitar

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Tanya O'Brien | Voice, Classical

Email: obrient@moravian.edu

Research interest and expertise

Artist-Lecturer in voice

BIOGRAPHY

Tanya Lauser O'Brien a 1996 graduate of Moravian is thrilled to return and share her talents with her alma mater. Tanya holds a Bachelor of Music degree in Vocal Performance and Music Education from Moravian College and a Master of Music degree from The Boston

Conservatory in Vocal Performance. During her time as a student at Moravian, Tanya had the honor of performing in the College Choir, Women's Choir, Chamber Singers, Mostly Monteverdi Ensemble and Jazz Ensembles. A frequent soloist, Tanya had the privilege of performing solos during Christmas Vespers, The Emma Cecilia Thursby Memorial Concert, Central Moravian Church Choir, Moravian College Orchestra, Opening Vespers, Founder's Day Celebrations and at Commencement. Tanya was awarded both the Leon Prokofy Leonovitch Memorial Prize and the Steven K. van Auken Prize for music students. While at Moravian, Tanya studied voice with Joanne Barsotti.

In 1997, Tanya moved to Boston to study with Monique Phinney at The Boston Conservatory. While there, Tanya was awarded the Opera Department Assistantship and a Music Department Award. Tanya was soloist with every vocal performance ensemble at the conservatory as well as a soloist with the First and Second Unitarian Church of Boston, L'Ensemble Eclectique, Boston Coro di Camera, Boston Lyric Opera and others. Tanya had the opportunity to perform Pamina (The Magic Flute) at the Boston Conservatory as well as participate in the ensembles of Cendrillon and numerous opera scenes. Tanya performed in Master Classes for Brian Zeger, Sondra Kelly, Nico Castel, Charles Reicker, Louis Burkot, Steve Steiner and Ken Benson. Most recently, Tanya has studied with Ruth Drucker and Doug Martin. Tanya is a member of American Guild of Musical Artists.

Other performances include Choral Arts Society of Philadelphia, Wolf Trap Opera Chorus, Central Moravian Church Choir, Covered Bridge Theater, Musikfest Chorus and The Bach Choir of Bethlehem. Now residing in the Schnecksville area with her husband Tim and daughter Katharine, Tanya continues to perform regionally as a classical recitalist and opera professional.

Gregory Oaten | Voice, Classical

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Research interest and expertise

Artist-Lecturer in voice, Vocal Pedagogy, Vocal Literature

Najwa Parkins | Voice, Jazz

Email: parkinsn@moravian.edu

Research interest and expertise

Artist-Lecturer in Voice, Jazz

Paul Rostock | Double Bass (classical and Jazz); Bass Ensemble

Email: rostockp@moravian.edu

Research interest and expertise

Artist-Lecturer in Jazz & Classical Bass, Jazz theory, Bass Pedagogy, Bass Literature

BIOGRAPHY

Paul Rostock has been on the faculty at Moravian since 1991 as an instructor of double bass and bass guitar. He has directed jazz ensembles and teaches jazz history and improvisation practicum. Paul is also one of the directors for the popular July Jazz Getaway and accompanies the guest artists who appear annually at the camp.

Rostock is also an active free lance musician performing in a multitude of musical settings. Some of the popular artists he has performed with include Frank Sinatra, Olivia Newton John, Maureen McGovern, Perry Como, Joel Grey, Sandy Duncan, John Davidson and Steve Allen. Jazz artists who Paul has appeared with include Stanley Turrentine, Urbie Green, Bob Dorough, Maynard Ferguson, David Fathead Newman, Clark Terry, John Coates, Bobby Watson, Ellis Marsalis, Al Grey, Buddy Childers, Carl Fontana and Bill Watrous. He also tours and records with vocalist Frank Sinatra Jr. and his orchestra.

Paul and his family reside in Stroudsburg Pa. and he has been actively involved in the fertile jazz scene there performing annually at the Delaware Water Gap Celebration of the Arts jazz festival.

David Roth | Piano, Jazz ; Combo II

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Website: www.rothpiano.com

BIOGRAPHY

David Roth performs in a wide variety of both of classical and jazz settings. He holds both BA and BM degrees from Moravian College, and he has earned a Masters degree in classical piano performance from the University of Northern Colorado. David has performed with many well-known jazz musicians including Steve Gilmore, Glenn Davis, Paul Rostock, Larry Mckenna, Warren Vache Jr., Bill Goodwin, and Terell Stafford. In the commercial music field, David has done keyboard work for Regis Philbin and Michael Amante, and he had given many live performances on radio and television. Under the direction of composer Sean O'Boyle, David recorded the piano music sound track for the Film, Damn Fine Dining starring David MacLean and Sam Dugmore. David is the creator of the Moravian College Summer Youth Jazz Camp that includes students grades 8-12. David also conceived and led the development of the strategic education alliance between MTNA and the International Association for Jazz Education. He is a co-author of the MTNA/IAJE Jazz Studies Guide that includes a forward

by Dave Brubeck. David created two community concert programs, Peak View Jazz, in Colorado, and Art's in Your Backyard, in the Lehigh Valley, Pennsylvania.

Skylar Ruloff | Suzuki Guitar

Email: ruloffs@moravian.edu

Research interest and expertise

Artist-Lecturer in Suzuki Guitar

BIOGRAPHY

Skylar Ruloff graduated from Moravian College with a Bachelor of Arts in Music in 2013. While at Moravian College he studied with John Arnold (Classical Guitar), Frank Giasullo (Piano), and Greg Oaten (Voice). Skylar has performed solo and with various ensembles including the Moravian College Guitar Ensemble, Moravian College Choir, and Moravian College Guitar and Flute Ensemble. Skylar received Suzuki Guitar training from David Madsen in Beaver Creek, Colorado. He currently teaches Suzuki Guitar at Moravian College Music Institute.

Dr. Martha Schrempel | Piano, Classical

Email: schrempelm@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Accompanying

BIOGRAPHY

Martha Schrempel, piano, is a graduate of Vassar College and the Juilliard School in New York, where she studied with the legendary piano teacher, Rosina Lhevinne; she also received a Doctor of Musical Arts from Temple University. On the occasion of her debut at Carnegie Recital Hall in New York, The New York Times wrote of Ms. Schrempel: she is "a pianist of taste and technical finesse. Everything she played had a warm, intimate tone and a textual transparency. Debussy. . . was brilliantly handled as a diamond-hard study in sonority." As a soloist and accompanist to both singers and instrumentalists, Dr. Schrempel has appeared in such festivals and series as the Beethoven Festival in New York, the National Gallery of Art Chamber Music Series in Washington, DC, the Moravian Music Festival in North Carolina, and Musikfest in Pennsylvania. She has played with Robin Kani, flutist, on National Public Radio, and has concertized widely in the U.S., Caribbean, and Europe. Dr. Schrempel has toured the Czech Republic four times with New York-based Poetica Musica, performing in several international festivals, including the South Bohemia and Janáček festivals; she has also performed and given master classes in Bulgaria and Albania through State Department-sponsored tours. Dr. Schrempel is principal keyboardist in the Pennsylvania Sinfonia Orchestra, a member of the

Satori chamber music group, and on the piano faculty of Bethlehem's Moravian College, where she received the T. Edgar Shields prize for outstanding studio teaching.

Kimberly Seifert | Bassoon

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Research interest and expertise

Artist-Lecturer in bassoon

BIOGRAPHY

Kimberly Seifert, a native of Bethlehem, Pennsylvania, began her bassoon studies with Milton Focht of Allentown. Kim continued her studies with David P. Coombs and Jeffrey Winter. She is a freelance bassoonist in the Lehigh Valley and Northeastern Pennsylvania area performing with the Allentown Symphony, Pennsylvania Sinfonia, Lehigh Valley Chamber Orchestra, Valley Pops Orchestra, Eastwinds Quintet, Lehigh University Choral Arts and Philharmonic, and various chamber ensembles. Kim is an accomplished woodwind player and performs frequently with local theatre orchestras, including Muhlenberg College Theatre and Summer Theatre, DeSales University's Act 1 and the Pennsylvania Shakespeare Festival as well as the Municipal Opera Company of Allentown. She has also performed with the Irish Tenors and Brian Wilson of The Beach Boys on his "Pet Sounds" Tour.

Currently, Kim is principal bassoonist and a soloist with The Allentown Band of which she has been an active member since 1981. During her tenure with the band, she has performed concerts in Switzerland and Austria as well as Carnegie Hall. She is an adjunct music faculty member and artist lecturer teaching bassoon at Lehigh University, Moravian College and Muhlenberg College. In addition, she is also a member of the instrumental music faculty at the Lehigh Valley Charter High School for the Performing Arts. Kim maintains a private woodwind studio in Bethlehem where she resides with her husband Greg.

Audrey Simons | Cello, Cello Pedagogy, Cello Literature

Email: simonsa@moravian.edu

Research interest and expertise

Artist-Lecturer in cello

BIOGRAPHY

Audrey Simons is active as a cellist and instructor. Ms. Simons is a cellist in the Allentown Symphony Orchestra, and is a founding member of the Classical Attitude String Quartet and the Chestnut Hill Chamber Players. She also performs regularly with the PI Piano Trio and the Pocono Chamber Music Society, both based in East Stroudsburg, PA. Ms. Simons received the Bachelor of Music Degree in cello performance from Susquehanna

University. She was subsequently awarded a teaching assistantship at the Temple University Esther Boyer College of Music, where she received the Master of Music Degree in music history with summa cum laude honors, and taught classes in music appreciation. In 1996, while teaching music history at Montgomery County Community College, she received the Faculty Award in Teaching Excellence. In 2002, she was selected for inclusion in the 23rd Edition of Who's Who of American Women. Currently, Ms. Simons is a cello instructor on the music faculty and teaches the String Techniques class for music education majors at Moravian College. In addition, she and her husband, Anthony, are the Music Directors of the Pocono Youth Orchestra and the Pocono Junior String Orchestra.

Melissa Socci | Suzuki cello

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Research interest and expertise

Artist-Lecturer in Suzuki cello

BIOGRAPHY

Melissa Anthony Socci graduated with a Bachelor of Arts Degree in Music, Magna Cum Laude, from Kutztown University, where she studied cello with Marie-Aline Cadieux. Mrs. Socci is a registered Suzuki cello teacher and member of the Greater Philadelphia Suzuki Association and the Suzuki Association of the Americas.

She has completed Suzuki Cello Teacher Training in Books 1 - 3 at the Pennsylvania Suzuki Institute, the Chicago Suzuki Institute, and the Southwestern Ontario Suzuki Institute. She is an Artist-Lecturer in Suzuki Cello at the Moravian College Music Institute, and she teaches private cello lessons in the Lehigh Valley area.

As a freelance cellist, she performed for the national tour of Rodgers and Hammerstein's "South Pacific" in 2011-2012. Currently, she performs with local groups such as the Pennsylvania String Ensemble, the Pennsylvania Shakespeare Festival at DeSales University, and Muhlenberg College Theatre.

Nancy Terlaak Poot | Suzuki, Violin and Viola

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Research interest and expertise

Artist-Lecturer in viola and Suzuki violin

Dr. Barbara Thompson | Piano, Classical

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Research interest and expertise

Artist-Lecturer in piano, Musicianship

BIOGRAPHY

Barbara Tilden-Thompson has been on the music faculty at Moravian College since 1979 where she teaches applied piano, piano techniques and musicianship. She was awarded the fourth annual T Edgar Shields Prize for distinguished studio instruction in 2004 by students and faculty of the music department. Mother of three grown children, Ms Thompson has been active in the Lehigh Valley as a chamber musician and piano pedagogue. Beginning piano studies at the age of five, she studied throughout her teenage years with Harriet Serr, assistant to legendary Madame Isabelle Vengerova. A graduate of Muhlenberg College with a dual degree in music and history, Ms. Thompson holds a Master of Music degree in Music History from Temple University where she was elected to Pi Kappa Lambda, National Music Honor Society. She received her Ed. D. degree in College Music Teaching at Columbia University where she continues piano studies with Evelyn Chen.

Dr. Debra Torok | Piano, Classical

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Research areas and expertise

Artist lecturer in piano, accompanying, piano pedagogy, piano literature, music technology, techniques, US music history, arts education, social justice education, music of political protest and social activism

BIOGRAPHY

Debra Torok, Ph.D. is an adjunct professor at Moravian College where she teaches courses in music theory, technology, history, and performance. Her writing courses and senior seminars have been on the topic of music of political protest and she began teaching Artists as Activists for the art department in 2011. Torok is a recording artist, pianist, composer, and conductor. Her recordings are heard internationally and are available on iTunes. Two of her compositions were written for a 2005 Amnesty International tribute to human rights, one of her musicals was featured at the 2009 Philadelphia Fringe Festival, and a commissioned composition was premiered at the Valley Forge National Historical Park in 2015. She has made a number of appearances on PBS. She was music consultant and participated in the concept development for the PBS documentary Make a Joyful Noise, narrated by Charles Osgood. Torok taught at New York University and Lehigh University. She is the current musical

director of the Pennsylvania Flute Choir and a charter member of Artists for Amnesty International.

Scot Walker | Bagpipes

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Research interest and expertise

Artist Lecturer in bagpipes

BIOGRAPHY

Scot Walker is currently ranked as one of the top solo bagpipers in North America. A fourth-generation player with many years of experience, Mr. Walker offers instruction to players of all levels. He is a member of the Eastern United States Pipe Band Association judges' panel, a Pipe Major of the Lehigh Valley Pipe Band, and a published composer. His students have distinguished themselves at many bagpipe competitions throughout North America.

Eileen Wescoe | Accompanying

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Denise Williams | Piano

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Research interest and expertise

Artist-Lecturer in Piano

BIOGRAPHY

Denise A. Williams began the study of piano at the age of twelve and within two years was assisting her instructor in teaching beginner students. She continued to teach for the next three years until she went away to College.

She volunteered at her local Church for four years as the Church Organist and also assisted other Churches during the summer with their music programs.

At the age of seventeen, She was accepted at Juilliard School of Music. She received a scholarship for room and board as well as tuition for four years at College Misericordia in Dallas, Pa. and a half scholarship at Marywood College in Scranton, Pa..

Her teachers include: Ray Cramer (taught by Martin Canin who took over for Rosinna Levinne at Juillard))Dr. Rober Shick and Ben Whitten (West Chester University)andHarvey Wedeen who was the Assistant to Adele Marcus at Juillard.....Ms. Marcus produced three international Tchaikowsky Winners. Mr. Wedeen was the chairman of the Piano Department at Temple University for more than 50 years and was very much sought after world wide by students in the Graduate and Doctoral Programs at Temple. His students have won world competitions and frequent Carnegie Hall in New York City.

After resuming her teaching career part time from 1987-1992 and working full time as a Music Therapist with psychiatric patients for fifteen years, Mrs. Williams opened her Piano Studio full time in 1992.

She was the accompanist for baritone Cornell Hardy and performed in concert with him in the Phila. area (1990-1991).

She has been an adjudicator for the Dorothy Sutton Piano Festival, the National Federation of Music Clubs, the National Guild of Piano Teachers and the Northeast Chapter of the Pa. Music Teachers Association (Preliminary Judging for Carneige Hall).

She has served as Chairperson for the Dorothy Sutton Performance Festival for the Northern Delaware Chapter of the Penn. Music Teachers and has been the Chairperson for the National Guild of Piano Teachers in her area for the past ten years. She has been a Judge for the National Federation of Music Clubs for the past fourteen years.

Skip Wilkins | Jazz Piano

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Research interest and expertise

Artist-Lecturer in jazz piano

BIOGRAPHY

Skip Wilkins was born in Massachusetts and raised in a musical family. He became interested in jazz at an early age and found his way to the stage in kindergarten. He learned to love singing, played drums for years, but then focused on piano, which became his main instrument by his late teens. As he was coming up in Boston, he worked with drummers Joe Hunt and Bob Moses and with saxophonists Jimmy Mosher and John LaPorta.

For many years, Skip has maintained an active international career as a pianist, composer, workshop presenter, jazz choral director and educator. He is currently working on three new CD releases and has performed with a host of international luminaries throughout his career. He performed often with Phil Woods, and is a featured soloist on Phil's final big band release New Celebration. Wherever he has lived, he has performed with and collaborated with top stars whenever they came to town – Phil Woods, David Liebman, Plas Johnson, Mark Murphy, Clark Terry, David Sánchez, Stanley Turrentine, Bobby Watson, Bob Dorough, Conte Candoli and Peter Erskine, among so many others.

Skip performs throughout Europe in a variety of ensembles, with regular tours to the Czech Republic, Germany, Switzerland, Austria, Slovakia, Italy, Greece and France. Stateside, he lives at Deer Head Inn in Delaware Water Gap, PA, surrounded by the great jazz community there. Skip teaches jazz piano and a range of jazz practica at Moravian College.

Some of Skip's CD releases include Trio WUH Live at Jazzinec (2014), Czech Dreams (2013), Father & Son – with his son Daniel (2012), After (2011), I Concentrate on You (2011), Frýdlant Nights (2010), and many more. A June 2018 CD release and concert tour is planned for Czech Wishes – recorded with his son Daniel in Prague in March 2016. He recently recorded two new projects, the first in December 2017 in the U.S. also with his son Daniel, and paired with Tony Marino and legendary drummer Bill Goodwin. The second was in Prague in January 2018, as Skip recorded a new set of his original pieces, primarily in trio format, with long-time collaborators Josef Feřo and Tomáš Hobzek. Saxophonist Rostislav Fraš was Skip's featured guest on a few selections.

Each summer since 2007, Skip has taught and performed at the Karel Velebný Summer Jazz Workshop in Frýdlant, Czech Republic. He has often led the Jazz Ateliér at the Summer Choral Workshop in Lomnice u Tišnova, and twice taught at the International Jazz Workshop, Kryoneri, Greece. He also teaches at the Moravian College Summer Jazz Camp.

Andrea Wittchen | Harp (Classical and Celtic)

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Research interest and expertise

Artist-Lecturer in harp

BIOGRAPHY

Andrea G. Wittchen is well known throughout eastern Pennsylvania as a solo, chamber, and orchestral harpist. She is Principal Harpist with the Lehigh Valley Chamber Orchestra and the Schuylkill Symphony Orchestra, and teaches harp at both Lehigh University and Moravian College.

She has appeared many times as soloist with the LVCO, the Schuylkill Symphony, and the Bloomsburg University Orchestra. In February 2003, Ms. Wittchen appeared again as soloist with the LVCO in a performance of Saint-Saëns' "Morceau de Concert", as well as performing with her daughter, Samantha, the world premiere of "Earth Wind Fire, Concertino for Two Harps and Chamber Orchestra" by Steven Sametz. The piece was a joint commission of Ms. Wittchen and the LVCO.

Ms. Wittchen has performed as a solo recitalist three times as part of Musikfest's Chamber Series as well as on recital series throughout the region. In addition, she provides educational programs on the harp, its history and development for the public schools.

She has performed with such stars as Bernadette Peters, Brian Wilson of the Beach Boys, Marilyn Horne, Johnny Mathis, Olivia Newton-John, Debbie Boone, and Rosemary Clooney. Her orchestral work includes the Williamsport Symphony, Lehigh University Philharmonic, Berks Chamber Orchestra,

Hershey Symphony, Bucknell University Orchestra, Reading Choral Society and Civic Opera, Pottstown Symphony, and the Pennsylvania Sinfonia, to name a few. She has broadcast for WVIA (NPR) Scranton and has played supporting roles for the Lehigh University Choral Union, Choir, and LUVME Ensemble.

Ms. Wittchen holds a Bachelor of Music degree in harp performance, magna cum laude, from Jacksonville University, FL, and a Masters degree in harp performance from the Eastman School of Music of the University of Rochester, NY plus an MBA from Lehigh University. She is a founding partner of Enterprise Systems Partners, Inc.

Lawrence Wright | Trumpet, Classical; Brass Ensemble

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Research interest and expertise

Artist Lecturer in trumpet, Brass Ensemble, Brass Pedagogy, Brass Literature

BIOGRAPHY

Lawrence Wright is principal trumpet of the Allentown Symphony, Bethlehem Bach Festival Orchestra, Pennsylvania Sinfonia Orchestra, co-principal trumpet of Philadelphia Brass, and Artist Lecturer at Moravian College. He received his bachelor's degree from Denison University, where he was a member of the scholastic honorary Phi Beta Kappa, and earned his Master's Degree from Juilliard, where he was a student of Mel Broiles and William Vacchiano. Larry has performed with the Metropolitan Opera, the New Jersey Symphony, the Spoleto Festival, the Opera Company of Philadelphia, the Symphony Orchestra of the State of Mexico and numerous others. For twenty-five years he was principal trumpet of the Lehigh Valley Chamber Orchestra. He has appeared as soloist with artists Arleen Auger, Emanuel Ax, Sylvia McNair, and Menahem Pressler, was featured in the PBS broadcast of Stravinsky's L'histoire du Soldat, recorded The Sacred Trumpet Soloist for Alfred Publishing, and is heard as soloist in many recordings by the Bach Choir of Bethlehem. The Allentown Arts Commission awarded the Performer Ovation Award for "outstanding achievement in the performing arts" to Larry and his wife, flutist Robin Kani. A dedicated teacher, he has served on the faculties of Lafayette College, Lehigh University, the Kinhaven Music School and Muhlenberg College.

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M.S., State University of New York at Binghamton
Ph.D., State University of New York at Buffalo

Helen Paty Eiffe (1963) (1995)

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Joseph J. Gerencher Jr. (1969) (2010)

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James S. Green (1979) (1998)

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Professor of Mathematics
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A.B., Lafayette College
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Curtis Keim (1980) (2013)

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M.A., Ph.D., University of California, Berkeley

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B.A., Douglass College
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Associate Professor of Biology
B.A., Augustana College
M.S., Northwestern University
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Associate Professor of Chemistry
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Ph.D., University of Arizona

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M.A., Eastman School of Music
D.M.A., Temple University

R. Daniel Libby (1992)

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Ph.D., Pennsylvania State University

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LL.B., Harvard University
M.A., Ph.D., Columbia University

Arthur W. Lyons (1976)(2014)

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M.A., University of California, Davis
Ed.D., Temple University

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M.Div., Christian Theological Seminary
M.S., University of North Carolina

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M.S., New York University

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M.S., Cornell University

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Professor of Drama
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M.A., Tufts University
Ph.D., University of Michigan

Ervin J. Rokke (1997) (2006)

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M.P.A., Ph.D., Harvard University

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M.A., Temple University
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Robert W. Stinson (1970) (2004)

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 M.A., Ph.D., Indiana University

John P. Stoneback (1981) (2004)

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 Ph.D., Louisiana State University

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 M.A., Ph.D., Rutgers University

James O. Yerkes (1988) (2001)

Professor of Religion and Philosophy
 B.A., M.A., Wheaton College
 M.A., Ph.D., University of Chicago

COMMITTEES

Taken from the Faculty Handbook

2.3 Faculty Committees

The College has three main governance committees: The Planning and Budget Committee (PBC), the Academic Personnel Committee (APC), and the Academic Planning and Program Committee (APPC). Each of these governance committees will have one or more related that report to them on a semiannual basis (see below). A committee may be a Faculty Committee (FC), which means it addresses matters of primary concern to the faculty, or a College Wide Committee (CW), which means it addresses matters of primary concern to the entire College community.

2.3.1 Autonomous Faculty Committees

Two committees stand outside of proposed structure. The Committee on Committees and Handbook ensures the smooth functioning of faculty committees and college-wide committees. The Faculty Advocacy Committee is the faculty advocacy group that meets with the president and/or the VPAA to discuss matters of concern to the faculty.

Committee on Committees and Handbook (CCH) — FC

Faculty Advocacy Committee (FAC) — FC

2.3.2 Planning and Budget Committee (PBC)

Primary function: Making recommendations to the President regarding budget planning, preparation, and formulation. Budget-related committees:

Faculty Development and Research Committee (FDRC) — FC

Student Opportunities for Academic Research (SOAR) — FC

InFocus Committee — CW

Arts and Lectures Committee — CW

2.3.3 Academic Personnel Committee (APC)

Primary Function: Faculty Evaluation and Related Matters Personnel-related committees:

Faculty Review Committee (FRC) — FC

Dispute Resolution Group (DRG) — FC

2.3.4 Academic Planning and Program Committee (APPC)

Primary Function: Oversight of all Academic matters related to teaching and learning.

Academic-related subcommittees:

- Academic Standards Committee (ASC) — FC
- Learning in Common Committee (LinC) — FC
- Committee for the Advancement of Teaching (CAT) — FC
- Committee on Assessment of Student Learning (CASL) — FC
- Health Professions Advisory Committee (HPAC) — FC
- Honors Committee — FC
- Teacher Education Committee (TEC) — FC
- Women's Studies Advisory Committee (WSAC) — FC

2.3.5 College Wide Committees

Primary functions vary; membership is comprised of both faculty and administrator colleagues.

- Council on Diversity and Inclusion — CW
- Technology Advisory Committee — CW
- Human Subjects Internal Review Board (HSIRB) — CW
- Institutional Animal Care and Use Committee (IACUC) — CW
- Campus Sustainability Committee — CW

2.3.6 Task Forces

Appointed at the discretion of the president or the dean of the faculty in order to study and recommend action on specific problems or issues of concern to the College community. These committees disband upon the completion of their assigned tasks.

2.3.7 Committee Descriptions

2.3.7.1 Committee on Committees and Handbook (CCH)

The purpose of the Committee on Committees and Handbook (CCH) is (1) to conduct nominations and elections and to appoint faculty members to openings on faculty committees and task forces; and (2) to update material in the online faculty handbook as needed due to institutional policy changes.

Membership: CCH consists of three elected members of the teaching faculty: one from SAHSS, one from SNHS, and one at-large member. All members must be tenured. Committee members serve for three years; the terms are staggered so that a new member joins each year. Committee members assume the role of chair in their third and final year of service. Service on CCH begins and ends at the first day of the fall semester.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (FAC) committee.

Typical workload: CCH generally meets once every week for an hour. Between meetings, work may include drafting updates to the faculty handbook, contacting faculty members regarding nominations/appointments, or meeting with representatives from other committees.

Summer responsibilities: Appointments for task forces and other committees often continue into June — members of CCH are expected to be available via electronic communication through the summer.

Responsibilities of the committee:

Nominations and elections. CCH solicits candidate nominations from the faculty and then runs the elections for those committee slots that require elections. The committee will also identify and contact colleagues to consider running for particular committee posts. CCH members also identify colleagues to serve in appointed positions on various committees and task forces in consultation with the academic deans and provost as appropriate.

Handbook. The committee is responsible for updating an online copy of the Moravian College Faculty Handbook when any changes are required. Any such updating will occur when the President, the Board of Trustees, the Provost, and/or the College Faculty creates new policy or changes existing policy. The committee will present any handbook changes to the full faculty and keep a record of those changes.

2.3.7.2 Faculty Advocacy Committee (FAC)

The Faculty Advocacy Committee (FAC) is designed to advise the President and serve as a channel of communication between the faculty and the President.

The FAC has the following responsibilities:

to provide leadership and take initiative in representing the goals of the teaching faculty

to act on their behalf within the established system of College governance to formally present the teaching faculty's concerns to the President

to formulate specific proposals for review and consideration by the President, by the full faculty, and, through the President by the Board of Trustees as a contribution to decision-making within the College.

Membership: FAC is composed of six teaching faculty. Two tenured teaching faculty members are from SNHS and two tenured teaching faculty members are from SAHSS. These four members are elected for three-year terms. One full-time faculty member from MTS is elected for a three-year term. One untenured faculty member from SAHSS or SNHS is also elected for a three-year term. All six terms are staggered to ensure two elections per year. No individual may serve on FAC for more than six consecutive years.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (CCH) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: FAC meets every two weeks for an hour. In addition to the chair, FAC has a meeting secretary and a (tenured) FAC representative on the President's Council (PC). The meeting secretary takes the committee meeting notes and posts them on AMOS. Between meetings, FAC members are expected to reply to committee emails as well as be available for conversations with faculty.

The chair serves as the main point person for between-meeting communication with the Provost and with faculty. The chair takes the lead in writing the various reports and proposals that get submitted for consideration to the President, the Provost, and to the faculty. The chair also schedules and creates the agenda for the committee meetings.

The PC representative, a designated tenured member of FAC, attends the PC meeting each Tuesday 8:00 am – 11:00 am. This individual takes notes at the meeting that are then approved by the Provost and posted on AMOS. This individual also presents faculty concerns/questions at the PC meeting. All FAC committee members suggest items that need to be raised at PC.

Summer responsibilities: The FAC representative on PC attends the PC meetings on Tuesday mornings throughout the summer. The chair typically continues to be contacted throughout the summer by faculty members who want to raise issues for FAC's consideration. All FAC members are expected to be responsive to e-mail discussion through the summer. Membership on FAC begins and ends on the first day of the fall semester.

Responsibilities of the committee:

The committee is authorized:

- To represent the teaching faculty in the event of emergencies or situations in which the full faculty cannot be convened.
- To consult with members of the teaching faculty for the purpose of the exchange of information and views on matters of concern to them.
- To consult with other standing committees for the purpose of exchange of information and views of concern to them.
- To develop specific proposals for direct presentation at full faculty meetings when circumstances make the utilization of other standing committees untimely or inappropriate.
- To request that committees consider issues of concern to the teaching faculty including consideration of specific proposals developed by the FAC.
- To consult with the President of the College and/or the PBC for the purpose of providing general support and assistance in planning; and specifically to recommend priorities in the preparation of the annual budget of the College.

The FAC meets with the President and, at the President's discretion, with the Provost when appropriate but at least once each semester. Additional meetings may be scheduled as the President and the FAC deem appropriate. The FAC advises the President or, at the President's discretion, the Provost in setting agendas for full faculty meetings.

For the purpose of identification and discussion of the concerns of the teaching faculty and to help the FAC identify and develop specific policy initiatives concerning the faculty, the FAC, when it is appropriate, consults with members of the teaching faculty. To effect such consultation, meetings of the FAC open to all teaching faculty are held at least once a semester. Additional open meetings of the FAC may be convened when circumstances warrant.

As a representative body of the faculty, the FAC can initiate proposals and express the will of the teaching faculty. Towards that end, members of the faculty may petition the FAC to initiate specific proposals. A petition signed by one-third of the voting members of the teaching faculty obligates the FAC to represent before the appropriate persons or bodies, in accordance with its functions, the position stated in the petition. Actions taken by the FAC in the name of the faculty, however, do not bind any individual faculty member to support these actions or to vote in favor of them at meetings of the faculty.

For the purposes of assuring the effective and efficient operations of the committees of the College, including administrative, advisory, and ad

hoc committees, the FAC, with the President, can request a committee to provide a formal report on the committee's activities within the time frame specified by the FAC and the President.

Changes in structure, functions, or bylaws of the FAC can be made by two-thirds vote of the teaching faculty in attendance at a regular faculty meeting. Proposed changes require two readings before a vote. When deemed necessary by the President, changes approved by the teaching faculty are submitted to the Board of Trustees for approval.

2.3.7.3 Planning and Budget Committee (PBC)

The Planning and Budget Committee (PBC) advises the President on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting.

Membership: The PBC consists of eight members, all with a vote: the Provost; the vice president for student affairs and dean of students; the vice president for finance and administration; the vice president for planning and research; and four elected tenured members of the teaching faculty, two from SAHSS and two from SNHS. Faculty are elected for staggered four-year terms with no limits on the number of terms served. The chair of the PBC is the faculty member in the third year of his or her current term. The chair serves on President's Council. The vice president for planning and research provides logistical support. Minutes are recorded by one of the non-chair faculty members.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (APPC, APC) or autonomous (CCH, FAC) committee.

Typical workload: During the academic year, PBC meets each Thursday morning between 8:00 and 10:00 a.m. (exact times determined by committee membership each year). The chair of PBC attends President's Council each Tuesday from 8:00 to 11:00 a.m. Committee members also attend PC meetings on an ad hoc basis to deliberate on any budget-sensitive issues. Work outside meetings takes about one hour for non-chair members and three to four hours for the chair. The chair of PBC is occasionally called upon to present to the Board of Trustees Joint Finance Committee and to the full Board.

Summer responsibilities: PBC continues to meet as needed over the summer. The chair attends President's Council through the summer. Service on PBC starts and ends after commencement each year.

Responsibilities of the committee: PBC advises the president on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting. It prioritizes, reviews, and revises strategic initiatives ensuring

alignment with the strategic plan and accreditation standards; presents initiatives for faculty and trustee endorsement; and assigns initiatives to appropriate units to develop implementation activities. It maintains effective communication with College constituencies, and publishes and distributes the strategic plan and planning updates. It seeks regular input from the President on strategic planning and makes resource allocation recommendations to the President, who may approve, disapprove, or return the issue to the PBC for further consideration.

2.3.7.4 Academic Personnel Committee (APC)

The Academic Personnel Committee (APC) is responsible for the following: making recommendations on tenure, rank, termination of service, and emeritus appointments for all faculty members; making recommendations for sabbatical and special leaves for all eligible faculty members; making recommendations on tenure and rank of academic administrative officers (including the Provost and Dean of Faculty and the President); making recommendations for Honorary Chairs; and nominating candidates for faculty trustees as stipulated by the by-laws of Moravian College, article II, section 3(3). Decisions are made by majority vote. (Note: The Board of Trustees consults with APC on the appointment of a President.)

Membership: Membership consists of the Provost and Dean of the Faculty (non-voting) and five tenured members of the teaching faculty:

- Two members are elected from SNHS.
- Two members are elected from SAHSS.

One of these is elected from among the departments of art, English, history, modern languages and literatures, music, philosophy, and religion.

The other is elected from among the departments of economics and business, education, physical education, political science, psychology, and sociology and anthropology.

One member is elected from MTS.

All elected members must be tenured, and at least three of the elected faculty must have the rank of full professor. Each faculty member serves a three-year term. No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APPC) or autonomous (CCH, FAC) committee.

The committee chair is elected by the committee members at the start of the academic year.

Typical workload: APC meets weekly throughout the academic year and workload includes significant preparation prior to meetings. The committee

typically does not meet during the summer.

Summer responsibilities: The chair of APC is expected to be responsive to e-mail queries through the summer.

2.3.7.5 Academic Planning and Program Committee (APPC)

The Academic Planning and Program Committee (APPC) oversees the development of new academic programs and course offerings and reviews program changes and course changes that impact the course catalog. The committee reviews changes that impact the academic mission of the College as well as reviews proposals for new faculty lines.

Membership: APPC is composed of six elected teaching faculty members:

Four tenured faculty members: two from SNHS and two from SAHSS, elected for staggered four-year terms;

One full-time tenured faculty member from MTS, elected to a four-year term;

One untenured at-large faculty member from SNHS or SAHS; selected at large from departments not already represented, elected to a two-year term.

The Provost and the Associate Provost are non-voting members. The Deans of SNHS, SAHSS, and MTS are non-voting members and will be available on consultative basis only. A student appointed by the United Student Government may join the committee as a nonvoting member for planning and program review, at the discretion of the committee.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC) or autonomous (CCH, FAC) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: APPC meets for 60-90 minutes each week during the academic year with approximately 2 hours work outside of committee meetings. The committee typically does not meet during the summer.

Responsibilities of the committee: The APPC makes recommendations to or otherwise consults with the Provost. Recommendation and/or consultation is based on: i) review of formal program proposals; ii) examination of the curriculum and other academic programs in light of the College Mission, Strategic Plan, the deliberations of the PBC, and the wider academic environment; iii) review of proposals for changes in the curriculum and other academic programs; iv) review of proposals for new and replacement faculty members; and/or v) inquiry and deliberation required by any task bearing on the academic mission of the College to which

the committee is directed by the Provost. In matters relating to routine modifications of the curriculum, the committee acts on behalf of the Provost in providing information and presenting proposals to the faculty.

2.3.7.6 Faculty Development and Research Committee (FDRC) – Subcommittee of PBC

Responsibilities: The Faculty Development and Research Committee advocates for funding and oversees the distribution of monies to faculty members to support the improvement of teaching and research. The committee aims to encourage and enable disciplinary research, the dissemination of research results, participation at professional meetings and workshops, and pedagogical development, including efforts to improve existing courses and the development of new courses.

Membership: Three faculty members are appointed to three-year staggered terms, one from each division of the Faculty, with the remaining members appointed annually. The chairperson is appointed by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.7 Student Opportunities for Academic Research (SOAR) – Subcommittee of PBC

The goal of the Student Opportunities for Academic Research (SOAR) program is to facilitate and fund student research in collaboration with a faculty mentor during the regular academic year and in the summer months. Funding is provided on a competitive basis.

Membership: Appointed

2.3.7.8 InFocus Committee – Subcommittee of PBC

This committee plans yearly programming so members of the Moravian College Community can take an in-depth look at complex issues from multidisciplinary perspectives. The programming rotates through four important topics (poverty and inequality, sustainability, health care, and war and peace) facing humankind in the 21st century. This rotation ensures students will be involved with each topic over the course of their time at the college.

Membership: Appointed

2.3.7.9 Arts and Lectures Committee – Subcommittee of PBC

The Arts and Lectures Committee proposes, organizes, and coordinates committee sponsored cultural and educational programs on campus. It serves as the liaison with area colleges and universities, and is the coordinating group for other on-campus programs.

Membership: Members are appointed annually.

2.3.7.10 Faculty Review Committee (FRC) – Subcommittee of APC

The Faculty Review Committee:

Receives faculty members' appeals of the president's unfavorable tenure and promotion recommendations.

Considers all materials and recommendations submitted in the evaluation process.

Formulates a recommendation based on procedural grounds.

Within two months of receiving a faculty member's appeal, makes a recommendation to the President.

Submits a written report of its findings to the president.

Membership: The FRC is composed of five elected members of the faculty: Three tenured faculty members with the rank of professor (one from each division of the faculty, each serving a three-year term, one to be elected each year, with no restrictions as to reelection), and two other tenured faculty members, to serve two-year terms (one to be elected each year, with no restrictions as to reelection). No two members from the same department can be on FRC at the same time.

2.3.7.11 Dispute Resolution Group (DRG) – Subcommittee of APC

The Dispute Resolution Group (DRG) is available for voluntary and informal consultation in the case of faculty-faculty disputes only. The process outlined in Section 4.2 covers all full-time and part-time faculty employed in the undergraduate day program of Moravian College.

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the College. Liaisons support the constructive resolution of disputes among faculty members. This group aids faculty members in an informal process that emphasizes directing faculty to available resources. Liaisons are available to listen and to offer an additional perspective on a given conflict, but they are neither trained mediators nor lawyers. Liaisons act as sounding boards. Given the small nature of our community, faculty liaisons are aware that they cannot be neutral advisors. Instead, liaisons may direct faculty to Academic Affairs, Human Resources, a professional mediator or a lawyer based on the particular nature of a conflict. Mediation outcomes are nonbinding. This group has a fixed budget for professional mediation set by the Office of Academic Affairs.

Four faculty liaisons are available in the case of a dispute. Two faculty liaisons are appointed by the FAC for concurrent 3 year terms. Two faculty liaisons are elected by the faculty for concurrent 3 year terms which are to be staggered with the terms of the appointed liaisons. The DRG always consists of two

female and two male faculty members. Faculty serving on APC may not serve on DRG. Faculty liaisons sign a confidentiality agreement and follow procedures for maximizing and protecting confidentiality in their work with a faculty member bringing a dispute for consideration as well as with the other liaisons.

2.3.7.12 Academic Standards Committee (ASC) – Subcommittee of APPC

The Academic Standards Committee reviews student petitions and appeals related to the academic requirements, standards, and policies of the college, including grade appeals, academic dishonesty, and internship/independent study eligibility, as well as applications for interdepartmental majors and self-designed majors and minors.

Membership: Elected

2.3.7.13 Learning in Common Committee (LinC) – Subcommittee of APPC

This committee oversees and assesses the general education offerings in the LinC curriculum; approves and removes courses; grants student course waivers and adjudicates appeals; evaluates faculty performance in general education courses for Academic Personnel Committee; and plans and executes annual faculty development workshop.

Membership: Elected

2.3.7.14 Committee for the Advancement of Teaching (CAT) – Subcommittee of APPC

The Center for the Advancement of Teaching fosters the exchange of ideas about teaching and learning, with the goal of advancing excellence in student learning and engagement. The Center promotes a culture in which the value of teaching is broadly embraced and openly discussed, so that teaching practice continually develops. The Center is overseen by the Director of the Center for the Advancement of Teaching (CAT) and the CAT Committee. The Director is appointed by the Vice President for Academic Affairs and the CAT Committee is chaired by the Director. The Committee advises the Director and helps plan and implement the activities of the Center for the Advancement of Teaching. Activities of the Center include but are not limited to overseeing new faculty orientation, promoting teaching discussions through brown bag lunch events and academic year and May workshops for faculty, maintaining library resources for college teaching, facilitating the Formative Dialogues initiative, and organizing and promoting pedagogy book discussion groups. The Committee meets monthly during the academic year.

Membership: The Committee consists of a minimum of six faculty members appointed by CCH, with approval of the Director. At least two Committee members

will be chosen from disciplines in each of the three divisions of Humanities, Sciences and Social Sciences.

2.3.7.15 Committee on Assessment of Student Learning (CASL) – Subcommittee of APPC

This committee oversees the formal assessment of teaching and learning activities of the academic program at the college. The committee gathers and documents assessment materials from all academic departments.

Membership: Appointed

2.3.7.16 Health Professions Advisory Committee (HPAC) – Subcommittee of APPC

The Health Career Professions Committee consists of faculty members from a variety of disciplines and is responsible for assisting students planning on health-related careers. The committee advises students on program selection, admissions standards and procedures, and selection of a professional school.

Membership: Members are appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.17 Honors Committee – Subcommittee of APPC

Accepts students into the College Honors Program based upon grade point average guidelines, meets with candidates to discuss issues related to the program, reviews applications and assigns honors liaisons, and evaluates student progress across the senior year, including awarding the honors designation following oral defenses.

Membership: Appointed

2.3.7.18 Teacher Education Committee (TEC) – Subcommittee of APPC

This committee is responsible for approving student acceptance and participation in student teaching experiences based upon grade point average guidelines, performance in courses, and faculty recommendations. The committee determines the length and nature of student teaching experiences required of post-baccalaureate students who already hold a valid PA Instructional I certificate and who wish to obtain additional certification.

Membership: Appointed

2.3.7.19 Women's Studies Advisory Committee (WSAC) – Subcommittee of APPC

2.3.7.20 Council on Diversity and Inclusion

2.3.7.21 Technology Advisory Committee

The committee is responsible for overseeing the effective use and maintenance of classroom technology for the teaching and learning at the College.

Membership: Appointed

2.3.7.22 Human Subjects Internal Review Board (HSIRB)

This committee is charged with protecting human research participants by ensuring that faculty and student researchers adhere to approved protocols and ethical guidelines. Federal and College regulations require that all researchers who work with human participants in any capacity must do so with HSIRB approval.

The Human Subjects Internal Review Board's purpose is to 1) to set and revise policy concerning the ethical treatment of human subjects; 2) to serve as a consultative body which strives to protect human subjects by educating the College community on issues pertaining to ethics in research; 3) to review submitted research for compliance with the guidelines set forth in "The Policies and Procedures for Ethical Treatment of Human Subjects at Moravian College."

Membership: Members appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.23 Institutional Animal Care and Use Committee (IACUC)

Oversees and regulates the use of laboratory animals for research or instructional purposes to oversee; evaluates all aspects of the institution's animal care and use program.

The Institutional Animal Care and Use Committee's purpose is to review submitted research for compliance with the federal and state regulations governing the use of animal subjects. Members are appointed annually by the associate dean for academic affairs in consultation with the academic dean, in consultation with the director of the animal facility and chair of the IACUC.

Membership: Three faculty members, one of whom serves as Chair, are appointed annually by CCH in consultation with the AAO. A faculty member from a neighboring institution and a veterinarian are also appointed.

2.3.7.24 Campus Sustainability Committee

Moravian College reserves the right, at any time, to discontinue or restructure any courses, programs, or degrees set forth in this catalog.

Unless otherwise specified, students follow the requirements in the catalog in effect when they first matriculate at Moravian (when they take

their first class), not the catalog in effect at the time of inquiry, application, or acceptance to the College. Updates, revisions, and corrections to the catalog will be posted as necessary.

Moravian College encourages persons with disabilities to participate in its programs and activities. Anyone who anticipates needing any type of accommodation or who has questions about the physical access provided should contact Marketing and Communications at 610-861-1365 at least one week prior to visiting Moravian. Admissions visitors should contact Kaitlyn Globosits at globositsk@moravian.edu or 610-861-1320.

STUDENT LIFE

ACADEMIC & ACCESSIBILITY SUPPORT CENTER

The Academic & Accessibility Support Center is committed to providing services to help students achieve academic success. The Center supplements the classroom experience with individual and group assistance from professional staff and peer tutors, who help students develop specific strategies for learning, time management, test preparation, test-taking and other skills required for success in the college classroom.

The Academic & Accessibility Support Center also provides disability support and accommodations for students with documented disabilities under the Americans with Disabilities Act (ADA, 1990; ADA, 2008), the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable laws.

Services Provided

The Academic & Accessibility Support Center is committed to helping all students achieve academic success. Individual appointments are available for students who would like to improve their academic performance.

Services provided include (but are not limited to):

1:1 help with:

- Greyhound Tutoring Program, course specific peer tutoring, is available either by appointment or drop-in tutoring. Learn more about Greyhound Tutoring by clicking here.
- Accessibility support is available to students with documented disabilities who require classroom and other accommodations, as outlined by the

Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact AASC for detailed information about documentation requirement and accommodations by clicking here.

- Academic coaching is available for help with identifying personal strengths and achieving other goals related to individual academic achievement and success.
- Extended absence notification is sent to faculty when a student must miss two or more days of class for reasons of illness, injury, or family emergency. It is the responsibility of the student to notify the Academic & Accessibility Support Center in the event of an extended absence and to communicate directly with faculty about completing missed assignments. Read more on extended absences by clicking here.
- Referrals to other campus support services.

ABSENCES

Sometimes absences are unavoidable. To report an absence of more than 2 consecutive class days due to illness, injury, death of an immediate family member, or unavoidable emergencies, please complete and submit the following form:

In most cases, we will require documentation related to your absence. Documentation can be uploaded on the "Report an Absence" page, faxed to (610) 625-7877, emailed to Michelle Shafer (shaferm@moravian.edu), or dropped off at the Academic & Accessibility Support Center located on the First Floor of Monocacy Hall.

In most cases, even though you may report your absence to the Academic and Accessibility Support Center, only your professor can excuse your absence. It is up to you to communicate with each professor via email to see if your absence is excused and if you can submit any missed work or make up quizzes and/or exams.

ACCESSIBILITY SUPPORT

Moravian College's Academic & Accessibility Support Center serves many individuals, including students with disabilities. Moravian College adheres to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 in ensuring accessibility of its programs and services.

The Assistant Director for Accessibility Support is responsible for assisting the College in providing reasonable accommodations and accessibility for students with disabilities enrolled in the College. The Assistant Director also serves as a resource for other College departments regarding disability support.

If you are a visitor and require access to any of our events or programs, please contact our Assistant

Director for Accessibility Support via phone (610 - 861-1401) or email (singleyd@moravian.edu).

WHAT IS A DISABILITY?

“Disability” means, with respect to an individual:

a physical or mental impairment that substantially limits one or more major life activities of such individual;

- a record of such an impairment; or
- being regarded as having such an impairment.
- Major life activities include, but are not limited to:
- Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A major life activity also includes:

- The operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An individual is regarded as having a disability if:

- They establish that they have been subjected to an action prohibited under the ADA because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications.

The College will provide reasonable accommodation, upon request, to students whose conditions meet the legal definition of a disability under the ADA and who are considered otherwise qualified.

SERVICES AND ACCOMMODATIONS

Students with disabilities are entitled to services and accommodations that provide access to the College’s academic, residential and program offerings. Accommodations are determined on a case-by-case basis through documentation review and an interactive interview process.

In order to receive academic, residential, program and other accommodations, please follow the disability disclosure process and documentation guidelines. For additional information, or if you require any information in an alternative format, please contact us by clicking here.

DISABILITY DISCLOSURE PROCESS

Moravian College requires students with documented disabilities to self-disclose their disabilities to the college in order to receive academic, residential, program and other accommodations.

Below is the process for disclosing.

- Inquire about services for students with disabilities by contacting the Academic & Accessibility Support Center by phone (610-861-1401) or email (aasc@moravian.edu).
- Review our Documentation Guidelines prior to submitting documentation by clicking here.
- Download and complete the disclose a disability/request accommodations form.
 - Submit the supporting documentation via:
 - Mail: 1200 Main Street • Bethlehem, PA 18018
 - E-Mail: aasc@moravian.edu
 - Fax: 610-625-7877
 - Documentation Receipt and Review:
 - Staff will receive and review disability documentation.
 - Staff will contact student to schedule an appointment or to ask for further documentation.
- Disability Support Intake:
 - Student (and parent/guardian if requested by the student) meet and discuss necessary accommodations and services available at Moravian College.
 - The agreed upon accommodations will be included in a letter of accommodation for the student to deliver to their faculty.
- Use of Services:
 - Students follow established procedures for utilizing academic and other accommodations while enrolled at Moravian College.

Documentation Guidelines

Moravian College requires students with documentation disabilities to self-disclose their disabilities to the college in order to receive academic, housing, program, and other accommodations.

Service and Emotional Support Animal Policy

It is the policy of Moravian College to comply with all applicable federal, state and local laws regarding the use of service animals on campus. Under Pennsylvania law, individuals with disabilities who use guide or support animals, or trainers of such animals, are entitled to equal opportunity in all aspects of employment and education, as well as equal access to and treatment in all public accommodations, and any housing accommodation or commercial property without discrimination.

PEER MENTOR PROGRAM FOR STUDENTS WITH DISABILITIES

Beginning in August 2018, this volunteer based program seeks to ease the transition from high school to college for students with disabilities so that they may become strong students for their first year and beyond.

Who are Peer Mentors?

Peer mentors are carefully chosen students who maintain a 3.0 GPA, have a record free of conduct violations, and are strong self-advocates who are confident in discussing their own experiences with a disability. Peer Mentors use Moravian College resources and are active members of the Moravian College community. A Peer Mentor's primary role is to assist first-year students in their transition to the College.

GREYHOUND TUTORING INFORMATION

The Greyhound Tutoring Program, in partnership with Moravian College faculty, strives to support the learning and growth of every student, help each individual realize his or her full potential, encourage each student's intellectual curiosity, and enhance each student's academic knowledge and study skills so that each student may achieve academic excellence in his or her courses, successfully complete college, and engage in an ongoing journey of lifelong learning as a reflective citizen and professional.

Who are Greyhound Tutors?

Greyhound tutors support the learning and success of Moravian College students by facilitating individual appointments, small group tutoring sessions, and drop-in tutoring. Utilizing a creative tutoring pedagogy

that is customized for the needs of each individual student, Greyhound tutors help students realize their potential and achieve success in their courses. In addition, Greyhound tutors encourage students to adopt a positive growth mindset; serve as a trusted guide to academic culture and faculty expectations; help students become independent self-regulated learners equipped with study strategies and tools that align with their needs; facilitate each student's critical thinking, deep learning, and information literacy; and inspire students to embrace their intellectual curiosity and desire to learn more as lifelong learners.

If you have any questions, please contact Barry Saturen

Coordinator of Tutoring and Academic Support

Reeves 213

saturenb@moravian.edu

Overview of Tutoring:

Tutors can help you understand course concepts in new ways, enhance your study skills, and devise learning strategies.

While tutors can help you if you encounter challenges in your courses, tutoring is not only for students who are struggling in a class. Students who are excelling in a course also benefit from tutoring!

This year the Greyhound Tutoring Program is using WC Online for scheduling.

Making an Appointment or Viewing a Drop-in Schedule

If this is your first time using WC Online for the Greyhound Tutoring Program

If you haven't registered for an account on the Greyhound Tutoring WC Online page, click here to complete the registration form. Be sure to use your Moravian College e-mail when creating an account. Also note that you will need to register for a WC Online account for Greyhound Tutoring even if you already have a WC Online account for the Moravian College Writing Center. These are separate websites.

Once you are signed in, select a schedule from the drop-down menu at the top of the page.

Choose "Appointments FA18" if you would like to schedule an individual or small group appointment in advance

Choose "Drop-In FA18" to see when tutors are available for drop-in (no prior appointment needed)

After you select a schedule, select the course you are seeking tutoring in from the "Limit to:"

menu. This will filter the schedule to only show tutors who tutor the course you select.

To make an appointment, click on any open time slot (white box), fill out the appointment request form, and click "Save Appointment."

If you would like to make an appointment during a future week, navigate to the week you are looking for by clicking "Next Week" near the top of the page or by clicking the calendar icon and selecting a date.

Benefits of being a Tutor:

As peer tutor, you will:

- Enjoy the rewarding opportunity to make a positive difference by helping other students
- Receive training that will not only empower you to help others, but also provide you with skills and tools you can use to excel in your own classes
- Develop a deeper understanding of what you have already learned by explaining ideas to others in a variety of ways
- Bolster your communication, analytical, and leadership skills in ways that are relevant to your future employment and will benefit you throughout your professional career.

Position Requirements:

- Written recommendation(s) from faculty/instructor(s) of the course(s) you wish to tutor (can be submitted through form or through e-mail from professor)
- Earned an A- or above in the course you wish to tutor
- Cumulative GPA of 3.00 is strongly preferred
- Genuine desire to help others succeed
- Commitment to facilitating each student's learning and pursuing one's own opportunities to learn and grow
- Outstanding interpersonal and communication skills including the ability to empathize with others
- Desire to support the success of a diverse group of students from a variety of educational, cultural, and socioeconomic backgrounds
- Positive growth mindset
- Ability to collaborate effectively with others as a team player
- Ability to maintain confidentiality
- Knowledge of Moravian College policies, resources, services, and opportunities for engagement within the Moravian College community
- Conscientious and thorough approach to all administrative aspects of the position

Greyhound Tutor Responsibilities:

- Clarify course concepts and offer students opportunities to apply their knowledge and practice skills
- Customize tutoring approaches in a way that aligns with each student's individual learning style and needs
- Serve as a peer academic coach to help students set and achieve goals, acquire academic skills, devise effective study strategies, prepare for exams, develop confidence, and manage their time
- Help students achieve a growth mindset and recognize their ability to learn in new ways and overcome challenges
- Serve as a trusted guide to academic culture and faculty expectations
- Actively promote each student's critical thinking, deep learning, and information literacy
- Inspire students to pursue their intellectual curiosity
- Attend orientation, initial training, meetings, and other events
- Attend all scheduled appointments and/or scheduled drop-in hours
- Complete progress reports for each session
- Maintain regular and ongoing communication with the coordinator of tutoring and academic support
- Uphold the ethical standards of the tutoring program and maintain confidentiality
- Refer students to professionals with greater expertise and experience when appropriate

Tutor Application Process:

Students or faculty can begin the application process.

Students can begin the process by completing the peer tutor application form and then contacting faculty to recommend them for the course(s) they wish to tutor. Faculty then complete the recommendation form or e-mail the coordinator of tutoring and academic support, Barry Saturen, to recommend the candidate.

Faculty can begin the process by completing a recommendation form or by e-mailing the coordinator of tutoring and academic support, Barry Saturen, to recommend a candidate. In these cases, the coordinator will contact the students who have been recommended and refer them to the tutor application form.

Upon receiving the candidate's application form and a recommendation from faculty, the coordinator will verify that the candidate meets the academic requirements. For student-initiated applications, the coordinator may also contact the faculty member from whom the recommendation was received.

Candidates who meet the academic requirements will be invited for an interview with the coordinator. Candidates who do not meet the academic requirements will be notified and will be informed how they can potentially meet the requirements in the future.

Candidates who successfully complete the interview will be notified and referred to Financial Aid to complete hiring paperwork.

Once completed, tutors will be informed about initial training and will be scheduled to serve as tutors on the basis of demand and current staffing needs in the subject areas they tutor.

If you have questions:

If you have any questions, please contact Barry Saturen (saturenb@moravian.edu) or stop by Reeves Library Room 213 for more information.

TAB - TUTOR ADVISORY BOARD

WHO can join?

- Tutors.
- Tutees.
- Anyone interested in supporting Greyhound Tutors!

WHAT is TAB?

- An organization of volunteer students who help develop various Greyhound Tutoring documents, coordinate drop-ins and residence hall tutoring, maintain the Tutor Talk Board, plan the Spring Tutor Appreciation Ceremony, and just help keep everything running smoothly.

WHEN & WHERE does TAB meet?

- Tuesdays at 4pm
- Reeves 212
- But WHY?

TAB believes in the program and works extra hard to maintain its effectiveness.

It also is a great opportunity to build skills applicable to future employment (i.e. leadership, communication, programming, just to name a few).

CONTACT GREYHOUND TUTORING

Barry Saturen

Coordinator of Tutoring and Academic Support
Reeves 213
saturenb@moravian.edu

Stay up to date with the latest Greyhound Tutoring information by following us:

@MCGreyhoundTutoring

@GreyhoundTutors

DISABILITY RELATED RESOURCES

To learn more about on-campus resources, websites, accessible web design and assistive technology, and mobile apps, click the links below.

On-Campus:

- Academic and Accessibility Center Home Page
- Moravian College Non-discrimination Statement
- Section 504/Americans with Disabilities Act Grievance
- Privacy Policy
- Title IX
- Student Handbook

Websites:

For students:

- Scholarships and Aid for Students with Disabilities
- Students with Disabilities Preparing for Postsecondary Education

For faculty/staff:

- Association on Higher Education and Disability (AHEAD)

For everyone:

- American Council of the Blind
- Center for Applied Special Technology
- Project DO-IT: "Promoting inclusion and success for people with disabilities".
- Handspeak: Sign language resources and materials.
- International Dyslexia Organization
- National Center for Learning Disabilities
- National Federation of the Blind
- National Center on Secondary Education and Transition
- <https://www.tuck.com/mattresses-bedding-for-people-with-disabilities/>

Accessible Web Design and Assistive Technology:

- Able Data: Tools and Technologies to Enhance Life
- Accessible Web Design
- Microsoft-Accessibility Technology for Everyone
- WebAIM – Web Accessibility in Mind

Apps:

- iStudiez - \$\$ for Windows/Mac - Keep track of your schedule and course work!
- 360 Thinking Time Tracker - \$ - Track your schedule by creating time markers!
- Ideament - FREE - Create mind maps, flow charts, etc and convert it to text outlines (and vice versa)!
- Flashcards+ - FREE - Download flashcards or create your own!
- Bluefire Reader - FREE - Read, highlight, bookmark, and study eBooks with ease.
- SimpleNoise - \$ - Use to stay focused while studying or doing homework.
- Stop, Breath, Think - FREE - Take a study break and unwind with this meditation app.
- Seeing AI - FREE - Recognizes short text, documents, products, and even people and converts to voice.
- NaturalReader Pro - \$\$ - Text to Speech app for web pages, eBooks, and more.
- BlindSquare - \$\$\$ - Provides outdoor and indoor navigation for those with visual impairments.
- Ava 24/7 Accessible Life - FREE - Captions conversations between multiple people and converts to text.
- Proloquo2Go - \$\$\$\$ - Symbol based communication app for individuals who are nonverbal.

MEET THE STAFF

Barbara Ryan Hausman, M.S.

Director of Academic & Accessibility Support
ryanhausmanb@moravian.edu

Dolly Singley, Ph.D.

Assistant Director for Accessibility Support
singleyd@moravian.edu

Michelle Shafer, M.S.

Academic & Accessibility Coordinator
shaferm@moravian.edu

Barry Saturen, M.A.

Coordinator for Tutoring and Academic Support
saturen@moravian.edu

STUDENT INVOLVEMENT

Whatever you do, don't sit still. Because we're a place for fidgeters. For the restless. For the go-out-and-do-something-ers. We want you to find a new outlook. Follow your passion. And above all, shake things up.

Choose your own path on our 85-acre campus. Service, theatre, Greek life—we've got it all, plus more. If you don't see anything that sparks your revolutionary spirit, we give you the tools and the power to make it happen. Hey, we're not going to stop you.

So take the lead, take a trip, or create something new. We dare you to be bored.

CLUBS & ORGANIZATIONS

Looking to get involved? A Club & Organization Fair is held at the beginning of each semester.

See a club you're interested in? Email the club president or advisor—they can't wait to hear from you!

Check out all that Moravian Clubs have to offer.

Arts & Music

- Business & Finance
- Campus Life
- Club Sports & Recreation
- Cultural
- Health Sciences
- Honor Societies
- Literature & Campus Communications
- Religious Life Organizations
- Service Organizations
- Social Justice
- Social Sciences
- Sciences & Mathematics
- Greek Life

Arts & Music

- ART CLUB
- BIG BAND
- CHOIR
- COMMUNITY ORCHESTRA
- CREATIVE HOUNDS
- DANCE COMPANY
- MARCHING BAND
- NATIONAL ART EDUCATION ASSOCIATION (NAEA)
- PHI MU ALPHA SINFONIA

- STITCHES
- STUDIO SOUTH
- THEATER COMPANY
- VOCALIS
- WIND ENSEMBLE
- WOMEN'S CHORUS
- Business & Finance
- ACCOUNTING CLUB
- AMHREIN INVESTMENT CLUB
- MORAVIAN BUSINESS LEADERS

Campus Life

- COMMUTER STUDENT ASSOCIATION
- HOUND PACK
- INTER-FRATERNAL COUNCIL
- MORAVIAN ACTIVITIES COUNCIL
- OMICRON DELTA KAPPA
- PANHELLENIC COUNCIL
- STARS
- STUDENT ATHLETE ADVISORY COMMITTEE
- TWENTY SIX POINTS AMBASSADORS
- UNITED STUDENT GOVERNMENT

Club Sports & Recreation

- EQUESTRIAN
- ICE HOCKEY
- RUGBY
- BADMINTON CLUB
- BOXING CLUB
- HIKING CLUB

Cultural

- AFRICAN STUDENT ASSOCIATION
- BLACK STUDENT UNION (BSU)
- GERMAN CLUB
- INTERNATIONAL CLUB
- LATINO STUDENT UNION (LSU)
- MIDDLE EASTERN CLUB
- SAUDI STUDENT CLUB
- SPANISH CLUB

Health Sciences

- PRE-HEALTH CLUB
- PUBLIC HEALTH CLUB
- STUDENT NURSES ASSOCIATION

Honor Societies

- PHI MU EPSILON
- IOTA IOTA IOTA
- SIGMA THETA TAU
- BETA BETA BETA
- PHI ALPHA THETA
- PSI CHI
- OMICRON DELTA EPSILON
- DELTA OMICRON

Literature & Campus Communications

- BENIGNA YEARBOOK
- CHAPTER CHATS
- COMENIAN NEWSPAPER
- MANUSCRIPT
- MOCO RADIO
- ZINZENDORF LITERARY SOCIETY

Religious Life Organizations

- HILLEL SOCIETY
- NEWMAN ASSOCIATION
- MORAVIAN COLLEGE CHRISTIAN FELLOWSHIP
- STUDENT CHRISTIAN COMMUNITY
- Service Organizations
- AMERICA READS
- HABITAT FOR HUMANITY
- ENVIRONMENTAL COALITION (ECO)
- GAMMA SIGMA SIGMA: NATIONAL SERVICE SORORITY

Social Justice

- AAUW
- ACTIVE MINDS
- COLLEGES AGAINST CANCER
- POLITICAL AWARENESS COALITION (PAC)
- SPECTRUM

Social Sciences

- HISTORY CLUB
- PHILOSOPHY CLUB
- SOCIOLOGY CLUB
- Sciences & Mathematics
- AMERICAN CHEMICAL SOCIETY
- BRAIN CLUB
- MORAVIAN COLLEGE COMPUTING CLUB (MC3)
- MORAVIAN MATH SOCIETY

- SKILLS USA
- SOCIETY OF PHYSICS STUDENTS
- WISE

Greek Life

Want to go Greek? You can join one of four fraternities and four sororities here on campus. Check the list below, and click here to learn more about Greek Life at Moravian College.

MAC

Moravian Activities Council (MAC) hosts a large variety of events, each designed to give students healthy, social opportunities to be involved in our community. Some of these events are meant to create and maintain traditions that bring the entire Moravian Community closer together, such as Fall Fest and Homecoming and other are meant to provide something to do as a study break!

Members

- President: Maci Kendrick '20
- Vice President: Justin Vatti '20
- PR Director: Vina-Andrea Aguirre '20
- Representatives:
- Shiloh Coccodrilli '19
- Ashley Dunn '19
- Emily Szuter '20
- Caitlyn Bryne '19
- Madison Kaminskyj '19
- Armando Gonzalez '19
- Josiah Soto '20
- Toyo Adebayo '20
- Gabriella Greenhoward '21
- Larisa Fava '21
- Cassie Miller '21
- Lauren Kubic '21

UNITED STUDENT GOVERNMENT

Established 1967

General Meetings:

Tuesdays 4:30 PM, UBC Room
Open to the Moravian College Community

Executive Meetings:

Mondays 3:00 PM, USG office
Invitation Only

ABOUT

One Body. One Family.

USG is composed of twenty-one individuals in one governing body. The group consists of a President, Vice President, Club Ambassador, Public Relations Director, Treasurer, Webmaster, and fifteen representatives. The President and Vice President run on a ticket together and are elected by the student body. The fifteen representatives are also elected by the student body. The Club Ambassador, Public Relations Director, Treasurer and Webmaster are all appointed by the President. Out of the representatives, a Parliamentarian, and a Secretary are elected from within.

MEET YOUR REPRESENTATIVES

Matthew Geary

President
Class of 2020
Major: Nursing

As the President of USG, I manage our four main committees and oversee the day-to-day operations of the governing body. I value the voice of our students and, therefore, strive to ensure every representative is actively involved to contribute to the efficiency of our organization.

Thomas Brim

Vice President
Class of 2019
Major: Finance Major Minor: Political Science

As the Vice-President of USG, I co-lead the operations committee which is responsible for the creation of student proposals for infrastructure projects, policy changes on campus, and negotiation of student services here at Moravian. I am also the Market Analyst for Amrhein Investment Club.

Vina-Andrea Aguirre

Public Relations Director
Class of 2020
Major: Graphic and Interactive Design Minor:
Business Marketing and Communications

As the Public Relations Director of USG, I manage all social media accounts and oversee all marketing aspects of our organization. Additionally, I am the Public Relations Director for the Moravian Activities Council (MAC), as well as a member of Zeta Tau Alpha, and 26 Points Ambassador. I also have a work study position in Reeves Library and the Center for Career and Civic Engagement.

Christina Reinhard

Club Ambassador
Class of 2019
Major: Psychology Certification: Early Childhood

As the Club Ambassador of USG, I oversee and support all USG clubs and organizations along with my committee members. In addition, I sit on the Admissions College Governance Committee. Aside from USG, I am the treasurer of the Middle Eastern club as well as an active member of Zeta Tau Alpha.

Woodrow Battle

Treasurer
Class of 2019
Major: Environmental Economics and Policy

I am currently serving my third and final term in USG. Since joining USG I have served as a representative, the finance administrator, and now the treasurer. Other than USG, I am a varsity track and field hurdler, I serve as the Student Trustee on the Board of Trustee's, a 26 Point ambassador, the RA of the HILL sixth floor, and a co-founder of the Political Awareness Coalition. My personal interests include history, science and space, politics, cars, and much more. After graduating I hope to work in consulting or in state government with hopes to run for office some day.

Alec Buttner

Secretary
Class of 2021
Major: Bio-Chemistry

As the Secretary of USG, I ensure organization within the governing body. Aside from recording minutes in our general meetings, I also serve as a member of the Public Relations Committee. In addition to USG, my campus involvement includes: Vice President of Student Helping Honduras, Secretary of the Environmental Coalition, Service Coordinator for Spectrum, 26-Point Ambassador, and a member of additional campus clubs and organizations.

Jessica Buttner

Class of 2019
Representative
Major: Business Management: Organizational Leadership Track, Sociology: Law and Society Track, Pre-Law

As the Parliamentarian of USG, I oversee all constitutional concerns and ensure our organization is abiding by all constitutional obligations, rules and regulations of USG and Moravian College. Currently, I am constructing an entirely new constitution for our organization and sit on the Operations Committee and the Student Code of Conduct College Governance Committee. Aside from USG, my involvement includes

President of the Pre-Law and Sociology Club, Chair of the 26 Point Ambassadors, Resident Advisor of a Gender-Inclusive community, Vice President of Habitat for Humanity, Student Alumni Representative (STARs), Alumni Fellow, Writing Fellow, and note taker.

Na'im Pretlow

Class of 2019
Representative
Major: Sociology - Law & Society
Track Minor: Africana Studies

As a representative in USG, I sit on the Club Committee to serve as a liaison for all USG clubs and organizations. Along with being on USG, I am a Resident Advisor, First Year Writing Fellow, and a member of the Moravian College Track & Field team.

Crystal Yacoub

Class of 2019
Representative
Major: Psychology Minor: Art and Ethics

As a member of USG, I serve as a member of the Club Committee. In addition to USG, I am the president of the Middle Eastern Club, Service Chair of Zeta Tau Alpha, a member of Active Minds, Pre-Health Club, Environmental Coalition, Habitat for Humanity, and I am an America Reads Tutor. I love learning, and I find myself constantly wanting to expand my knowledge and skill set. I hold a wide range of interests that range from creating simple artwork to volunteering my time in our community.

Eric Williams

Class of 2020
Representative
Major: Business Management

As a representative in USG, I currently sit on the Finance Committee. Additionally, I am the chair of the Student Code of Conduct College Governance Committee.

BettyJo LaBare

Class of 2020
Representative
Major: Sociology

As a representative of USG, I sit on the Operations Committee. Additionally, I am an active member of Spectrum and AAUW and work to advance rights for women and the LGBT+ community. When I am not in club meetings, I work as both a statistics and Spanish tutor.

Justin Vatti

Class of 2020

Representative

Major: Political Science Minor: Women's, Gender & Sexuality Studies.

As a representative of USG, I sit on the Finance Committee as well as serve as USG's Greek Council College Governance Committee representative. Additionally, I am also involved with multiple organizations and offices on campus. My involvement includes being a 26 Points Ambassador, Moravian Activities Council, Delta Tau Delta and a student worker in our college mailroom.

Boris Prince Bla

Class of 2020

Representative

Major: Political Science

Moravian United Student Government Representative.

Brandon Faust

Class of 2020

Representative

Major: Political Science

As a USG representative, I sit on the Public Relations committee and serve on the Academic Planning and Programming College Governance Committee. Outside of USG, I am the Graphic Design Editor of our college's newspaper: The Comenian, and Vice President of the Internal Fraternity Council

Toyo Abedayo

Class of 2020

Representative

Major: Biology, Pre-Med

As a representative of USG, I sit on the Club Committee, Dining College Governance Committee as well as the Student Code of Conduct College Governance Committee. My involvement outside of USG includes being a member of MAC (Moravian Activities Council) and BSU (Black Student Union). Additionally, I am a work study student for the library and Phonathon, the college's call center.

Lina Fu

Class of 2020

Representative

Major: Health Science

As a representative of USG, I sit on the Club Committee and the Social Justice College Governance Committee. My campus involvement includes: President of International Club, a student worker for Student Affairs,

and an International Student Orientation Leader (OL). I hold value in serving students and learning new ways to make improvements on campus.

Maci Kendrick

Class of 2020

Representative

Major: Nursing

As a representative of USG, I sit on the Club Committee and the Admissions College Governance Committee. In addition to USG, I hold other positions on campus such as the President of Moravian Activities Council, 26 Point Ambassador, Student Alumni Representative (STARs), and Student Staff Worker in the Center for Career and Civic Engagement.

Jakleen Hana

Class of 2021

Representative

Major: Political Science, Communications

As a representative of USG, I sit on the Operations Committee and the Dining College Governance Committee. Aside from USG, I am also involved in many other clubs on campus such as the Middle Eastern Club, Political Awareness Coalition, and America Reads. I strive to improve the current, and future, Greyhound experience at Moravian College.

How to Start a Club or be Reinstated as a Club

- Find 10 students interested in your club (you must have a minimum of 10 students, including yourself, to start a club)
- Find an advisor.
- Pick a President, Vice President, Secretary and Treasurer from among your members
- Write a Club Constitution
- Fill out the New Club/Org Application (PDF located on this page)
- Obtain all necessary signatures
- Submit to USG for approval!

Full List of Clubs

- Accounting Club
- Active Minds
- Amrhein Investment Club
- American Association of University Women (AAUW)
- American Chemical Society (ACS)
- American Sign Language Club (ASL)
- Art Club
- Badminton Club

- Benigna Yearbook
- Black Student Union (BSU)
- Brain Club
- Colleges Against Cancer
- Commuter Student Associations (CSA)
- Comenian Newspaper
- Creative Hounds
- Delta Omicron: International Music Honor Fraternity
- Environmental Coalition (ECO)
- Equestrian Club
- German Club
- Habitat for Humanity
- Hiking Club
- Hillel Society
- History Club
- Hound Pack
- Ice Hockey Club
- Interfraternity Council (IFC)
- International Club
- Latino Student Union (LSU)
- Love Your Melon
- Mathematics Society
- Middle Eastern Club
- Moravian Mathematical Society
- Newman Association
- Moravian Business Leaders
- Moravian College Christian Fellowship
- Moravian College Republicans
- Motivate
- Operation Smile
- Omicron Delta Kappa (ODK)
- Pre-Law & Sociology Club
- Public Health Club
- Panhellenic Council
- Political Awareness Association
- Pre-Health Club
- Religious Studies Society
- Rugby Club
- Saudi Student Club
- Students Helping Honduras
- SPECTRUM
- Society for Human Resource Management (SHRM)
- Spanish Club
- Student Athlete Advisory Committee (SAAC)

- Student Christian Community (RUF)
- Student Nurses Association (SNA)
- Theatre Club
- Tutor Advisory Board
- Video Game Club
- Women in Science and Engineering (WISE)
- Radio Club
- Zinzendorf Literary Society

Advisor Requirements

- Taken from the USG Constitution (III.2.D):
- D. All clubs must have a full time Moravian faculty/staff/administrator advisor
 - a. The advisor must attend a minimum of two (2) meetings with the club, per semester

Additional Notes:

As an advisor to a USG funded club or organization, it will be your duty to ensure the proper functionality of the club/org. This includes overseeing spending habits by signing off on USG vouchers, informing USG of any issues that may arise and helping to ensure the club/org is following both their own Constitution and Bylaws as well as the USG Constitution and Supplement Document.

The Point System: How to Earn Money for Your Club

Overview

The Finance Committee of the United Student Government exists in order to provide the financial support, logistics, and information to all sanctioned organizations and those requesting funds. We coordinate with the business office to record accurate internal and external USG financial aspects. Our primary tasks include creating the fiscal budget for the fiscal year and advising the USG body on the financial opinion of various directives with regard to our financial position by analyzing trends, policies, historical happenings, and administrative initiatives.

What is a point system?

A “point system club” is a club or organization that will earn money for their budget in the form of points acquired by hosting campus-wide events or attends a USG sanctioned event. Points will be awarded based on how many events the club hosts or attends. The point worth for a USG event and a mission statement event vary. Point system clubs budgets rollover to the next fiscal year at the end of each fiscal year.

What is an Exempt Club

An exempt club is “exempt” from the Point System. Instead of acquiring points that then equate to funding, exempt clubs receive funding by requesting them in the budget submission window. The functional distinction between the two is in how exempt clubs need a certain funding to exist (e.g. Rugby Team) because there is one primary action the club participates in, while point system clubs can host a variety of events that benefit their mission. Exempt clubs’ budgets do not rollover at the end of the fiscal year.

Budgeting

Budgeting for all Point System Clubs and Exempt Clubs will take place at the end of each academics year. For Point System Clubs, every club will be required to submit a budget submission form. This packet will include every event that the club participated in and every task that the club completed throughout the year, with proof. USG will then confirm the amount of points that each club acquired throughout the year and will send information to club officers prior to the end of the Spring semester as to what their upcoming fiscal year. For Exempt clubs, club officers will need to submit an exempt club budget submission form with specific information about what they plan on spending their money on. USG fervently attempts to accommodate all Point System Club and Exempt club budget requests.

This category also includes any event related to the club’s mission statement. For example, if the History Club travels to Gettysburg for a purpose relating to their mission statement, they would earn 1 point. At least 2 members must be present for the event to count. Be sure to include all events that a club completes in the budget packets.

Departmental Budget Access

Departmental Budget Access grants access to the President, Treasurer and advisor to see the clubs funds on AMOS, which are directly updated from the business office. They can track how much money they have left, what has been spent, what they were allocated, and what they rolled over. In order to receive Departmental Budget Access, the club must keep USG updated on who are in these executive positions.

Discretionary Funds

Discretionary Funds are a solitary fund able for all students to request for events that explicitly benefit student involvement. In order to request discretionary funds, the club or person must fill out the Google Form that is in the documents section of our web page, and can choose whether to present their request in the next USG meeting, or not to. This fund is excluded from budget allocations for clubs. USG finances guarantee that each request will be

considered in full and will communicate with any questions regarding the nature of the request.

Exempt Clubs (clubs with fixed budgets)

- Habitat for Humanity
- Panhellenic Council
- IFC
- Equestrian Club
- Benigna Yearbook
- Ice Hockey
- Manuscript
- Theater
- Omicron Delta Kappa

FINANCE DOCUMENTS:

- Club Voucher
- Budget Submission Form (exempt clubs)
- Deposit Form
- Transfer of Funds
- Club Rules Signature Page
- Club Financial Rules Signature Page
- Discretionary Request Form
- USG G-Drive: Club Constitutions , Bylaws, and Current Budget Information
- Off-campus Trip Waiver
- Budget Submission Form (Point System)

Operations Committee

Overview:

Operations Committee consists of individuals that are delegated the responsibility to ensure the productivity of the United Student Government. This is achieved in multiple ways and varies at the discretion of the USG President. First, Operations is responsible for the delegation and the communication to ensure that a USG member represents student voice on our College Governance Committees. Those committees are listed in a pdf below. Second, Operations takes on the task of facilitating and carrying out the initiatives and goals that are produced by USG as a whole. Those proposals and initiatives are listed in a pdf below.

Operations in Process

- College Governance Committees
- 9 Unit Reformation
- Feminine Product Initiative
- Downtown Discounts

- Outdoor Basketball Court Renovations
- Student Safety Peephole Initiative
- Office of Student Development
Expungement Policy Implementation

CONTACT US!

Moravian College USG
Hauptert Union Building
1200 Main St.
Bethlehem, PA 18018
(Right next to the UBC Room)

Email: usg@moravian.edu

Phone: 610-625-7780

Internal Ext. 7780

STUDENT LEADER RESOURCES

Club Manuals

- Student Organization Handbook
- Club Advisor Guide
- Club Sport Manual

Off-Campus Trips

If your club or organization is planning an off-campus trip, you must complete required forms and return to your advisor prior to trip date. [Click here to view the Off-Campus Trip Form.](#)

Transportation for your off-campus trip: Students who are driving their personal vehicle for an off-campus trip, must complete a transportation waiver. This form must be completed and returned to your advisor prior to the trip date. [Click here to view the Off-Campus Trip Personal Vehicle Form.](#)

General Forms & Information

CHECK REQUEST/REIMBURSEMENT VOUCHER:
In order to make purchases using your club budget, you must use a USG voucher. [Click here to view the USG voucher.](#) Advisors are required to approve all spending prior to purchase. Completed vouchers must be submitted to USG office by Tuesdays at 3pm.

ROOM RESERVATIONS: Clubs and organizations must reserve space for all meetings and events. [Click here to be directed to Room Reservations portal.](#) Contact the Suzanne Moyer, Assistant Director of Event Management, if you have questions about reserving space.

CATERING REQUESTS: Food and beverages for club

meetings and events must be provided by Moravian College Catering. Catering orders can be completed online through Catertrax and club account number can be used to process payment. Catering orders must be submitted at least 7 days prior to the event/meeting. [Click here to be directed to Catertrax.](#)

FUNDRAISING: All fundraising events must get submitted to and approved by the Center for Career and Civic Engagement. [Click here to access the Fundraising Form.](#) If you have questions about fundraising, please contact careercivic@moravian.edu.

CONTRACTS: If your club/organization is hosting an event with external vendors (including, but not limited to, paying for guest speaker, performer, DJ, entertainment, etc) you must obtain a contract which should be signed by Mark Reed, Vice President of Finance & Administration. Contracts should be reviewed by club leaders and advisor and then emailed to Gloria Guth (guthg@moravian.edu) for signature.

THE CENTER FOR CAREER AND CIVIC ENGAGEMENT

The Center for Career and Civic Engagement assists and provides support to students through experiential learning and professional development opportunities. The experiential learning component of our office is expressed through active citizenship by addressing student interests and community needs that develop leaders in service to the common good. This active citizenship instills a strong connection to civic engagement as it applies to academic disciplines, the community, and the campus.

Building from these connections is the professional career development component of our office. This area interacts with students individually through providing resume and cover letter preparation, assisting students in exploring career options, interview skills, and job search strategies. After collaboration on these various points of interests, the next step taken by our office is to facilitate connections. We strive to connect students with alumni and employers willing to assist students in exploring careers and pursuing employment through the Career Connections Externship Program, internships, co-ops and full time positions; and maintaining current online listings for full time positions, internships and prospective employers.

These connections are not limited to one area of interest. We work with faculty, alumni, and professionals from a variety of career areas to provide programs such as on and off campus job and internship fairs, Backpack to Briefcase (a professional planning workshop for juniors and seniors), and on and off campus student/

alumni networking receptions. Additionally our resources extend to students that are pursuing graduate/professional school preparation and planning.

STUDENTS

Drop-In Hours

No appointment is required for drop-in hours. Stop by to ask a quick question, get feedback on a resume or just to chat about any career-related topic. Drop-in hours are Monday through Thursday from 2:00-4:00 p.m. during the semester.

Individual Civic Engagement Advising Appointments

Meet individually with the Director of Civic Engagement to help you with the following: narrow in on an area of interest for volunteering, understand more about our education and mentoring opportunities, learn about being involved in our community in a meaningful way, begin researching options for alternative break trips, learn how to develop and implement a fundraising campaign for your group or club, and more. To make an appointment, drop by or call 610-861-1509.

Individual Career Advising Appointments

Meet individually with a career advisor to help you choose a major, research career options, discuss internships and/or co-ops, begin a job search, build a career toolkit (resume, cover letter), connect with alumni and employers in your chosen field, discuss continuing education and MUCH MORE! To make an appointment drop by or call 610-861-1509.

Explore Majors and Career Paths

Identifying career paths that are suited to your interests and strengths is a critical part of the career development process. By learning more about your academic and personal interests you can begin to develop a plan for success.

View our Choosing a Major Guide

Explore Ways to be Involved in the Community

Getting involved in the community at the local level will allow you to feel more connected to your new home. Identifying areas of interest and personal passion through meaningful volunteer experiences can greatly influence your career decisions and is an important first step of discovering who you are. We're here to help!

Self-Assessment Instruments

Myers-Briggs Type Indicator

Myers-Briggs Type Indicator, MBTI helps

identify personality preferences that can lead to discovering a successful career.

Strong Interest Inventory

The Strong Interest Inventory helps students make satisfying decisions about their careers. These tools can help you identify a focus and begin career planning and exploration process.

What can I do with this major?...

Do you know the career options for any given major? These pages describes common career areas, typical employers, and strategies designed to maximize career opportunities. Additionally, the site provides links to other useful resources for each major.

Explore "What can I do with this major ..."

Make Decisions and Create a Plan

Once you determine what you want to pursue, visit moravian.edu/departments to view a list of all majors offered by the institution. Select a major and work with your academic advisor to determine a course of study including individual classes and/or a minor, if interested. From there, you can create a career plan. By creating a plan during your time at Moravian College, you will be able to take advantage of the many opportunities afforded to our students.

GET INVOLVED

Student Organizations

Student activities can greatly enhance the value of the Moravian experience. The rewards of involvement are many and varied—making new friends, exploring new interests, developing talent, establishing valuable contacts, contributing to the College and the greater community, and combining social and academic interests in ways that are personally rewarding.

Cultural events, a regular part of the campus calendar, also provide an opportunity for students to broaden their experience and awareness. Nationally known lecturers, scholars, artists, authors, actors, and dancers appear regularly on campus. Films and concerts are frequently featured.

Students are encouraged to participate in out-of-class activities and are urged to do so with thoughtful planning as well as wise management of personal schedules.

For more information about student organizations, visit the United Student Government website: <https://www.moravian.edu/usg>

LeaderShape

Each year, The Center for Career and Civic Engagement provides the opportunity for a group of students to take part in the LeaderShape Institute. The Institute is an interactive, energizing, and unique experience that builds leadership skills. Since 1986, over 20,000 participants from all over the world have graduated from the program. The six-day residential program is filled with self-discovery and learning from practical experiences that build leadership concepts and abilities.

To apply for LeaderShape:

This process takes place in the spring semester. To inquire about specific dates and application procedures please reach out to careercivic@moravian.edu.

America Reads

America Reads is a federal work study approved program of academic tutoring. College students are placed in local elementary schools and community organizations to enhance their after school enrichment programs.

This is a regular commitment, scheduled one or more days a week. Transportation is not provided, although carpools may be arranged and some programs are located within walking distance of the college. The hourly salary is paid by Moravian College at the approved work study rate. Education credit may be possible in lieu of salary (must be approved by Camie Modjadidi, Education Department Field Coordinator). Current criminal and child abuse clearances are required.

Applications and clearance forms are available in the Center for Career and Civic Engagement.

Civic Engagement Fellows

Through the Civic Engagement Fellows program, Moravian College students complete 200 community service hours during the course of one academic year (August–May) and receive a monetary stipend for their efforts. Students will serve at one location for the entire year in an effort to increase capacity at the host organization and to deepen relationships. Students will interview for their host placement of choice.

This program is ideal for students already engaged in service activities off-campus, who wish to further develop their leadership abilities while gaining valuable hands-on learning experience.

Program Qualifications:

- Must be enrolled as a full time student at Moravian College
- Commit to complete 200 hours of service work over the course of the academic year
- Have an interest in, and commitment to, community service, activism and/or social justice issues
- Have good organization and time management skills

- Be responsible and dependable

Previous host organizations have included, but are not limited to, William Penn Elementary School, Lincoln Elementary School, Bethlehem Area Public Library, Boys and Girls Club of Bethlehem and Habitat for Humanity of the Lehigh Valley. Do you want to make a greater difference in your community by expanding your leadership skills? Schedule an appointment with the Center for Career and Civic Engagement to learn more.

INTERNSHIPS, EXTERNSHIPS & CO-OPS

Internships are carefully monitored work or volunteer experiences where an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience. It is temporary work that provides on-the-job training and practical experience. Internships usually last one semester but can be longer or shorter. Some are paid positions and others can earn academic credit. Students can intern in almost any area of study in any part of the country or abroad. Internships help students get their foot in the door for their first full-time permanent position. Employers use internships as a way to gain a first look at prospective employees.

At Moravian College academic credit can be granted if the experience is completed under the supervision of a faculty supervisor and an on-site supervisor at the sponsoring organization.

Check out our Internship Guidebook for more information.

Stipends

Internships often come with real-world hours—but not real-world compensation. Stipends can help with that.

Community Based Internship Stipends

Community Based Internship Stipends, sponsored by local corporate partners, provide compensation to Moravian College students that complete internships at non-profit organizations in the Lehigh Valley area.

These stipends are intended to engage students in the community by completing an internship in their intended field while also benefitting a deserving non-profit organization. These experiences afford students the opportunity to learn more about the world of non-profit organizations and valuable work being done, while applying academic foundations to a hands-on learning environment.

- Learn more about Community Based Internship Stipend
- Student Registration Form
- Employer Registration Form

Alumni Sponsored Internship Stipends

Alumni Sponsored Internship Stipends are made possible by the generous donations of alumni in an effort to assist current students as they secure internship opportunities.

To learn how to apply for the stipend program email careercivic@moravian.edu.

Career Connections Externship Program

Externships provide Moravian College students the opportunity to connect with a professional in their area of interest. This program is designed to help students make educated career decisions relating to majors, job functions and industries. This program also allows students the opportunity to experience an organization first-hand through short-term job shadowing and employer site visits, therefore allowing them to make educated decisions when later selecting an industry for future employment.

Externships entail a student spending one or more days on site with an employer in the industry of the student's interest, typically during Winter Break. In the fall semester, students can register for the program and review the sites available. Once matched with a site, students attend a preparatory information session and learn about how to connect with their site host.

Registration forms are posted on the Career for Career and Civic Engagement's website in October and are due in mid-November. They can also be picked up in the Center located across from Prosser Auditorium in the HUB.

VOLUNTEER OPPORTUNITIES

If you are interested in any of the following opportunities, please stop by the Center for Career and Civic Engagement in the Hauptert Union Building (HUB) or email careercivic@moravian.edu. Take a look at our map of volunteer sites.

Gamma Sigma Sigma

Moravian College's premier chapter of the National Service Sorority exemplifies the notion of "service, friendship, and equality". Under the advisement of the Director of Civic Engagement, Gamma Sigma Sigma's purpose is to assemble students in the spirit of service to humanity and to develop friendship among students of all races and creeds.

Gamma Sigma Sigma promotes a lifelong commitment to service and diversity, in an environment of unity and equality, while creating opportunities for growth. Consider joining Gamma Sigma Sigma and make lifelong friendships while engaging in community service!

Habitat for Humanity College Chapter

Are you interested in sustainable and affordable housing? Would you like to be involved in an active student group who helps provide safe, healthy, and affordable homes for local families? Consider joining Habitat for Humanity! This student-led group serves the local Lehigh Valley affiliate every month. Participating in home builds at a construction site, volunteering at the local ReStore, and hosting our annual Homecoming Build, our group actively supports families in our community and beyond. Additionally, students are encouraged to apply for a spot on a Habitat spring break trip! Students travel to a Habitat build site in the United States to contribute to a home for a deserving family. Schedule an appointment with the office for more information and to pick up an application. Spots are limited and go fast!

Mentoring

The Center partners with William Penn Elementary School to form a school-based mentoring program. College mentors will meet with their mentees weekly for 30-60 minutes throughout the academic year.

New Bethany Ministries

The goal of this program is to reach out to New Bethany Ministries, a local food bank, soup kitchen and homeless shelter on the South Side of Bethlehem. Volunteers assist in various functions at the food bank every week.

Community Feast

This event is supported through the Center for Career and Civic Engagement. As an honored tradition every year, Moravian College and the Cathedral Church of the Nativity come together to provide a hot holiday meal, crafts, and gifts for underprivileged families in the Bethlehem area.

Organized with a student coordinator, this event enables the Moravian College community to be in direct contact and work along with local Bethlehem social service agencies. Tickets to the holiday luncheon are distributed to needy families in the community by New Bethany Ministries, Victory House, Trinity Episcopal Church, Fountain Hill Elementary School Family Center, Fowler Family Center, Turning Point, and Clearview Elementary School Family Center.

Moravian College continues its partnership with social services agencies to provide outreach to residents of Bethlehem that would benefit from some holiday spirit and a nutritious hot meal. Cathedral Church provides the site and Moravian College provides the food and volunteers for the lunch. Moravian College volunteers set up, serve food, greet guests, entertain, and interact with guests and their children.

Hunger and Homelessness Awareness Week

Held every year during the week before Thanksgiving, students participate in a week-long social movement to discuss, reflect and engage in the powerful root causes of hunger and homelessness in America. Our aim is to engage students in activities that allow them to become change agents in our community. Activities include but are not limited to, documentary viewings and discussions, participation in an Oxfam Hunger Banquet, engaging in various service activities in local food pantries and shelters, and participating in a Sleep-Out on Moravian College's grounds.

Operation Holiday Toy Drive

Working in collaboration with Lehigh County Child and Youth Services, The Center for Career and Civic Engagement provides holiday joy for our county's most neediest children and families. In 2016, our students helped sort, organize, and wrap thousands of presents for over 470 children and families in Lehigh County. Operation Holiday Joy runs from October through Christmas Eve.

1742 EXPERIENCE

The 1742 Experience at Moravian College offers an opportunity prior to first-year orientation focused on service in the community. This hands-on learning program brings students to campus one week early to build relationships with classmates and to develop a commitment to service and leadership for the common good. The 1742 Experience was launched in the summer of 2011. Since that time, the program has welcomed over 90 First-Year Students to campus. The program is coordinated and led by upperclassmen students who serve as mentors and guides to their First-Year teams.

In 2017, participants in The 1742 Experience spent four days taking a service-oriented "Tour of Bethlehem." Over the course of the program they volunteered alongside four upperclassmen team leaders at several area non-profit organizations or schools, as well as participated in fun team-building activities.

Spots are limited. Housing and meals will be provided on campus. Program fees apply.

Applications for the 2018 1742 Experience:
<https://goo.gl/forms/QQwMh3aNgrJ787Ow2>.
Deadline to apply is June 29 at 11:59pm.

Questions can be directed to careercivic@moravian.edu.

2018 Team Leaders

Name: Kayleigh Bennett '19

Hometown: West Milford, NJ

Major: Music Education and Music Performance

What are your future goals?: To go to graduate school for opera studies, perform while in my vocal prime, and end up teaching at a university or in a private voice studio.

Can you describe your campus involvement?: In my time at Moravian College I have played trumpet for the Marching Band, Big Band, Baroque Ensemble, and I am currently the principal trumpet of the Moravian College Community Orchestra. I am secretary of the Moravian College Choir, Vice President of the Women's Chorus, and a member of the Vocalis select vocal ensemble. I have performed in the Opera and Stagecraft ensemble, Song and Stagecraft ensemble, the Moteverdi Ensemble, Voice Mastery class, and Salon Ensemble. I was the soprano College Choral Scholar of the Allentown Symphony Chorus. I participated in 1742 as a freshman and I have been a group leader/student coordinator every year since.

What are you looking forward to about the 1742 Experience?: I am looking forward to giving the incoming freshmen the same opportunities I was given as a freshman. This program is an incredible way to give back while also orienting yourself to campus life, and I cannot wait to have a great week of service with a new group of people.

Name: Lauren Kubic '21

Hometown: Whitehall, PA

Major: Psychology and Management
(with a track in Marketing)

What are your future goals?: My future goals include pursuing my education in psychology and attaining my doctorate in clinical psychology. My dream is to open my own therapy practice to work with adolescents with mood disorders.

Can you describe your campus involvement?: I am involved with the Center for Career and Civic Engagement as a Social Media and Marketing Ambassador. I am also a Moravian Activities Council Representative, as well as a member of Zeta Tau Alpha.

What are you looking forward to about the 1742 Experience?: I am looking forward to meeting the incoming students and spending a week participating in service work, which I am very passionate about. I'm excited to help make the transition to college life a fun and exciting time for our new hounds!

Name: Livia Mackes '21

Hometown: Kresgeville, PA
Major: Health Science on an Occupational Therapy Track and Spanish

What are your future goals?: At school, I hope to continue taking full advantage of the amazing leadership opportunities and education Moravian gives us. After graduation, hope to obtain my Master's degree and eventually my Doctorate, as well. I would like to work as a practicing OT in a hospital before specializing in Pediatric Occupational Therapy.

Can you describe your campus involvement?: On campus I am a 26 Point Ambassador, the Service Chair of Zeta Tau Alpha, a William Penn Mentor, and a 1742 Experience Participant and Team Leader. Additionally I am a member of Phi Eta Sigma Treasurer's Council, the Tutor Advisory Board, Occupational Therapy Club, and Habitat for Humanity. I am also employed in the Graduate Department here at Moravian.

What are you looking forward to about the 1742 Experience?: I am so excited to meet all of the new participants of the 1742 Experience and work as a team to accomplish great things for the Lehigh Valley. I loved my time in the 1742 Experience last year and I can't wait to get started!

Name: Josie Pizzino '19

Hometown: Hatfield, PA
Major: Psychology

What are your future goals?: My future goals are to continue my involvement in community service and to help others who are less fortunate while I finish my last year at Moravian College and beyond. I am hoping to become a school counselor so I can help students socially and emotionally throughout their time as young adults.

Can you describe your campus involvement?: I am currently involved in the 1742 experience, America Reads, the President of WISE (Women in Science and Engineering), and I am a Civic Engagement Fellow at the Bethlehem Area Public Library.

What are you looking forward to about the 1742 Experience?: There are so many things I am looking forward to! I am very excited to meet and welcome the incoming Class of 2022 and introduce them to the amazing Bethlehem community by giving back to the community that offers us a home away from home.

2018 Schedule

Sunday, August 19: Arrival on campus. Meet the Team Leaders, Student Coordinator, Center for Leadership and Service staff, and mingle with fellow The 1742 Experience participants. Move into your residence hall, enjoy dinner with the rest of the team, and relax and unwind before the exciting week ahead.

Monday, August 20-Thursday, August 23: Prepare for early breakfast with the team and full days of service in the community. Evening activities are planned every night.

Friday, August 24: Join your parents and the rest of the Class of 2022 for New Student Orientation.

FAQs

When does The 1742 Experience take place?

The 2018 program will take place from August 19-August 23. The program will end at breakfast on August 24, allowing students to fully participate in all orientation activities for the Class of 2022.

Where will students be housed?

In most cases, students will be housed in their assigned residence hall at Moravian College. Commuting students may participate in the program and should plan to stay on campus for the duration of the program.

Are there any costs associated with the program?

Yes. The cost to participate in the program is \$200. Costs will cover participation in program, housing, meals, local transportation and all evening activities.

How can I apply?

Applications are available online. Completed applications are due by 11:59pm on June 29, 2018. Notifications of acceptance will be sent in early July. Payments will be due by August 3.

I am participating in a fall sport. Can I still participate in The 1742 Experience?

Unfortunately, many fall sports require commitment during the week that The 1742 Experience takes place. Because attendance and active participation in all program activities is expected, athletes with sports conflicts are unable to partake in The 1742 Experience.

Do we have free time? Can I go visit my friends that live in the area during that time?

Full participation in all The 1742 Experience activities is required and expected of all participants. There will be

free time during the evening, but we encourage students to spend this time relaxing, familiarizing themselves with their new home and getting to know other participants better. Take full advantage of this amazing opportunity!

ALTERNATIVE BREAK SERVICE TRIPS

The world is increasingly complex. Information and technology brings diverse people and nations into closer interaction. To be effective leaders and agents of change, students need a greater understanding of global political, social and economic issues. Service trips allow students to experience this while visiting different parts of the United States and the world. Through training, orientation and guided reflection, students embark on self-discovery and personal transformation. Under the guidance of the Director of Civic Engagement, Moravian College is proud to offer robust and diverse Alternative Break Trips for students.

2016-2017 TRIPS

Appalachian Trail, North Carolina

Students and staff traveled to North Carolina to serve with the Nantahala Hiking Club as they worked on 50 miles of the Appalachian Trail. Working alongside the trail crew, the students helped clear felled trees, fix trails, dig our roots and prepare the trails for the season. Students and staff got the opportunity to walk the trail and explore part of our beautiful park system.

Habitat for Humanity Trips

16 students traveled March 5-12, 2017 to two different locations: New Orleans, LA and Beaumont, TX. Students and staff advisors worked alongside families to renovate and build new homes in Habitat communities. Activities included the building of a house frame and roof, painting and various other small construction projects. Students worked with and alongside families who ultimately received their new home.

Lake Atitlan at San Pedro, Guatemala

Over winter break, students traveled to Guatemala for ten days to work with Global Village of Habitat for Humanity. With a staff advisor, students were part of a larger group with people from all over the country. They worked together to build smokeless stoves for residents of San Pedro, a village that works tirelessly on coffee farms. Students were immersed in Guatemalan culture while serving and had the opportunity to experience a coffee bean plantation and picked their own coffee beans!

Staycation

Students also have the opportunity to choose to stay right here in Bethlehem and contribute service hours to our local communities. Staycation is a program that provides our local nonprofits, schools and organizations throughout the Lehigh Valley support from students. Students spend their week serving at different sites such as: Peaceable Kingdom Animal Shelter, YMCA of Allentown and Bethlehem, Central Moravian Church, William Penn Elementary School and Habitat for Humanity of the Lehigh Valley construction sites and ReStore.

JOB SEARCH

Job Search Guide

Search For Opportunities

When searching for opportunities it's important to explore all areas possible. Research industries, trends, search professional journals and websites and more.

Networking

- There's no getting around it. Click here to get the skinny on the skill that will get you in the door and on the payroll
- Handshake

Job Search Websites

There is a wealth of information online. Here are a few resources to get you started:

- Simplyhired.com
- Idealist.org
- Quintcareers.com
- USAjobs.gov
- Wetfeet.com
- Peacecorps.gov
- Teachinginpa.com
- Juju.com
- Glassdoor.com
- Wetfeet.com
- Gogovernment.org
- Blackcollegian.com
- Indeed.com
- Careerbuilder.com
- Monstertrak.com
- Businessdegreeonline.com
- Graduateguide.com

- PA Career Link
- Pennsylvania State Civil Service Commission
- LinkedIn
- Professional Associations

Research professional organizations in your field of interest so you can connect to others, learn more about your chosen field. To learn more about professional organizations related to your career path, visit the Occupational Outlook Handbook and search for your desired career or career field.”

Social Media

Social media is not just a place to connect with friends—it’s also a place to connect with potential employers. Check out these Social Media Job Search Strategies before you log on.

Staffing Agencies

Working with staffing/employment agencies in your area can help you obtain an advantage in your job search. Here are some suggestions for working with these agencies:

- Use employment services set up in the area. Register with your local or state employment services.
- Ask people working in the fields that interest you for leads.
- Use temporary placement services (Manpower, Kelly, etc...)
- Look online to identify organizations of interest.
- Check classified ads to learn about employers expanding staffs.
- Ask friends a few years ahead of you in school for their suggestions.

Online Interview Preparation and Practice

For many people, the most nerve-racking part of trying to find a job is the interview. You may not be able to control how an interview goes, but you can control how well you are prepared.

Big Interview, an online interview practice and preparation module, allows you to conduct an online mock interview and then review it. These interviews can be kept private or shared with a Center for Career and Civic Engagement staff member or a faculty member. Participants only need a webcam, microphone and a moravian.edu email address.

On-Campus Interviewing

On-campus interviewing is a service offered to students seeking full-time and internship opportunities. Organizations send recruiters to interview students for anticipated vacancies in the

coming year. Based on your career interests, on-campus interviewing may or may not be a helpful component of your comprehensive job search. It is highly recommended that you do not solely rely on on-campus interviewing to obtain a job or internship.

Information regarding on-campus interviewing is available through Handshake.

On-campus interviewing is one component of a comprehensive job search strategy. While many Moravian students have used this service to secure jobs, be mindful that a variety of methods are best used to ensure employment. Visit the other sections of this website to explore other methods of searching.

If you are a senior interested in on-campus interviewing or upcoming Career Fairs and you have not completed a resume, please visit the Center for Career and Civic Engagement (in the HUB, Across from Prosser Auditorium) at your earliest opportunity.

Other Online Resources

- Salary.com
 - Search this site to learn more specific information about salaries in a variety of fields and industries.
- BackgroundCheck.org
 - Job seekers can also benefit from running self-background checks. Even candidates with no criminal history or financial problems should run a background check to verify the public information tied to his or her name. Identity theft, inaccurate or missing information, and outdated traffic violations can all create red flags for employers. By conducting a self-background check, job seekers can assure they are being accurately represented and can meet potential problems head-on.
- ReputationManagement.com
 - Though it’s true there are specific times when your online reputation really matters, maintaining a positive online reputation should be a constant effort. A need for a good reputation could pop up at any time.

BUILD A CAREER TOOLKIT

- Job and Internship Fair Guide
- Resume and Cover Letter Guide
- Interviewing Guide
- LinkedIn.com
- Big Interview

Document Review Service

If interested in a resume, cover letter or graduate school essay review, students can email or drop-

off documents to the Center for Career and Civic Engagement. Documents will be reviewed and returned to students within 5 business days.

Resume/Document Printing Policy

The Center for Career and Civic Engagement is happy to print resumes and other career-related documents for students that are participating in interviews and attending career fairs. We will print a maximum of 50 copies per student, per year. Please allow 3 business days for printing. Students may email their documents and they can be picked up in person in the Center, across from Prosser Auditorium in the HUB.

Business Card Printing Policy

The Center for Career and Civic Engagement is happy to print personal business cards for students that will be attending professional networking events. Such events include networking receptions, academic and organization career-related events and others where students will be in contact with employers, alumni and other external partners.

As students register to attend these events, they will be provided with these cards. We will print 10 business cards per student, per event. Please allow 3 business days for printing.

GRADUATE AND PROFESSIONAL SCHOOL

Your liberal arts education perfectly positions you for a successful graduate school experience.

Step 1: View our Graduate and Professional School Guidebook

Step 2: Register for Entrance Examinations

- GRE
- MCAT
- DAT
- LSAT
- GMAT

Entrance examination preparation courses and information:

- Kaplan
- Princeton Review

EMPLOYERS AND COMMUNITY PARTNERS

The Moravian College Center for Career and Civic Engagement provides a comprehensive array of services to assist companies and organizations with their recruitment needs.

Recruit Moravian College Students

As the sixth-oldest college in America, Moravian College is rich in history and excellent at educating tomorrow's leaders. The College integrates liberal arts education to prepare students for life. Moravian aims to give its students a foundation for careers, for continued lifelong learning and for a values-oriented approach to society. Today, the College educates a socially and religiously diverse group of students from a variety of socioeconomic, religious, racial and ethnic backgrounds and from about 25 states and 10 foreign countries. Whether you are recruiting Business and Economics students, Science students, Fine Arts students, or Liberal Arts students, you will find that Moravian College students are top-notch leaders that will positively impact your organization.

Click the "Recruit Our Students" link to learn all the ways our students can fill internships, co-ops, full-time positions, or volunteers for your service organization.

SERVICES FOR ALUMNI

Individual Career Advising

Alumni are entitled to utilize the full-range of print and electronic resources provided by the Center for Career and Civic Engagement. These include access to Handshake and Big Interview.

Individual Career Advising

Alumni are also able to schedule individual career advising appointments with a career advisor. During these appointments, the career advisor will assist the alum with their specific questions or situation and will identify additional resources that they can utilize moving forward.

Meetings can take place in person, via online services (Skype, Google Hangout, etc.) or by phone. Topics range from building/rebuilding a career toolkit (resume, cover letter, social media), graduate school research/applications, interview skills, making a career change and job search strategies. To make an appointment, please call the Center for Career and Civic Engagement at 610-861-1509.

Graduate and Professional School Preparation

Graduate School Guidebook

Register for Entrance Examinations

- GRE
- MCAT
- DAT
- LSAT

- GMAT

Entrance examination preparation courses and information

- Kaplan
- Princeton Review

Job Search Assistance

For some helpful links, please visit the student job search page.

DOCUMENT REVIEW SERVICE

Alumni seeking advice on resumes, cover letters and graduate school application essays are encouraged to email these documents to the Center for Career and Civic Engagement for review. A staff member will review the document and respond with comments/suggestions within 5 business days of submission. Please email documents to careercivic@moravian.edu

HANDSHAKE

Handshake offers a one stop shop for students and alumni searching for positions. All internship, co-op and job opportunities the Center is made aware of are posted in this system. Alumni interested in using this system need to contact the Center for Career and Civic Engagement to obtain a login/password.

BIG INTERVIEW

Alumni can login to Big Interview, an online interview practice and preparation module that will allow them to conduct a mock interview and then review it. These interviews can be kept private by the alum or shared with a Center for Career and Civic Engagement staff member or a faculty member. Participants only need a webcam, microphone and a moravian.edu email address.

MAKE CAREER PREP A FAMILY AFFAIR

Family members play an important role in the development of their Moravian College student. For many students, the support of their family is necessary as they navigate through this important time in their lives. The Center for Career and Civic Engagement works to connect your student to a variety of opportunities. Students can participate in service initiatives, work one-on-one with a career advisor, connect to internship and job resources, begin planning for graduate school and much more.

HOW FAMILIES CAN HELP

Be sure to search through other areas of this site as well. By becoming familiar with programs and events offered by the Center for Career and Civic Engagement you can best work with your

student to determine what is right for them.

ENCOURAGE STUDENTS TO ATTEND EVENTS

By encouraging students to attend events and participate in programs you are encouraging them to take advantage of all the resources Moravian College has to offer. Our programs/events are designed purposefully to help students no matter where they are in the career planning process.

FACULTY AND STAFF

The Center for Career and Civic Engagement seeks to work with faculty members to meet the needs of our students. The role of faculty is critical for students as they look to declare majors, seek hands-on learning opportunities, get involved on campus and make career-related decisions. We want to partner with you as we continue to support our students.

REFER YOUR STUDENTS!

Individual Career Advising

By scheduling an appointment in advance, students can meet individually with a career advisor to help them choose a major, research career options, discuss internships and/or co-ops, begin a job search, build a career toolkit (resume, cover letter), connect with alumni and employers in their chosen field, discuss continuing education and MUCH MORE! To make an appointment drop by or call 610-861-1509.

Drop-In Hours

No appointment is required for drop-in hours. Students are encouraged to stop by to ask a quick question, get feedback on a resume or just to chat about any career-related topic. Drop-in hours will be 2-4 p.m. Monday-Thursday during the 2018-2019 year.

Don't Cancel Class!

The Center is happy to attend a class session that you might not be able to due to outside commitments.

Encourage participation in events and programs!

Throughout the academic year, the Center for Career and Civic Engagement sponsors many programs and events. By encouraging students to participate in events and programs that take place they will be able to better use their Moravian College resources as they make career-related experiences, seek experiential learning opportunities, consider service/volunteer options and begin thinking about the world of work.

For a complete list of this semester's events, please click here.

Handshake

Handshake offers a one stop shop for students and alumni searching for positions. All internship, co-op and job opportunities the Center is made aware of are posted in this system. Students are encouraged to register on the site and begin searching for opportunities.

SERVICES FOR STUDENTS

Do your students have questions about their careers? Follow this link or click “students” in the menu on the left to learn more about the services and resources we provide to students.

In The Class

INCORPORATE US INTO YOUR CLASSES

Career prep and service opportunities are an important part of a 21st century liberal arts education. If you're looking to connect your coursework to career opportunities or service learning, take a look at how we can help:

Class/Extra Credit Assignments

By encouraging your students to utilize their resources through the Center for Career and Civic Engagement they will be exposed to opportunities they may not otherwise have known existed. Your encouragement will make a huge difference! We can provide attendance verification to you if interested. Please contact the Center for Career and Civic Engagement at careercivic@moravian.edu to make arrangements to offer extra-credit for a course.

Class Presentations

Every semester, the Center for Career and Civic Engagement conducts over 25 class presentations to students in all areas of the College. We would welcome the opportunity to work with you to determine the type of presentation/workshop that would best meet the needs of your students. Our topics can be tailored to the specific needs of your students, but typical topics include: Choosing/Changing a Major, Making the Most of Your Major, Building a Strong Toolkit (resumes, cover letters, etc.), Graduate/Professional School, Marketing Your Experiences to Employers/Graduate Schools, Job Search Strategies, Senior Seminar Focus, Using Social Media In a Job Search, etc.

Don't Cancel Class! The Center is happy to attend a class session that you might not be able to due to outside commitments.

Online Mock Interviews

Students can login to Big Interview, an online interview

practice and preparation module that will allow them to conduct a mock interview and then review it. These interviews can be kept private by the student or shared with a Center for Career and Civic Engagement staff member or a faculty member. Students only need a webcam, microphone and a moravian.edu email address.

RESOURCES FOR YOU

When working with students, it can be helpful for you to have access to resources that can be used to assist them with career-related decisions.

Graduate School Information/Guide

View our Graduate and Professional School Guidebook

What Can I Do With This Major?

- Do you know the career options for any given major? These pages describes common career areas, typical employers, and strategies designed to maximize career opportunities. Additionally, the site provides links to other useful resources for each major.

What Can I Do With This Major?

- Letters of Recommendation

Faculty members are often asked to provide letters of recommendations for students applying for a variety of opportunities. The National Association of Colleges and Employers offers suggestions/guidelines that may be helpful.

- How to Write a Reference Letter
- Sample Faculty Reference Letter

BECOME A PARTNER

Share Your Contacts

If you know of any professionals in your industry that are interested in working with our students for service opportunities, internships, full-time jobs or other areas, please refer them to the Center for Career and Civic Engagement. By working with our office we can connect them to other areas of the institution they might also benefit from working with.

Participate in Our Meetings with Partners

Often when working with employers it is very valuable for them to meet not only with our staff, but with faculty members in selected areas. It is important for employers to understand the curriculum and ways they can best work with our students. We would welcome the opportunity for faculty members to participate in meetings we have with employers and other community partners.

PRACTICE WHAT YOU PREACH

Throughout the year, there are opportunities for you and your family to participate in numerous service opportunities

Community Feast

This event is supported through the Center for Career and Civic Engagement. As an honored tradition every year, Moravian College and the Cathedral Church of the Nativity come together to provide a hot holiday meal, crafts, and gifts for underprivileged families in the Bethlehem area.

Moravian College continues its partnership with social services agencies to provide outreach to residents of Bethlehem that would benefit from some holiday spirit and a nutritious hot meal. Cathedral Church provides the site and Moravian College provides the food and volunteers for the lunch. Moravian College volunteers set up, serve food, greet guests, entertain, and interact with guests and their children.

If interested in volunteering, please contact careercivic@moravian.edu

United Way

Consider contributing to Moravian College's annual United Way campaign. For more information contact Amy Gerney, OTD, OTR/L Associate Professor and Director, Occupational Therapy Program at gerneya@moravian.edu.

Advise a Service Trip

Students often participate in domestic and international service trips each year during spring break. Consider volunteering to serve as advisor on one of these trips. If interested in learning more, please contact careercivic@moravian.edu.

TELL US ABOUT YOUR SERVICE

Have you recently completed service? If so, we want to hear from you! Complete the short Tell us About your Service form to report your service. The Center for Career and Civic Engagement reports the sum total of all service by our students in 2016-2017 as over 20,000 hours of service. Be a part of the Hounds in Service action.

Should you have any questions or require additional information, contact us via email at careercivic@moravian.edu or stop by the Center for Career and Civic Engagement in the HUB.

GUIDEBOOKS

- Choosing a Major Guide
- Graduate and Professional School Guide
- Internships Guide
- Interviewing Guide
- Job and Internship Fair Guide
- Job Search Guide
- Resume, Cover Letter, and Correspondence Guide

AWARDS AND RECOGNITIONS

President's Higher Education Community Service Honor Roll

Moravian College is a 2014, 2013 and 2009 Honor Roll member.

The Corporation for National and Community Service oversees the Honor Roll in collaboration with the Department of Education, Department of Housing and Urban Development, Campus Compact and the American Council on Education. Honorees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses.

To ensure that Moravian College receives this honor next year, please fill out a service completion form for any service hours you have not yet reported!

President's Volunteer Service Award

This award is a Presidential honor that recognizes the valuable contributions of volunteers nationwide who are answering President Barack Obama's call to serve others through their current volunteer activities or lifetime service. As a Certifying Organization, Moravian College identifies eligible recipients, verifies their service hours, and distributes the Award to outstanding volunteers. If you would like to learn more about this award, please contact the Center for Career and Civic Engagement at careercivic@moravian.edu.

Campus Compact Newman's Fellow Award

The Newman Civic Fellows Award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities throughout the country. Through service, research, and advocacy, Newman Civic Fellows are making the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change. These students represent the next generation of public problem solvers and civic leaders. They serve

as national examples of the role that higher education can—and does—play in building a better world.

Moravian College is represented in three of the last five Newman's Fellow Award lists. Click on the links below to learn more about our Newman's Fellows:

- Tamara Garraway '18
- Nicholas Roberts '15
- Jennifer Leedom '14
- Cory Creen '14

CENTER FOR CAREER AND CIVIC ENGAGEMENT

Location

Moravian College Main Street Campus

Hauptert Union Building, across from Prosser Auditorium

Contact Information

Phone: 610-861-1509

Email: careercivic@moravian.edu

Mailing Address: 1200 Main Street, Bethlehem, PA 18108

Hours of Operation

Monday-Friday, 8:00am-4:30pm

Evening Hours by appointment

Staff

- Amy Saul (saula@moravian.edu) Assistant Vice President for Student Affairs
- Gillian Smith Sharkey (sharkeyg@moravian.edu) Director of Civic Engagement
- Kathleen Barr (barrk02@moravian.edu) Director of Career Development
- Pat Murray Hanna '82 (hannap@moravian.edu) Assistant Director of Career Development and Alumni Engagement
- Brooke Fontoura-Sutliff (fontoura-sutliffb@moravian.edu) Assistant Director of Career Development
- Julie Huber (huberj03@moravian.edu) Civic Engagement Coordinator

Moravian College encourages persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation regarding physical accessibility, please contact the Center for Career and Civic Engagement at 610-861-1509 at least one week prior to the event.

CAMPUS POLICE

Mission Statement

We believe that safety is a shared responsibility. We understand the importance of cooperation, education, and police-citizen partnerships in making our campus and our local community safe and enjoyable. Our commitment to community policing allows us to be the fabric of Moravian College and assists us in cultivating true stakeholderhood within the community we serve.

The mission of the Moravian College Police Department is to promote a safe and well-ordered environment for students, faculty, staff and other members of the community by extending care and assistance, by overseeing the physical surroundings and, when necessary, by enforcing laws and regulations, all carried out in a compassionate manner hallmarked by the values of Respect, Integrity, Service and Excellence (RISE)

Important Phone Numbers

Emergency Number:

610-861-1465 (24 Hours) or

911 on campus (24 Hours)

Campus Police:

610-861-1421 (24 Hours)

Tip & Bias Incident Line:

610-861-1539

Escort Service:

610-861-1421 (24 Hours)

Student Affairs:

610-861-1503

Counseling:

610-861-1510

Advocates for Survivors of Sexual Violence:

484-764-9242 (24 Hours)

Title IX Coordinator and Compliance Officer:

610-861-1529

PREVENT

Thanks to several initiatives, Moravian College's crime rate has decreased dramatically and students, staff, faculty, and residents of the college community have become more educated about problems of crime. The members of the Campus Police Department of want you to remember to PREVENT:

Prevention is the most effective means of eliminating crime. Secure your valuables, keep residence hall doors locked, be aware of your environment.

Record the description of suspicious persons. Do not attempt to question or restrain them yourself.

Escape is the primary objective if you become involved in a dangerous situation. Do not attempt a physical confrontation if escape is possible.

Value your safety and the safety of others.

Employ common sense and awareness in your day to day activities. Remember many victims of crime said, "It can't happen to me."

Notify the campus police at once if you are the victim of a crime or if you witness one.

Telephone extensions for the Campus Police: 610-861-1421, 610-861-1465 or 911 on campus for an emergency.

TIMELY NOTIFICATIONS

The Clery Act (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act) requires "institutions to give timely warnings of crimes that represent a threat to the safety of students and employees." Crimes required to be reported by the Clery Act include (as defined by the Uniform Crime Reporting Handbook): criminal homicide, including murder, nonnegligent manslaughter, and negligent manslaughter; sexual offenses, forcible and nonforcible; robbery; aggravated assault; burglary; arson; motor vehicle theft; domestic violence; dating violence; stalking; hate crimes; and arrests and/or disciplinary referrals for liquor-law violations, drug-law violations, and illegal weapons possession.

Such notifications are provided by a broadcast e-mail message through the institution's e-mail service in order to alert students, faculty, and staff in a timely manner to situations or crimes that may represent a serious or ongoing threat to the campus community, to heighten safety awareness, and, depending on the circumstances, to solicit information that may lead to an arrest and conviction. While every attempt is made to issue reasonably prompt notice, releases are subject to the availability of accurate facts concerning the incident.

Like most institutions, Moravian College and Moravian

Theological Seminary consider it important to send notices when necessary but not frivolously, given that the key to the effectiveness of a timely notice is that the notice itself is something out of the ordinary. Situations are evaluated on a case-by-case basis in order to determine whether there exists a serious or ongoing threat to the institutional community. Instances of a violent crime occurring between two individuals who know each other also are evaluated in this manner.

Timely notifications typically include the following information:

- A succinct statement of the incident.
- Any connection to previous incidents.
- Physical description and/or composite drawing of the suspect, if appropriate.
- Date and time the bulletin was released.
- Other relevant and important information.
- Appropriate safety tips.

When an incident occurs on campus which may merit a timely warning, the highest ranking police officer on campus at that time is empowered to decide whether or not one is merited and, if so, what the appropriate level of warning is given the situation, consulting with the director of campus safety/chief of police as necessary and possible. The officer or the dispatcher will issue the notification him- or herself if no additional consultation is deemed necessary due to low threat level or limited potential for harm (e.g., a situation of a rash of car break-ins).

In situations of greater concern or potential impact, when time permits, Campus Safety and Police consults with the Student Affairs Office and with the President's Office in order to decide whether such notice is advisable, taking into account the nature of the threat, the extent of the risk, the population at risk, and whether there is another, more possibly even more effective, way to minimize the risk of reoccurrence of the incident (e.g., a situation of alleged sexual assault).

When a situation appears to pose an imminent, significant threat of personal injuries or property damage (e.g., a situation involving a bomb threat), the emergency notification system will be deployed by Campus Safety and Police.

SERVICES

Police Services

Moravian College police officers patrol campus on foot and in marked cars to promote the safety of the College community. These officers are fully commissioned police officers with full law-enforcement powers. Continual in-service training provides for the professional delivery of law-enforcement services.

Crime Prevention

Patrol officers help to prevent possible crimes by keeping a watchful eye on the campus. Prevention is the most important step in avoiding a crime. Moravian College Police Officers also provide engraving services for property that may deter would-be thieves while helping police to track stolen property.

Person-to-Person Talks

Moravian College Police Officers are always available to talk. Whether it is a one-on-one discussion or a speech to a group of people, the Moravian College police officers will take time to educate anybody about the Department of Campus Police about methods used to prevent crimes. Officers also conduct fire and safety precaution talks with all incoming freshmen and participate in residential floor meetings with residential advisors.

Escort Service

The Department of Campus Police provides an escort service, available to all students, staff, and visitors to the College. The service is available 24 hours a day, every day of the year, and furnishes an escort to and from any point on campus. The purpose of the escort is to assist students and others in getting safely to their intended destination on campus. The escort can be arranged by calling the Department of Campus Safety at 610 861-1421.

When calling for an escort, you should supply the dispatcher with the following information:

- Your current location and your desired destination
- Your name
- A callback number in the event you must be notified of a delay for your escort. The dispatcher will attempt to have an officer escort you as soon as possible. However, at times, situations can and do arise that delay your escort.

Your escort may be on foot or in a car, depending on the availability of a cruiser, the distance of your location, weather, etc.

Escorts are provided for transportation to and from points on the College campus. They are not meant for grocery pickups, rides to off-campus locations, etc. Occasionally, exceptions to this rule will be made based on the discretion of the officer in charge.

If you choose not to use the Escort service, the Campus Police offer these tips for your safety while traveling around the campus, especially at night.

- Plan your route. Walk on well-lighted, busy streets whenever possible.
- Never take shortcuts through poorly lighted areas.
- Don't walk alone. Get a friend to walk

with you, especially at night.

- Don't walk with earbuds or headphones on.
- If you must walk alone, walk near the curb. Avoid alleys, entryways, shrubs, and any unlighted areas.
- Have your keys ready before you get to your apartment, office, or car.
- If you discover that someone is following you, get to a well-lighted area (a dorm, the HUB, a store, gas station, etc.) and telephone the police.
- Never accept a ride from a stranger.
- Be alert and cognizant of your surroundings. Watch out for suspicious persons and dangerous situations. Notify the Campus Police of all suspicious persons by calling 610-861-1421 (Department of Campus Police)

Shuttle Services

Moravian College provides a bus service for its students, faculty, and staff between the Main Street Campus, the Priscilla Payne Hurd Campus, and St. Luke's Hospital. The bus begins its run at 7:30 a.m. and continues until half an hour after Reeves Library closes.

Sunday: 9:00 AM - 12:00 AM

Monday-Thursday: 7:00 AM - 12:00 AM

Friday: 7:00 AM - 2:00 AM

Saturday: 9:00 AM - 2:00 AM

Disabled Motor Vehicle Assistance

The Moravian Campus Police will make all reasonable attempts to rescue or aid a motorist whose car has broken down on the Moravian College Campus.

Moravian College has a written parking/motor vehicle policy which explains this and others policies.

Emergency Blue Light Phones

All residence halls have exterior emergency phones located nearby at their entrance. These phones have an emergency red button that automatically connects to the campus police. Throughout campus, there are also emergency pole phones, recognizable by their blue lights, with a direct link to campus police.

Reporting Offenses

Students should report criminal activity or emergencies of other kinds and concerns about campus safety to the Office of Campus Police.

SAFETY TIPS

Adapted from guidelines provided by the Pennsylvania Crime Prevention Practitioners Association

In an institutional family, each member must take extra care to ensure the safety of everyone. No member of the community ought to feel afraid, but all members ought to exercise ordinary prudence. The Department of Campus Police has been established to create as secure an environment as possible at Moravian College, but many safety factors are under your own control.

Your College is as safe as you make it. Here are some reminders of common-sense precautions you can take.

- Basics
- Offices, Classrooms, Libraries, or Labs
- On the Street
- In Student Housing
- In Social Situations

Basics

- Dial 911 from any campus telephone to report an emergency.
- Sign up for and participate in the e2campus text messaging system which provides timely notification in the case of college emergency, including those due to inclement weather.
- Check campus notifications, in case of emergency, via campus email, AMOS, e2campus text messages, and other appropriate means of communication given the situation.

Offices, Classrooms, Libraries, or Labs

- Close and lock your office door when you leave.
- Keep petty cash, purses, wallets, cellphones, computers, and other valued items in a locked cabinet or drawer.
- Never leave valuables on top of or underneath a desk.
- Never prop doors open, especially fire doors, even for a short time.
- Avoid working or studying alone in a building at night.
- Report anyone who behaves suspiciously to the Campus Police. Remember his or her appearance and relay the information to the dispatcher.
- Advise the Campus Police of any hazards or security problems.
- Report faulty window and door locks to the Department of Campus Police.
- Emergency Number: 610-861-1465

On the Street

- Stay in well-lit areas. Report faulty lighting to the Department of Campus Police. Walk at the midpoint between curbs and buildings. Stay away from alleys, entries, and bushes.
- Walk with someone whenever possible. Participate in the buddy system. Use the escort service if you must travel after dark. It's worth the wait.
- If you are followed, act suspicious. Keep looking behind you and you may discourage the follower.
- If someone is following you on foot, cross the street, change directions, or vary your pace.
- If you are followed by someone in a car, turn around and walk in the opposite direction. If the follower persists, record the cars license number and call the police.

In Student Housing

- Resident students are strongly encouraged to always lock their doors and carry their room keys and identification cards to access their residence halls.
- Students who lose their room keys should report this immediately to Student Affairs (610-861-1503) and request a lock change.
- Keep doors locked, even if you are away for only a few minutes. Don't leave notes on your door saying that you are out. Lock your door before you go to sleep. An unlocked door, night or day, can be an invitation to trouble.
- Always keep your keys and card access ID in your possession. Never place them under mats, over doors, or in any other obvious "hiding place."
- Remember that most losses occur during the day.
- Close and lock all windows when you leave your room, especially if you are on the first floor or off a fire escape.
- Keep an accurate inventory of your possessions. Engraving tools are available through the Campus Police.
- If you should return to your residence and suspect that it has been illegally entered, DO NOT GO IN. Call the Campus Police at 610-861-1421.
- In the event of an emergency, call 610-861-1465.
- If you see a suspicious person in a hallway or lounge, or if someone knocks on your door to solicit, call the campus police. Never confront or ignore a stranger.
- In a residence hall, screams could sound like horseplay. In an emergency, be specific. Shout "HELP," "POLICE," or "FIRE."
- In all activities, use common sense and be conscious of your surroundings.
- Know your neighbors.
- Don't ignore hazardous situations, and

don't create them for others.

- At the beginning of each semester, Residence Life Staff will review general emergency procedures within the residence halls with resident students.
- If resident students are told to evacuate their residence hall, they are encouraged to bring warm clothes, medication, and cell phone with charger.

In Social Situations

- If you're not 21, don't drink alcohol.
- Don't give or sell alcohol to those who aren't 21.
- If you are of legal age to drink and choose to do so, drink responsibly.
- Choose your social events carefully.
- Don't leave your drink unattended or accept an opened container that you did not observe being opened.
- Don't leave a party with someone you don't know well.
- Don't invite someone you don't know well into your residence.
- Watch out for each other.
- Never, ever compromise your ability to be in control.
- Safety is everyone's responsibility.

CAMPUS EMERGENCY PHONES

Emergency Blue Light Phones

Throughout the Moravian College Campus, there are brown rectangular stanchions in the ground, with the word "EMERGENCY" prominently displayed on their sides. These are Moravian College emergency phones. By pressing a button, you are directly connected to the campus police. Use these Emergency Blue Light Phones to report any problems to the Campus Police.

A different type of Emergency phone is located outside of all residence halls. These Emergency Blue Light Phones are capable of dialing local numbers. To connect to the Campus Police from these phones, either dial the Campus Police number, 610-861-1465 (Emergency), or press the bright red button, which automatically connects you to the Campus Police.

EMERGENCIES AND EMERGENCY PREPAREDNESS

Moravian College is committed to emergency preparedness. We feel strongly that it is important to have written plans to guide our response in crisis situations, to test these plans on occasion, and to be prepared to notify members of our college community in the event of an emergency. While there can never be a guarantee of safety, we believe that such preparedness

places the College in a better position from which to deal with the unexpected threats of today's world.

In case of emergency, staff and faculty are asked to take appropriate, immediate action and then make direct contact with the Director & Chief of Campus Police by calling 911 from any campus phone, or 610-861-1421 from off campus or from a cell phone. Do not leave a message. If you are for some reason unable to reach campus police, then please contact an appropriate vice president at the College.

Emergencies are reported through the e2Campus system, on the campus network, and on AMOS. Fortunately, the College is not experiencing a crisis at this time. However, if there is a crisis, important information will be posted here, such as announcements, news releases, and instructions to students, parents, employees and the media. Click [here](#) to learn more about emergency notifications.

Moravian College has an Emergency Response Plan, designed to provide contingency procedures for Moravian College administrators to follow in the event of campus emergencies. While the Plan does not cover every conceivable situation, it does supply the basic administrative guidelines necessary to cope with most campus emergencies.

Only members of the Emergency Response Team have copies of the full emergency response manual. Since it is impractical to establish policies and procedures to cover every aspect and variety of emergency situation, the directions are advisory only. The individuals directly involved at the outset of the emergency must exercise their judgment and discernment to the best interests of all concerned. The procedures as outlined are intended to minimize potential risks to students, college employees, the public, and property, while affording prompt reaction to restore campus order, and facility operations. All students, faculty, and employees should apply to general safety practices and precautions at all times to minimize the potential for emergencies and provide continued efficient, economical operations.

EMERGENCY NOTIFICATIONS

Moravian's emergency notification system will be used only for situations involving an imminent, significant threat for large-scale personal injuries or property damage. It may also be used to announce weather closings and delays. The system consists of a five-tier communications sequence, activated in the following order: (1) siren/public address message, (2) text message, (3) e-mail, (4) web posting, and (5) voicemail, as deemed appropriate.

Notice will be sent without delay, unless sending such a message will, in the professional judgment of the responsible campus authorities, compromise the

effort to deal with the emergency or rescue a victim.

Sirens / Public Address Message

The first notification tier, sirens on the Main Street and Hurd Campuses, allows the institution to alert the college community to an emergency. The sirens are deployed by Campus Police when a situation appears to pose an imminent, significant threat for large-scale personal injuries or property damage. The purpose of sounding the sirens is to provide immediate notification and alert people to check their cell phones for a text message.

Text Messaging

The second notification tier, e2Campus, enables the institution to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Students and employees may register two cell phone numbers and two e-mail addresses. Every student, faculty member, administrator, and staff member who has a cell phone should register that cell phone number in accordance with instructions posted on Moravian's intranet. The purpose of sending a text message is to provide basic instruction (e.g., "shelter in place") and to alert people to check their e-mail for additional information.

E-mail Notifications

The third notification tier, broadcast e-mail messaging, allows the institution to provide more detailed information about a situation, using the six-point timely notification content guidelines shown above.

Web Posting

The fourth notification tier, web postings, allows the institution to provide more detailed information about a situation which may be viewed by those on and off campus, the latter including such constituents as parents and significant others.

Voice-Mail Notification

The fifth notification tier, broadcast voice-mail messaging, allows the institution to provide more detailed information about a situation, when necessary, to employees on campus through the telephones on their desks (also accessible from off-campus locations).

FIRE SAFETY

At Moravian College, fire safety is a campus wide priority, and we benefit from a strong partnership with the Bethlehem Fire Department.

Some years ago, the City of Bethlehem adopted a fire code which requires a fire department response to

every fire alarm received by campus police, including those in all residential, academic and office buildings.

All members of the college community are reminded of the critical importance of following all requests made by fire personnel, including vacating buildings quickly. When a fire alarm sounds, all occupants must evacuate the building immediately via the nearest exit. Reentry may be authorized only by Campus Police or the Fire Department.

Our student affairs residential services staff members as well as campus police will work closely with students to improve fire safety and help to try and reduce the total number of alarms. The most common alarms that the police and/or fire department responded on campus are triggered by non-fire situations such as smoke from cooking or bath/shower exhaust in residence halls.

No Parking/Fire Zones have been clearly marked for your safety and are strictly enforced to ensure that all emergency vehicles will be able to reach their destinations quickly and safely. Dorm Circle, Townhouse and Beck-Deschweinitz drives and the access road from Laurel Street that runs behind Bernhardt/Wilhelm are monitored, and violations will result in fines and possible towing.

We must stress that the Bethlehem Fire Department takes the job of life safety very seriously and that false alarms put lives at risk. Any citations the Bethlehem Fire Department or Campus Police see fit to serve due to any type of life safety infraction covered by city or state laws may result in fines in addition to any fines or sanctions levied by the College.

We are committed to the safety and well being of the Moravian College community. Fire drills are conducted in all residence halls, fraternities, and sororities with the commencing of classes each school term. Random drills are conducted in other campus buildings throughout the year. Evacuation routes and fire extinguishers are located in all college-owned buildings, with fire alarm pull stations and exits signs that are in plain view for visitors, guests, and college personnel.

REPORTING AN INCIDENT

Please print the form out and once completed, mail it to the campus safety office.

- Bias Incident Report Form
- Form for Reporting Criminal Offenses (.pdf)
- Title IX Reporting Form (Sexual Violence)
- Campus Security Authority (CSA) Reporting Form (.pdf)
- Procedures for Reporting a Crime or Emergency

The Moravian College Police Department is staffed 24 hours a day, located at 119 W. Greenwich Street Bethlehem PA, 18018 and can be reached by phoning 610-861-1421. There are 68 emergency phones located throughout the campus on the exterior of buildings and in various parking lots. These phones are connected directly to Campus Police Headquarters that are activated by pushing a button. Elevators on campus are equipped with an emergency call button and audio communication capability that are connected directly to Campus Police. When dialing 911 from an external phone or cellphone the Bethlehem Police 911 Communication Center, Northampton County or the Lehigh County 911 Emergency Centers will be contacted, who will immediately communicate with Moravian College Police Department.

Individuals who wish to anonymously report suspicious activity, hate crime, or incident involving bias and remain anonymous when providing information, can do so by dialing the Anonymous Tip Line at 610-861-1539. This Tip Line is for information gathering purposes only and is not intended for use to report crimes in progress or emergency situations. It is not monitored 24 hours a day.

Reporting Sexual Assault

Reports of and/or questions regarding any unwanted sexual experience should be direct to the Advocates for Survivors of Sexual Assault at 484-764-9242. More information can be found at moravian.edu/takecare. The advocates are trained and available to provide 24 hour confidential assistance, including information regarding reporting and judicial options. Those interested in immediately pursuing judicial options and reporting a crime, should contact Campus Police at 610-861-1421.

Clery Reporting Requirements

In 1990, Congress passed the Campus Awareness and Campus Security Act. This legislation was followed by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in 1998.

Regulations associated with these acts require institutions such as Moravian College to report specific information about certain on-campus crimes that have been reported to local police agencies or to any official of the institution with significant responsibility for student and campus activities (Campus Security Authority).

The law defines "Campus Security Authority" as: "An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings." An example would be a dean of students who oversees student housing, a student center, or student extra-curricular activities and has significant responsibility for student and campus activities. Similarly, a director of athletics, team coach, and faculty advisor to a student group also

has significant responsibility for student and campus activities. A single teaching faculty member is unlikely to have significant responsibility for student and campus activities, except when serving as an advisor to a student group. Clerical staff, as well, is unlikely to have significant responsibility for student and campus activities.

The following College employees and students have a reporting obligation as a Campus Security Authority:

- The President
- All Members of President's Staff
- All Student Affairs Administrators

(Those associated with the Offices of Counseling, Religious Life, and the Health Center will seek to maintain confidentiality to the extent permitted by law, but are still required to complete the form maintaining the anonymity of the victim.)

- All Campus Police Officers
- All Coaches
- The Athletic Director
- All Faculty/Administration Advisors to Student Organizations
- All Student Members of the Residence Hall Staff

The following criminal offenses must be reported with incident details and the names of those known or alleged to be involved: murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, domestic violence, dating violence, stalking, liquor law violations, drug abuse violations and weapons: carrying, possessing etc. Note: Sex Offenses may be described in such a way as to protect victims' anonymity (e.g., "Jane or John Doe").

The Campus Police are also required to report statistics for bias-related (hate) crimes for the following offenses: murder/non-negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, domestic violence, dating violence, stalking, vandalism, intimidation, simple assault, and damage/destruction/vandalism of property.

The Campus Police are required to disclose statistics for offenses that occur on campus, in or on non-campus buildings or property owned or controlled by our school, and public property within or immediately adjacent to our campus.

Members of the College community who do not have a reporting obligation are nonetheless encouraged to provide information to the Campus Police in an effort to make the campus as safe as possible.

There are a several ways to report crimes. The first and simplest means is to call Campus Police directly and immediately. A second option is to

click on the following link: CSA Reporting Form and print and complete the form provided for the above categories of offenses, and send it to:

ATTN: George J. Boksen

Director of Campus Safety & Chief of Police

Moravian College Police Department

119 W. Greenwich Street

Bethlehem, PA 18018

ANNOUNCEMENTS & POLICIES

Parking Decals / ID Cards

Photo I.D. cards can also be obtained at Campus Police Office, 119 W. Greenwich St. Monday through Friday, from 7:00 A.M. to 11:00 P.M. Cost is \$ 10.00 or \$15.00 if charged to your student account.

Faculty and Staff are required to renew their parking hangtags annually with the Campus Police. A separate hangtag will be issued for each vehicle registered.

Snow Policies and Procedures for Campus Parking Lots

Snow-removal procedures are established to provide all areas of the Main Street Campus and the Priscilla Payne Hurd Campus with accessible walkways, roads, and lots within a reasonable time after winter weather conditions subside.

When there is a declared snow emergency, lots will be cleared during non-class hours if possible.

All notifications to move cars from lots will come from Campus Police, using e-mail, announcements in the HUB, and the RA/RD system. Once the notice goes out, owners must move their cars within a specified period of time. When possible, a 24-hour notification will be given. Vehicles left in the lot after the designated time may be towed at the owner's expense.

Students who bring vehicles to campus, whether they park in Moravian College lots or on city streets, are expected to equip them with proper tools such as snow or all-weather tires, shovels, traction material, and other necessities for winter driving.

Emergency Notification System

View the Emergency Notifications webpage for more information.

MISSING STUDENT POLICY

In accordance with the Higher Education Act of 2009, each student living in residence has the option to register with the Student Affairs Office a confidential contact person to be notified in case the student is determined to be missing (*students complete this paperwork when picking up a room key); only authorized campus officials and law enforcement officers have access to this information. All students should know that, even if they have not registered a contact person, local law enforcement will be notified if the student is missing; all students under 18 (and not emancipated) should know that their parent or guardian will be notified.

The College may be notified of a missing student through a variety of channels and by any member of the College staff and student body. The person to whom the incident is reported should contact Campus Police immediately

DEMONSTRATION GUIDELINES

Students, faculty, and staff are free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They are always free to support causes by orderly means, i.e., those that do not disrupt the regular and essential operation of the institution. At the same time, it is required that, when making public statements or engaging in public demonstrations or expressions, they disassociate their statements and activities from the institution unless otherwise authorized by the institution.

If consideration is being given to a protest, organizers must discuss their plans in advance with the director of campus police or his designee. For purposes of this policy, a protest is defined as a gathering of students, faculty, and/or staff of Moravian College and/or Moravian Theological Seminary on institutional property in order to make a public statement about and therefore draw attention to a college, local, state, or federal issue.

The institution supports the rights of its students, faculty, and staff to assemble and express their views. However, any protest or demonstration must respect established legal parameters. Accordingly, a protest may not block streets, right of way, or sidewalks; jeopardize the safety of individuals or the integrity of institutional or other property; intimidate, harass, or threaten passers-by; include individuals who are not members of the institutional community; involve entry of buildings where their presence would disrupt the administrative, educational, or residential functions taking place therein; involve alcohol; or involve sound amplification. The location for campus protests will be determined on a case-by-case basis by Campus Police after consultation with protest organizers. In establishing a site, decision-makers will balance concern for the safety of all involved with an acknowledgement that the proximity, and therefore visibility, of a protest to any protest-related

activities may influence the effectiveness of the event.

Students and their recognized organizations are permitted to invite and hear speakers or presentations of their choosing, provided they comply with policies, regulations, and procedures established by the institution concerning the use of institutional facilities and equipment and the time, place, and manner of the activity. The institution shall not regulate the content of the speech or presentation so long as it does not violate any laws or the rights of any person and complies with the institution's Community Standards.

OTHER POLICIES

- Access to College Facilities
- Student Housing
- Educational Programming
- Disciplinary Action
- Policy on Sexual Offenses
- Policy on Alcohol, Drug, and Hazardous devices
- Uniform Crime Report
- Nondiscriminatory policy

Access to College Facilities

Access to Moravian College facilities is restricted to students, employees, guests of the College, and others attending designated public events. Resident students are held responsible for the conduct of their guests.

Community groups may be granted the use of College facilities upon application to the director of public relations. Such groups are subject to the regulations governing the use of facilities, including the Moravian College alcohol policy.

Further information concerning access to residence halls is contained in the section on residence hall security.

Student Housing

Check out the following links for more information:

- Resident Life Website
- Resident Life Information in the Student Handbook

Educational Programming

The student affairs staff, along with other campus programming organizations, sponsors several educational programs each term. Recent programs concerned with security and safety have addressed the topics of self-defense, rape and acquaintance-rape (date-rape) prevention, AIDS, alcohol awareness and the College alcohol policy, legal liability, and fraternity and sorority pledging activities. Most of these programs have been repeated for general audiences or specific

residence-hall groups. Most programs involve an informed presentation followed by questions and discussion. Residence-hall staff members also are encouraged to schedule educational programs on security and safety for the residents of their floor.

Disciplinary Action

Disciplinary information in the Student Handbook

Policy on Sexual Offenses

Sexual offenses are major violations of expected conduct for Moravian College students. Student victims of sexual offenses are urged to contact the Advocates for Survivors of Sexual Assault 484-764-9242. Additional information can be found at the Take Care, Take Action website.

For a complete description of College policies on sexual offenses, please read the Moravian College Student Handbook.

Policy on Alcohol, drugs, and Hazardous Devices

The Moravian College alcohol policy complies with the Commonwealth of Pennsylvania's laws on the consumption and furnishing of alcoholic beverages. The policy outlines procedures to be followed in the registration and monitoring of social events and prescribes actions to be taken when the policy and procedures are not followed. Moravian College prohibits the possession, use, and sale of illegal drugs. More information about these policies can be located here.

Commissioned Officers of the Moravian College Police Department are authorized to carry firearms. Regulations concerning the officers' use of force are published in the department procedures manual. Unauthorized use or possession of firearms, other forms of hazardous devices, or any form of fireworks or explosives on Moravian College property is strictly prohibited.

Uniform Crime Report

As a result of the authority granted by the Commonwealth of Pennsylvania, the Department of Campus Police has been granted identification numbers by the Federal Bureau of Investigation and must submit monthly reports of all criminal incidents under its jurisdiction to the Pennsylvania State Police. These reports are then forwarded to the FBI and compiled into the Uniform Crime Report (UCR).

In compliance with Pennsylvania Act 73 and with the Federal Student Right-to-Know, the Crime Awareness and Campus Security Act of 1990, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Department of Campus Safety maintains and provides information on crimes and crime statistics and interacts with local

criminal-justice agencies to exchange information on students who may commit crimes off campus.

The Chief of Police is the campus official assigned responsibility for receiving and resolving complaints relative to Act 73 and the Federal Student Right-to-Know and the Crime Awareness and Campus Security Act of 1990. A complainant also may file a complaint with the Office of the Attorney General of the Commonwealth and shall be given the address of this office upon request to the director of campus police.

The Jeanne Clery Law is the name given to the crime and security provisions of the 1998 Higher Education Act Amendments

Nondiscriminatory Policy

Moravian College and Moravian Theological Seminary is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College and Moravian Theological Seminary does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.

Approved by President's Council 2/11/2014

Inquiries concerning this policy may be directed to Mr. Mark F. Reed, vice president for finance and administration, Moravian College, Bethlehem, Pennsylvania 18018 (610 861-1360).

Inquiries related specifically to issues of sex discrimination may be directed to Leah Naso Breisch, Title IX Coordinator and Compliance Officer, Moravian College, Bethlehem, Pennsylvania 18018 (610-861-1529). Information concerning complaint procedures may be found here.

Inquiries concerning the application of these laws may also be directed to the U.S. Department of Education, Office for Civil Rights, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, Phone: 215-656-8541, Fax: 215-656-8605, Email: OCR.Philadelphia@ed.gov.

Revised 11/6/2016

CAMPUS POLICE MEMBERS

Police Officers

George Boksan

Chief of Police
Badge #501

Richard Blake

Captain
Badge #502

Michael Schmittinger

Sergeant, First Aid / CPR Instructor
Badge #510

Robert Yurvati

Sergeant, OC Instructor
Badge #522

Gregorio Mora

Police Officer / Technology Support
Badge #509

Joseph Perno

Police Officer / Crime & Fire Prevention
Badge #512

Clifford Ponas

Police Officer
Badge #519

Thomas Siteman

Police Officer / Firearms Instructor
Badge #520

Thomas Appleman

Police Officer / Firearms Instructor
Badge #524

Paul Keen

Police Officer
Badge #525

Steven Laubach

Police Officer
Badge #526

Richard Strubeck

Police Officer
Badge #527

Christopher Warning

Police Officer
Badge #528

Whitney Peterson

Police Officer
Badge #529

Reza Imrani

PT Police Officer
Badge #517

Dispatchers and Office Managers**Roberta Dodson**

Office Manager
ID #2

Daren Albanese

Dispatcher
ID #4

Catherine Sass

Dispatcher
ID #12

Lorain Sanderson

PT Dispatcher
ID #6

Amy Dodson

PT Dispatcher
ID #5

Callee McCann

PT Dispatcher
ID # 17

Who's responsible for campus safety?

All members of the Moravian community are expected to contribute to the safety of themselves and others. Administratively, the Moravian College Police Department reports to the Vice President for Student Affairs & Dean of Students and consists of a Director of Campus Safety/Chief of Police, a

Lieutenant, two Sergeants, nine full-time police officers, one part-time police officer three full-time dispatchers and five part-time dispatchers.

The Moravian College Police Department derives its authority from Pennsylvania P.L. 1063, No. 271, Section 501 (22 Pa. C.S.A., Section 501) of November 15, 1972. All police officers are certified under Commonwealth of PA Lethal Weapons Training Act 235 and prior to employment were certified under Act 120 by the Commonwealth of PA. The Campus Police patrols all property owned by Moravian College, and its jurisdiction extends to all adjoining roadways. The Department works closely with the Pennsylvania State Police and the fire and police departments of the City of Bethlehem, with which it is in instant communication.

The Moravian College Police Department is staffed twenty-four hours a day, seven days a week. Information and emergency telephone numbers are posted on every campus telephone. In addition to the police officers, the office is staffed by a Dispatch Office Manager, two full-time dispatchers and five part-time dispatchers who are in immediate radio communication with officers on patrol and the City of Bethlehem Emergency Communication Center.

The Moravian College Police Department and the Bethlehem Police Department have entered into a Memorandum of Understanding agreement as to how offenses on campus and on streets surrounding the College will be investigated. The Bethlehem Police Department can be contacted by dialing 610-865-7187 or in case of an emergency by dialing 911. The Bethlehem Police Department also assists in providing extra patrols on or around Campus for special events.

Moravian College Police Services with Bethlehem Police Department

Moravian College Police Intervention with Bethlehem Police Department

Student resident advisors are available on each residence-hall floor. Investigations of incidents are coordinated by the Moravian College Police and the Office of Student Affairs. Disciplinary action is coordinated by the Office of Student Affairs.

Complaint Against Department Member**POLICY**

The integrity of the Moravian College Police Department depends on the personal integrity and discipline of all Department members. To a large degree, the public image of this Department is determined by the professional response of the Department to allegations of misconduct against it or its' members. The Department must thoroughly and professionally investigate all complaints and allegations of misfeasance,

malfeasance, and nonfeasance by Department members. In addition, the Department must properly respond to the results of the investigation by providing discipline and/or additional training when complaints are sustained and by “clearing” the involved member(s) when the complaints are determined to be “unfounded.” Also, the results of the investigation and the follow-up taken by the Department must be communicated, at least in general terms, to the complainant and to the community at large to ensure their confidence that complaints against the Police Department and its members are first, taken seriously by the Department, second, thoroughly investigated, and, third, followed up with appropriate action by the Department.

A complaint is any allegation or question by an individual regarding a member’s conduct, behavior or actions toward them or any other person. Included will be illegal, immoral or improper behavior whether verbal, in writing or by action toward any individual. It will not include routine inquiries or questions that do not involve a member’s action.

The Moravian College Police Department encourages individuals to bring forward legitimate grievances regarding misconduct by members. Department members shall receive complaints courteously and shall handle them efficiently. All Moravian College Police Department members are obligated to explain to inquiring individuals the complaint procedure.

How To Make A Complaint

Normally, an individual with a complaint will be referred to a police supervisor who shall assist the individual in recording pertinent information on a “Complaint Against Department Member” form. The supervisor will document all complaints on a “Complaint Against Department Member” form and when appropriate, conduct a preliminary investigation. The supervisor will forward the original copy of the form in a sealed envelope to the Chief of Police. A copy of the form will also be given to the complainant.

Click on following link to download form, Complaint Against Department Member

Complaints, serious and less serious, can be filed in person at Moravian College Police Department located on 119 W. Greenwich Ave. Bethlehem PA, 18018, or by U.S. Mail addressed to Chief George J. Boksan at 119 W. Greenwich Ave. Bethlehem PA, 18018. As part of the follow-up investigation activity, persons making complaints by U.S. Mail, E-mail or phone normally shall be interviewed and if possible, a written signed “Complaint Against Department Member” form will be prepared. Anonymous complaints shall be followed up to the extent possible. Every effort shall be made to facilitate the convenient, courteous and prompt receipt and processing of citizen complaints.

Upon receipt of a supervisor’s report concerning a serious or less serious complaint, the Chief of Police will assign an investigator. An investigator may be the Captain or Supervisor of the Department.

After completion of all investigations, the assigned investigator shall forward to the Chief of Police a full report stating recommendations for disposition of the case, along with supporting evidence for such recommendations.

If the investigation shows that a member has violated the code of conduct, the Chief of Police will determine the appropriate corrective action and will notify the complainant in writing of the final outcome of the investigation.

COUNSELING CENTER

The Moravian College Counseling Center provides professional and ethical counseling for the psychological, emotional, social, educational and developmental needs of students. The Counseling Center staff strives to provide a safe, inclusive, and supportive environment so students can enhance their emotional and mental well-being. All counseling services are confidential and no challenge is too big or too small.

1 in every 5 students at Moravian College seek support through the Counseling Center at one point in their college experience.png

WELCOME TO THE COUNSELING CENTER!

Thank you for your interest in the Moravian College Counseling Center!

College life is a time of change, growth, and transition. The professional staff at the Moravian College Counseling Center help students through these adjustments. Counseling can be used to gain insight into struggles, better understand yourself, learn effective ways to deal with stress, and/or improve the overall quality of your life. Counseling sessions are strictly confidential and tailored to meet each student’s specific needs. No issues are too small or too big and there are no limitations on counseling sessions. Couples and group counseling are also available.

1 in every 5 students at Moravian College seek support through the Counseling Center at one point in their college experience. We hope that if you, or someone you know, is experiencing a difficult time or would just like to speak to someone, you contact the Counseling Center. Use the Counseling Center website to get more information on how to make an appointment, see the common issues students are facing, and meet our counseling staff.

The Counseling Center also provides outreach presentations and professional consultations to the Moravian Community. Call or email the Counseling Center for more information regarding outreach services.

Warmly,
The Counseling Center Staff
1307 Main Street.
(610) 861-1510

Below is a list of services offered by the Counseling Center.

- Individual Counseling
- Psychiatric Services
- Couples Counseling
- Group Counseling
- Drug & Alcohol Counseling

Common Areas of Concern for Students Seeking Counseling

- Abuse/Victimization
- Depression
- Drug or Alcohol Use/Abuse
- Eating Disorders
- General Anxiety
- Grief and/or Loss
- Homesickness
- Identify Development
- LGBTQA
- Performance Anxiety
- Relationship Issues
- Roommate Conflicts
- Self-Exploration
- Sexual/Gender Harassment
- Stress Management
- Other Issues/Concerns

MEET THE STAFF

Counseling Staff

Ron Kline | Director

Ron Kline, Ph.D. has been with Moravian College since 1993 as the Director of Counseling Services. Ron earned his Ph.D. in Counseling Psychology at Lehigh University (1993), Masters of Arts in General Psychology at the University of Richmond (1980) and his Bachelor of Arts degree from Randolph Macon

College in Psychology in 1971. Dr. Kline is responsible for providing direct counseling services to students; psychological consultation with faculty and staff; and the clinical and administrative supervision and administration of our interns and programs. Ron enjoys fly fishing, birding and gardening in his free time and is a Board Member of the Lehigh Gap Nature Center.

Tracy E. Hill | Associate Director

Tracy E. Hill, Ph.D., NCC, LPC recently joined Moravian College in 2015. Prior to this appointment, she was the Director at a clinic in Chester County; taught Psychology and Counseling at Penn, Drexel and PSU and was a school counselor for eleven years. Tracy earned her Ph.D. in educational psychology at Temple University (2010), her Masters in Counseling Psychology at West Chester University (2002) and her Bachelor's degree in Psychology at George Washington University (1985). She is currently responsible for supporting the Director, programs and policies and supervising staff counselors. When not working, Tracy writes children's literature.

Rosemarie Williams | Outreach Coordinator & Staff Counselor

Rosemarie Williams, M.S, LPC. joined Moravian College as a Staff Counselor in August of 2015. Rosemarie earned her master's degree in Clinical and Counseling Psychology from Chestnut Hill College and her bachelor's degree (Psychology) from Penn State University. Rosemarie joins Moravian with her vast experience in outpatient, residential, psychiatric rehab, and family based settings. She has an interest in working with individuals who have a wide range of presenting problems and partners with clients in order to support their endeavors to implement change within their lives. In her spare time she enjoys outdoor activities, traveling, and photography.

Kelly Waechter | Staff Counselor

Kelly Waechter, MA, LPC, earned her Master's Degree in counseling psychology from the University of Denver and bachelor's degree in Psychology from Saint Mary's College, Notre Dame, Indiana. The bulk of her counseling experience took place in Denver, Colorado where she worked with at-risk adolescents and people with chronic illnesses. Kelly is excited to be back in her home state of PA. Her counseling interests are vast but include using the mind/body connection and mindfulness to assist people through daily life challenges. On her free time she loves outdoor activities, practicing yoga, reading, and being with her family.

Melissa (Mel) Miller | Administrative Support Assistant

Melissa has been with Moravian for 5 years. Starting part time in the International Studies office and then

moving on to the Offices of Intercultural Advancement & Global Inclusion, to a full time position. At the end of the Fall 2017 semester, Mel accepted a position in the Counseling Center Office, still also supporting the Intercultural Advancement Office. She is looking forward to many years in the Counseling Center. In her spare time Mel enjoys reading, warm weather, weekends at their family cabin at Lake Wallenpaupack, cooking for her family and spending time with family and friends.

Counseling Interns

Richard Shur / Intern

Bio to come!

Hilary Furmanchin / Intern

Bio to come!

MAKING AN APPOINTMENT

3 ways to schedule an appointment:

- Call: (610) 861-1510
- Email: counselingcenter@moravian.edu
- Walk-In

Location & Hours

The Counseling Center is conveniently located at 1307 Main Street, Bethlehem PA 18018 next to the Office of Student Affairs. MCCC is open during the academic year 8:00am – 4:30pm Monday – Friday and during the summer months 8:00am – 4:00pm Monday – Friday.

Counseling Center Forms

ALCOHOL, DRUG & ADDICTION SERVICES

BASICS

The Brief Alcohol Screening and Interventions of College Students (BASICS) helps to reduce problem drinking by enhancing motivation to change, promoting healthier choices, reviewing myths and facts about alcohol, and teaching coping skills to moderate drinking. BASICS consists of two, one-on-one sessions with a counselor. Prior to the counseling sessions, students complete an online alcohol evaluation: Alcohol eCHECKUP TO GO.

The Brief Alcohol Screening and Interventions of College Students (BASICS) helps to reduce problem drinking by enhancing motivation to change, promoting healthier choices, reviewing myths and facts about alcohol, and teaching coping skills to moderate drinking. BASICS utilizes cognitive and behavioral strategies to moderate drinking, and motivational interviewing strategies to build interest in changing drinking behavior. BASICS

consists of two one-on-one sessions with a counselor. Prior to the counseling sessions, students complete an online alcohol evaluation: Alcohol eCHECKUP TO GO. This research based evaluation helps students take a detailed look at their drinking habits. It also provides them personalized feedback about their drinking habits. The first BASICS session focuses on the student's alcohol use patterns, personal beliefs about alcohol, understanding social alcohol norms, and personal family history. The second session focuses on myths, facts, and norms, as well as responsible drinking and healthy lifestyle choices.

CHOICES

CHOICES about Alcohol is a group experience with other students that focuses on alcohol use. CHOICES consists of three 60-minute sessions which are facilitated by a counselor. Prior to group sessions, students complete the Michigan Alcoholism Screening Test Revised (MAST).

CHOICES about Alcohol is a group experience with other students that focuses on alcohol use. CHOICES consists of three 60-minute sessions which are facilitated by a counselor. Prior to group sessions students complete the Michigan Alcoholism Screening Test Revised (MAST). This widely used assessment helps students take a look at their drinking habits and level of dependence on alcohol. CHOICES about Alcohol also utilizes a journal that students complete during and in between sessions. CHOICES about Alcohol helps students evaluate the risks associated with alcohol use and equip them with effective strategies for reducing the risk and harm associated with drinking in college environments. CHOICES focuses on the transition to college and unique risks of the college experience, normative facts versus expectations, the pros and cons of alcohol use, biological and physiological facts about alcohol, expectancy effect, calculating BAC, alcohol content by drink type, effects of BAL and tolerance, consequences inventory, alcohol poisoning risk and response, personal risk assessment, harm-reduction strategies, self-monitoring and coping skills.

CASICS

The Cannabis Screening and Brief Intervention for College Students (CASICS) helps students to evaluate their marijuana use, explore personal risks and consequences, and to identify skills for moderation or abstinence. CASICS consists of two, one-on-one sessions with a counselor. Prior to the counseling sessions, students complete an online marijuana assessment: Marijuana eCHECKUP TO GO.

The Cannabis Screening and Brief Intervention for College Students (CASICS) helps students to evaluate their marijuana use, explore personal risks and consequences, and to identify skills for moderation or abstinence. CASICS utilizes cognitive and behavioral strategies to moderate marijuana use and motivational

interviewing strategies to build interest in changing behavior. CASICS consists of two, one-on-one sessions with a counselor. Prior to the counseling sessions, students complete an online marijuana assessment: Marijuana eCHECKUP TO GO. This research based assessment helps students take a detailed look at their marijuana use and provides them personal and individualized feedback about their patterns of use. The first CASICS session focuses on the student's patterns of marijuana use, personal beliefs about marijuana, understanding social norms related to marijuana use, and personal family history. The second session focuses on myths, facts, and norms, as well as harm reduction approaches and healthy lifestyle choices.

EMERGENCY OR CRISIS SITUATIONS

After Hours/Emergency

- The Counseling Center has a counselor on call 24/7 during the academic school year. Students should call Campus Police at (610) 861-1421 after hours to reach the counselor on call.
- Students may also dial 911 or go to their nearest emergency room.
- In addition, the Suicide Prevention Lifeline is 800-273-TALK (8255), for Crisis Text Line Text HOME to 741741, and Northampton County Mental Health Emergency Services is (610) 829-4801.

Emergency/Crisis during Business hours

- Call the Counseling Center (610) 861-1510 or come to the office at 1307 Main Street (do not email if in crisis/emergency).
- Call Campus Police at (610) 861-1421
- Speak with a Professor, RA, or any Moravian Staff member and tell them you need assistance
- Call 911 or go to the nearest emergency room

PRACTICUM TRAINING OPPORTUNITIES

The Counseling Center and staff are dedicated to providing practicum training opportunities for graduate students in counseling and psychology at the masters and doctoral level. The following summary of training and service opportunities provides an overview of the various options available during the training experience as well as directions for applying and making an inquiry. Accepting applications for the 2019-2020 academic year until February 1, 2019. Please see below on how to apply.

Clinical Training Opportunities

Intake

Practicum students participate in initial intake

assessments of students. The intake session offers the practicum student a range of training experiences, including assessing student risk, conducting bio-psycho-social assessments and creating diagnostic impressions of a student's concerns.

Individual Counseling

MCCC offers practicum students the opportunity to conduct counseling with a diverse undergraduate student population. Student issues cover a variety of concerns (e.g., depression, homesickness, anxiety, etc.) and psychological severity. Practicum students typically meet with 4 to 6 individual clients weekly.

Group Therapy

Practicum students can participate as an observer or co-facilitator for group counseling. An observer serves as the objective observer of group therapy content and process, as the record keeper of group events, and participates in group process with the co-facilitators after a group session. A co-facilitator shares the role of group counselor with a staff counselor at the center. The co-facilitator utilizes the counseling skills unique to group therapy and typically shares the responsibility of planning, forming, and conducting group counseling with the staff counselor.

Alcohol and Other Drug Assessment

MCCC offers two types of alcohol counseling to students (BASICS and CHOICES) who have been mandated by the Office of Student Development and provides drug and other addiction counseling as well. The MCCC uses screening intervention assessments along with short term individual and group counseling along with the use of motivational techniques (See Miller & Rollnick, 2002). Practicum students are also welcome to participate in program development and outreach related to alcohol and other drug issues.

Outreach

Practicum students are encouraged to become involved in multiple aspects of outreach programming. Our practicum students operate a desk in our HUB for a couple hours each week. Practicum students are also encouraged to plan and implement outreach presentations for various departments on campus and feel free to generate new ideas!

Crisis Intervention

College is often a stressful and difficult time for young people and crisis situations often arise. Practicum students have the opportunity to work with students in crisis, deliver crisis risk assessments and provide co-counseling with other staff members.

Consultation

Practicum students have the opportunity to consult with private professionals and various members of the campus community.

Professional Development

Supervision

Each practicum student receives two hours of individual supervision and one hour of group supervision. Supervision focuses on supervisee's goals and growth areas (e.g., note writing, assessment interpretation). Supervision aims to enhance multiple aspects of counseling work (e.g., conceptualization and treatment planning) and professional development. Supervisors review video/audio-taped clinical sessions as well as provide formative and summative evaluations.

Case Presentations

Practicum students participate in weekly case presentations. Students also engage in dialogue and receive feedback from peers and supervisors.

How To Apply

Please send a cover letter and current curriculum vitae to:

Dr. Ron Kline
Moravian College Counseling Center
1200 Main Street
Bethlehem PA 18018
If you would prefer to send your information electronically, please send it to kliner@moravian.edu

RESOURCES

Mental Health Resources

Local Resources:

- Northampton County Suicidal hotline
 - 610-829-4801
- Crime Victim's Council
 - 610-437-6610
 - <http://cvclv.org>
- Turning Point of the Lehigh Valley (domestic violence support)
 - <http://www.turningpointlv.org/>
 - 1-877-438-4957
- Bradbury-Sullivan LGBT Community Center
 - <http://www.bradburysullivancenter.org/>
 - 610-347-9988
- AA of Lehigh Valley
 - <http://www.aalv.org/>
 - 610-882-0558

National Resources

- National Suicidal Prevention Lifeline
 - <http://www.suicidepreventionlifeline.org/>
 - 1-800-273-TALK (8255)
- National Crisis Text Line
 - text 741-741 from anywhere/anytime in the USA
- National Eating Disorder Organization
 - <https://www.nationaleatingdisorders.org/>
- ULifeline (online mental health resources for college students)
 - <http://www.ulifeline.org/>
- GoAskAlice (health question and answer resource produced by Columbia University)
 - <http://goaskalice.columbia.edu/>
- Succeeding in School: Advice and Resources for Transitioning to Higher Education for Veterans: <https://maketheconnection.net/events/students-higher-education>

MCCC MISSION STATEMENT

The Moravian College Counseling Center supports the educational mission of the College by providing professional and ethical counseling for the psychological, emotional, social, educational and developmental needs of students.

The Counseling Center seeks to fulfill its mission by:

- Sustaining a standard of excellence in the provision of culturally competent counseling, crisis intervention, advocacy and outreach services.
- Helping students acquire the skills necessary to become responsible and effective decision makers and problem solvers.
- Assist students in navigating through and understanding our diverse society through a more global lens.
- Educating our college community and students about emerging issues relevant to our students' mental health through our psychoeducational content, outreach and training programs.
- Maintaining an internship training program with partnering institutions for graduate psychology programs.
- Collaboration with Student Affairs, Academic Affairs, Athletics and the rest of the Moravian College community.

EVENT MANAGEMENT

The Office of Housing & Event Management strives to promote an inclusive and welcoming environment that enhances the greater Moravian College community by providing opportunities for interaction, event management support, and conference services.

FOR FACULTY, STAFF & STUDENTS

Faculty, staff, and recognized student groups are able to request space and host internal meetings and events for the campus community.

Faculty, staff, and students seeking to use College facilities to host a private or non-Moravian College sponsored events, must proceed as if an external group requesting space at the College.

Steps for Planning Internal Events

The Office of Housing & Event Management can assist faculty, staff, and students in the reservation of certain campus spaces, as well as providing resources for planning internal events. However, the event requestor is responsible for planning and executing their event. Below is a step-by-step guide for hosting an internal event.

EXTERNAL GROUPS & INDIVIDUALS

Moravian College welcomes a variety of outside events from weddings to conferences. Explore our event spaces & services.

All external groups seeking to host an event or use campus lodging will be asked to sign an agreement, provide a certificate of insurance, and coordinate food and beverage with Moravian Catering.

Contact Amanda Merson, Director of Housing & Event Management for pricing and availability.

EVENT SPACES & SERVICES

Moravian College has two beautiful, well-maintained campuses. The Priscilla Payne Hurd Campus on Church Street is in the center of Bethlehem's historic district. The Main Street Campus is within eight blocks of the city of Bethlehem, located in a residential area. There is a great deal of diversity among the spaces on our campus.

Classrooms

There are a number of classroom spaces ranging in size and configuration to accommodate any group.

Event Spaces

- Alternative Event Spaces
- Athletic Facilities
- Classrooms
- Lecture & Performance Halls
- Meeting & Conference Rooms

Event Services & Support

- Campus Police supports and coordinates parking and security.
- Catering Services provides food, linen, and floral needs for your event.
- Facilities Management, Planning & Construction (FMPC) is responsible for the setup, custodial support, transportation needs, and the coordination of in-house and outside rental items.
- Media Services provides technical support and coordination of in-house and outside technology item rentals.

EVENT RESOURCES & POLICIES

Resources

Space Request Information

- Space Administrator Contact Information
- Online Request Form: Athletic Facilities
- Online Request Form: Classroom Spaces, Hauptert Union Building & Community Spaces

AdAstra Tutorials

- Video Tutorial
- PDF Tutorial

Facilities & Event Setups

- Event & Media Service Setup Guide
- Hauptert Union Building Pavilion Setup Template
- PPHAC Patio Setup Template

Policies

Advertising & ADA Statements

All advertisement/communication for events hosted at Moravian College must include the following statement:

- Graphical Flyer/Poster (including email): Moravian College encourages persons with disabilities to participate in its programs. If you anticipate needing any type of accommodation or have questions about the physical access provided, please contact the sponsoring organization/department at least one week prior to the event.

- Written Publication (ie; press release): Moravian College seeks to provide an accessible and hospitable learning and working environment for all, while ensuring full compliance with federal and state regulations. Our community welcomes and encourages persons with disabilities to participate in our programs and activities as faculty, staff, students, and as visitors to the College. If you anticipate needing any type of accommodation or have questions about the physical access provided for an event on our campus, please contact the event sponsor at least two weeks in advance of the event.

Athletic Facility Usage Requirements

Athletic facility availability is based on NCAA and student athlete schedules.

Purchasers using an athletic facility for a camp, clinic, or sports based program involving physical activity are required to:

- Compensate the College for a Site Supervisor to staff the event or activity hosted in an athletic facility.
- Provide an athletic trainer. The athletic trainer must be in good standing and hold a current license to practice athletic training in the state of Pennsylvania.
- Collect an Emergency Contact Form & Medical Release Form for all attendees, regardless of age.

Attendance

Internal events hosted during normal business hours that anticipate more than 50 non-Moravian attendees should contact the Office of Housing & Event Management and Campus Police to make appropriate parking and bus drop-off arrangements.

Bethlehem Amusement Tax

Article 304 of the City of Bethlehem Codified Ordinance: A 5% amusement tax should be levied on admissions to entertainment events where seating capacity is 200 or greater or ticket prices are over \$10.00 with a maximum tax of \$2.00 per ticket. Permit Applications can be found on AMOS and should be submitted to the Business Office.

Certificate of Insurance

External events must provide Commercial General Liability insurance for itself and all of its participants. Get a quote for your event through URMIA/TULIP.

Doghouse Usage Policy

The “Doghouse” is a community programming space located on the lower level of Zinzendorf Hall, that is managed by the Office of Housing & Event Management and the Office of Student Involvement. The space is intended to be shared by the Moravian

community to host programs that are open and accessible to all. The space is also available for external groups/individuals to host private events.

View Full Doghouse Usage Policy

Events with Minors & Pennsylvania Act 153

Event host must ensure proof of the mandated clearances for all those involved with the event (paid employees and/or volunteers), which include:

- Pennsylvania State Police Criminal History Record Information,
- Child Abuse History to determine if the person is named as a perpetrator of an indicated or founded child abuse report, and
- Federal Criminal History Background Check (FBI check with submission of fingerprints)

Learn more about PA Act 153 and obtaining clearances.

Food & Catering Policy

Sodexo Dining Services has the first right of refusal for all catering needs on the College property. If the event host elects to bring in catering or food from an alternative vendor, without written consent from the College, the Purchaser may be subject to fines or additional fees.

Fundraising Policy

Fundraising forms must be submitted online to the director of Civic Engagement at least one week prior to the anticipated date. Advisors, coaches, and sponsors are ineligible for any prizes associated with a raffle sponsored by their organization or team. Members of the organization and their families, however, are eligible for prizes. Prizes must be confined to specific items or gift certificates. Cash prizes will be approved only in special circumstances. Prizes involving any form of alcoholic beverages are not permitted. The second part of the process requires the representative to declare how much was raised/sold and how those funds will be donated or utilized. Please visit the Moravian College Handbook for a complete overview of the Fundraising Policy.

HAUPT UNION BUILDING

The Hauptert Union Building, known affectionately as the “HUB” was built in 1962. The HUB was the first college union in the Lehigh Valley. Named for Dr. Raymond Hauptert, President of Moravian College from 1944 to 1969, the HUB serves students, faculty, staff, and community members visiting the College.

The Hauptert Union Building offers services, activities, and programs for the convenience and enjoyment of members of the campus community. Holding many events and meetings on campus, the HUB truly serves as the center of the campus community.

HUB ROOMS & SERVICES

Meeting Rooms

There are several meeting and event spaces located within the Hauptert Union Building. All internal requests for rooms in the HUB can be submitted through AdAstra.

Air Products Room

The Air Products Room, located near the Lounge and overlooking the Makuvek Field, accommodates 10-20.

Lower Level Services

- Arena Theatre
- Dining Services Office
- Mailroom
- Moco Radio

Upper Level Services

- Blue & Grey Cafe
- Campus Shuttle Stop
- Center for Career & Civic Engagement
- H. Paty Eiffe Art Gallery (Contact Jan Ciganik regarding the gallery and exhibits)
- Hauptert Union Building Information Desk
- Moravian Activities Council Office
- The Star Student Restaurant
- Office of Housing & Event Management
- United Student Government Office
- Wells Fargo ATM

HUB POLICIES

Outside Food & Catering Policy

- Events and meetings held in the HUB must use Sodexo Dining Services; Dining services has the first right of refusal for all catering needs on the College property.
- If the event host elects to bring in catering or food from an alternative vendor, without consent from Sodexo, the host may be assessed fees or event/meeting cancellation.

Lost and Found

- Community members can report lost items or turn in found items to the HUB Desk.
- Found items will be held for a short amount of time. On Friday afternoons during the academic semester, non-valuable found items will be displayed next to the HUB Desk.
- Unclaimed items will be donated or disposed on Monday mornings. Keys will be destroyed after one month.

Holding Items

- Items, gifts, and packages for Moravian College community members should be dropped off at the mailroom during hours of operation.

Storage

- Groups seeking to keep items in the HUB for events must complete the HUB Decoration & Storage request form at least 3 days in advance. If approved, groups can store items for up to 7 days.
- Lockers are available on the lower level of the HUB for campus community members to use. Individuals must provide their own locks. At the end of the academic year, unclaimed locks will be cut off and items will be disposed.

Decoration

- Groups seeking to decorate the HUB for events must complete the HUB Decoration & Storage request form at least 3 days in advance. If approved, groups can decorate the specified part of the HUB for up to 7 days.
- Window paint and chalk is available at the HUB Desk.

Fundraising Policy

- Fundraising requests must be approved by the Center for Career & Civic Engagement before taking place on campus, including the HUB.

Rentals

- The HUB Desk rents out items to campus community members including keys/swipe cards for designated spaces, sleds, and shovels.
- To rent an item, individuals must provide a form of photo ID to be held at the HUB Desk during the duration of the rental. Rented items must be returned to the HUB Desk in a timely manner.
- Lost or damaged items may result in fees being assessed.

Posting Policy

- Individuals seeking to hang posters/flyers in the HUB should bring no more than 3 copies

to the HUB Desk. All posters/flyers must be approved and hung up by the HUB Managers.

- Posters/flyers will only be posted on the bulletin boards or designated poster holders around the HUB, not on windows or walls.

All Campus Emails

- The HUB Desk occasionally sends out all campus emails with information from the Office of Housing & Event Management, not on behalf of individuals or groups.

Printing and Copying

- Individuals seeking to print items are welcome to use the computers and printers in the HUB Pavilion, Library, or campus computer labs.
- Recognized student clubs and organizations can make copies at the Duplicating Center or at the HUB Desk (up to 50 copies per project).

Special Meeting Needs

- HUB event setups should be indicated on your event request form. HUB staff will coordinate your setup needs with FMPC.
- Media Services is responsible for providing technology and technical support for events in the HUB. They can best serve the community when requests are submitted via AMOS 7-21 days in advance.

HUB STAFF

The Office of Housing & Event Management oversees the Hauptert Union Building. The staff is composed of Hauptert Union Building Managers, Associate and Assistant Directors of Housing & Event Management, and an Administrative Support Assistant.

The HUB Information Desk is managed by a team of Hauptert Union Building Managers. These student staff members assist with all internal reservations and room requests, in addition to serving as an information resource for the faculty, staff, students, and community members visiting the HUB.

Office of Housing & Event Management Core Values

- Excellent Customer Service
- Community Engagement & Inclusivity
- Collaboration & Partnerships
- Student Learning & Leadership

2018-2019 HUB Manager Staff

Tolu Adebayo Melanie Gutierrez

Justin Albert Ryan Harper

Ariana Caiati Lauren Hildwein

Abigail Dominick Madison Kaminskyj

Taya Edwards-Wentz Morgan Reiner

Caitlyn Gaskill Ryan Scott

Hunter Gibson Bridget Seche

Devin Gillman Brianna Suvire

Interested in being a HUB Manager?

Selected on the basis of customer service skills, problem solving ability, teamwork, and professionalism, interested individuals should meet the following to apply:

- Good standing with the College
- Been a Moravian College student for at least one semester at the time of application
- Eligible for Federal/Moravian College Work Study

Staff appointments are made for an academic year, with selection taking place during the spring term of the preceding year. Applications are available in late March and due in early April. Following receipt of the application, interviews and selection occur in late-April.

CONTACT US

Hauptert Union Building Information Desk

Hours of Operation

Monday-Thursday, 8:00am-12:00am (Midnight)

Friday-Saturday, 8:00am-2:00am

Sunday, 10:00am-12:00am (Midnight)

*Hours of operation may vary during break periods.

Contact Information

Phone: 610-861-1418

Fax: 610-625-7998

Email: hubdesk@moravian.edu

Mailing Address: 1200 Main Street, Bethlehem, PA 18018

Office of Housing & Event Management

Hours of Operation

Monday-Friday, 8:00am-4:30pm

Contact Information

Phone: 610-861-1418

Fax: 610-625-7998

Email: hubdesk@moravian.edu

Mailing Address: 1200 Main Street, Bethlehem, PA 18018

Location

Moravian College Main Street Campus

Hauptert Union Building behind the Information Desk

Professional Staff

Suzanne Moyer '13 (moyers@moravian.edu)
Assistant Director of Event Management
Alyssa Caffarelli (caffarellia@moravian.edu)
Assistant Director of Housing
Amanda Merson (mersona@moravian.edu)
Director of Housing & Event Management

GREEK LIFE

Greek Life has been a tradition at Moravian College for close to 100 years. Approximately 20% of Moravian students are members of one of the College's four national sororities, three national fraternities, or one local fraternity. Prospective students, current students, and families are encouraged to consider how they can be a part of Moravian's Greek community.

Fraternities and sororities are values-based organizations dedicated to the development of character and leadership. Each organization subscribes to a specific set of core values and beliefs that incorporate concepts of brotherhood or sisterhood, service to the College and community, scholarship, leadership, and building relationships congruent with the specific organization's ideals and traditions.

From college days onward, affiliation with a Greek letter organization can be a positive, meaningful, and life-shaping experience.

COUNCILS

Inter-Fraternity Council (IFC)

The mission of the Inter-fraternity Council, the governing body of the four fraternities, is to develop closer working relationships and coordination among the social fraternities and with the College as a whole. Additional purposes include:

- Promoting the interests of Moravian College.
- Planning unified and educational events to promote Greek life, including fraternity recruitment.
- Working collaboratively with Panhellenic Council.
- Discussing questions of mutual interest and present to recommendations the social fraternities.

Panhellenic Council (Panhel)

Panhellenic Council, the governing body of the four National Panhellenic Conference sororities, exists to develop and encourage sorority life while promoting positive relations among the chapters. The Council represents the ideals of Greek Life including friendship, leadership, scholarship, and service to the community and each other. Additional purposes include:

- Promoting high scholastic and social standards.
- Cooperating with the college administration in the maintenance of high social standards.
- Providing a forum for the discussion of question of interest in the college and fraternity world.
- Planning and coordinating all aspects of sorority recruitment.
- Furthering intellectual accomplishment and sound scholarship.
- Acting in accordance with National Panhellenic Conference rules, policies, and creed.

FRATERNITIES

Delta Tau Delta | Theta Tau Chapter

Nickname: Delt

Founded: 1858

Chapter Founding:

Kappa Alpha Psi | Omicron Kappa Chapter

Nickname: Nupes

Founded: 1911

Chapter Founding: 1987 (Lehigh University); 2016 (Moravian College)

Omicron Gamma Omega | Beta Chapter

Nickname: OGO

Founded: 1920

Chapter Founding: 1921

Sigma Phi Epsilon | Pennsylvania Beta Alpha Chapter

Nickname: Sig Ep

Founded: 1901

Chapter Founding: 1998

SORORITIES

Alpha Sigma Alpha | Zeta Nu Chapter

Nickname: ASA

Founded: 1901

Chapter Founding: 1997

Alpha Sigma Tau | Delta Theta Chapter

Nickname: AST

Founded: 1899

Chapter Founding: 1997

Chapter Website | National Website

Sigma Sigma Sigma | Eta Lambda Chapter

Nickname: Sigma

Founded: 1898

Chapter Founding: 2001

Chapter Website | National Website

Zeta Tau Alpha | Kappa Iota Chapter

Nickname: Zeta

Founded: 1898

Chapter Founding: 1997

Chapter Website | National Website

HOW TO JOIN

Full-time Moravian College students who have completed at least one semester of college and have a minimum cumulative GPA of 2.5 are strongly encouraged and welcome to participate in recruitment. Individual organizations may have a higher academic expectation for membership.

Primary Recruitment

Each spring semester, normally in late January or early February, Primary Recruitment takes place. This is the first opportunity for first-year students to join fraternities and sororities on Moravian's campus. A Potential New Member's Guide to Sorority Recruitment outlines the sorority process and expectations for Spring 2018.

Continuous Open Recruitment

Some of Moravian's Greek organizations recruit during both the fall and spring semesters, outside the primary recruitment period. In mid-September, Greek Life sponsors Upperclass Recruitment Week where chapters host a recruitment event and bids are distributed on the Friday afternoon. Information regarding Upperclass Recruitment is available at the beginning of the fall semester.

Frequently Asked Questions of Potential New Members

Can a student join more than one chapter OR leave an organization and join a different organization? Membership in a fraternity and sorority is a lifetime commitment upon initiation into a chapter. If a member leaves an organization, they are not eligible to join a different organization. If a member transfers to another institution, the member may affiliate with the chapter at that institution or work to establish a chapter.

Will fraternity or sorority membership impact academics? Each organization recognizes that academics are the reason all students are at Moravian and academics are one of the things Greeks do best. Each chapter has a scholarship program and provides rewards and incentives for outstanding academic performance, as well as support for members who are struggling academically. Scholarship is encouraged through tutoring and other educational programs.

How much does it cost to be a fraternity or sorority member? Each chapter's dues include different items. Some chapters require a flat fee that covers membership dues, t-shirts, badge, and a formal. Others have a lower initial cost, but the cost for each additional item is out of pocket. Chapters offer payment plans so payments can be paid over the course of the semester. In most cases, the first semester will cost the most and the price will decline for subsequent semesters. By planning ahead, most students find they can meet their financial obligations.

Expansion

The College recognizes the prospect for expansion of new sustainable chapters that will provide opportunities for non-affiliated students. Each expansion process is unique and requires a cohesive effort from multiple constituencies. A group interested in expanding to Moravian College must have an established Inter/National Headquarters and be recognized by one of the following umbrella organizations:

- North-American Inter-Fraternity Conference (NIC)
- National Panhellenic Conference (NPC)
- National Multicultural Greek Council (NMGC)
- National Pan-Hellenic Council (NPHC)
- National Association of Latino Fraternal Organizations (NALFO)
- National Asian Pacific American Panhellenic Association (NAPA)

NEW MEMBER PERIOD

After accepting a bid, the formal orientation to an organization can last between four and eight weeks. The College expects that new member education does not extend into the final exam period.

The organizational history, mission, values, and purpose are taught during this period. New Members have an opportunity to become acquainted with the chapter's functions, operations, ritual, and values. New member education is an additional time commitment, but should not conflict with academic commitments. At the conclusion of the process, new members are initiated into the organization.

Ritual & Tradition

Many who have knowledge about fraternities and sororities may not consider this aspect of Greek life to be of concern. However, many stereotypes that exist about Greek life cause the issue of secret societies to be of concern. Select aspects of an organizations' membership ritual and traditions are unknown to the uninitiated.

The ritual does not exist to separate members of the Greek community, but instead are designed to bring together common bonds and shared values. In no ways is the ritual designed to be an elitist view that seeks to separate people along the basis of membership in an organization. Fraternities and sororities offer opportunities for students to experience leadership, scholarship, service, and lifelong friendships in a values-based ritual and tradition.

Commitment against Hazing

Hazing is defined as actions or situations that recklessly or intentionally compromise the mental or physical health of students for the purpose of initiation, admission, or affiliation with an organization and is in no way tolerate at Moravian College. The College's full policy is available in the Student Handbook.

At the beginning of each semester, this information is reviewed with each Greek organization. All members of the Greek community, including new members, are expected to sign an anti-hazing statement indicating that they understand what hazing is and that they will not participate or condone such behavior.

New members are encourage to inquiry about activities and events during the new member period. Each activity and event should have a purpose related to allowing the new and initiated members to get to know each other and the organization better.

Concerns related to the new member education period, including potential hazing concerns, should be directed to the Office of Greek Life.

SCHOLARSHIP

Expectations

Students with a minimum cumulative GPA of 2.5 are eligible to participate in recruitment during the spring semester of their first-year at Moravian. The academic life of a student is of utmost importance and a student should have a period of transition to the College and its academics before joining the Greek community.

Most organizations have a higher academic expectation for membership than the College's expectation. Many chapters implement study sessions, tutoring, library time, and celebration of outstanding academic accomplishments within their membership scholarship programs. Chapters also support and assist members who are struggling academically by pairing those individuals with other members who are excelling to provide an extra layer of support.

Achievements

The Greek community has consistently earned a GPA above the all-campus GPA. The all-Greek GPA was 3.24 for the fall 2017 and spring 2018 semester. The Moravian College Greek Life Report, including membership numbers and academic standing, was updated in June 2018.

Congratulations to Alpha Sigma Tau Sorority and Delta Tau Delta Fraternity for having the highest GPA for the spring 2018 semester among sororities and fraternities, respectively. Chapter semester GPAs for the past two semesters are listed below:

Chapter	Fall 2017	Spring 2018
Alpha Sigma Alpha	3.50	3.48
Alpha Sigma Tau	3.48	3.58
Delta Tau Delta	3.20	3.08
Kappa Alpha Psi	2.61	2.91
Omicron Gamma Omega	2.91	2.85
Sigma Phi Epsilon	3.06	2.96
Sigma Sigma Sigma	3.32	3.23
Zeta Tau Alpha	3.15	3.22

ACCREDITATION

The Greek Gold Star Program provides an opportunity for chapters to promote and achieve common ideals and values upon which Greek organizations were founded. At the conclusion of each academic year, the members of the chapter leadership met with the Gold Star Review Panel comprised of College

administrators and faculty. The Chapter presents a summary of the year highlighting their strengths and accomplishments, as well as improvements over the past year and continued opportunities for the future.

Click here to review the complete 2018-2019 Greek Gold Star Program.

Chapters utilize the following to document progress:

- Chapter Attendance Record
- Verification of Information Form
- Standing & Recognition

Based upon the panel presentation and supporting documents, the Gold Star Review Panel awards each chapter with a Bronze, Silver, Gold, or Platinum Star based upon their performance.

Chapter standing for the past two years is outlined below.

Chapter	2017-2018	2016-2017
Alpha Sigma Alpha	Platinum	Platinum
Alpha Sigma Tau	Platinum	Platinum
Delta Tau Delta	Silver	Silver
Kappa Alpha Psi	Silver	Silver
Omicron Gamma Omega	Did Not Rank	Bronze
Sigma Phi Epsilon	Did Not Rank	Bronze
Sigma Sigma Sigma	Silver	Gold
Zeta Tau Alpha	Silver	Bronze

TRADITIONS

Powderpuff 2016

Playing under the lights on the new John Makuvek turf field.

The Greek Council, Inter-Fraternity Council, and Panhellenic Council, in conjunction with the Office of Greek Life, plan, coordinate, support, and sponsor a series of special events each academic year. Members of the Greek community, as well as the larger College community, are invited and encouraged to participate in each event.

Powderpuff Football Game

During the fall semester, the Powderpuff Football Game includes teams of women from each of the four sororities. Fraternity men serve as coaches, referees, timekeepers, and announcers, while cheering on their fellow Greeks. Each of the teams compete and the

winners of each game compete in the third and final game, which names the Powderpuff Champion!

Greek God & Goddess

The Greek God & Goddess event encourage one or two members from each chapter to represent their organization in a contest which includes a talent and question/answer competition. At the end of the night, one man and one woman are selected Greek God and Greek Goddess by a panel of judges including College administrators and faculty. Held late in the fall semester, all proceeds raised at the event are split between the Greek God and Greek Goddess's philanthropy of choice.

Inter-Fraternity Council Turkey Bowl

The Inter-Fraternity Council sponsors a flag football game which takes place prior to Thanksgiving Break on the John Makuvek Field. Panhellenic Council supports and assists the Inter-Fraternity Council with this event. Each of the four fraternity chapters form a team of member participants to compete with one another for the title of Turkey Bowl Champions.

Panhellenic Badge Day

Sponsored by the Panhellenic Council, Moravian College supports National Panhellenic Badge Day. Often held in late February or early March, Badge Day is a time when all sorority women are encouraged to wear their sorority badge and appropriate badge attire. Panhellenic invites those women who choose to participate to gather in the HUB late in the afternoon to celebrate and come together for a photo of Moravian's Panhellenic community.

Greek Week

A week-long competition between each chapter, typically held in late March or early April, Greek Week includes a variety of different events including, but not limited to a field day and trivia evening. Greek Week concludes with a Greek Musikfest competition at the end of the week. All proceeds raised during Greek Week are donated to a philanthropy identified by Greek Council during the planning process.

Greek Week 2018 was held March 19-23. The Greek community with the support of Greeks and non-Greeks raised money for the American Foundation for Suicide Prevention. Alpha Sigma Alpha Sorority were named Greek Week Champions. The date for Greek Week 2019 will be announced this summer.

COST OF MEMBERSHIP

Organizational Dues

Greek organizations are self-sufficient and do not receive funding from the College. Chapters are encouraged to be transparent about financial obligations and educate members, as well as potential new members, on how semester dues and fees are allocated, which may include:

- National headquarters and insurance fees
- Initiation and badge fees (for new members)
- Chapter's operating budget to support membership education, philanthropy planning, and recruitment

Cost of membership varies by organization and may include different items. Some chapters require a flat fee, while others may have a lower initial cost, but the cost for additional items is out of pocket. Chapters offer payment plans so payments can be paid over the course of the semester.

Room and Board Costs

Most chapters maintain a College owned facility or house. Members of a chapter who reside in the chapter house pay room and board fees to the College, similar to other residential students.

The cost of living in a fraternity or sorority house is comparable to non-Greek housing rates and outlined on the Tuition & Fees page.

The College has no responsibility or oversight regarding financial matters outside of what is directly billed from the College for the room and board rate. Contact chapters directly regarding specific dues or billing questions.

HOUSING OPTIONS

Fraternity and sorority houses are owned and managed by the College. Three sorority houses are located on Main Street and the fourth is located on Monocacy Street. Two fraternity houses are located in the Hillside Complex and the third is located on Iron Street. Each sorority house can house approximately a half dozen members. Fraternity houses can house approximately ten to twelve members.

Living in a Greek house is a privilege and members are expected to respect all residence hall expectations and College policies, as well as local, state, and federal laws.

While not all Greek Housing options are ADA accessible, the College will and can make comparable housing available for students with disabilities. Contact us for more information. Additional information regarding Accessibility Support is also available.

The cost of living in a fraternity or sorority house

is comparable to non-Greek housing rates and outlined on the Tuition & Fees page.

Timeline

Prior to General Housing Selection, the Office of Greek Life works with chapter leadership early in the spring semester to identify those members who will live in the chapter house for the upcoming academic year. Each organization is expected to fill their chapter house, as well as agree to Chapter Housing Agreement.

Chapter Housing Agreement

Chapter leadership is asked to review and agreed to this document each spring for the upcoming academic year. The agreement outlines the College's expectations regarding the chapter house's location, recognition, occupancy, and room assignments. Highlights include:

Location & Recognition of Greek Organization Campus Residence

- The location of the organization's residence will remain consistent from one academic year to the next unless
 - the organization submits a "Housing Relocation Proposal" in the preceding fall semester;
 - the organization is unable to fill the unit and is relocated by Student Affairs to a unit that accommodates the chapter size; and/or
 - the organization is no longer recognized as a Greek chapter at Moravian College.
- Greek organizations do not have to participate in a formal application process to renew their current housing unit, but must renew this Agreement in the preceding spring semester of each academic year.

Occupancy and Room Assignments

- The organization must submit a complete housing list, which is filled at time of submission, to Student Affairs by the preceding spring semester deadline.
- The organization, per chapter bylaws, will determine what initiated members will reside in the house, as well as specific room assignments.
- The organization is expected to provide three (3) viable alternate residents, who are initiated members, on the housing list. It is the responsibility of the chapter to ensure that the alternates understand they are expected to relocate to the chapter house if space becomes available at any point.
- Organizational members interested in off-campus living are eligible for a "conditional off-campus approval" until the chapter submits a complete list of house residents, as well as three alternate residents.
- The organization may not leave a vacant bed for a member who is spending a semester

off-campus, including study abroad.

- If the organization is unable to fill the current unit and have exhausted the membership roster, the organization may pay for the cost of the empty space or be relocated. Depending upon the availability of vacant spaces, members of the chapter may not be relocated together.

Members and guests of the organization are expected to comply with expectations and policies stated in the Agreement, as well as those outlined in the Student Handbook and Room Contract.

The agreement may be terminated by the College upon loss of recognition of the chapter by the parent organization and/or if the organization is removed at any time from official recognition by the College.

Members of the organization failing to abide by the Chapter Housing Agreement could jeopardize retaining this living space as a designated Greek organization house.

CONTACT US

Location

Moravian College Main Street Campus
1301 Main Street, Student Affairs Building

Contact Information

Phone: 610-861-1503
Fax: 610-625-7794
Email: studentaffairs@moravian.edu
Mailing Address: 1200 Main Street, Bethlehem, PA 18108

Hours of Operation

Monday-Friday, 8:00am-4:30pm
Evening Hours by appointment

Staff

- Liz Yates (yatese@moravian.edu)
Associate Dean of Students
- Michelle Hanna '12 (hannam@moravian.edu)
Assistant Director of Residence Life & Greek Life
- In-Chi Chow-Rivera (ichow@moravian.edu)
Administrative Assistant

Additional Resources

Forms and documents regarding member recruitment, risk management, social event registration, and Greek housing, as well as a complete calendar of Greek Life events for the upcoming semester can be found on the AMOS Greek Life page located within the Campus Life tab.

HEALTH CENTER

The Moravian College Health Center is managed by St Luke's Hospital through the St. Luke's Hospital Occupational Health Program and provides a variety of services during the fall and spring terms. A division of Student Affairs, the unit provides health and wellness Care to the college community through diagnosis and treatment, education, and response to the needs and interests of the students.

Mission Statement

To provide prompt, confidential quality care to the students of Moravian College and the Moravian Theological Seminary.

Location

250 W. Laurel Street
(Hillside 5 H)
Bethlehem, PA 18018
(610) 861-1567
(610) 625-7899 (Fax)

Walk-In Hours

Monday - Friday
9:00 am - 11:30 am
Afternoon visits by appointment
EMERGENCY INFO

Emergency Numbers

Campus Safety	1421 or 1465
Off-Campus Emergency	911
Health Center	(610) 861-1567
Counseling Center	(610) 861-1510
St. Luke's Emergency Room	(484) 526-4500
St. Luke's North	(484) 526-3000
L.V. Muhlenburg E Room	(484) 884-2201
Sacred Heart E Room	(610) 776-4622
Bethlehem Health Bureau	(610) 865-7083
Turning Point	(610) 437-3369
Smoking Quitline	1 877-724-1090
Crime Victims Counsel	(610) 437-6611

Transportation Policy

Department of Campus Safety & Police Protocol for Request for Student Transport

Upon request, the Department of Campus Safety & Police will attempt to accommodate a student's request for transport. Such transport will be made when there is ample coverage on campus and the campus is not left unprotected while the transport is being made. Ample coverage requires a least one patrol officer on campus who is available to respond to a call for service on either campus. The dispatcher will advise the student if they will be able to accommodate his/her request.

The Department of Campus Safety & Police will provide transportation of students under the following conditions:

- When the shuttle service has ceased normal operations between Main Campus and the Hurd Campus
- When a student seeks transportation to the campus from the North Street Parking Garage or Historic Bethlehem Partnership Lot and the shuttle service has ceased operation
- When a student requests a transport/escort between locations on the Main Campus or Hurd Campus due to the time and they feel unsafe in traversing the Campus

Taxi Vouchers:

- Taxi vouchers will be provided to students going to appointments, x-rays or other outside required referrals.
- Vouchers to and from these facilities
- The cost of the taxi service will be received by the health center and placed on the student's bills.

The aforementioned information about transports is not all inclusive. It is meant to provide guidelines and outlines the most frequently received requests by Campus Safety & Police for transport. If a request is received which is not mentioned above, the request will be reviewed by the shift supervisor who will determine if Campus Safety & Police will provide the transport.

FEES, HOURS AND LOCATION

Fees

There is no fee to be seen by the nursing staff or the physician.

Minimal fees have been established for some services at the Health Center, for example, prescription medication.

Health insurance is NOT required to receive treatment at the Health Center.

If X-rays, lab tests or other services are required, the student will be referred to a site compatible with their insurance or preference and will be billed accordingly.

Health insurance is available through the Business Office.

Walk in Hours

Monday - Friday: 9:00 am - 11:30 am
Afternoon visits by appointment
Appointments
1:00 pm - 3:30 pm

Location

250 W. Laurel St. (Hillside 5H)
Bethlehem, Pa. 18018
Phone: (610) 861 -1567
Fax: (610) 625 - 7899

Alternate Locations: After Hours & Weekends

St Luke's North

Monday - Friday: 7:30 am to 10:30 pm
Saturday & Sunday: 8:00 am to 4:30 pm
153 Brodhead Road
Bethlehem, Pa.
Phone: (484) 526-3000

St. Luke's Hospital Emergency Room

Open 24 hours a day
801 Ostrum Street
Bethlehem, Pa.
Phone: (484) 526-4500

HEALTH CENTER SERVICES

If the treatment required is beyond the scope of the Health Center, the student will be evaluated and referred to the appropriate provider for care. Health Center services include health promotion, disease prevention, health counseling, physical exams, allergy injections, immunizations, simple lab tests, and health related literature; on site lab services include Rapid Strep tests, Pregnancy tests, and Urinalyses.

- Routine Medical Evaluation & Treatment
- Allergy Injections
- Physical Exams
- Immunizations
- Treatment of Sexually Transmitted Disease
- Health Counseling
- STD Testing referred to St. Luke's clinic
- On site Labs: UA, Rapid Strep, Pregnancy
- Medical care in coordination with the

Counseling Center for Emotional Care

- Health Related Literature
- Gynecological Services
- Allergic reactions
- Initial treatment of injuries such as sprains and strains
- Treatment of cuts and bruises
- Flu immunizations
- TB screenings on a walk-in basis

HEALTH CENTER STAFF

Adam E. Kobialka, DO

College Physician

Dr. Kobialka is a graduate of West Virginia School of Osteopathic Medicine and is currently a final year resident at the St. Luke's Bethlehem Family Medicine residency program. He has an avid long distance runner, having participated in several marathons including the Boston Marathon.

Peter Murphy, DO

College Physician

Dr. Murphy is a graduate of Rowan University School of Osteopathic Medicine, NJ and is currently Chief Resident at the St. Luke's Bethlehem Internal Medicine residency program. His interests include basketball, scuba diving, sky diving, traveling and playing guitar/bass.

Maheep Vikram, MD

College Physician

Stephanie Dillman, RN, BSN

Health Center Coordinator

610-861-1567

Kelly Hoots, MSAT, LAT, ATC

Athletic Training Resident

After completing her Bachelors of Science in Athletic Training from Western Carolina University in 2014, she went on to complete her Master's in Athletic Training from Old Dominion University in 2016. Currently working on her Masters in Health Administration, and enrolled in the St. Luke's University Health Network Athletic Training Residency program. Primarily taking care of students, faculty, and staff at Moravian College.

Debra Cline, MSN, CRNP

Direct Patient Care

After receiving a Bachelor in Nursing in 1985 at Allentown College of St. Francis de Sales, she went on to complete a Master of Science in Nursing and became a Family Nurse Practitioner at the College on N.J. Debra has been a provider at St. Luke's Family Practice at the Donegan Clinic and until present she has been on The Mobile Medical Team of St. Luke's for the Bethlehem School District. Her primary responsibility at the College will be providing direct patient care to students.

Kathy Atkinson

Health Center Secretary

INCOMING STUDENTS

ALL INCOMING FRESHMEN AND TRANSFER UNDERGRAD STUDENTS ARE REQUIRED TO SUBMIT MEDICAL INFORMATION TO THE HEALTH CENTER AT LEAST 4 WEEKS PRIOR TO THE START OF THEIR CLASSES. TO ACCESS THE STUDENT HEALTH PORTAL USE THIS LINK: moravian.studenthealthportal.com

To log into the portal you will need your Moravian email address and your AMOS password. Please notify the health center via email (dillmans@moravian.edu) if you are having difficulties.

The information required includes immunization records, insurance information and a physical exam within the past year. There will be several forms to complete on the portal as well utilizing the my forms button.

MEDICAL EXCUSE NOTE POLICY

Please print "Statement of Absence from Class" form

Notes will be given by the Health Care Providers if they are seen and treated and if they feel it is necessary to receive a note.

The revised policy presented below is congruent with policies of those campuses nationwide that recognize the adult relationship between college students and their instructors. Attendance/ participation policies related to specific courses should be outlined in class syllabi and communicated to students by their instructors. Sickness is only one of the many reasons that a student may not attend class. Ultimately, attending class is the responsibility of a student.

The health care providers at the Health Center will not write excuse notes for illnesses or problems regarding students for whom they have not provided care.

Revised Policy:

- Students sometimes have illnesses, psychological conditions, or injuries that cause them to miss class. An excuse note will be written only when the student has been treated by a Health Center staff member and he/she has deemed it necessary for the student to be out of class for a particular date or dates. Under no circumstances will the diagnosis be placed on the note unless requested in writing by the student.
- If the medical condition extends more than three days, Learning Services will be notified. Details will only be given by the Health Center to Learning Services with the student's written permission.
- In the event that a note is required by the professor in situations other than the above, it is suggested that a "Statement of Absence from Class" form be completed by the student and given to his/her professors. Falsifying absence from class is a violation of the Moravian College Academic Honesty Policy, which states in part that "students may not offer a falsified excuse for an absence from an examination, test, quiz, or other course requirement, directly or through another source."

MEDICATIONS

The Health Center provides some non-prescription medication at no charge. Also available are some prescription medications at a minimal charge as a convenience to the student.

The student may choose to purchase his/her prescription medications at the Health Center and pay for it or charge it to their student account.

If they prefer, a prescription will be given to fill at a pharmacy of their choice.

LOCAL PHARMACIES

CVS

327 Woodlawn Ave
Bethlehem, Pa
(610) 691-4460

CVS

1457 8th Ave
Bethlehem, Pa
(610) 861-0152

Rite Aid

2269 Schoenersville Road
Bethlehem, Pa.
(610) 865-1362

Rite Aid

104 E. 3rd St
South Bethlehem, Pa
(610) 867-3981

Walgreen's

2240 Schoenersville Road
Bethlehem, Pa
(610) 861-7494

Wegmans' Pharmacy

Wegmans Drive
Bethlehem, Pa
(610) 317-1345

OUTSIDE SERVICES

X-ray, Laboratory Service, and Other Testing

Will be scheduled at local facilities according to insurance plan. The student should have his/her insurance information available for these services.

STD / HIV Clinics

Sponsored by Bethlehem Health Bureau at St. Luke's Hospital - free of charge. Call Health Center for days and times.

WEB RESOURCES

Alcohol Issue

- BeerBoozeBooks.com
 - This site gives excerpts of a book about alcohol use and college students. It also has some great information regarding the myths and truths about alcohol.
- CollegeBingeDrinking.net
 - The site's mission is to inform people about the myths, dangers, and issues surrounding college alcohol abuse. College Binge Drinking features articles that focus on alcohol abuse as well as articles centered on various topics concerning college students including substance abuse, mental health and prevention. The site is updated weekly to reflect the latest research and news around these issues.

Drug Abuse

- National Institute on Drug Abuse
- DrugRehab.com - Comprehensive Guide to Drugs on Campus

Addiction

- Addiction Center: 1-800-586-9670
 - A Comprehensive Addiction HUB, not a treatment center, but a network guide.

Sexual Health and Sexually Transmitted Diseases

- Department of Health: STDs
 - Information about sexually transmitted diseases from the Pennsylvania State Department of Health.
- UnSpeakable.com

Emergency Contraception

- PlannedParenthood.org
 - This site will give you information on emergency contraception, also known as the morning after pill.

Skin Cancer

- Skincheck.com
 - This site describe in detail and with pictures how to determine if a mole is something to worry about. Melanoma, a deadly skin cancer is increasing in the college aged population. Learn how to prevent it, and how to detect it early.

Testicular Cancer & Testicular Self-Exam

- Drkoop.com
 - This site will explain the importance and technique of self testicular exam.
- Healthy.net
 - From the American Institute of Preventive Medicine, this site reviews signs and symptoms of testicular cancer and how to do a self testicular exam.

Eating Disorders

- Something-fishy.org
 - This site is a good resource for information about all types of eating disorders.

General Health

- Mayo Clinic Health
 - Search the extensive library for articles pertaining to most important health issues. Also on this site is a weekly Q&A, with such questions as “ Aluminum cookware - Is it safe?”
- The Merck Manual
 - Now available free on the Internet, a manual of medical terminology and definitions.
- Family Internet
 - Information on diseases, injury, poison, tests, drugs, and diets.
- The Medical Search Engine

- The Yahoo of medical directories.
- Health World Online
 - A comprehensive site that features articles, discussions, and information about the benefits of staying healthy and fit.
- Lifeline
 - Connections for better health, nutrition, and smoking cessation information.
- Dr. Koop’s Community
 - Quality medical information from the former Surgeon General.
- Centers for Disease Control and Prevention
 - Better known for containing the outbreak of dangerous diseases, the CDC in addition have developed an informative website containing info. on travelers’ health and health issues in the news.
- The American Heart Association
 - Dedicated to providing you with education and information on fighting heart disease and stroke.
- The National Institutes of Health
 - The government agency which allocates money to hospitals and health research centers.
- Bacchus & Gamma
- Society for Adolescent Medicine
- American Cancer Society
- National Library of Medicine
- Immunizations Action Coalition
- Women’s Health
- Agency for Health Care Policy Research/ Clinical Practice Guidelines
- Association of American Medical Colleges
- Centers for Disease Control and Prevention
- Food and Drug Administration
- Health Information Management Society
- National Institute of Health
- World Health Organization
- Meningitis
- Meningococcal Meningitis

THE OFFICE FOR DIVERSITY, EQUITY AND INCLUSION

Mission and Values

The Office for Diversity, Equity and Inclusion (DEI) serves as the primary campus resource charged with the creation of an inclusive and intercultural community at Moravian College. We provide cultural programming and support services for students from

traditionally minoritized identities, empowerment for allies, and partnerships with student organizations whose missions are similar to the Office.

What We Do

We enhance partnerships with faculty, staff, and community partners so that we may serve as liaisons and advocates to meet the needs of our diverse student population.

The Office for Diversity, Equity and Inclusion supports the overall mission of the College to welcome all individuals from all walks of life, locally, nationally, and globally.

WHO WE ARE

Imaani J. El-Burki, Ph.D. | Dean for DEI

Dr. El-Burki is a cultural and media studies specialist. Her scholarship focuses upon social life, media representation and the perpetuation of social hierarchies. Her work further investigates intersectionality and the relationship between historic inequality and social reality.

As the Dean for Diversity, Equity and Inclusion, Dr. El-Burki creates applicable and tangible approaches designed to guide the campus community toward success in an increasingly diverse world.

She is an expert at intercultural communication and culturally sensitive engagement with an academically sound, real-world understanding for what works.

Pronouns: she, her, hers

Brittney Scurry, M.Ed. | Assistant Director of DEI

Brittney Scurry is a Student Affairs professional with a background in student development and professional counseling. As the Assistant Director for Diversity, Equity and Inclusion she serves as a direct resource to individuals' and student organizations in order to assist them in their identity development and advocacy.

She also works to engage and challenge the student population to assess and commit to their own responsibility in building an inclusive community.

Pronouns: she, her, hers

Melissa Miller | Administrative Assistant for DEI

Melissa is the Administrative Assistant for the Office of Diversity, Equity and Inclusion. Mel oversees all the administrative functions of the office and handles all financial matters. She oversees the work-study students, room reservations for DEI and reviews DEI House access applications. Mel is a mother of two boys ages 11 and 18. She carries her nurturing ways from home

to work and takes care of the students as if they are her own. If you have a question, she's your person!

Pronouns: she, her, hers

THE DEI HOUSE

The Office for Diversity, Equity and Inclusion is a part of the Division of Student Affairs and is located in the DEI House at 1138 Main Street. The Office supports the mission of the College by providing leadership for initiatives across the institution as well as offering support for historically underrepresented, and marginalized students. The DEI House is frequently used by students throughout the week as a place to study, relax, and socialize.

The areas of the DEI House that are available to students include:

- Back Yard: Includes a fenced yard, picnic tables, and a charcoal grill
- Clubhouse Lounge (3rd Floor): Includes comfortable sofas, a smart TV, and a study nook.
- Conference Room (3rd Floor): This is an ideal space for club meetings, but can also be used as an individual or group studying space.
- Kitchen: Full kitchen with sink, oven/range, microwave, and full-size refrigerator.
- Main Lounge (1st Floor): Equipped with smart technology, fireplace, and living room furniture.
- Special Project Room (Basement): Dedicated space for group art projects and decoration prep work.
- Study Office (2nd Floor): Use this quiet space to focus on academic excellence. You are also welcome to connect to our network printer in this office space or the color printer on the first floor.

DEI House Access

We invite students interested in using the resources available in the DEI House during the evening and on weekends to complete the "Application for DEI House Access at 1138 Main Street". Applications will be reviewed by the members of the DEI House staff. Applicants may be asked to participate in an interview too if we need clarification on any aspect of the application.

Students who are granted access to the DEI House will be required to participate in an orientation on using and accessing the house and sign a user agreement form. Access will be granted by using the student ID panel in the rear of 1138 Main Street. Please allow at least 3 class days for your application to be processed.

If you have any questions, please contact us at dei@moravian.edu or visit the DEI House. If the link above does not work, please copy and paste the following URL: <https://goo.gl/forms/Vqc1GE89ajCpVues1>.

THE PRESIDENT'S COUNCIL FOR DIVERSITY AND INCLUSION

The role of the Council for Diversity and Inclusion is to examine institutional structures and processes to facilitate progress toward diversity and inclusion in the Moravian College community. The Council advocates for policies, practices, and programs that foster a diverse and inclusive community. The Council is comprised of faculty, staff, and the student body.

The Council members include:

- Kristen Baxter, Associate Professor of Art
- Deborah Appler, Professor of Old Testament/Hebrew Bible
- Jennika Borger, Chaplain
- Jon Conrad, Chief Human Resources Officer (ex-officio)
- Cynthia Kosso, Provost (ex-officio)
- Edward Flaherty, Assistant Director of Admissions
- Gloria Guth, Exec. Admin. Asst. to the Vice President for Finance and Administration
- Kevin Hartshorn, Director of Student Success & Associate Professor of Mathematics
- Joy Hirakowa, Assistant Professor of Music
- Lizabeth Kleintop, Associate Chair of Graduate Programming and Accreditation (Council Co-Chair)
- Colleen Marsh, IT Project Manager
- Camie Modjadidi, Director of Field Experiences (Council Co-Chair)
- Sara Steinman, Director of Student Involvement
- LaKeisha Thorpe, Assistant Dean of Adult Advising

THRIVE PEER MENTORING PROGRAM

(Teaching Holistic Reciprocity Incorporating Values and Excellence)

What makes a Greyhound THRIVE?

Greyhound THRIVE Mission

The mission of Greyhound THRIVE is to provide academic and social support for incoming first-year students from diverse cultural backgrounds. The program provides awareness and appreciation of cultural, social, and ethnic differences and aims to increase acceptance of difference among members of

the student body. Through programming and tailored support, this semester-long initiative builds an inclusive community that supports the incoming first-year and returning students in holistic development.

The Greyhound THRIVE program consists of four important elements: the THRIVE Mentors, the mentees, the events and programming held by the Office for Diversity, Equity and Inclusion (DEI) and the advising of the Dean and Assistant Director.

The Greyhound THRIVE Mentors

The Greyhound THRIVE Mentors are a group of dedicated and talented returning students who are trained to work with the incoming students. They are assigned a match at the start of the academic semester and offer advice, support, and assistance. They attend programs that are meant to bridge social gaps and bring students together and help students learn about and discuss varying issues in our society.

Programming and Events

The Office for Diversity, Equity and Inclusion sponsors programs and events that serve to enhance the Moravian College communities understanding of issues involving diversity and inclusion.

Greyhound THRIVE Mentors are encouraged to schedule time with their mentee outside of the planned programs and events. Whether it is educational or a simple get-together in a dorm common room, programming is successful and crucial in establishing substantial connections between the students, which in turn help them to understand each other's challenges, aspirations and goals.

BIAS RESPONSE & INTERVENTION

What is the Bias Response & Intervention Team?

The Bias Response & Intervention Team (BRIT) serves as a safe and confidential resource for members of the Moravian community to raise immediate concerns regarding specific incidents of bias or acts of harassment and discrimination that impact them and the Moravian College community.

BRIT is not a disciplinary body, however, reported incidents that may potentially violate College policies may be held accountable through the Conduct process. Participation of individuals in a restorative process, such as facilitated dialogue or Circles, is voluntary. BRIT offers assistance to the Moravian community by providing resources to individuals impacted by and/or involved in a reported incident.

Moravian College values open expression and debate in the context of civility and mutual respect

for diverse individuals and communities; bias incidents directly impact our ability to know, trust, support, and learn from one another.

What is a Bias Incident?

A bias incident is an act of bigotry, harassment or intimidation committed by a member of the Moravian College community against another member of the Moravian College community based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws. This includes, but is not limited to, slurs, graffiti, written messages, or images that harass or intimidate individuals or groups because of their membership in the above listed protected classes.

MORAVIAN COLLEGE NON-DISCRIMINATION STATEMENT

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.

HOW TO REPORT AN INCIDENT

You can report a Bias incident in any of the following ways.

Campus Safety Anonymous Tip Line (610) 861-1539

Submitting a Bias Incident report: bit.ly/2ReportBiasIncident

Informing a Faculty and/or Staff member

Reporting it to a Residence Life Student Staff member (SRA, RA, HR, CA)

LGBTQ+ RESOURCES

Gender Neutral Bathrooms On Campus

Gender Inclusive Housing Policy

Moravian College offers gender-inclusive housing, a residential space in which residents of any combination of biological sexes, gender identities, or gender expressions choose to live together in the same wing (in first-year halls only) or suite. It is not intended for romantic couples, but rather for students seeking to live in an open and inclusive community.

Full Gender Inclusive Housing Policy

Safe Zone

Safe Zone is a community of LGBTQ+ allies on Moravian College and Theological Seminary campus who have all undergone and orientation to being and LGBTQ ally and signed the Safe Zone pledge.

Faculty and Staff who have undergone Moravian College and Theological Seminary Safe Zone training and signed the Safe Zone pledge are identified by the Moravian Paw Safe Zone symbol place in their office/ on their office doors.

Safe Zone Certified: Fall 2017

Moravian College 1200 Main Street

Bethlehem, PA 18018

1 800.441.3191

610.861.1320

FAX: 610.625.7930

EMAIL ADMISSION

Moravian College is committed to making its website accessible to all users. Should you find content that is inaccessible, please contact webaccessibility@moravian.edu.

GENDER IDENTITY SUPPORT

This plan is in the process of being created and implemented

If you have any questions, please contact:

The Dean or Assistant Director for Diversity, Equity and Inclusion

RELATED ACADEMIC PROGRAMS

- Africana Studies
- English
- History
- International Studies
- Modern Languages and Literature
- Peace and Justice
- Philosophy and Ethics
- Political Science
- Sociology
- Women's, Gender, and Sexuality Studies

SUMMER RESEARCH PROGRAMS

Each year the Office for Diversity, Equity and Inclusion collaborate with faculty members to provide summer research opportunities for students. Specifically, the Student Opportunities for Academic Research (SOAR) and the Intercultural Research Scholar programs are designed to match a student's research interest with a faculty mentor for ten weeks during the summer. These programs offer stipends, travel allowances, and research expenses to support students and their faculty mentors as they engage in scholarly and creative work.

Teams, Tones, and Tensions in Athletics

SOAR Project: Victoria Alukpe '17 and Dr. Debra Wetcher-Hendricks

Youth Involvement in the Mississippi Freedom Struggle (1961-1964)

SOAR Project: Shelby Morgan '16 and Dr. Robert Mayer

Multiculturalism and Stereotype in the Twenty-first Century

SOAR Project: Sam Weinberg '18 and Professor Christopher Shorr

India's Black Economy: Origins, Obstacles, and Opportunities

SOAR Project: Vishu Solanki '17 and Dr. James West

Food and Foodways in the Lehigh Valley

Intercultural Research Scholar: Velvet Alvarez '17 Dr. Sandra Aguilar-Rodriguez

CLUBS AND ORGANIZATIONS

The clubs and organizations listed on this page serve as an extension of the work and resources offered by The Office for Diversity, Equity and Inclusion.

OFFICE OF RELIGIOUS AND SPIRITUAL LIFE

The Office of Religious and Spiritual Life centers around building community, honoring diversity, and engaging in spiritual dialog. The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling.

Weekly Schedule While Classes Are In Session

- Sunday
 - 5:30 pm, Confession, Borhek Chapel
 - 6:00 pm, Catholic Mass, Borhek Chapel
 - 8:00 pm, Student Christian Community Bible Study and Discussion, Root Cellar Café
- Tuesday
 - 11:45 am - 12:45 pm, Chat with the Chaplain, HUB
 - 7:30 pm, Student Christian Community Bible Study and Discussion, Amrhein Room-HUB
- Wednesday
 - 9:00 am, God Sightings, Reinhard Room-HUB
- Thursday
 - 5:00 pm, Dinner, Dessert & Discussion-1305 Main St.
 - 7:15 pm, Christian Worship-1305 Main St.
- Friday
 - 1:30 pm, Jumaa (Friday) Prayers, 1305 Main St

STUDENT SUPPORT SERVICES

The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling.

If you have an emergency, please call Campus Safety at 610-861-1421. Campus Safety can reach the Chaplain.

To be in touch with one of the chaplains or if you would like to set up an appointment, please call the Office of Religious and Spiritual Life at 610-861-1583 or email one of the Chaplains or the Administrative Support Assistant at:

- College Chaplain, The Reverend Jennika M. Borger - borgerj@moravian.edu
- Associate Catholic Chaplain, Kevin Gualano - chow-riverai@moravian.edu
- Associate Jewish Chaplain, Rabbi Michael Singer - chow-riverai@moravian.edu

- Muslim Prayer Leader - chow-riverai@moravian.edu
- Executive Administrative Assistant, Student Affairs
In-Chi Chow-Rivera chow-riverai@moravian.edu

CLUBS AND ORGANIZATIONS

These on-campus clubs and organizations reflect various religious communities. These organizations provide education as well as spiritual and emotional support. Not all of the religions of the world have a group represented on campus; however, the Chaplain's Office is here to serve all students, faculty, and staff, and help provide for the spiritual needs regardless of religious affiliation. Please let us know how we can serve you.

Student Interfaith Council

Led by the College Chaplain, this group strives to provide interfaith programming as well as service projects that focus on our common faith foundation.

Moravian College Christian Fellowship

Advisor: Jennika Borger

The Moravian College Christian Fellowship is an interdenominational group that gathers for spiritual formation opportunities, worship, and fellowship.

Hillel Society

Advisor: Jason Radine

The Hillel Society provides a Jewish community within Moravian College, and shares Jewish heritage and traditions with the Moravian College community. Moravian's Hillel has a partnership with B'rith Sholom Synagogue in Bethlehem, whose rabbi, Rabbi Michael Singer, serves as the College's Associate Jewish Chaplain. All are welcome to join in the celebration of Jewish holidays, and to attend Hillel events as they occur throughout the year.

Muslim Students Association (MSA)

Advisor:

MSA is an organization devoted to strengthening the Muslim community through service and activism, educating both Muslims and people of other faiths about the religion of Islam, and facilitating a better environment for students on campus.

Newman Association

Advisor:

The Newman Association assists the Roman Catholic community of the College in maintaining and strengthening its faith commitment by study, participation in sacraments and worship, and

integration of the faith into the community. Students establish respectful sharing with non-Catholic colleagues, who are welcome to participate in all Newman activities. The association also strives to provide personal, spiritual, and emotional support.

Student Christian Community

Advisor: Jennika Borger

Student led Bible Study and Fellowship.

VESPERS

Christmas Vespers is a wonderful opportunity for the campus community to share in the beautiful candlelight service that is distinctive of the Moravian tradition. Music by our students combines with the beauty of the Liturgy in this service of worship for the College community and friends.

TICKETS AND ACCOMMODATIONS

Vespers is a ticketed event held for invited guests of the Moravian College and Moravian Theological Seminary community. Tickets are usually mailed during the first week of November. If you don't receive your tickets one week prior to the service, please contact us at 610-625-7880.

Moravian College encourages persons with disabilities to participate in its programs and activities. Anyone who anticipates needing any type of accommodation or who has questions about the physical access provided should contact Lisa Brand at brandl@moravian.edu or call 610-625-7880 at least one week prior to visiting Moravian.

VOLUNTEERING

If you have any questions or would like to volunteer to serve candles, please contact In-Chi Chow Rivera at chow-riverai@moravian.edu or call 610-861-1583.

Thank you to those of you who volunteered in the past to serve as tray bearers and candle servers. Volunteers are asked to arrive 1½ hours before the service begins and do not need tickets.

ABOUT VESPERS

The Vespers service is an expression of two traditional forms of worship in the Moravian Church, the Singstunde and the Candlelight Service. A Moravian Singstunde (Singing Hour) is a service of music with no preaching. Since the 1720s, Moravians have been known for their worshipful singing.

In the service, the music has been carefully selected and arranged to bring the Christmas message without need of a sermon. The Moravian candlelight service originated in 1747 in Marienborn, Germany, when candles with red

trimming were distributed at the children's Christmas service. Bethlehem's first candle service was in 1756.

The beloved hymn "Morning Star," traditionally sung with a child soloist, was composed in 1836 by Francis Florentine Hagen, a member of the Moravian Theological Seminary Class of 1835.

Moravian College encourages persons with disabilities to participate in its programs and activities. Anyone who anticipates needing any type of accommodation or who has questions about the physical access provided should contact Lisa Brand at brandl@moravian.edu or 610-625-7880 at least one week prior to visiting Moravian College.

RELIGIOUS LIFE STAFF

The Reverend Jennika M. Borger, College Chaplain

borgerj@moravian.edu

Our College Chaplain is ordained in the Moravian Church. She is a graduate of Moravian College and Moravian Theological Seminary. The Chaplain coordinates campus religious and spiritual life activities; plans chapel services and special programs; works with the Catholic and Jewish Chaplains, Muslim prayer leader, and with the staff Interfaith Council; provides counseling; and participates in ceremonies such as Matriculation, Convocation, Baccalaureate, Commencement, as well as Vespers.

Associate Catholic Chaplain - Kevin Gualano

The Associate Catholic Chaplain will officiate weekly mass and provide fellowship and support for students. The Associate Catholic Chaplain is the advisor for the Newman Association.

Rabbi Michael Singer, Associate Jewish Chaplain

The Rabbi will be present on campus for activities and service opportunities.

To contact any of the above, please email In-Chi Chow-Rivera, Executive Administrative Assistant at chow-riverai@moravian.edu .

Location

1305 Main Street

Bethlehem, Pennsylvania

Telephone

610-861-1583

YOUR HOME AT MORAVIAN

More than 65% of undergraduate students live on-campus. The residence hall environment provides students with opportunities to learn from one another as well as about themselves. Living in a residence hall helps students realize the effect of their actions on those around them, develop sensitivity, and enhance skills in interpersonal relationships.

All full-time undergraduate students are guaranteed and are expected to live on-campus, or commute from their permanent address. The College reserves the right to offer off-campus housing to a select number of eligible students.

ON-CAMPUS LIVING

Moravian College offers a variety of residence halls located on the Main Street (North) Campus and Priscilla Payne Hurd (South) Campus. Housing options vary from traditional residence halls to group living spaces including suites, apartments, townhouses, fraternity and sorority houses, and overflow houses.

All on-campus residents have access to a furnished unit, wireless internet, cable, and coin-less laundry.

On-Campus Eligibility

- Full-time undergraduate students.
- Full-time undergraduate freshmen and sophomores, outside of commutable distance are required to live on campus.
- Full-time undergraduate juniors and seniors, outside of commutable distance may be eligible to apply to live off-campus.

College Provided Residential Amenities

- Each residential area includes the following amenities:
- Common lounge and kitchen facilities within the individual unit or larger residence hall.
- Coinless washers and dryers available for all residential students.
- Vending machines which may operate using M-Flex.
- Vacuum cleaners for students to use in cleaning their own rooms.
- Exterminating services.
- Custodial, trash removal, and recycling services.
- Toilet paper and bathroom paper towels replenished in all residential areas.

Each resident is provided the following amenities in room:

- Bed, mattress, desk, desk chair, hanging space, and drawer space.
- Wireless data network connection and cable TV service.
- Digital residence hall room phone with local phone service. Phones may be requested through the Office of Student Affairs at a rate of \$25/semester.

Meal Plans

- All resident student are required to have a meal plan.

FIRST-YEAR HOUSING

First-year students reside in traditional residence halls on both campuses. Main Street (North) Campus options include Bernhardt-Wilhelm and Rau-Hassler. Priscilla Payne Hurd (South) Campus options include Main and Clewell. Main Hall is single-gender for women, Clewell Hall is single-gender for men. Gender inclusive housing is available for first-year students in Rau-Hassler.

New Student Assignment Process

New students, including first-year and transfers, are assigned to housing upon receipt of their enrollment deposit. Additionally:

- First-year students should complete the Student Life Questionnaire form by Wednesday, June 6, 2018.
- Transfer students should communicate housing preferences to the Director of Transfer Enrollment, who will work directly with the Office of Housing & Event Management on placements.
- Students seeking medical housing accommodations should contact the Academic & Accessibility Support Center.

First-Year Housing Options

- BERNHARDT-WILHELM
- CLEWELL HALL
- MAIN HALL
- RAU-HASSLER

UPPERCLASS HOUSING

Upperclassmen students reside in both traditional residence halls and suite-style spaces on both campuses. Moravian College also offers unique housing opportunities including organizational housing, fraternity and sorority housing, and single gender, co-educational and gender-inclusive housing. Fraternity and sorority housing is limited to members of the respective organizations.

Upperclass Housing Assignment & Selection Processes

General Selection is the process by which returning students may choose their housing assignment and roommates for the upcoming academic year. Some students may choose their housing assignment through a Pre-Selection processes (medical placements, Greek Housing, and Organizational Housing). The Office of Housing & Event Management will assign students who do not participate in housing selection.

- BECK & DESCHWEINITZ
- CLEWELL HALL
- JO SMITH
- MAIN HALL
- NITSCHMANN
- SPANGENBERG
- THE HILL
- HILLSIDES
- TOWNHOUSES (ANTES, BURNSIDE, LENAPE)
- OVERFLOW HOUSES

2019-2020 Housing Selection Guide

Current residents and those wishing to become on-campus or off-campus residents should complete the 2019-2020 Housing Status Application between Monday, January 21 and Friday, March 1. The purpose is for students to identify their 2018-2019 housing intentions as one of the following:

ON-CAMPUS HOUSING STATUS

Current residential students who intend to live on-campus will be assigned through a Pre-Selection Process or General Selection.

Current commuters and off-campus students seeking to live on campus will be added to the housing waitlist and may be assigned to housing after all returning resident students have been assigned. However, current commuter and off-campus students that no longer meet the qualifications of their current status will be included in General Selection, or may opt to participate in a pre-selection process.

OFF-CAMPUS RESIDENT STATUS

Students must meet the following criteria to apply for Off-Campus Resident status:

- Junior or Senior class standing, or 20 years of age on the first day of the fall semester
- Minimum 2.5 cumulative GPA
- Good financial standing
- Good conduct standing

Current residents not approved to live off-campus will be included in General Selection.

Members of a fraternity or sorority may be eligible for a “conditional off-campus approval” until the chapter submits a complete list of house residents, as well as three viable alternate residents, for the 2019-2020 academic year. Once a complete list of residents and alternates is submitted to the Office of Greek Life, members who do not appear on the housing assignment list and applied for off-campus living may be granted an “off-campus approval.”

Students released off-campus will not be issued a General Selection Admission Ticket.

COMMUTER STATUS

Students interested in commuting, must reside with a parent or legal guardian at an address within a 50-mile radius of the College. If a student applies to be a commuter, the student may not opt to live with friends who were approved for off-campus housing status. Current residents not approved to commute will be included in the General Selection process.

Students released to commuter status will not be issued a General Selection Admission Ticket.

NON-PARTICIPATION IN THE HOUSING PROCESS

Students not intending to return due to May or Summer graduation, transferring, withdrawing, taking a leave of absence, or studying abroad during Fall 2019 may elect not to participate in the housing processes. These students will not be issued a General Selection Admission Ticket.

Important Note: Students who select a 2019-2020 assignment but decide to study abroad or take a leave of absence during Fall 2019 forfeit their assignment. These students will not be guaranteed their selected assignment upon return, but are guaranteed on-campus housing. The College will work to assign them prior to their return.

RESIDENCE HALL SCHEDULE

2018-2019 Academic Year

- Fall Semester Move-In: Sunday, August 26th
- Fall Break: Friday, October 12th- Tuesday, October 16th
- Thanksgiving Break: Wednesday, November 21st- Sunday, November 25th
- Winter Break: Saturday, December 15th- Sunday, January 20th
- Spring Break: Friday, March 1st- Sunday, March 10th

- Housing Selection: Tuesday, April 16th & Wednesday, April 17th
- Easter Break: Thursday, April 18th- Sunday, April 21st
- Spring Semester Closing: Sunday, May 12th

Residence Hall Openings & Closings Policies

- Students remaining on campus over breaks must register online by the Monday before the start of the break/closing.
- Unregistered students may be subject to Student Conduct and/or fees.
- Halls reopen at 10AM on the Sunday prior to classes starting for the Fall and Spring semesters.
- Halls reopen at Noon during semester breaks.
- Students are expected to depart for breaks after their last class/exam.
- Residents with extenuating circumstances who anticipate needing housing during college closures (i.e. winter break) are highly encouraged to live in the HILL. If a resident elects not to live in the HILL, we may not be able to accommodate their request

RESIDENCE LIFE STAFF

The Residence Life student staff is composed of eight Senior Resident Advisors (SRAs), five Community Advisors (CAs), five Head Residents (HRs), and 35 Resident Advisors (RAs). The Associate Dean of Students and the Assistant/Associate Directors of Residence Life, as well as the Director and Assistant Director of Housing & Event Management, support the student staff.

The staff is responsible for coordinating community development and serving as a resource or referral point for students while providing leadership in the community. Residence Life student staff are also responsible for confronting, enforcing, and documenting violations of College policies, procedures, and regulations. Each community is assigned a SRA who is available to assist and support residents, plan residence hall programs, and respond appropriately to violations of College regulations and residence hall policies. A RA supports each floor community. Students residing in the Hillside community are assigned a CA. A HR supports each fraternity and sorority house.

Interested in being an RA?

Selected on the basis of leadership, character, and the ability to relate to others, interested individuals should meet the following to apply:

- Sophomore, Junior, or Senior standing. Second semester freshmen may apply the semester preceding when their employment would begin.
- Minimum 2.5 cumulative grade point average.

- Good conduct standing.
- Continuing full-time student status.
- Resides or has resided in a Moravian College residence hall for at least one semester.

Staff appointments are made for an academic year, with selection taking place during the spring term of the preceding year. Applications are available in January and due in early February. Following receipt of the application, interviews occur in mid-February. Selection decisions are communicated to candidates in early March.

OFF-CAMPUS LIVING

A limited number of off-campus releases are offered to rising seniors and juniors during the spring housing selection process, for the upcoming academic year. Students should not sign a lease unless they receive notice from the College that they have been approved.

Off Campus Student Eligibility

- Junior or Senior, or 20 years of age on the first day of the fall semester
- Minimum 2.5 cumulative GPA
- Good financial and conduct standing

Meal Plans

Off-campus residents may elect to add a meal plan at any time. A complete list of meal plan options and requirements can be found on the Tuition & Fees page.

Off Campus Housing Considerations

Before signing a lease, consider the following items:

- Questions to ask:
 - What current tenants have liked and not liked? Why?
 - What types of problems have occurred, if any?
 - Does the landlord provide service in a timely manner?
 - Does the landlord live in the area? If not, was a name of a manager in the area provided?
 - How are maintenance repairs done? Are maintenance concerns addressed in a timely manner?
- Finances to consider:
 - Security deposit
 - Rent
 - Cost of utilities
 - Additional costs
 - Bethlehem City parking permit (zoned areas)
 - Impact of Off-Campus Status on your financial aid package
- Maintenance: Identify who is responsible for general maintenance issues, as well as snow removal and lawn maintenance.

- Parking: Off-Campus residents will only qualify for a Commuter Parking permit if their off-campus residence is outside of the half-mile radius from campus. Students living in the City of Bethlehem are subject to city parking ordinances. Parking regulations vary throughout the City of Bethlehem. Visit <http://www.bethpark.org/> to review information about street parking and permits.
- Pet Policies & Deposits: Does the space allow pets and what is the cost associated it?
- Renter's Insurance: Landlords do not carry insurance on students' property and recommend that you have insurance. In the event of a natural disaster, theft, vandalism or fire, the tenant's' personal belongings may be insured for their value. Students should check their parents' homeowner policy to see if it will cover them in their off-campus location.
- Utilities & Amenities: What utilities are provided and who is responsible for the costs?
- Garbage & Recycling:
 - Trash collection information is available at (610) 865-7050
 - Recycling Office at (610) 865-7082 or <http://www.bethlehem-pa.gov/recycling/>
- Disorderly Conduct
 - Part of living off-campus is being a good neighbor. Please be aware of your rights around noise and behavior, as well as the rights of those in your community: <http://www.bethlehem-pa.gov/ordinance/articles/ARTICLE0705.html#01>
 - City of Bethlehem Website: <http://www.bethlehem-pa.gov/index.html>

LISTINGS & LANDLORD INFORMATION

Moravian College partners with Places4Students, an off-campus housing service. The Office of Housing & Event Management does not make recommendations to students but encourages them to use the following resources to find a house, provide landlord feedback or search for roommates.

Student Benefits of Places4Students

- Access descriptive listings with photos, amenity icons, floor plans and more for FREE
- Google mapping to locate properties easily
- Smart Search capabilities to search by price, preferred features and requirements
- Post a Student Sublet or Roommate Profile for FREE
- Find a roommate or the perfect place to live!
- Live student support (toll-free) or 'Help' link online: admin@places4students.com or 1-866-766-0767, should you require more information.

- Landlords wishing to rent to Moravian students can visit Places4Students for additional information on listing their rental property.

COMMUTING LIFE OVERVIEW

Approximately one-third of undergraduate students commute to campus. Commuter students live with parents or legal guardians within a 50-mile radius of Moravian College. Many opportunities and resources are offered to benefit commuter students with their educational and social experience.

Commuter Eligibility

- Full-time undergraduate students living within a 50-mile radius of Moravian College
- Part-time undergraduate students
- Graduate and non-traditional students

Commuting Benefits and Resources

- Commuter students save money on housing and meal plan costs, while having the same access to campus resources as resident students.
- There are many lounge spaces on campus where commuter students can relax between classes and activities.
- Commuter students can get involved in a wide variety of activities and organizations, including the Commuter Student Association, a student organization led by commuters for commuters.

Meal Plans

- Commuter students may elect to add a meal plan at any time, but this is not a requirement. A complete list of meal plan options and requirements are on the Tuition & Fees page. Commuter students seeking to add a meal plan should contact housing@moravian.edu.

Changing Housing Status

For more information about changing to or from Commuter Status, explore the following resources:

Requests during the current academic year, please review the Policies and Procedures page.

Requests for the upcoming academic year, please review the Student Guide to Housing Selection.

COMMUTER STUDENT ASSOCIATION

The Commuter Student Association (CSA) is a student-run organization serving to connect and represent the commuter student population at Moravian College. Specifically, CSA strives to:

- Help commuter students form a stronger bond with the Moravian College community.
- Educate and connect commuter students to aid in their academic and extracurricular success at Moravian College.
- Serve as a liaison between commuter students and administration.
- Engage commuter students on campus by providing programming opportunities.
- Offer leadership development opportunities for commuter students.

More information about the Commuter Student Association can be found on their Facebook page.

STUDENT HANDBOOK

The Student Handbook web site is designed to provide easy access to information that is relevant to all students of Moravian College and Moravian Theological Seminary (also referred to as “Moravian College” or “the College”). Although the intended audience of the Handbook is all currently enrolled students, some sections may not be applicable to all populations. When appropriate, this is noted.

The information in the Handbook is subject to change from time to time as deemed necessary by the College in order to fulfill its role and mission or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. Efforts will be made, however, to inform the student body of significant changes in a timely manner.

All students should review the Handbook in its entirety and are expected to be familiar with its content. This can be accomplished by navigating the menus on the left side of the screen and following links to important policies and information. The right side of the screen (or bottom on a mobile device) will always include important links, regardless of where you are in the Handbook web site.

Below are some highlights intended for ease of use, but should not be reviewed solely as a substitute to reviewing the entire Handbook.

Handbook Highlights

- All students are accountable to the Academic Code of Conduct and the Student Code of Conduct.
- Housing and Residence Life Policies apply to residents and their guests. This means that even commuting students should be familiar with these policies to prepare themselves for visiting friends at a College residence.
- Learning assistance is available in a variety of forms, from tests to determine learning

disabilities to one-on-one writing tutorials.

- Parking policies apply to all students.
- Logging in to or otherwise connecting to the campus network implies acceptance of the institution's policies on acceptable use of computing resources.
- E-mail is the official mode of communication for the College and students are expected to check their College e-mail account regularly.
- All students, including commuters, can participate in campus events and activities. Be sure to explore all opportunities to get involved with the campus community!
- Additional information relevant to seminary students can be found in the Seminary Handbook.

Recent Policy Updates

- Every effort will be made to notify the campus community when significant changes are made to the Handbook. Significant recent updates will also be listed here:
- Drugs: The Drug policy has been updated to provide definitions for the terms "illegals drugs" and "controlled substances" and to reiterate that marijuana is not permitted on property owned or operated by the College, even for medical reasons.
- Gambling: A new policy on gambling was added to the Student Code of Conduct
- Appeals: The procedure for appeal of a student conduct resolution has been updated to provide more clarity on the process.
- Sealed Records Policy: In consultation and collaboration with members of the United Student Government (USG) this policy was created to offer an opportunity for students to request, under certain circumstances, that their student conduct record be sealed

COLLEGE ADMINISTRATION

Students should familiarize themselves with the history of the College and the way in which it operates today. Faculty, staff, administrators, students and trustees all have roles, rights and responsibilities that contribute to the fulfillment of the College's mission and strategic plan.

- College History
- Mission Statement
- Strategic Plan
- Organizational Charts
- Board of Trustees
- Faculty
- Administrative Staff
- Student Rights and Responsibilities
- Grievance Procedures
- Campus Directory
- United Student Government (USG)

STUDENT RIGHTS AND RESPONSIBILITIES

The role of students in the educational community of the institution involves a balance of rights and responsibilities. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on campus, and in the Bethlehem community. Students are required to exercise their freedoms with appropriate responsibility. The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the community.

GRIEVANCE PROCEDURES

All members of the community should feel safe to bring forward complaints of violations of any College policy. Depending on the identities (faculty, staff, student, or visitor) of the involved parties and the nature of the reported incident, one or more of the College's grievance procedures may be invoked to respond. Information about these processes can be found using the links below. If you are unsure how to make a report, Campus Police will be able to direct you to the proper department. If you prefer a confidential resource, the Counseling Center will also be able to refer you to the appropriate department.

UNITED STUDENT GOVERNMENT (USG)

Mission: The United Student Government strives to create cohesion by providing advocacy and representation for the student body in particular, and the College community in general, and serves as the primary vehicle for the expression of the interests and concerns of the Moravian student body. The United Student Government also acts as the primary liaison between the student body and the faculty, staff, administration, alumni, and the larger College community.

Moravian's United Student Government (USG) is committed to providing undergraduates with many avenues through which their voices and viewpoints can be heard. USG is composed of twenty-one individuals in one governing body. The group consists of a President, Vice President, Club Ambassador, Public Relations Director, Treasurer and sixteen representatives. The President and Vice President run on a ticket together and are elected by the student body. The fifteen representatives are also elected by the student body. The Club Ambassador, Public Relations Director, Treasurer and Webmaster are all appointed by the President. Out of the fifteen representatives, a Parliamentarian, a Secretary and a Financial Administrator are elected from within. The organization meets weekly, and all full-time undergraduate students are encouraged to participate.

Additionally, USG allocates budgets and other resources to student-led clubs and

organizations, as well as supports activities on campus. Groups seeking USG recognition and support should contact usg@moravian.edu.

United Student Government strives to represent the student body and the Moravian community by addressing campus needs, facilitating student-centered programs, maintaining tradition and serving as a liaison between students and administration. Get involved in student government by running in the annual fall elections. Learn more at moravian.edu/usg.

MORAVIAN BOOK SHOP

Founded in 1745, the Moravian Book Shop is the oldest continuously operating bookstore in the country and home to the Moravian College student bookstore. For 273 years, booklovers near and far have looked to the Moravian Book Shop for its curated selection of books and iconic Moravian- and Bethlehem-themed gifts.

In addition to the historic location on Main Street, the warm, knowledgeable Book Shop staff has always provided visitors from our community and beyond with expert advice and exceptional customer service. To learn more, read [A brief history of the Moravian Book Shop](#): Among the oldest bookstores in the world.

Stop In And See Us!

MON–WED: 10 am – 6 pm

THURS–SAT: 10 am – 8 pm

SUN: 12 pm – 5 pm

428 MAIN STREET

BETHLEHEM, PA 18018

TEL: 610-866-5481

TOLL-FREE (USA)

1-888-661-2888

SHOP ONLINE

Historic Location

The Moravian Book Shop is located in the heart of historic Downtown Bethlehem at 428 Main Street among the beautiful downtown shops, restaurants, and across the street from the Hotel Bethlehem; just steps away from Moravian College's Priscilla Payne Hurd (South) Campus. The Moravian College student shuttle has a routine stop right on Main Street, and parking can be found on the street or in one of the nearby parking garages on Walnut Street or North Street.

Oldest in the Country

Founded in 1745, the Moravian Book Shop is located in the heart of historic Bethlehem, Pennsylvania and is the oldest continuously operating bookstore in the country.

What You'll Find

The Book Shop continues to offer its iconic book section that features indie best sellers, trade books, and select books highlighting the history of Moravians, Bethlehem, Bethlehem Steel, the Lehigh Valley and Pennsylvania. In addition, the Moravian Book Shop sells and buys back student textbooks. The Book Shop stocks Moravian College apparel and gift items, reference books, stationery and art supplies, greeting cards, candy, and health and beauty aids. The inventory also includes traditional Moravian- and Bethlehem-themed gifts and College faculty- and alumni-authored books.

Food & Beverages

The Book Shop plans to feature a cafe offering a menu including drinks, snacks, and lunch offerings. Check back here for more details in the near future.

Staying in the Moravian Family

After 273 years, the Moravian Church Northern Province was ready to remove themselves from this retail business and focus on supporting their 85 congregations. The Northern Province approached Moravian College in 2018 to purchase the Book Shop to continue its legacy and keep the beloved Book Shop within "the Moravian family." It was a natural fit for America's sixth oldest college to take over operations of the oldest book seller and ensure it serves students and the community for generations to come.

