

# MORAVIAN COLLEGE

*Course Catalog*

*2020-2021*

*Catalog Designed by:*

**Daniel  
Jenkins**



# TABLE OF CONTENTS

## *The College*

Mission  
History and Heritage; Accreditation and Compliance Statements; Affiliations  
The Moravian Campus

## *Student Life*

Student Handbook  
Student Life

## *Admission*

Admission and Financial Aid

## *Charges and Fees*

Tuition, Room, and Board  
Refund Policy

## *Educational Programs*

Glossary  
Degrees and Programs of Study  
Degree Requirements  
Learning in Common (LINC)  
Departmental Majors  
Minors  
Interdepartmental Majors  
Self-Designed Majors  
Double Majors  
Add-Venture Program  
Career Planning and Preparation  
Graduate Study  
Health Professions  
Honors Program  
Independent Study & Internship  
Moravian Theological Seminary

Peace Corps Prep Program  
Pre-Law  
Pre-Ministry  
Reserve Officer Training Corps (ROTC)  
Study Abroad

Teacher Certification  
Washington Semester

## *Academic Policies & Regulations*

Academic Code of Conduct  
Academic Advising  
Course Registration  
Attendance  
End of Term Policies  
Cross-Registration  
Auditing  
Grades and Quality Points  
Grade Change & Grade Appeal  
Repeating a Course  
Class Standing  
Academic Standing  
Transfer of Courses  
Credit by Examination  
Graduation with Honors  
Commencement Participation Policy  
Leave of Absence  
Withdrawal from the College  
Withdrawal by the College

## *Awards, Honor Societies*

Prizes and Awards  
Honor Societies

## *Academic Departments/ Programs*

Introduction  
Accounting  
Africana Studies  
Arabic  
Art  
Athletic Training  
Biochemistry  
Biological Sciences  
Chemistry  
Chinese  
Computer Science  
Dance  
Economics and Business  
Education  
Engineering  
English  
Environmental Studies and Sciences  
Forestry  
French  
German  
German Studies  
Greek

Health Sciences  
Hebrew  
Historical Studies  
History  
Interdisciplinary Programs  
International Management  
International Studies  
Italian  
Japanese  
Latin  
Management  
Mathematics and Computer Science  
Medieval Studies  
Modern Languages and Literatures  
Music  
Neuroscience  
Nursing  
Occupational Therapy  
Peace and Justice Studies  
Performance Creation  
Philosophy  
Physical Education  
Physical Therapy  
Physics and Earth Science  
Political Science  
Psychology  
Public Health  
Religion  
Russian  
Science Education  
Social Studies Education  
Sociology and Anthropology  
Spanish  
Speech-Language Pathology  
Theatre  
Women's Studies  
Writing

## *Directories, Calendar, Maps*

Board of Trustees  
Faculty  
Seminary Faculty  
Artist-Lecturers in Music  
Administration  
Athletics Staff  
Faculty and Staff Emeriti  
Committees  
Academic Calendar  
Campus Maps

# THE COLLEGE

## *The Mission of Moravian College*

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 (<https://www.aacnnursing.org/CCNE>). 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](mailto:info@msche.org) Spanish: [españolinfo@msche.org](mailto: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](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](http://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](mailto: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  
<https://www.aacnnursing.org/CCNE>

### *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

### *Commission on Accreditation of Athletic Training Education (CAATE)*

6850 Austin Center Blvd., Suite 100  
Austin, TX 78731-3184  
Telephone: (512) 733-9700  
www.caate.net

### *American Speech-Language-Hearing Association (ASHA)*

2200 Research Boulevard  
Rockville, MD 20850-3289 USA  
Telephone: (301) 296-5700  
www.asha.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:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. 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 **Accessibility Services Center** 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](mailto: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](mailto: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](mailto:admissions@moravian.edu). For concerns regarding programs, policies, or procedures at Moravian Theological Seminary, please contact (610) 861-1516 or [seminary@moravian.edu](mailto: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](mailto: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:

1. 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 the **PA Department of Education** website.
2. 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, the New American Colleges Consortium, 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 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 one dining facility (Clewell Dining Hall).

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.

# STUDENT LIFE

## STUDENT HANDBOOK

The Student Handbook website 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 website.

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**. All recognized student organizations (RSOs) are additionally accountable to the **Student Organization Code of Conduct**.
- **Residence Life and Housing Policies** apply to residents and their visitors. 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 formats. Tutoring, academic coaching, and writing assistance are available as well as appropriate accommodations for disabilities.
- **Parking policies** apply to all students.
- Logging into or otherwise connecting to the campus network implies acceptance of the institution's policies on acceptable use of **computing resources**.
- Email is the official mode of communication for the College and students are expected to check their College email account daily.
- Monitor your student account on **AMOS** to ensure you meet your financial obligations. Aid recipients are also expected to know and comply with the **rules governing financial aid**.
- 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:

- **COVID-19:** The public health situation related to COVID-19 has changed the way we go about our daily lives in dramatic ways. Because a lot remains unknown and scientists learn more as the days go on, our community will continue to adapt to the most recent safety guidance available. Expectations for community members will continue to be shared in campus-wide messaging and also will be reflected on the **Guide for Returning to Campus** page. Additional information related to COVID-19 will be catalogued **here**. All faculty, staff, students and visitors to campus are expected to familiarize themselves and stay up to date with the community expectations. Individual and community responsibility are paramount to keeping our campus a safe place to live and learn. Students who choose to ignore these expectations may be held accountable through the **Student Code of Conduct**.

- **Smoking Policy:** United Student Government created a new **Smoking and Vaping Policy** which is included in the Handbook. The policy extends the prohibition against smoking and vaping to within 45 feet of any building entrance.

- **Student Organization Code of Conduct:** A newly articulated **Student Organization Code of Conduct** was published for the 2020-2021 academic year. Recognized student organizations (RSOs) are still accountable to the **community standards** defined in the Student Code of Conduct but will now be subject to the procedures outlined in the new Code.

- **Equal Opportunity, Harassment, and Non-Discrimination:** **The College's Equal Opportunity, Harassment, and Non-Discrimination Policy** was published on August 14, 2020 and replaces the previous Sexual Misconduct, Harassment, and Non-Discrimination policies.

## Title IX Statement

Deep respect for others is fundamental to the Moravian College 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, disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws. In compliance with the requirements of Title IX, Moravian College does not discriminate on the basis of sex in its educational program and activity.

Concerns regarding all forms of discrimination, including sexual harassment and/or sex discrimination:

*Leah M. Naso*

Title IX Coordinator/Compliance Officer  
210 Colonial Hall  
Moravian College  
1200 Main St.  
Bethlehem, Pennsylvania 18018  
(610) 861-1529  
[TitleIX@moravian.edu](mailto:TitleIX@moravian.edu)

Concerns regarding gender and equity in athletics:

*Renee Hellert*

Associate Athletic Director (Deputy Title IX Coordinator)  
109 Johnston Hall  
Moravian College  
1200 Main St.  
Bethlehem, Pennsylvania 18018  
(610) 861-1531  
[hellertr@moravian.edu](mailto:hellertr@moravian.edu)

Concerns regarding the application of Title IX:

*U.S. Department of Education*

Office of Civil Rights  
100 Penn Square East, Suite 515  
Philadelphia, PA 19107-3323  
(215) 656-8541  
[ocr.philadelphia@ed.gov](mailto:ocr.philadelphia@ed.gov)



Report sexual harassment/sex discrimination online anytime (can be anonymous) at [www.moravian.edu/titleix](http://www.moravian.edu/titleix). Grievance procedures can be found in the institutional **Equal Opportunity, Harassment, and Non-Discrimination Policy** at [www.moravian.edu/policy](http://www.moravian.edu/policy).

## LIFE AT MORAVIAN

Welcome home, Greyhound! At Moravian College, we have all the resources you need to succeed academically and thrive socially. Let's get started—there's so much to do!

[READ THE STUDENT HANDBOOK](#)

## Campus Living

More than 65 percent of undergraduate students live on campus in traditional residence halls, suites, apartments, fraternity and sorority houses, townhouses, and more. Plus, there are a number of on-campus dining options for students on any schedule.

[RESIDENCE LIFE](#)

[DINING AND MEAL PLANS](#)

## Get Involved

Your inner go-getter is itching to get out and do something. And you can. Build houses—and connections—with Habitat for Humanity. Write an investigative journalism piece for the Comenian. Find your spotlight with the Theatre Company. And if you don't find something that catches your eye, start your own club!

### *Clubs and Organizations*

Join one (or more!) of Moravian's 80+ student run clubs and organizations.

### *Events on Campus*

Find events happening on campus and in the community.

### *Community Service*

Getting involved in the community at the local level will allow you to feel more connected to your new home.

## Services and Support

### *Health and Safety*

- Health Center
- Counseling Center
- Campus Police

[VIEW ALL WELLNESS RESOURCES](#)

### *Diversity and Inclusion*

- Office for Diversity, Equity and Inclusion
- Office of Spirituality and Inclusion
- Accessibility Services

[VIEW ALL DIVERSITY RESOURCES](#)

## Student Life Resources

The Division of Student Life strives to advance the educational mission of the College by recognizing, affirming, and promoting the development of the whole student in a campus climate that is at the same time challenging and supportive.

- Academic Support
- Accessibility Services Center
- Campus Police
- **The Center for Career and Civic Engagement**
- **The Center for Global Education**
- Counseling Center
- Event Management
- Dining & Meal Plans
- Greek Life
- Health Center
- Office for Diversity, Equity and Inclusion
- Office of Student Development
- Religious and Spiritual Life
- Residence Life and Housing
- Student Engagement

# ADMISSIONS

## *Undergraduate Admissions*

At Moravian College, we won't stand in your way. After all, we have a long history of being a little groundbreaking ourselves—and now it's your turn.

[REQUEST INFO](#)

[VISIT](#)

[APPLY](#)

## *Who do you want to be?*

Because Moravian College is here to help you reach your goals.

[FIRST-YEAR FRESHMAN](#)

[TRANSFER STUDENT](#)

[STUDENT VETERAN](#)

[INTERNATIONAL STUDENT](#)

Not sure where you fit? No problem. We like to think outside of the box anyway. Maybe you'll be interested in our **graduate programs**, **theological seminary**, or **adult education opportunities**?

## *Why Moravian?*

**It's all about the experience!** The opportunities here are life-changing—some may even say revolutionary. Here's a preview of what you'll experience as a Moravian College student:

- A **tech-friendly campus**: Every student receives a MacBook Pro and an iPad as soon as they deposit
- Personalized learning: We have an **11:1 student-to-faculty ratio** and average class size of 17 students
- **Classic college town**: Moravian is located in historic downtown Bethlehem, PA
- Lifetime support: Say hello to the **Center for Career and Civic Engagement!**
- **Global education**: Choose from more than 20 study abroad programs
- **Opportunities beyond the classroom**: Participate in research, civic engagement, scholarship programs, internships and more.
- A vast and active network: There are more than **17,900 Moravian alumni** across the world, ready to help you get a job

## Next Steps

### Academics

Choose from one of our 55 programs and majors or design your own academic course.

- **Majors and Minors**
- **Academic Opportunities**
- **Academic Advising**
- **Tutoring and Peer Learning**
- **Accessibility Services**

### Financial Aid

Our counselors are committed to making your private education affordable—set up a meeting.

- **Tuition and Fees**
- **FAFSA**
- **Net Price Calculator**
- **Scholarships**
- **Loans**

### Outcomes

Find out where our students end up after they graduate and how we can get you there too!

### Contact Us

We're here to help! Reach out to the Office of Admission with any questions you may have.

### Virtual Tour

# CHARGES AND FEES

## TUITION & FEES

### TUITION & FEES

### Tuition Refund Policy

Full-time undergraduate students who officially withdraw from the College are eligible for refunds of tuition charges as indicated in the schedule below. Specific withdraw deadline dates will be indicated for each standard Fall and Spring semesters each year on Moravian College's official Academic Calendar.

*Comprehensive Tuition and Fee Refund Schedule – Undergraduate DAY Program*

Date of Withdraw	Tuition Incurred	Tuition Refunded
1st Week (Drop/Add)	0%	100%
2nd Week	30%	70%
3rd Week	50%	50%
4th Week	70%	30%
After 4th Week	100%	0%

The above schedule only applies to full-time students OR part-time students [in the undergraduate day program] as of the last day to drop/add, and are based on the standard academic calendar for Fall and Spring semesters. Full-time students who fall below full-time status by dropping or withdrawing from a course after the drop/add deadline will not be eligible for any refund. Part-time students who withdraw from all courses after the drop/add deadline are eligible for a tuition refund based on the above schedule. In those circumstances the refund amount would be based on the official withdrawal date as determined by the Registrar's Office and Office of The Provost. If a part-time undergraduate day student (as of the last day to drop/add) withdraws from one or more courses in a standard fall/spring semester but are still concurrently enrolled in at least one class, those withdrawn courses are not eligible for a tuition refund.

*Non-Refundable Fees* (including but not limited to):

- Matriculation Fee
- Housing/Room Fee (see full policy at <https://www.moravian.edu/rh/policies-and-procedures>)

- Tuition Overload Fees
- Lab Fees (Chemistry, Biology, Physics, Art, etc.)
- Art Kit Fees
- Course Fees (Nursing, Music, Education, etc.)
- Private Lesson Fees
- Departmental Fees (Health Center Fees, ID Replacement Fees, etc.)
- Student Health Insurance
- Audit Fees
- Fines (Parking, Library, etc.)
- Technology Fee and Lab Fees are not refundable for students billed by credit hour or unit.

*Board Fee:* Board refunds will be granted on a prorated basis.

#### *Administrative Withdraw or Withdraw by College*

When a student has been withdrawn by the College for any reason after the semester begins, which may include Administrative Withdraw, suspension or expulsion from the College for disciplinary reasons, refunds are not available except for a pro-rated board refund and M-Flex. Further, if disciplinary action results in the loss of any College or College-contracted service for the student, no refund except pro-rated board is available, unless required by federal, state, or other regulations. Students withdrawn by the College or administratively withdrawn in-between semesters would be eligible for a refund tuition refund for an upcoming term.

#### *Tuition Refund Policy for Students Billed by Credit Hour or Unit*

Includes the following (but is not limited to):

- Undergraduate DAY Students enrolled in Winter or Summer Terms
- Graduate Students in Education, Business, or Nursing RN to BSN
- Adult Undergraduate or Adult Post-Bac Students
- Graduate Students in the Moravian Seminary Program
- DAT (Doctorate of Athletic Training) Program

Refunds for any course that is billed by unit or credit hour are calculated based on the official course withdraw date as indicated by the Registrar's Office. Students are responsible for following proper procedure for officially dropping/withdrawing from any course. Last date of recorded attendance will NOT be used as the date to determine the appropriate tuition refund amount for any course. Any course that operates in a standard 16 week fall/spring term will be held to the same tuition refund schedule as the Undergraduate DAY refund schedule. Class

schedules that operate in shorter duration will have 100% tuition refund through the scheduled drop/add period of that course. After the drop/add period, up to 75% of tuition would be refunded through the first 25% of the course length (based on number of days in the course). Once the student's withdraw date exceeds 25% of the scheduled length of the course, no refund will be given.

#### *Tuition Refund Policy for Cohort Programs*

Includes the following (but is not limited to):

- Accelerated Nursing Program
- M.S. Athletic Training
- M.S. Occupational Therapy
- M.S. Speech Language Pathology
- Doctor of Physical Therapy Program

Students who begin a semester/term have the first academic week of their program to withdraw and be eligible for a 100% tuition refund. After the first week of the term has concluded, the student would not be eligible for a tuition refund.

#### *Appealing the Tuition Refund Policy*

Students who formally withdraw from the College mid-semester or in the middle of a class session based on extreme hardship in the specific cases of medical illness, mental illness, injury, unforeseen life circumstances, or death of an immediate family member may appeal to have their tuition refunded for the term in question. Students who are called to active military duty or training are also eligible to appeal. Students who wish to appeal must provide their completed and signed **Tuition Refund Appeal Form** to the Director of Student Accounts detailing the reason for appeal, along with any supporting documentation that the student can provide. The Director of Student Accounts, in cooperation with an appeal committee and VP for Finance and Administration will review the student's case to determine the most appropriate course of action and any amount of tuition refund based on the circumstances. Students may not appeal the tuition refund policy for any other reason, including Administrative Withdraw or Withdraw by College.

The committee will not typically consider tuition refund appeal requests for the following reasons:

- Registering for the wrong course or having no knowledge of being registered
- Misinterpretation, lack of knowledge, understanding, or failure to follow official drop/withdraw procedures
- Non-attendance or minimal attendance in class
- Inadequate investigation of course requirements prior to registration and attendance
- Non-qualification of financial aid and/or scholarships
- Financial hardships

- Textbook, software, hardware, or technical difficulties
- Failure to meet course prerequisites
- Other personal errors in judgment involving transportation, childcare, availability of finances, academic ability, and time management

Students with unresolved student conduct allegations or incomplete student conduct sanctions will not be permitted to appeal. No request will be considered after the last date of classes in the succeeding semester (Fall or Spring) as published in the academic calendar, and the appeal must be initiated and submitted by the student. Any decision rendered by the Committee is final.

# 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.

**Certificate**, an organized and approved program of study leading to a stand-alone certificate; certificates can normally be completed in a year or less.

**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 undergraduate level equates to a minimum of 12 credit hours or 3 course units. 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. Note that the institution does not round GPAs, but rather truncates GPAs after the hundredths place in all case (term, cumulative, major, and minor)

**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.

**GPA, minor**, the average of quality points for all course units taken in the minor department, program or field, both required and elective. A minimum of five courses is required for the minor. A minor typically excludes the courses excluded for a major in the same field (see above).

**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.

**Modality**, the mode of delivery of a class (ex., online, in-person, hybrid). For more information, see Course Modalities below.

**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.

## Course Modalities

Moravian College offers courses in a variety of modalities, which express the degree to which the course is offered in-person (face-to-face) vs. online, as well as whether the course follows a normal 15-week semester calendar or is accelerated in some way. The following are some of the terms and definitions used:

**In-Person** – A course that is taken through face-to-face meetings on campus. Students will be expected to attend all in-person sessions on campus.

**In-Person with Classroom Connect** – A course that is taken through face-to-face meetings on campus but that allows some exceptions for students who cannot attend in person to attend through video conferencing (Zoom). Permission to attend through Zoom is required from the professor.

**Online Synchronous** – A course that is taken through an internet platform such as Moravian College's LMS, Canvas, with live, real-time video conferencing sessions on specific days and times. There are no in-person sessions. Faculty will

organize live, online sessions that students are expected to attend.

**Online Asynchronous** – A course delivered through an internet platform such as Moravian College's LMS, Canvas, with no live, real-time video conferencing sessions.

**Hybrid** – A course that is taken through both online and in-person sessions. Faculty will expect students to attend a mix of live online and in-person sessions, and the specific schedule of these will vary by course.

**Accelerated** - a course which is offered in fewer weeks than a normal 15-week semester.

Changes in modality of any course can occur, based on content, andragogy/pedagogy, health and safety, or other needs as determined by the instructor, department or institution. Changes in modality can occur with less than 24 hours' notice. Such changes may be temporary (e.g.: for a few days or weeks) or may carry for the remainder of the term.

## Credit Hour Policy

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

1. 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\*.

2. 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-**

3. (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*

1. service learning
2. field work or clinical hours
3. attendance at concerts, dramatic performances, poetry readings, lectures
4. viewing of films outside of class time
5. attendance at departmental colloquia
6. supervised problem solving sessions, e.g., supplemental instruction meetings
7. weekly group tutoring sessions or study/review sessions organized by the course instructor

8. writing conferences with faculty or a Writing Center tutor

9. advising sessions related to First-Year Seminar

10. participation in outside of class experiments

11. conducting science labs or experiments outside of class

12. group project meetings and/or group work outside of class

13. attendance at departmental student research presentations

14. participation in local or regional conferences

15. participation in community projects

16. field trips

17. organizing campus events as part of course requirements

18. library instruction outside of class

19. participation in electronic discussion boards, chat rooms, blogs, wikis, or other online assignments

20. participation in weekly conversation sessions in foreign languages outside of class time, including participation at meetings of the Spanish, French or German Clubs

21. participation in weekly discipline-based organizations or clubs, such as History Club or Tri-Beta

22. individual meetings with the instructor

## *Degrees and Programs of Study*

### **Art**

Art, B.A.

The following tracks are available:

Art Education

Art History and Criticism

Graphic and Information Design

Studio Art - Photography-Media Concentration

Studio Art

Art, B.F.A.

The following tracks are available:

Graphic and Information Design

Studio Art - Photography-Media Concentration

Studio Art

### **Biochemistry**

Biochemistry, B.S.

## Biological Sciences

Biology, B.S.

## Chemistry

Chemistry, B.S.

## Economics and Business

Accounting, B.A.

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, MBA

Master of Health Administration, MHA

Master of Science in Predictive Analytics, MSPA

Master of Science in Human Resource Management, MSHRM

## Education

Art Education (pre-K to grade 12 certification)

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

Early Childhood Education Special Education

Foreign Language Education (pre-K to grade 12 certification) in the following disciplines:

French

German

Spanish

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

English

General Science

Mathematics

Social Studies

English as a Second Language Program Specialist

Reading Specialist (pre-K to grade 12 certification)

Principal Certification

Supervisory Certification

On-Line Endorsement

Master of Art in Teaching, MAT

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.

## Global Religions

Religion, B.A.

## History

Historical Studies, B.A.

History, B.A.

**Integrative Studies** (Open to adult degree-completion students only)

Concentrations in:

Art

Business

English

History

Philosophy

## Mathematics and Computer Science

Computer Science, B.S.

The following tracks are available:

Computer Science

Data Science

Mathematics, B.S.

The following tracks are available:

Actuarial Science

Applied Mathematics

Pure Mathematics

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

Nursing, B.S.N.

Master of Science in Nursing M.S.N.

## Philosophy

Philosophy, B.A.

## Physics

Physics, B.A. or B.S.

Engineering (Cooperative), B.A.

Geology (Cooperative), B.S.

## Political Science

Political Science, B.A.

The following tracks are available:

Citizenship in Theory and Practice

Global Politics and International Political Awareness

## Psychology

Psychology, B.A.

## Public Health

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

### Rehabilitation Sciences

**Health Sciences, B.S.**

**Athletic Training, M.S., D.A.T.**

**Occupational Therapy, M.S.O.T.**

**Physical Therapy, DPT**

**Speech-Language Pathology, MS-SLP**

## Sociology & Anthropology

Sociology, B.A.

The following tracks are available:

General Sociology

Criminal Justice and Law

## Theatre

Performance Creation, MFA

## 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 and Certificates

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

Minors are also available in:

**Africana Studies**

**Anthropology**

**Art History**

**Dance**

**Environmental Studies**

**Ethics**

**Graphic Design**

**International Studies**

**Media Studies**

**Medieval Studies**

**Peace and Justice Studies**

**Photography**

**Psychology**

**Theatre**

**Women's, Gender and Sexuality Studies**

Certificates are also available in:

**Indigenous Studies**

## Self-Design Majors or Minors

Students may also self-design majors or minors. See **Self-designed majors for more information**.

## DEGREE REQUIREMENTS

The requirements for the baccalaureate degree are:

1. 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.

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

3. At the time of scheduled graduation, clearance of any disciplinary charges that have resulted in, or may result in, either expulsion or suspension.

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.

For students completing a minor or certificate, at least 50% of the minor or certificate must be completed in letter-graded courses taken at Moravian College.

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 20 course units (80 semester hours of credit) will be accepted in transfer from accredited 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. Students who successfully complete an A.A., A.S. or B.A. or B.S. degree prior to enrolling at Moravian College are exempted from completing Learning in Common, with the exception of a U1 or U2 course, which must be completed in a letter-graded course at Moravian College. All other 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, etc.

*Students transferring into graduate programs from another accredited graduate program may transfer up to 25% of their degree program, depending on external licensing and accreditation requirements. Courses earning grades of B or better are eligible for transfer, in accordance with discipline-specific transfer guidelines. Programs which lead to professional licensure often will not permit transfer of courses at the graduate level.*

## 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. 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](mailto: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, 111, 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; or

Attain a score of 4 or better on the Advanced Placement Examination in any modern language before entering the College (for which the student will receive one unit of course credit); or

Attain a score of 14 or higher on the NYU language exams. Credit awards are based on minimum scores. NYU offer exams in over 60 languages. Credit for NYU language tests will be given as follows: 1 unit (4 credits) for the 12 point exam and 2 units (8 credits) for a 14 point exam.

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

Attain a score of 600 or higher on the Modern Language Achievement Test of the CEEB (no course credit given); or

For students not exempted from study of a foreign language, the Department of Modern Languages and Literatures 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 Department of Modern Languages and Literatures 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 Big Band

Moravian College Choir

Moravian College Community Orchestra

Wind Ensemble

## 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.

## *Declaration of Departmental 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 Director of Academic Advising.

To declare a major, students must complete the AMOS declaration process. While first-year students enter the College as Undeclared, they may complete the declaration process starting in the Fall of their first year.

## Programs of Study

### MINORS

The minor at Moravian College consists of at least five letter-graded course units from a department outside the student's major. In many cases, departments specify certain courses that must be included in a minor. These are listed in the descriptions of the respective departments. At least three of the course units must be taken for a letter grade at Moravian College (or through cross-registration at LVAIC institutions), and must include at least two course units above the 100 level. Students must have a 2.00 GPA in all selected course units in order to graduate with a 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.

## 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 will determine if credits from the previous degree may be applied to the new program; up to a maximum of 50% of those credits may apply to 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.

Students must complete the double degree within seven years of the first course in the program; exceptions on the time limit may be granted by the appropriate graduate program director. Students who have already completed a master's degree at Moravian College who wish to use this policy towards a second master's degree must have earned the first degree within three years of applying to the second degree program; exceptions on the time limit may be granted by the appropriate graduate program director.

## **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.*

## **CAREER PLANNING AND PREPARATION**

The Moravian College Center for Career and Civic Engagement 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 Center for Career and Civic Engagement 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.

## HEALTH PROFESSIONS

The Office of Health Professions Advising prepares students for professional school application through guidance with pre-professional health curriculum, admissions test preparation, co-curricular activity involvement and application competitiveness. The advising and services provided by the office will prepare highly qualified, confident and knowledgeable pre-professional health students for admission to professional health programs.

The office focuses on developing personal and professional competencies which are heralded by the **Association of American Medical Colleges**. Moravian's pre-professional health advising tracks are not an academic major or minor, but are rather a combination of career development advising coupled with a set of predetermined courses that are widely accepted across the nation for admission requirements.

For more information about how to access Health Professions Advising please visit **Health Professions Advising**.

## 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.

## 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.

## 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](http://www.moravianseminary.edu).

## PEACE CORPS PREP PROGRAM

Students who wish to earn a certificate for the "Peace Corps Prep Program" may do so at Moravian College. (NOTE: Students in certain large, sequential programs may find it difficult to complete LINC, their major, and the PCPP requirements in a normal 4-year time frame.)

There is significant overlap between the PCPP requirements and LINC options. Students in the PCPP are encouraged to pursue such double dips whenever possible. Courses taken in fulfillment of the PCPP certificate may also be used in fulfillment of a major or, minor, or certificate.

In applying to the Peace Corps Prep Program, students identify one of the follow sectors in which they would like to serve:

Education

Health

Environment

Agriculture

Youth in Development

Community Economic Development

Students choose their coursework based on the sector in which they wish to serve. Please visit the **Peace Corps Prep Program webpage** for more information, or consult with Professor Kin Cheung, academic advisor for the program, or Ms. Christina Crawford, program director.

## PRE-LAW

No single major is exclusively appropriate for pre-law students. Students should choose a single major, double major or a combination of major and minor that interests them most and requires rigorous critical thinking, reading, and writing. Traditionally, majors in Political Science, History, Sociology, Economics, Philosophy, and English have been the choices of pre-law students. However, an increasing number of students in Languages, Mathematics, Public Health, 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 critical experiences that are highly recommended for students in their preparation for future legal studies.

1. A class in Philosophy that includes rigorous logical reasoning, such as PHIL 110 Introduction to Logic: Critical Thinking or PHIL 220 Advanced Logic: Sentential and Predicate Logic.
2. Shadowing a lawyer. The College has a list of over 100 Moravian alumni who are lawyers and ready to offer shadowing opportunities.
3. LSAT Preparation course. Contact the Director of the Pre-Law Program, Dr. Heikki Lempa, for different opportunities.

## Special Admission Programs to Law Schools

Moravian College has special early admission agreements with Rutgers Law School and Widener University Delaware Law School. We have a 3+3 program with both law schools. They are designed for incoming freshmen students to make them eligible to transfer to these laws schools after three years at Moravian. The acceptance to the 3+3 program does not guarantee admission to the law schools but a set of additional criteria has to be met. We also have an Express or Guaranteed Admission Program with Widener for those students who fulfill all the degree requirements at Moravian and then continue at the Law School. A set of criteria has to be met to get admitted to the Widener Law School.

A student interested in careers in law should speak with the Director of the Pre-Law Program, Dr. Heikki Lempa, as soon as possible. He is glad to answer any questions about the program or general preparation for law school.



## PRE-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.

## 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.

### Moravian College ROTC Program

## STUDY ABROAD

To learn more about Moravian College's Study Abroad program, please visit: <https://www.moravian.edu/center-global-education/global-programs>.

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.

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. For example, a student who earns 6 ECTS credits will receive 3 US credits or 0.75 Moravian College units for successful completion of those credits.

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**.

## 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.

## TEACHER CERTIFICATION

Moravian College offers teacher certification programs in the following areas of secondary education (grades 7-12 unless otherwise noted): biology, English, French (K-12), general science, German (K-12), mathematics, 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 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.

## **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. To be eligible to apply, students must have completed at least 12 units of credit, including one full term at Moravian, have a cumulative GPA of 2.7 or above, and complete an interview with the Moravian representative to the program. Once approved, the students will apply for the program via the Washington Semester at American University website.

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.

Dr. Daniel Jasper, Dean of the School of Arts, Humanities, and Social Sciences currently serves as the Moravian representative.

# **ACADEMIC POLICIES & 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.

The sections that follow outline key academic policies and regulations. Please note that appeals of academic policies and issues (including, but not limited to, the specific policies stated below) are heard by the Academic Standards Committee, through the associate provost. Decisions of the Academic Standards Committee can be appealed to the provost and dean of the faculty. The president of the College does not hear appeals except where (1) new evidence is uncovered after the review by the provost and dean of the faculty; or (2) where the student making the appeal has concerns about procedural issues during the appeals process. Appeals of academic policies and issues must be made by the student on his/her own behalf; appeals may not be submitted by a parent, legal guardian, or attorney on behalf of a student. Appeals to the president must be submitted in writing.

## **RECORDING IN CLASS**

Students are not permitted to record a class by any means without prior express authorization of the faculty member. Unauthorized recording may be deemed a violation of the Student Code of Conduct.

## **ACADEMIC CODE OF CONDUCT**

Academic integrity is the foundation on which learning at Moravian College and Moravian Theological Seminary is built. Students are expected to perform their academic work honestly and fairly. In addition, students should neither hinder nor unfairly assist the efforts of other students to complete their work successfully. Institutional expectations and the consequences of failure to meet those expectations are outlined below.

In the policy below, "the Committee" refers to the Academic Standards Committee for undergraduate and graduate students and faculty in the School of Arts, Humanities and Social Sciences or the School of Natural and Health Sciences; "the Committee" refers to the "Admissions and Standing Committee" for students and faculty in Moravian Theological Seminary.

In an academic community, students are encouraged to help one another learn. Because no two students learn in exactly the same way or absorb exactly the same things from a lecture, students are encouraged to study together. The boundaries on what is or is not acceptable work may not always be clear; thus, if at any point in academic work at Moravian, students are uncertain about their responsibility as scholars or about the propriety of a particular action, the instructor should be consulted. Students can violate the academic code of conduct without intending to do so; it is therefore important that

they familiarize themselves with both institutional definitions and expectations (as defined in the policy below) as well as departmental, program, and instructor expectations. The Committee does not consider intent when reviewing alleged violations of policy.

## **RESPECT FOR ACADEMIC HONESTY**

Failure to respect academic honesty includes but is not limited to:

**Plagiarism**

**Cheating**

**Helping or hindering others**

**Falsification**

**Violations of copyright law**

**Damage to academic resources**

This list is not to be considered complete but rather covers the most common areas of concern. In general, students should be guided by the principles as described here.

### **Plagiarism**

Plagiarism is defined as the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students.

An "outside source" is any work (published or unpublished) composed, written, or created by any person other than the student who submitted the work. This definition is adapted from *Napolitano v. Princeton*, which established the accepted legal standard.

All work that students submit or present as part of course assignments or requirements must be their own original work unless otherwise expressly permitted by the instructor. This includes any work presented, in written, oral, or electronic form or in any other technical or artistic medium. When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks (or otherwise marked appropriately) and accompanied by proper citation, following the preferred bibliographic conventions of the department or instructor. It is the instructor's responsibility to make clear to all students in the class the preferred or required citation style for student work. Ignorance on the student's part of bibliographic convention and citation procedures is not a valid excuse for having committed plagiarism.

When writing creative or research papers in a foreign language, students may not use electronic translation services. Utilizing such tools without express permission of the instructor constitutes plagiarism. The use of electronic dictionaries for single-word inquiries or short idiomatic expressions is

permissible at the discretion of professors in the Department of Modern Languages and Literature.

Students may not present oral or written reports written by others as their own work. This includes incorporating formal lecture notes written or dictated by someone other than the student.

Students may not use writing or research obtained from a term-paper service or purchased from any person or entity, unless they fully disclose such activity to the instructor and are given express permission. They may not use writings or research obtained from any other student previously or currently enrolled at Moravian or elsewhere or from the files of any student organization unless expressly permitted to do so by the instructor.

Students may not submit or present work prepared in whole or in part to fulfill course requirements for more than one course, unless expressly permitted to do so by all instructors involved. This includes work submitted for courses at other institutions as well as in previous semesters at Moravian College or Moravian Theological Seminary.

Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. For work in electronic form, they may be asked to keep all intermediate drafts and notes electronically or in hard copy until final grades are given. All such materials must be available for inspection by the instructor at any time.

### **Cheating**

Students may not submit homework, computer solutions, lab reports, or any other coursework prepared by, copied from, or dictated by others (either inside or outside of the institution). If the student is employing the services of a tutor (whether from the campus community or elsewhere), the tutor may not prepare the student's work for class.

Students may not provide or receive unauthorized help in taking examinations, tests, or quizzes, or in preparing any other requirements for a course. Such restrictions are illustrated by but not limited to the following:

Using unauthorized material in an examination, test, or quiz.

Using notes in any form, regardless of who prepared them, unless authorized by the instructor.

Using calculators or any other electronic devices unless authorized by the instructor. The instructor has the right to insist that electronic devices must be turned off, put away, or collected until the conclusion of the assessment.

Using e-mail or text-messaging during any exam without the permission of the instructor.

Stealing, using, or transmitting in writing, electronically, or verbally, actual examinations, tests, quizzes, quiz banks, or portions thereof prior to, during, or following an exam.

Reading or observing another student's work without that student's consent and the instructor's consent, whether that work be on paper, in electronic form, or in any other medium.

Sharing of electronic documents or notes during the exam, including during take-home exams, without prior permission of the instructor.

Soliciting or using a proxy test-taker or acting in that capacity.

Posting to a public or private website any course materials without the instructor's permission.

## Helping or Hindering Others

Students may not tamper with, damage, or otherwise hinder the work of others to complete their own assignments.

Students may not collaborate during an in-class examination, test, or quiz, or work with others on out-of-class assignments, exams, or projects unless expressly allowed or directed to do so by the instructor. If students have any reservation about their participation in any out-of-class assignments, they should consult with the instructor.

## Falsification

Students may not offer a falsified excuse for an absence from an examination, test, quiz, or other course requirement, directly or through another source. Students may not falsify an excuse for an absence from class, even when there is to be no graded assessment on that day.

Students may not falsify laboratory results, research data, or results. They may not invent bibliographical entries for research papers or handouts. They may not falsify information about the date of submission for any coursework.

## Violation of Copyright Law

In the preparation of course, program, or degree work, students are directed to comply with the copyright law of the United States (Title XVII, U.S. Code, available in Reeves Library). Violations of copyright law and of regulations regarding the use of copyrighted material for educational purposes are violations of this policy.

Students may not copy print or non-print media or download copyrighted files (including music) from the Internet beyond accepted norms. Reeves Library staff should be consulted concerning U.S. copyright policies on "fair use" for educational purposes.

## Damage to Academic Resources

Damage to or abuse of library, media, computing, or other academic resources is prohibited by the laws of the Commonwealth of Pennsylvania.

## ***FILING OF VIOLATIONS OF THE ACADEMIC CODE OF CONDUCT***

Any student currently enrolled at the institution may be charged with a violation of the Academic Code of Conduct, even where the violation is not tied to a specific course. Alleged violations of the Academic Code of Conduct are normally submitted by a faculty member and are generally tied to a specific course. However, the initial suspicion of a violation may be identified by anyone on campus, from other students to other faculty/

advisors, to members of the administrative or support staff; such suspicions should be brought to the course instructor or vice provost. When charges are tied to a specific course, the penalty is decided by the instructor, in accordance with the consequences listed below. When the student is charged without tied to a specific course, the Academic Standards Committee can determine the penalty or may refer the case to Student Development for potential adjudication in accordance with the Student Code of Conduct. Students, faculty, or staff who bring forth charges may not do so anonymously if they wish for the charge to be processed and potentially adjudicated, through they may make their initial conversation with a faculty member private and confidential.

## ***PROCEDURES FOR AND CONSEQUENCES OF VIOLATING THE ACADEMIC CODE OF CONDUCT***

An instructor who suspects a student of violating the academic code of conduct with regard to an assignment, requirement, examination, test, or quiz will consult with the department chair or another full-time faculty member in the department, using a blind copy of the work in question, to verify the violation. If they agree that a violation has taken place, the instructor will, in almost all cases, assign either a grade of 0 to the work in question or a failing grade in the course in which the violation occurred. In cases of plagiarism, the instructor can request to the Academic Standards Committee that the student be allowed to redo an assignment for a lesser grade (but not zero), for educational purposes. The Committee can decline to allow this lesser penalty without disclosing their reasons. This path does not prevent the student from submitting an appeal of the charge through the normal processes.

The instructor may recommend that the Academic Standards Committee consider suspension or expulsion, if the instructor and the chair feel that the circumstances of the alleged violation are particularly egregious or if professional standards in a program leading to licensure or other professional credential have been violated. The Academic Standards Committee is not bound by this recommendation, but will take it under advisement and require a hearing with the student who has been charged.

The student must be informed in writing (which may be via email) of the alleged violation and penalty; and a copy of this memo must be sent to the vice provost or (for students in Moravian Theological Seminary) to the Dean of the Moravian Theological Seminary. A message within the course management system is not sufficient. A record of the violation will be kept in the Office of the Provost (or Seminary Dean's Office, with a copy in the record of the Office of Vocation and Enrollment). In alignment with the Student Code of Conduct, these records are considered part of a student's educational record as defined by the Family Educational Rights and Privacy Act (FERPA) and may be released in certain circumstances as allowed by that law. The College will comply with requests for release of these records in accordance with FERPA when a current or former student seeks admission to another institution of higher education or for employment for a period of seven years following a student's last date of attendance for most cases and indefinitely in cases involving

suspension or expulsion. Students may petition the Academic Standards Committee to have their records sealed, so that a prior violation is not reported to prospective employers or graduate/professional schools; however, the decision as to whether or not to seal such records lies with the Academic Standards Committee. Requests to have records sealed will not be accepted until at least one calendar year has passed since the incident has been reported; requests to seal records will not be granted where the resulting penalty was suspension or expulsion. Students may request to have a single incident sealed, but requests involving multiple incidents will not be granted. Although a student's records would be effectively sealed, the student needs to be aware that there are some situations where the student might apply for a job or for admission for additional education (e.g., grad school, law school) and that institution requires records be shared, even these sealed ones. In these cases, Moravian College will not share your records without the student's permission, but the student must realize that they may not be eligible for that position without allowing that institution access to these records. In other words, if they don't give permission in those cases where the institution or employer requires access to these records, the student may need to rescind your application to that institution or could expect that their application for admission or employment might not be accepted.

The institution strongly recommends that any finding of academic impropriety be disclosed to the student's faculty advisor, to assist the student in understanding the implications of the finding and to assist the advisor in counseling the student. The vice provost or Seminary dean may notify the advisor without specific permission from the student, in compliance with FERPA.

Accusations of violations of the Academic Code of Conduct must be presented to the vice provost or Seminary dean by the end of the drop/add period of the subsequent spring term (for violations related to fall term courses) or within 30 days of the end of the spring term or summer term (for violations related to spring term courses or summer term courses, respectively). In the event where a violation was discovered when a student was initially awarded a grade of incomplete, accusations of a violation of the Academic Code of Conduct must be presented to the vice provost or Seminary dean within 30 days after all work for the course has been submitted. No charges may be brought after that date.

For students in accelerated or cohort-based programs, faculty members have three weeks from the end of a term to present charges of code of conduct violations. Students have 30 days from the time of notification of the alleged violation to file an appeal. Students in these situations may continue in the program until the appeal has been reviewed and a course of action determined by the Academic Standards Committee. Should the student wish to appeal decisions of the Academic Standards Committee, the student may continue in the program until the appeal has been heard and the student has been notified of the decision. Students who are subject to program dismissal or institutional suspension or expulsion may remain in the program until they are notified that their appeals are complete and given a date of dismissal, suspension or expulsion. Students in this situation are not eligible for refunds of any tuition paid up to the date of their separation from the institution.

If a student is charged with a violation of the code of conduct in the last term of study and faces possible course failure, suspension, or expulsion as a result, the Academic Standards Committee may instruct the registrar to withhold the student's diploma and delay conferral of the degree until the case is adjudicated.

A faculty member who wishes to impose a penalty other than course failure or assignment failure must confer with the vice provost or Seminary dean before notifying the student of the penalty.

Graduate students who are charged with a violation of the academic code of conduct may face suspension or expulsion for a single offense. The decision to expel will be made by the Academic Standards Committee, but will be informed in part by a recommendation by the appropriate graduate program director.

Students wishing to appeal either the charge of a violation of the academic code of conduct or the penalty are encouraged to first consult with the faculty member. If they wish to pursue an appeal, students should meet with the department chair or program director. To seek an appeal beyond this, students should do so in writing to the Committee. Student appeals must be filed within 30 days of the instructor's filing of the violation. The faculty member will be asked to explain in writing the charge and circumstances surrounding it. Letters from material witnesses may be submitted by either the faculty member or the student, but letters in support of the student's character will not be accepted or considered by the Committee.

Students charged with a second violation of the Academic Code of Conduct will be referred automatically to the Committee after the faculty member assigns the initial penalty. As with student appeals of charges or penalties, the faculty member and the student in question will submit a written explanation of the situation. If the charge is found to be valid, the committee will determine whether the penalty was sufficient and reasonable. At this point, the student could be suspended or expelled.

If the Committee determines that suspension or expulsion is reasonable and advisable, the student will be informed of this action in writing. If an appeal is requested, a formal hearing will be held. No parents or friends may be present. Material witnesses will be asked to submit testimony in writing and may be asked to testify in person. No character witnesses or written statements from such parties are permitted. Students may consult with their academic advisor in preparing an appeal or defense before the Committee. The provost may elect to hear appeals of suspensions or expulsions. Once the process (including appeals) for suspension or expulsion is finalized, the student's transcript is updated to show suspended or expelled, as appropriate.

In the event of a third charge, the case will be automatically referred to the Committee for a formal hearing, following the procedure described above. Should the committee determine that a student has violated this code of conduct for the third time, the result is typically immediate expulsion; for students at Moravian Theological Seminary, this action occurs without the necessity of a Seminary faculty vote. Students wishing to appeal must make their request in writing. Appeals of an expulsion or suspension must be received by the provost within five class

days of receipt of the original hearing verdict. The provost shall evaluate the written appeal so as to determine whether grounds exist. Once the process (including appeals) for suspension or expulsion is finalized, the student's transcript is updated to show suspended or expelled, as appropriate.

Any member of the Committee who feels he or she has a conflict of interest in reviewing the case must be recused from discussion and voting. For a case to be reviewed, a simple quorum is required. If more than two faculty or administrative members of the committee recuse themselves from deliberations, the vice provost or Seminary dean will appoint ad hoc replacements from the faculty to review the case.

Undergraduate students may not withdraw from a course in which they have been charged with a breach of this policy, except with the instructor's written permission, and only if the charge has been filed prior to the last day to withdraw from any course. Dropping the class does not invalidate the charge of misconduct. If the charge is overturned by the Committee, the student may choose to withdraw with a W from the course without assessment of a late fee. In this event, no refunds of tuition are granted.

## ***CONSEQUENCES OF CHARGES AFTER CONFERRAL OF THE DEGREE***

If a faculty member uncovers evidence of an academic dishonesty committed by a student who has already received a degree, the student will be marked as ineligible for admission to any graduate programs offered by the institution, pending a review of the case. The charge is kept in the records of the Office of the Provost and may be reported to employers or other higher education programs, as per policy above. Students will be notified by the vice provost of the charge so that they have the right to appeal.

## ***STUDENT RIGHTS WITH REGARD TO VIOLATIONS OF THE ACADEMIC CODE OF CONDUCT***

Students have the right:

To have the alleged violation and penalty described in writing.

To see the evidence of the charge collected by the faculty member.

To discuss with the instructor the alleged violation and penalty, though official appeals of charges may only be adjudicated by the Academic Standards Committee.

To know all of the names of the persons accusing them of violations of the academic code of conduct.

To review all material submitted to the Committee before it makes its determination. Response to the material may be made orally or in writing. If the instructor provides a written response to the student's appeal, the student may view that response and provide one additional submission to the committee, if the student chooses to do so.

Within one month of the filing of the alleged violation, to

appeal in writing the alleged violation or penalty to the Committee.

To receive assistance from the academic advisor in preparing an appeal to the Committee. In addition, members of the current student body and current full-time employees may assist the student in preparing an appeal or defense.

To receive a decision from the Committee within a reasonable time.

To have all record of the alleged violation removed from the student's file in the event of an acquittal.

To have at the hearing a member of the faculty, administration, or student body to provide support to the student but not participate in the proceedings. Individuals other than those listed above (including but not limited to family members and attorneys) will not be admitted.

To appear in person and present information on their own behalf, to call witnesses, and to ask questions of anyone present at a hearing. In determining the validity of and responsibility for the alleged violation, the Committee will permit witnesses of fact but not character.

To refuse to answer or make a statement. Decisions will be based on the available evidence.

To elect not to attend a hearing, without penalty, in which case the hearing will be conducted in students' absence with the evidence available, and decisions will be based on that evidence.

To request that a previous record of a charge be sealed; for legal reasons, however, the institution may be obligated to report sealed charges.

To receive written documentation of the outcome of a hearing and any sanctions imposed.

To request an appeal of the process of any hearing by the Committee. Appeals will be heard by the provost, who will determine whether proper procedures have been followed and return the case to the Committee if appropriate. Appeals to the provost must be submitted in writing within 2 weeks of receipt of the decision of the Academic Standards Committee.

## ***FACULTY RIGHTS WITH REGARD TO ALLEGATIONS OF VIOLATIONS OF THE ACADEMIC CODE OF CONDUCT***

The faculty member filing the violation has the right:

To have the chair or other faculty member present in meetings with the student.

To confer with the vice provost or Seminary dean on an appropriate penalty for the alleged violation.

To negotiate with the vice provost or Seminary dean an alternative penalty if the instructor feels there are mitigating circumstances.

To submit to the Committee any materials relevant to the decision.

To review in a timely fashion the student's written appeal and respond in writing to the Committee before the case is reviewed, as well as to review any subsequent response provided by the student to the instructor's response cited above. (At this point, there is no further "back-and-forth" with review of materials between the instructor and student.)

To be apprised of the Committee's decision.

## ACADEMIC 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.

**Academic Advising Webpage**

## COURSE REGISTRATION

Students register, online, via AMOS (student portal) during predetermined registration dates/times.

It is undergraduate students' responsibility to consult their faculty advisor and secure "registration clearance" (granted by the advisor, through AMOS). Undergraduate students normally take four (4) course units in the Fall and Spring terms. 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

## COURSE OVERLOAD

With an advisor's approval, a student with at least sophomore standing (6.75 local earned units) and a 3.0 cumulative GPA at the time of request, may schedule a course overload in the Fall or Spring term on AMOS. The requested course for overload must be open at the time of request. Students are not permitted to enroll in more than 5 units in any single term.

Students who meet the standing and grade requirements for overload will not be charged additional tuition for their first overload unit in any given academic year. Any enrollment beyond 9 units in an academic year for Fall and Spring term will be subject to additional tuition charges and fees.

Credit earned for English Tutorship, Amrhein Investment Club, LeaderShape, ROTC and Emerging Leaders are excluded from this restriction.

## COURSE ADD/DROP OR WITHDRAWAL

The Add/Drop period and official withdrawal deadlines are specified on the **Academic Calendar** for each term and **Tuition Refund Policies** apply. No course may be added after the add/drop period. Dropped courses do not appear on the official transcript. All course withdrawals will appear on the student's official transcript and carry a designation/final grade of W or WF.

It is the student's responsibility to contact the Financial Aid Office to verify the effect that any change in course load will have on financial-aid eligibility.

Note that students in a cohort program may not drop a single course, but may only withdraw from all classes in a given term, in consultation with the program director/advisor.

## Physical Location Policy

Due to federal and individual state regulations, Moravian College is limited in providing online courses and programs to students in certain states and countries. Acceptance into an online program or enrollment in an online course is based on where the student is physically located while taking the course(s). Activities such as completing clinical and internship requirements in a location outside of Pennsylvania are also governed by these regulations. Therefore, should an enrolled student CHANGE PHYSICAL LOCATION, he/she must notify the Registrar's Office and Program Director at least 3 months in advance. Dependent on the new location, Moravian College may or may not be able to allow the student to continue taking online courses or approve clinical or internship placements.

## Course Modalities

Moravian College offers courses in a variety of modalities, which express the degree to which the course is offered in-person (face-to-face) vs. online, as well as whether the course follows a normal 15-week semester calendar or is accelerated in some way. The following are some of the terms and definitions used:

**In-Person** - an in-person course is delivered in face-to-face meetings on campus.

**In-person with Classroom Connect** - an in-person course with classroom connect is delivered simultaneously in face-to-face meetings on campus and through Zoom. The majority of seats are available in the in-person section and 3-4 seats in the classroom connect.

**Online Synchronous** (may contain some asynchronous components) - an online synchronous course is delivered through an internet platform, such as the College's LMS, Canvas, with live video conferencing, real-time sessions on

specific days and times.

**Online Asynchronous** - an online asynchronous course is delivered through an internet platform, such as our College's LMS, Canvas, with no live video conferencing, real-time sessions.

**Hybrid** - a hybrid course is delivered using both online and in-person components.

**Accelerated** - a course which is offered in fewer weeks than a normal 15-week semester.

Changes in modality of any course can occur, based on content, andragogy/pedagogy, health and safety, or other needs as determined by the instructor, department or institution. Changes in modality can occur with less than 24 hours' notice. Such changes may be temporary (e.g.: for a few days or weeks) or may carry for the remainder of the term.

## ATTENDANCE STATEMENT

Attendance means more than simple physical presence in the classroom, but encompasses academic engagement as appropriate for the course: online discussions, conferencing technology, field experiences, etc. Students should refer to the course syllabus for an explanation of how they are expected to demonstrate appropriate academic engagement.

All students are expected to regularly demonstrate academic engagement within each of their classes.

## VERIFICATION OF CLASS ENROLLMENTS

At the beginning of each term, students must demonstrate academic engagement during the add/drop period or have the class dropped from their schedule. Exceptions to this policy must be approved through the Provost's Office. Students who are requesting an exception should contact the Dean of Student Success.

## ATTENDANCE AND IMPACT ON GRADES

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. In many classes (e.g., seminars, laboratories, studios, physical education, clinicals), participation in class constitutes a substantial part of the work of the course. Faculty should clarify how students are expected to demonstrate their academic engagement (whether physically in a class, virtually through conferencing, etc).

NOTE: In the Summer of 2020, faculty engaged in discussion about providing flexibility for students to continue their coursework even when they cannot attend the class. In classes that require the physical presence of students, faculty should work with students who are unable to be physically present to determine whether and how students can academically engage with the course even while they are not able to physically attend a class session.

Students with "Academic Flexibility" as an ADA accommodation will work with the instructor to determine whether and how any relevant attendance requirements may need to be

adjusted. The instructor and the student may consult with the Accessibility Services Center, as needed.

Throughout the semester, if absences occur, it is the student's responsibility to make up the work missed. Permission to make up laboratory assignments, studios, quizzes, exams, and other such assessments are granted at the discretion of the instructor. As a matter of courtesy, whenever students find it necessary to be absent from class, they should inform the instructor as soon as possible and remain in consistent communication with the instructor to ensure all missed work is appropriately addressed and/or completed.

## PLANNED ABSENCES

If a student expects to be absent for any of the following reasons, they must inform the faculty member as soon as possible in writing, ideally in advance of the class meeting itself. If a student reports that they will be absent for one of these reasons, the faculty members are then expected to work with the student to provide alternate arrangements for these students to demonstrate academic engagement:

Travel considered part of the instructional program of the college (e.g. field trips, research experiences)

Travel as part of a team or group that is representing the college (e.g. public performances, conference presentations, NCAA competitions)

Jury duty or other official civil service (such as National Guard duties or voting)

Religious observances

Family emergencies (such as caring for a family member who is ill)

Attendance at funeral services for immediate family members

## ABSENCE DUE TO HEALTH CONCERNS

Students may not be able to attend class due to health concerns. In such a case, the student must notify the faculty member as soon as possible, ideally in advance of the class meeting. In turn, the faculty member should work with students to provide alternate methods for the student to demonstrate their academic engagement. Faculty should note that documentation may not be available (e.g. if the student has a migraine, they may not be able to provide documentation to support a claim). Typically, the Health Center cannot provide "excuse notes" for illness of students not in their direct care.

The Health Center, Moravian athletic trainers or team physicians, the Accessibility Services Center, or the Office of Student Success may provide notification through Momentum of student absences due to health concerns. If a student will be absent for an extended period (typically more than three days), they should work with the relevant office to ensure communication with instructors and develop a plan to address issued assignments/assessments.

In the event of certain outbreaks (e.g.: mumps, COVID-19, influenza), students are expected to follow the guidance from the Health Center about leaving their residence or physically



attending class. Students who receive instructions from the Health Center that they cannot physically attend class should inform their instructors as soon as possible. Faculty are expected to make every effort to provide alternate methods for these students to demonstrate their academic engagement with the course.

If a student will be absent for an extended period for a documented health reason, they can share that documentation with the relevant office listed above, who can then confirm to instructors that such documentation has been received.

## **ADMINISTRATIVE WITHDRAWAL**

Prior to the announced last day for students to withdraw with a "W," instructors may request an administrative withdrawal for a student who has failed to engage academically with their course for a period of three consecutive weeks or more. The request must be submitted to the Registrar's Office. The Registrar will then consult with the Dean of the relevant school and the Dean of Student Success regarding 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 Student Accounts Office and Financial Aid will make appropriate adjustments to the student's account for said term. International students who would change to part-time status due to this policy will be referred to the Center for Global Education before action is taken.

## **INDIVIDUAL CLASS CANCELLATIONS**

Faculty are expected to post any class cancellations using the Class Cancellation Portal on AMOS. Students should note any such changes to class meetings.

### **Changes in Class Format**

Faculty are expected to notify students through the course's Canvas shell whenever there is a change in format (for example, moving to an online class, even for a single class meeting).

## **INCLEMENT WEATHER**

The College may be closed to certain on-campus activities, including in-person classes as a result of inclement weather.

Under such conditions, faculty are encouraged to use appropriate online alternatives, rather than canceling a class, whenever possible. Faculty must communicate to students at least 60 minutes prior to the start of class whether the class will be held in person, online or both

All persons should use their best judgement when making decisions about their own safety, whether driving or walking to and from work or class

To communicate closures, Moravian College sends text and email notifications via e2Campus, sends a College email message, and posts on the College webpage. Public announcements are also made via WFMZ (website and television)

## **END OF TERM POLICIES**

The following end-of-term policies apply to all courses (except where designated). Students are advised to be aware of these policies in preparing to finish any remaining work or preparing for final exams.

1. In determining the final grade, please note that no single element (including the final examination) may be counted as more than one-third of the final grade.
2. No final exams may be scheduled during the last five days of classes (but other exams and quizzes may be administered). This restriction applies only to final exams offered in a full fall or spring term, and does not apply to accelerated courses, winter, or summer terms.
3. No tests, quizzes, papers or projects worth more than 20% of the final grade for the course may be scheduled for the last 5 days of classes.
4. If any test is given during the last week of classes, it must not overrun the allotted time period of the class.
5. The regulation regarding length of exam does apply to take-home final examinations, which are due at the scheduled time during the final examination period. Take-home finals may be given to students at any time, however they are due back to the instructor at the date and time the "in class" final was scheduled (as per the exam schedule on AMOS).
6. All tests and quizzes are to be returned no later than two weeks after they are given and, in any event, no later than the next-to-the-last class meeting, with the exception of final exams or final projects due during the last week of class or final exams.
7. All papers are to be returned no later than three weeks after the due date or in any case no later than the scheduled final exam for the class, or by the last day of classes in courses with no scheduled final exam.
8. Students who have more than 2 final exams scheduled on a single calendar day have the right to move one to another day. Students in this situation are asked to work through their Dean and with a faculty member to determine a mutually agreed upon date to move the exam, which must be scheduled during the normal exam period for that term.

## **FINAL EXAMINATIONS AND READING DAYS**

If a student is unable to take a final examination, the instructor's permission must be secured in order for a makeup exam to be arranged. The College does not recognize airline schedules or other travel plans as a legitimate reason for rescheduling final examinations. Students must check the final exam schedule before making travel plans. The schedule is posted on AMOS prior to the start of each term. Appeals of the decision of the instructor should be directed to the appropriate dean. A student scheduled for three final exams on a single calendar day is entitled to have one exam rescheduled. Requests for any changes in the exam schedule must be submitted in writing to the appropriate academic dean (arts, humanities, and social

sciences; or natural sciences and health sciences) by midterm.

The College generally provides 1 or 2 reading days prior to or during final exams each fall or spring term. The purpose of these days is for students to prepare for final exams and presentations without the distraction of other activities and work. Nonetheless, the institution does allow student-organized activities during the reading days, with the permission of the vice president for student affairs and provost. Requests to schedule such activities must be made in writing to both vice presidents, with a clear description of the intended audience, schedule of events, and facilities needs. No mandatory events are permitted during reading days. All events offered must be voluntary.

## CONSORTIAL INSTITUTIONS

Moravian College has consoritial agreements with several colleges across the country. Students can register for classes in these consoritial schools through the links below and/or find applicable instructions for registration.

The following policies apply for courses registered through any of our consoritial partners:

An undergraduate student in good academic standing with at least 6 earned units (24 credit hours), may enroll for up to two consoritial courses per term, to a total of eight (8) course units over the span of their work toward their degree.

Courses through our consoritial partners will not incur additional tuition charges to the student beyond normal Moravian tuition charges when applicable.

A student cannot register for a course through a consoritial institution if an equivalent course is available to the student during that same term.

Consortial courses cannot include private music instruction, nursing courses, independent study experiences, internships, Honors courses, or student teaching fieldwork.

Any course from a consoritial school carrying 3 or 4 credits (or semester hours) will count as a full unit course on the student's Moravian transcript.

Any consoritial course a student registers for contributes to the student's total course load for the term, including determination of full-time status or overload.

All grades earned in courses taken from a consoritial school will be recorded on the Moravian transcript and computed in the cumulative GPA.

Many consoritial institutions operate on different academic calendars. The student is responsible for add/drop dates, beginning and end of term dates, last dates to withdraw, and final exam dates of the consoritial institution hosting the registered course.

Students registered for courses at consoritial schools are subject to the academic standards of the consoritial school hosting the course.

## LVAIC CONSORTIUM

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.

Students who register for courses at other LVAIC institutions assume responsibility for the costs and means of transportation for any in-person courses and are subject to limits on class size, course prerequisites, and the regulations in place at the Host institutions. View the **LVAIC Cross Registration Policy**.

### FALL/SPRING

Cross-registration requests must be completed online through the LVAIC website at: **www.lvaic.org**

### WINTER/SUMMER

Cross-registration requires paper forms, available via email (**registrar@moravian.edu**).

## COLA CONSORTIUM FOR ONLINE LIBERAL ARTS

Moravian College is an active participant in Consortium for Online Liberal Arts (COLA). Undergraduate students from participating institutions will be invited to enroll in various course offerings, for credit, but subject to limits on class size, course prerequisites, and the regulations in place at Host institution. Qualified students will be accepted on a first-come basis. There will be no additional tuition or fees for students who enroll in these courses.

### COLA Spring 2021 Courses

### COLA Course Registration Form

### COLA Course Withdrawal Form

For additional information please contact **registrar@moravian.edu**.

## ACADEUM CONSORTIUM

Moravian College undergraduate students can access a list of pre-approved courses through the **Consortium website**, sign up for an account using their Moravian College student email, verify their institutional email address, and complete their Profile before making a request to enroll.

\*\*Students need to list "Academic Advising" under Advisor Name and **advising@moravian.edu** for the Advisor Email.\*\*

Academic Advising staff will verify approval with the appropriate academic advisor and confirm approval with the Registrar's Office. Final approval will be subject to the Host institution.

## 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 five calendar days in a fall or spring term or the first two class days in an intensive winter or summer session. Instructor permission must be sent, in writing, to the Office of the Registrar.**

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, Writing 101, nursing clinical 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.

## **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 for undergraduates and 3.00 for graduate students. 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 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. Typically, a student is expected to have completed at least 50% of the coursework and have a passing grade in order to be provided an option for an INC.

Instructors should not make this judgment alone, but should consult with the Vice Provost, appropriate school Dean, or Dean of Student Success to ensure fair and equitable treatment of students, as well as alignment with any relevant institutional policies or federal laws. (Permission of the Office of the Provost, however, is required to postpone a final examination.)

When assigning INC, the faculty and the student must agree on a plan for the completion of any relevant course materials, including expected dates by which the work is to be completed as well as what the grade will be if said work is not completed. Under such circumstances, a student is given 42 calendar days from the last day of examinations to complete the course. **(Instructors must provide the student, in writing, with a list of missing assignments and a timetable for completion.)** At the expiration of the **42 calendar day period**, the INC will be replaced by a final grade assigned by the instructor or, if the work has not been completed, by an grade of F. Due to accelerated nature of Winter Term, May term and summer courses, incomplete grades are not permitted for classes taken during these sessions, except where ADA regulations would apply. A grade of incomplete is never to be given when the instructor needs more time to grade, to allow a few extra days for students to finish an assignment, or because a student has stopped attending class.

*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 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 five calendar days of the fall and/or spring terms. Instructor permission must be sent, in writing, to the Office of the Registrar.

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 five 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.*

## GRADE CHANGE

Under normal circumstances, a change of grade after the end of the incomplete period (6 weeks 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 appropriate Dean 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

## GRADE APPEAL 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, there will be no opportunity to appeal 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 appropriate school Dean. (If the department chair is the course instructor, then the student will skip the appeal to the chair and take the appeal to Dean.) Only after all other avenues have been explored will the Academic Standards Committee review grade appeals.

## 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/units for the course only once. Both final grades appear on the transcript and factor into the overall grade-point average, but only the higher grade counts in the student's major (if applicable).

In certain cases, there is no limit on the number of times a student may repeat a course (exception: music performance and ensembles), 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 F (Failing), W (Withdrew), WF (Withdrew Failing), WP (Withdrew Passing) or NC (no credit) grade.

Credit is earned only once.

## RETAKING A COURSE

A student may retake any course in which the student has received a F (Failing), W (Withdrawn), WF (Withdrawn Failing), WP (Withdrawn Passing) or NC (no credit) grade. Credit is earned only once. Where the student previously earned an F or WF, both the F or WF grade counts in the overall GPA as well as the subsequent grade that is earned. In a major or minor GPA, only the higher grade counts towards the GPA.

## CLASS STANDING

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

**Freshman:** 0- 6.74 earned course units.

**Sophomore:** 6.75-14.74 earned course units.

**Junior:** 14.75-22.74 earned course units.

**Senior:** 22.75 or more earned course units.

Students who receive financial aid are subject to additional course-completion requirements. See **Financial Aid**.

## ACADEMIC STANDING

**Dean's Honor List:** Undergraduate students who carry three or more completed/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 academic 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 and Academic Support) 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.

## 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 in accordance with transfer **admission deadlines**.

Credit is granted for courses completed with a grade of C (2.0) or better. 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 80 total credit hours (20 total course units) may be transferred for credit:**

80 credit hours (20 course units) maximum from both 2-year or 4-year institutions combined.

Transfer credit is awarded for grades of "C" or better -- "Pass/No Credit" does not transfer.

Students entering their senior year and/or have earned 20+ course units must attend a 4-year institution in order to transfer credits back to Moravian College.

Grades from non-LVAIC institutions are not recorded on the student record; only course units earned (grades of "C" or better) will transfer.

Credit hours from other institutions transfer to Moravian College as course units:

4 credit hours = 1 unit

3 credit hours = 0.75 units

Maximum of 16 credit hours (4 course units) may be taken in one summer or winter session

The final decision on transfer of credits rests with the Office of 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. A 3- or 4-credit hour course may be used to satisfy a LinC requirement with prior approval.

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 0.75 Moravian College units for successful completion of those credits.

## 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:

EXAMINATION	MIN SCORE	MORVIAN COURSE EQUIVALENCY	LinC
2-D Design	4	Elective	M6
3-D Design	4	Elective	M6
Art History	4	Elective	M6
Art Studio Drawing	4	Elective	M6
Art Studio Genreal	4	Elective	M6
Biology	4	BIOL 100	F4
Calculus AB or AB subscore	4	MATH 170	F2
Calculus BC	4	MATH 171	F2
Chemistry	4	CHEM 113	F4
Chemistry	5	CHEM 113 & CHEM 114	F4
Chinese Language & Literature	4	One course unit	F3
Computer Science	4	CSCI 120	F4
English Lang & Comp	4	Elective(WRIT 100 for Transfers	-
Enlgish Lit & Comp	4	Elective	M2
Enviormental Science	4	ENVR 112	F4
European History	4	HIST 112	F3
French Language	4	FREN 110	F3
French Literature	4	Elective	-
German Language	4	GERM 110	F3
Government & Politics US	4	POSC 110	M4
Government & Politics Comp	4	POSC 125	M5
Human Geography	4	IDIS 110	M5
Italian	4	One course unit	F3
International English Language	4	Elective	-
Japanese Language & Literature	4	One course unit	F3
Latin	4	One course unit	F3

Macroeconomics	4	Elective	-
Microeconomics	4	Elective	-
4 on Micro and Macro Economics	4	ECON 152	M4
Music: Theory	4	MUS 101	M6
Physics 1	4	PHYS 109	F4
Physics 2	4	PHYS 110	F4
Physics C: Electricity & Mag	4	PHYS 112	F4
Physics C: Mechanics	4	PHYS 111	F4
Psychology	4	PSYC 120	-
Spanish Language	4	SPAN 110	F3
Spanish Literature	4	Elective	-
Statistics	4	MATH 107	F2
US History	4	HIST 113	M1
World History	4	Elective	-

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

## 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 DANTES—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*
General Biology	55
General Chemistry	55
Introduction to Psychology	55
History of the U.S. I	53
History of the U.S. II	53
Human Growth and Development	50
Introduction 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	53
Western Civilization II	53

*Minimum Scores for CLEP General Examinations*

**1 unit/4 credits per test**

Natural Sciences	50
College Composition 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 Financial Accounting	47
Human Resource 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
Introduction to World Religions	49/410
Introduction to the Modern 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
--------------------------	--------

**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
<b>Social Science</b>	
Foundations of Education §	49
Lifespan Developmental Psychology	50
General Anthropology	50
Introduction 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 (Challenge Exam) Form in the Office of the Registrar and pay a fee of \$85 for each examination to the Student Accounts 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.

## GRADUATION WITH HONORS

### Latin 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.

### Honors Program

Students who complete the senior year Honors program with a grade of A are graduated with Departmental Honors.

## COMMENCEMENT PARTICIPATION POLICY

Students who have not fulfilled all the requirements for a degree from Moravian College are not allowed to participate in Commencement exercises. Exceptions to this policy will be considered for students who fulfill all the following conditions:

- (1) They are not on academic probation. For undergraduate students, have an overall cumulative GPA of at least 2.00 , as well as a GPA of at least 2.00 in their major. For graduate students an overall cumulative GPA of at least 3.00.
- (2) reasonably expected to complete all missing degree requirements by the end of the summer term (by August 31) immediately following Commencement; and
- (3) have no outstanding incompletes on their transcript.

Students who meet these requirements and wish to be "walkers"—i.e., to participate in the Commencement ceremony—must complete the **Commencement Participation Petition form** in the Office of the Registrar.

Students with an approved petition form must register and pay for the required summer-session courses prior to the Commencement Participation Petition form deadline. The Moravian College **Tuition Refund Policy** applies. 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." "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.

## LEAVE OF ABSENCE

Students who find it necessary to leave the College but who plan to return within one year may request a leave of absence. The decision to take a leave of absence is a serious one. Moravian College policy requires students to discuss leave-of-absence plans and decisions with their Program Director (for graduate students or RN-BSN students) or the Dean of Student Success.

Though a leave of absence for up to two academic terms will protect students against changes in academic requirements and will facilitate their return, there is no guarantee that financial aid will be continued. Students on a leave also should be aware that courses taken during the leave at other colleges or universities may affect their academic standing at the College. Undergraduate students planning to take college courses while on a leave should consult with the Dean of Student Success, and graduate students making such plans should consult with their Student Experience Mentor or Program Chair.

In order to return to the College, students must contact the Vice Provost and apply for readmission. The readmission process will initiate the student's course registration and arrangements for housing. Students who fail to return after the approved leave period will be withdrawn from the College.

To request a leave of absence, students must follow the procedures outlined in the **Withdrawal from College** process, and indicate that they would like to request a leave of absence. Note that policies for the refund of tuition and fees, as well as reimbursement of financial aid are the same as for students that are withdrawing from the college.

## WITHDRAWAL FROM THE COLLEGE

The decision to withdraw from college is a serious one. There can be significant academic and financial implications. Before making the choice to exit the college, students are strongly urged to discuss the matter with

Their academic advisor: to determine whether there are other alternatives for completing their academic goals

Financial Aid: to understand the impact on financial aid in withdrawing or transferring, including possible requirements to return financial aid funds.

Students who for any reason find it necessary to withdraw from the College and do not plan on returning, must inform the Dean of Student Success or the appropriate contact for their program (see below).

The effective date of withdrawal and associated adjustment of tuition, fees, and financial aid is determined as the date on which the student began the formal withdrawal process by notifying the Dean of Student Success of their intention.

Students who do not attend classes by the end of the drop/add period of a given term, or who attend but do not register for classes, are considered withdrawn from the College. Exceptions

to this policy may be granted only by the Vice Provost or Dean of the Faculty.

Resident students must vacate rooms within 24 hours of the effective withdrawal date, unless an extension is approved by the Office of Student Affairs.

Students are strongly encouraged to follow the withdrawal procedures in a timely manner. Delay may affect their refund.

To withdraw from the College, students must follow the following procedures

The student reaches out to the appropriate contact person to declare their intention to leave the college:

International students: the Center for Global Education

Veterans or students connected with the military: the Director of Veteran and Military Services

Graduate students: the Student Experience Mentor for the relevant graduate program

Students in the post-baccalaureate nursing or RN-BSN program: the Nursing Department Student Experience Mentor

All other undergraduate students: the Dean of Student Success

The student will need to schedule an exit interview with the Dean of Student Success or their designee. Completion of the exit interview is considered the official notification of withdrawal.

After the exit interview, the student will be referred to the appropriate offices to close out accounts. Those offices are typically

Housing: to complete final room inspections and return keys

Information Technology: to return all computer equipment, including accessories. The student may incur additional charges if equipment is damaged or missing.

Student Accounts: to verify payment of any outstanding balances

Note that upon their withdrawal, the student is responsible for returning any property owned by Moravian College.

Once the withdrawal process is initiated, a student who changes their mind about withdrawing from the College may do so by rescinding the withdrawal in writing to the Dean of Student Success. If the separation is to take effect at a time when classes are in session, the rescission must occur within ten calendar days from when the process is initiated.

No refund of tuition and fees will be made for students who do not follow required procedures. Failure to follow the formal procedures may result in withdrawal by the College.

Tuition and Fees: Tuition and fees, including room and board,

are refunded according to our Tuition Refund Policy ([www.moravian.edu/catalog/charges-and-fees](http://www.moravian.edu/catalog/charges-and-fees)).

## Financial Aid Reimbursement

Because financial aid is intended to help meet educational costs, withdrawal from the College also means that it will be adjusted based on the schedule above. Financial aid adjustments will be calculated and refunded to the source of the aid, such as federal, state, or institutional aid programs. Normally the amount returned to each source will be in proportion to the amount received unless federal, state, or other guidelines indicate differently. The College will observe the federally mandated process in determining the amount of money, if any, that must be returned.

The priority of return of financial aid funds will be as follows:

- Unsubsidized Federal Stafford Loan.
- Subsidized Federal Stafford Loan.
- Federal Perkins Loan.
- Federal PLUS Loan.
- Federal Pell Grant.
- Academic Competitiveness Grant.
- National SMART Grant.
- Federal Supplemental Educational Opportunity Grant (FSEOG).
- Other Title IV assistance (federal financial aid).
- Other federal or state financial aid as required.
- Institutional aid.
- Other funds as required.

## Reimbursement to Student

A student may be eligible for a reimbursement of a portion of the amount paid after all Federal Title IV funds and other financial aid programs are reimbursed as required and all outstanding balances with the College have been cleared. Private or alternative loans borrowed by or for the student are included with the student refund amount, if any.

## 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.

# AWARDS, HONOR SOCIETIES

## 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 Alpha Alpha: First Generation Honor Society

Advisors: Carol Traupman-Carr and Amy Saul

Alpha Kappa Delta: International Sociology Honor Society

Advisor: Debra Wetcher-Hendricks

Alpha Psi Omega: National Honorary Theater Society

Advisor: Bill Bauman

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

Advisor: Peter Albrecht

Beta Beta Beta: National Biology Honor Society

Advisors: Christopher Jones and Kara Mosovsky

Delta Omicron: International Music Honors Fraternity

Advisor: Paula Zerkle

Gamma Sigma Alpha: National Greek Honor Society

Advisor: Elizabeth Yates

Iota Iota Iota: National Women's Studies honor society

Advisor: Belinda Waller-Petero

Kappa Delta Pi: International Honor Society in Education

Advisor: Tristan Gleason

Kappa Pi: International Honorary Art Society

Advisor: Angela Fraleigh

Omicron Delta Epsilon: International Economics Honor Society

Advisor: Eva Marikova 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 Eta Sigma: National First-Year Student Honor Society

Advisors: Dr. Woods and Kim Demyan

Phi Sigma Iota: National Foreign Language Honor Society

Advisor: Claudia Mesa

Phi Sigma Tau: National Philosophy Honor Society

Advisor: Carol Moeller

Pi Mu Epsilon: National Mathematics Honor Society

Advisor: Michael J. Fraboni

Pi Sigma Alpha: National Political Science Honor Society

Advisor: Yayoi Kato

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: Manuel A. González

Sigma Pi Sigma: National Physics Honor Society

Advisor: Edward A. Roeder

Sigma Tau Delta: National English Honorary Society

Advisor: Nicole Tabo

Sigma Theta Tau: International Nursing Honor Society

Advisor: Janice Farber

Theta Alpha Kappa: National Religious Studies/Theology Honor Society

Advisor: Jason Radine

# ACADEMIC DEPARTMENTS/ PROGRAMS

## 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, MUS 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., PHYS 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**

## ARABIC

See **Modern Languages and Literatures**

## ART

**Chair:** Associate Professor Murphy

**Professor:** Fraleigh

**Associate Professor:** Baxter

**Assistant Professor:** Morelock

**Visiting Instructor:** Amin

**Adjunct Faculty:** Ciganick, Faggioli, Galbiati, Kearns, Kuhn, Myers, Torok, Wynne, Zucc

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.

Five concentrations or tracks are available: studio art, studio art with photography/media concentration; art history and criticism; art education; and graphic and interactive 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 studio art photography/media concentration allows students to specialize in this area. The study of art history integrated into the studio experience is an essential element for creative and intellectual growth; students may also pursue the track in art history and criticism. 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 thesis, and exhibit their work on and off campus. Graphic and interactive design students pursue advanced coursework that focuses on professional creative work and complete an internship in their field.

## The Major in Art

Moravian College offers programs in Studio Art; Studio Art, Photography-Media Concentration; Graphic and Interactive Design; Art History and Criticism; and Art Education. The BA is available in all art programs (tracks), and the BFA is available in Studio Art; Studio Art, Photography-Media Concentration; or Graphic and Interactive Design. The BFA requires 17 course units in Art. The BA in art consists of 10 to 13 course units in art, depending on the track. Both the BFA and BA, in all art 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 art tracks:

- Studio Art. The studio art track is designed to help students cultivate a vibrant academic community committed to creative and critical thinking, while also preparing students for careers in the arts or continued graduate study.
  - BA in Studio Art: 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, 375, and 380, are required.
  - BFA in Studio Art: This track consists of 17 course units and is built on the foundation of the four common-core course units listed above. In addition, ART 114, 119 (or 159), 131, 228, 229, 268, 270, 280, 370, 371, 372, 375, and 380, and one art elective as approved by the adviser, are required.
- Studio Art, Photography/Media concentration. Studio Art, Photography/Media concentration. This track is designed to help students cultivate a vibrant academic community committed to creative and critical thinking. It will also prepare students for careers in photography and the arts, including

historic, darkroom and digital photography and video, and also serve as a foundation for graduate study.

- BA in Studio Art, Photography/Media concentration requires the same four common core courses, except substituting ART 114 for 113 (or taking ART 220 for the art history requirement). In addition, ART 167, 228, 229, 268, 371, 372, 375, either 267 or 368, and two electives to be chosen from ART 228, 254, 262, 263, 267, 354, 367, 368, 369, independent study, or internship, as approved by the adviser, are required.
- BFA in Studio Art: Photography/Media concentration requires the same four common core courses, except substituting ART 114 for 113. In addition, ART 131, 167, 220, 229, 263, 268, 346, 368, 371, 372, 375, and two electives to be chosen from ART 228, 254, 262, 263, 267, 354, 367, 369, independent study, or internship, 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 10 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 two additional art history courses (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 EDUC 100.2, 130, 160, 244, 250, 366, 375-377, and 379.
- Graphic and Interactive Design. This track is committed to creative and critical thinking and 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.

- BA in Graphic and Interactive Design consists of 13 course units and is built on the foundation of the four common-core courses listed above. In addition, ART 131, 229, 230, 231, 268, 331, 346, 373 and 374 are required.
- BFA in Graphic and Interactive Design consists of 17 course units and is built on the foundation of the four common-core courses listed above. In addition, ART 131, 229, 230, 231, 236, 268, 331, 346, 356, 358, 373, 374, and 378 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 and Criticism

This program is designed for students outside the art department with an interest in art history. It includes ART 113, 114, 218, 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 and Interactive 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 5 courses constitute the photography minor: ART 167, 268; one course in art history (ART 220, 114 or 229); and two additional courses in Photography or Media Arts: ART 131, 254, 262, 263, 267, 346, 354, 363, 367, 368, 369, 381, or 386. Certain special topics courses may count towards the minor. Consult with an advisor. 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 while writing 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 art history and some studio art courses, students are required to take a course-related field trip. Cost can be paid in advance to the art office; otherwise, participating students will be 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 and interactive design; studio art; studio art, photo- media concentration; 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.
- Lab fees are required for some art classes, including ceramics, printmaking, three-dimensional design, graphic design, digital video, and digital, historic and black-and-white photography. Lab fees cover usage of the lab and lab supplies, such as photographic chemicals, clay, printmaking supplies, and computer software and hardware and printing costs. 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, 170, 180. Kit fees cover the costs for an art supply kit for the course (paint, brushes, etc.) and are billed to each student's account.

## Art Education Graduate Programs

Also offered is the MAT (Masters of Art in Teaching) with Pennsylvania teaching certification in art (PreK-12). Practicing (in-service) teachers can also earn their M.Ed. in Curriculum and Instruction with a focus on Art Education. Practicing teachers can earn Pennsylvania teaching certification in art (PreK-12) through the Teacher Intern Certification Program, while on the job. Students take courses at night and earn student teaching hours in your current teaching placement. Please see the Education Department section of the catalog for more information.

## Courses in Art History

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

**ART 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)

**ART 114. Art History Survey: Renaissance to Abstraction.** Major movements in Western art from the Renaissance to the present. Spring. (M6)

**ART 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)

**ART 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)

**ART 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.

**ART 222. African Art.** (also AFST 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)

**ART 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.

**ART 228. Contemporary Art.** This course introduces students to contemporary art, its issues, and ideas. Students learn, make, and communicate critical observations and analyze and evaluate diverse forms of contemporary art by artists from around the world. This course examines the connections between the artist's ideas, materials and processes, and how contemporary political, social, and/or cultural circumstances shape contemporary art. Prerequisites: ART 113 or ART 114. Spring, alternate years.

**ART 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.

**ART 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 ART 114. Alternate years.

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

**ART 286, 381-384. Independent Study.**

**ART 288, 386-388. Internship.**

**ART 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, 180, and 268 meet the M6 LinC rubric. Art majors in the graphic and interactive 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 and criticism track should take ART 170 in the fall term of the first year and ART 142 in the spring term of the first year.*

**ART 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. (M6)

**ART 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.

**ART 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.

**ART 146.2. Printmaking and Book Arts.** This half-unit 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.

**ART 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. (M6)

**ART 159. Design: Three-Dimensional.** In-depth investigation of basic forms involving a variety of multidimensional media. Recommended foundation course for sculpture. (M6)

**ART 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.

**ART 167. Black-and-White 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. Students need a 35mm SLR camera with full manual controls. (M6)

**ART 170. Drawing 1.** 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)

**ART 180. Painting 1.** Emphasis on investigation as related to historical, individual, and creative problems of space, composition, structure, and image. (M6)

**ART 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.

**ART 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.

**ART 236. Graphic Design History.** This course is an overview of the history of visual communication with an emphasis on graphic design. The history of writing systems and images, and their interaction, will be explored in order to develop a better understanding of communication. Letterforms and design thinking will be studied from the development of the printed page to the present, with particular emphasis on the past century of design. Slide lectures and readings on graphic design history and theory will focus on grounding design in cultural and historical context. History-based design projects will be included. Prerequisite: ART 131. Spring.

**ART 245. Printmaking 1.** Introduction to traditional and innovative techniques and ideas in relief, silk-screen, etching, mixed media. Prerequisite: ART 170 or permission of instructor.

**ART 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.

**ART 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.

**ART 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.

**ART 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)

**ART 267. Black-and-White 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.

**ART 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. Students are required to use either a dSLR or a mirrorless digital camera with manual controls and the ability to shoot RAW in order to take this course. (M6)

**ART 270. Drawing 2.** Development of composition through a wide range of techniques and media. Prerequisite: Art 170 or permission of instructor. Spring.

**ART 280. Painting 2.** Continuation of the investigations and problems explored in ART 180. Prerequisite: ART 180.

**ART 331. Graphic and Interactive Design Practice.** Students refine visual and problem-solving skills in design through research and writing, using text- and image-based design programs. Projects may include identity design, résumé writing, and/or the creation of a robust social media presence. The business of design will be discussed with a focus on building

design management skills including Art Direction, Project Management, and Account Management. Prerequisite: ART 231.

**ART 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 ART 268, or permission of instructor.

**ART 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.

**ART 354. Digital Video 2.** This course is intended to provide Intermediate students with the opportunity to further develop their work and clarify their individual "voices" in the context of video, film, and electronic media. Frequent workshops will expand upon the concepts and techniques covered in Video 1, covering areas such as special equipment, lighting, sound recording/mixing, advanced editing and special effects. Classes will be structured around group and individual critiques, screenings of works by prominent video makers and digital artists, technical demonstrations as needed, readings about the history and technology of video and electronic art, and presentations from students. Prerequisite: ART 254.

**ART 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 framework jQuery. Also includes advanced work in HTML and CSS, as well as responsive (design for mobile platforms) design challenges and concepts. Prerequisite: ART 346. Spring.

**ART 358. UX-UI.** User Experience and User Interface is a senior level seminar course, where students learn to use industry standard tools such as Sketch and Adobe XD to prototype, wireframe and then design solutions. Students will also put together a full suite of UX documentation for a digital product, from user personas and wireframes to interactive prototypes. This course will help students connect and convey how insights into customer behavior — from problems to solutions — can optimize any product or service. Prerequisite: ART 346. Senior class standing, advanced juniors with prerequisite by permission of adviser or instructor.

**ART 363. Historic Photo Processes 2.** ART 363 picks up where ART 263 left off. In addition to introducing several new processes, students in 363 will be expected to develop their own personal projects that incorporate alternative processes in the context of contemporary issues that working artists face. ART 363 is much more self-directed than ART 263. As such, students must be ready and willing to be self-motivated and responsible for researching their own original ideas. Students will progress with guidance, as needed, through the creative process. Prerequisite: ART 263.

**ART 367. Black-and-White Photography 3.** This is primarily an advanced portfolio class for self-motivated students who are capable of working independently. 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.

**ART 368. Digital Photography 2.** This course is intended to provide intermediate students with the opportunity to further develop their skills and individual voices in the context of digital photography and imaging. Treated as an experimental studio seminar for the production and study of digital image making, the course will expand upon the processes and techniques covered in ART 268. Advanced demonstrations and tutorials will be offered, and students will develop several small photographic series. Class examples, discussions, and readings will investigate issues pertaining to art, photography, and contemporary culture, providing a critical, theoretical, and artistic framework for students to develop their work. Along with several short in-class exercises, there will only be 5 projects scheduled for the semester so that students can explore ideas in-depth and gain experience creating small, coherent bodies of work. A Digital SLR camera is required. Prerequisite: ART 268.

**ART 369. Digital Photography 3.** This is an advanced course for self-motivated students who are capable of working independently. Drawing from the skills and techniques learned in Digital Photo 1 and 2, students will spend the semester building either one coherent series. Projects must be tailored to be presented in group exhibitions, online portfolio, end of the year senior exhibition, or in another format. Projects will be coupled with a research project and class presentation. Workshops and tutorials in lighting and advanced digital photo methods will be offered periodically throughout the semester as students work on their project. Class examples, discussions, and readings will investigate issues pertaining to art, photography, and contemporary culture, providing a critical, theoretical, and artistic framework for students to develop their work. Students will meet as a group and individually with the instructor to monitor the progress of their project and participate in informal discussions regarding theory, practice, and history. Samples of work in progress must be presented at each meeting. Prerequisite: ART 368.

**ART 370. Advanced Drawing.** Advanced problems in developing skills of graphic expression. Emphasis on the human figure. Prerequisite: ART 270 or permission of instructor. Fall.

**ART 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.

**ART 372. Studio Thesis.** 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.

**ART 373. Graphic 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.

**ART 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.

**ART 375. Professional Practices.** Professional Practices is one of the two capstone experiences for studio art majors at Moravian College; the other is ART 372, Studio Thesis, which should be taken simultaneously. Professional Practices prepares students for the business aspects of a career in the fine arts, while Studio Thesis 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.

**ART 378. Graphic Design Thesis.** This capstone course will utilize investigation, writing, research and design to create a cohesive, themed body of graphic or interactive design work and an accompanying paper. Students will be expected to offer a presentation on this comprehensive thesis project, which will be included in the Senior Thesis Exhibition. Prerequisite: ART 374. Senior status, Graphic and Interactive Design track. (Spring)

**ART 380. Advanced Painting.** Advanced problems in painting, structured, composed, and created by the student. Prerequisite: ART 280.

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

**ART 286, 381-384. Independent Study.**

**ART 288, 386-388. Internship.**

**ART 400-401. Honors.**

# ATHLETIC TRAINING

**Program Director:** James Scifers

**Undergraduate Advisors:** James Scifers, Jennifer Ostrowski, David Wilkenfeld

The Moravian College athletic training program is a full-time, two-year, entry-level, professional practice program. Upon completion of the program students will be eligible to sit for the Board of Certification to become a certified athletic trainer.

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

- Anatomy & Physiology (two semester sequence)
- Statistics
- General Biology
- Chemistry
- Physics
- General Psychology

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

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 accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

In just two years, you'll complete 38 weeks of on-site didactic education, 15 weeks of online didactic education, and 50 weeks of immersive clinical education.

### MASTER OF SCIENCE IN ATHLETIC TRAINING (MSAT)

Completed program requires 38 weeks of on-site didactic education, 15 weeks of online didactic education, and 50 weeks of immersive clinical education.

#### For a comprehensive chart

#### Course Descriptions

##### HLAT 500 - Clinical Anatomy & Physiology (4 credits)

This course examines all the systems of the body, with primary focus on the musculoskeletal system. Students' clinical anatomy is advanced through the use of virtual cadaver dissection, online dissection software, and anatomical models.

##### HLAT 501 – Introduction to Athletic Training & Psychosocial Aspects of Injury (3 credits)

This course provides an introduction to the profession of athletic training, including basic skills required for injury prevention and treatment, as well as an overview of the psychological and social aspects associated with injury and recovery.

##### HLAT 505 – Emergency Care in Athletic Training (3 credits)

This course will teach athletic training students recognition, evaluation and treatment of emergent conditions that may occur in the physically active population.

##### HLAT 521 – Therapeutic Modalities I (1 credit)

This course is designed to introduce the student to theories on pain modulation and the acute inflammatory response, as well as cryotherapy, thermotherapy and intermittent compression therapeutic modalities commonly utilized in the athletic training profession.

##### HLAT 581 – Clinical Education I (1 credit)

This course is designed to introduce students to the practice of athletic training through the completion of a three-week clinical education experience.

**HLAT 550 – Analysis & Dysfunction of the Lower Extremity (3 credits)**

This course teaches evaluation techniques of the lower extremity, including the foot, ankle, knee and hip, as well as orthopedic conditions of the lower extremity.

**HLAT 530 – Clinical Measures for the Lower Extremity (2 credits)**

This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination and anthropometric measures.

**HLAT 575 – Foundations of Therapeutic Exercise (2 credits)**

This course introduces the concepts of tissue inflammation, repair and remodeling as applied to the rehabilitation process. Students will learn the theories regarding the evidence-based application of stretching, range of motion, joint mobilization, strengthening, aerobic exercise, plyometric exercise, proprioception, aquatic therapy, and other applications of rehabilitation skills.

**HLAT 511 – Evidence-Based Practice I (1 credit)**

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.

**HLAT 522 – Therapeutic Modalities II (2 credits)**

This course will teach the theory, application and clinical decision-making surrounding the use of electrical stimulation as a therapeutic modality.

**HLAT 582 – Clinical Education II (2 credits)**

This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of lower extremity dysfunction through the completion of an eight-week clinical education experience.

**HLAT 560 – Analysis & Dysfunction of the Upper Extremity (3 credits)**

This course teaches evaluation techniques of the upper extremity, including the shoulder, elbow, wrist and hand, as well as orthopedic conditions of the upper extremity.

**HLAT 540 – Clinical Measures for the Upper Extremity (2 credits)**

This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination and anthropometric measures.

**HLAT 576 – Therapeutic Exercise & Manual Therapy for the Lower Extremity (2 credits)**

This course expands upon the Foundation of Therapeutic Exercise course by having the student apply previously learned

materials regarding therapeutic exercise and manual therapy to the rehabilitation and treatment of patients with lower extremity pathology.

**HLAT 512 – Evidence-Based Practice II (1 credit)**

This course will educate the student regarding the research process including: development of research hypotheses, use of dependent and independent variables, disablement models, experimental design, data collection procedures, research methods and ethical issues associated with the completion of human subjects research.

**HLAT 523 – Therapeutic Modalities III (2 credits)**

This course teaches students the theory, application and evidence-based usage of therapeutic modalities including: therapeutic ultrasound, iontophoresis, shortwave diathermy, LASER and massage.

**HLAT 583 – Clinical Education III (2 credits)**

This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper extremity dysfunction through the completion of an eight-week clinical education experience.

**HLAT 600 – Neuroanatomy (1 credit)**

This course teaches students normal anatomy of the nervous system with specific application to common neurologic pathology experienced in the clinical setting.

**HLAT 670 – Head & Spine Evaluation & Treatment (3 credits)**

This course focuses on evaluation and treatment techniques of the spine and pelvis, including the cervical spine, thoracic spine, lumbar spine and the sacroiliac joints, as well as common orthopedic conditions of the trunk in the physically active population.

**HLAT 677 – Therapeutic Exercise & Manual Therapy for the Upper extremity (2 credits)**

This course expands upon the Foundation of Therapeutic Exercise course by having the student apply previously learned materials regarding therapeutic exercise and manual therapy to the rehabilitation and treatment of patients with upper extremity pathology.

**HLAT 665 – Pathophysiology (3 credits)**

This course teaches concepts of human physiology and basic pathology. Also involves detailed evaluation skills necessary for assessment and recognition of general medical conditions and pharmacologic applications of the physically active

**HLAT 660 – Pharmacology (1 credit)**

This course examines application of pharmacology in the treatment of a variety of conditions. This course also includes discussion of nutritional supplements, performance enhancing drugs and recreational drugs

### **HLAT 684 – Clinical Education IV (1 credit)**

This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of head and spine dysfunction, as well as expose students to non-orthopedic conditions across the lifespan through the completion of a two-day per week, twelve-week clinical education experience in a variety of clinical settings.

### **HLAT 679 – Physical Adaptations to Exercise (3 credits)**

This course is designed to promote an understanding of the adaptations of the human body in response to exercise, as well as fundamental concepts of strength and conditioning. The course will provide the student with anatomy and physiology of various systems of the body, programs, theories and concepts vital to exercise prescription, injury prevention, injury rehabilitation and reconditioning for return to activity.

### **HLAT 622 – Sports Nutrition (3 credits)**

This course presents the scientific basis for sports nutrition emphasizing basic nutritional concepts, energy expenditure during resistance and endurance exercise, diet during training, the timing and composition of the pre- and post- competition meals, the use of nutrients supplements and ergogenic aids, and the special needs of various athletic groups

### **HLAT 678 – Psychosocial Aspects of Rehabilitation (2 credits)**

This course is designed to provide a basic understanding of the psychological and social aspects of injury and rehabilitation. Topics covered include emotional response to injury and rehabilitation, motivation, rehabilitation/exercise adherence, psychosocial factors influencing rehabilitation and recovery, career transition and termination, and mental skills training and use

### **HLAT 613 – Evidence-Based Practice III (1 credit)**

This course will educate the student regarding statistical analysis, development of discussion points, figure and table creation and developing research conclusions

### **HLAT 685 – Clinical Education V (3 credits)**

This course is designed to allow students to develop clinical proficiency in the all areas of the athletic training profession and facilitate increasing levels of autonomous practice through the completion of a twelve-week clinical education experience.

### **HLAT 610 – Organization & Administration in Athletic Training (3 credits)**

This course is designed to examine the various issues, policies and procedures involved with the administration of athletic training in a variety of professional settings. Study will include facility organization and design, legal liability, personnel management, equipment maintenance and budgeting, record keeping, health care services, counseling and public relations.

### **HLAT 615 – Clinical Imaging (1 credit)**

This course provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine. The course presents both normal and diseased

states. Diagnostic imaging techniques discussed include plain radiographs, flouroskan, arthrograms, magnetic resonance imaging, CAT scan, bone scan, diagnostic ultrasound and myelogram.

### **HLAT 690 – Capstone in Athletic Training (1 credit)**

This course is designed for research discussion of critical questions and contemporary issues in athletic training and sports medicine. The course also serves to prepare students for the Board of Certification Examination and for becoming licensed to practice as an athletic trainer.

### **HLAT 614 – Evidence-Based Practice IV (1 credit)**

This course serves as the capstone for the evidence-based practice series. In this course, students prepare and defend scholarly research. Students also deliver a platform or poster presentation of a case study or original research in a public forum.

### **HLAT 686 – Clinical Education VI (4 credits)**

This course is designed to allow students to develop clinical proficiency in the all areas of the athletic training profession and facilitate increasing levels of autonomous practice through the completion of a fifteen-week clinical education experience.

## **DOCTOR OF ATHLETIC TRAINING (DAT)**

### *Vision Statement*

The Moravian College Doctor of Athletic Training will be nationally recognized as a leader in developing advanced practitioners and leaders who are committed to improving the delivery of healthcare and health outcomes of physically active individuals and their communities.

### *Mission Statement*

The mission of the Moravian College Doctor of Athletic Training is to provide advanced knowledge and skills for analyzing, developing, and implementing innovative solutions to clinical and academic questions. The program provides revolutionary education, emphasizing the athletic trainer's role within a progressive, rapidly-changing healthcare environment. Graduates of the program are prepared to become leaders in advancing the athletic training profession. The program emphasizes interprofessional practice, cultural competence, and provision of patient-oriented care.

## **CURRICULUM**

The program is delivered using a combination of online learning and intensive hands-on learning. This program is intended for certified, licensed athletic trainers who are currently engaged in clinical practice. The 60-credit program can be completed in 6 semesters (24 months) of continuous full-time enrollment, or may be completed part-time. Most courses are offered in 8-week blocks, so students are enrolled in no more than 2 courses concurrently.

**On-Demand Courses (6 credits)** (must be completed before enrollment in any other DAT courses)

**HLAT 711: Introduction to Evidence-Based Practice Concepts**



## HLAT 775: Introduction to Evidence-Based Therapeutic Interventions

### *Professional Perspectives (15 credits required\*)*

- HLAT 701: Entrepreneurship in Sports Medicine
- HLAT 702: The Athletic Trainer as an Educator
- HLAT 710: Healthcare Policy
- HLAT 766: Performing Arts Medicine
- HLAT 801: Leadership in Athletic Training
- HLAT 860: Medical Conditions in the Physically Active
- HLAT 865: Special Populations in Athletic Training

### *Research & Clinical Decision-Making (9 credits required)*

- HLAT 712: Epidemiology & Informatics
- **HLAT 811: Qualitative Methods and Research Design \*\***
- HLAT 812: Evidence-Based Practice: Answering Clinical Questions
- HLAT 813: Quantitative Methods and Research Design \*\*
- HLAT 814: Evidence-Based Practice: Practice-Based Evidence

\*\* Students are required to take one of these courses.

### *Evidence-Based Interventions (15 credits required\*)*

- HLAT 700: Advanced Neurologic Evaluation & Treatment
- HLAT 721: Evidence-Based Therapeutic Modalities
- HLAT 750: Evidence-Based Assessment & Intervention for the Lower Extremity
- HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity
- HLAT 770: Evidence-Based Assessment & Intervention for the Spine
- HLAT 815: Clinical Imaging in Sports Medicine

### *Clinical Practice (15 credits required\*)*

- HLAT 765: Emerging Practices in Athletic Training
- **HLAT 780: Summer Institute I**
- HLAT 878: Psychosocial Issues in Athletic Training
- HLAT 800: Advanced Anatomy
- HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured
- **HLAT 880: Summer Institute II**

- **HLAT 881: Advanced Clinical Practice (repeatable twice)**

\*You may request to replace 1 course from any of the categories where 15 credits are required. This request must be submitted in writing and approved by the Program Director before the course is taken for credit

NOTE: Courses in blue are required

## Schedule of Courses

Please note that all courses are offered once every other academic year (for example, Spring 2020, Spring 2022), unless otherwise noted. **Courses in blue are required. All other courses are electives, and may be selected to build your customized curriculum.** Please use the advising sheet for planning purposes.

### *Fall Odd*

- HLAT 702: The Athletic Trainer as an Educator
- HLAT 710: Healthcare Policy
- HLAT 750: Evidence-Based Assessment & Intervention for the Lower Extremity
- HLAT 815: Clinical Imaging
- **HLAT 881: Advanced Clinical Practice**

### *Spring Even*

- HLAT 765: Emerging Practices in Athletic Training
- HLAT 800: Advanced Anatomy
- **HLAT 811: Qualitative Methods and Research Design \*\***
- **HLAT 813: Quantitative Methods and Research Design\*\***
- HLAT 814: Practice-Based Evidence
- **HLAT 881: Advanced Clinical Practice**

### *Summer Even\**

- HLAT 700: Advanced Neurologic Evaluation & Treatment
- HLAT 712: Epidemiology & Informatics
- HLAT 878: Psychosocial Issues in Athletic Training
- **HLAT 880: Summer Institute II**
- **HLAT 881: Advanced Clinical Practice**

### *Fall Even*

- HLAT 701: Entrepreneurship in Sports Medicine
- HLAT 770: Evidence-Based Assessment & Intervention for the Spine
- HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured

- **HLAT 865: Special Populations in Athletic Training**
- **HLAT 881: Advanced Clinical Practice**

### Spring Odd

- **HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity**
- **HLAT 766: Performing Arts Medicine**
- **HLAT 801: Leadership in Athletic Training**
- **HLAT 811: Qualitative Methods and Research Design \*\***
- **HLAT 813: Quantitative Methods and Research Design\*\***
- **HLAT 814: Practice-Based Evidence**
- **HLAT 881: Advanced Clinical Practice**

### Summer Odd\*

- **HLAT 721: Evidence-Based Therapeutic Modalities**
- **HLAT 780: Summer Institute I**
- **HLAT 812: Answering Clinical Questions**
- **HLAT 860: Medical Conditions in the Physically Active**
- **HLAT 881: Advanced Clinical Practice**

### Notes

\* Students who begin the DAT program during the Summer semester are not eligible for the Summer Institute in that year. Students will not graduate until completion of two Summer Institutes (HLAT 780 and 880).

\*\* Students must take either HLAT 811 or HLAT 813 in their first spring semester.

## Course Descriptions

### **HLAT 700: Advanced Neurologic Evaluation & Treatment (3 credits)**

This course will focus on evidence-based evaluation and treatment of patients with neurologic disorders of the central nervous system. This course requires critical appraisal of neurologic pathology presentation in order to identify appropriate diagnostic and treatment interventions.

### **HLAT 701: Entrepreneurship in Sports Medicine (3 credits)**

This course is designed to provide the student with the tools necessary to design and sustain an entrepreneurial venture in the area of sports medicine. Students are asked to view the athletic training profession through the lens of a business owner, rather than as a healthcare employee. The course will discuss strategies regarding successful business

models, business plan development, marketing, finance, and leadership.

### **HLAT 702: The Athletic Trainer as an Educator (3 credits)**

This course will focus on the athletic trainer as an educator, both in the formal role (faculty member) and informal role (preceptor). Students learn to recognize the unique educational contributions of both didactic and clinical settings, and will learn pedagogical strategies from multiple perspectives. Essential skills for the classroom, including presentation skills and various pedagogical styles will be introduced. Essential skills for clinical education, including fostering supervised autonomy and creating teachable moments, will be discussed.

### **HLAT 710: Healthcare Policy (3 credits)**

This course introduces the topic of healthcare policy as it relates to the practice of sports medicine. Students will be challenged to think critically about the role of athletic training within the broader context of public health. Students will examine healthcare policy from four areas: economics and financing, supply and demand, political and legal, and quality and effectiveness as they relate to preparedness, wellness and provision of medical care. Important ethical questions related to healthcare policy and access to healthcare in relation to the changing political landscape will also be explored.

### **HLAT 711: Introduction to Evidence-Based Practice Concepts (3 credits)**

This course will introduce the student to role and importance of research in the rehabilitation professions. Critical thinking will be utilized to develop focused clinical questions, and to search existing literature for an answer to these questions. Course content will include essential research terminology; concepts of diagnostic accuracy, sensitivity, specificity, and likelihood ratios; clinical prediction rules; basic epidemiology and related statistics; patient-reported outcome measures.

### **HLAT 712: Epidemiology & Informatics (3 credits)**

This course will focus on athletic training within the broader scope of public health. Students will be challenged to consider athletic training within the broader scope of public health, and to examine injury and recovery through an epidemiological lens with a focus on injury/illness incidence, prevalence, risk ratios, and relative risk reduction. Important ethical questions regarding access to athletic training services in underserved areas will be discussed. The use of informatics, including electronic medical record software, will also be addressed.

### **HLAT 721: Evidence-Based Therapeutic Modalities (3 credits)**

This course will extend modality concepts and application beyond entry-level concepts, taking an evidence-based approach to implementation of highly-utilized modalities (ie, ultrasound, electrical stimulation), under-utilized modalities (ie, shortwave diathermy, EMG biofeedback), and evolving modalities (ie, light therapy, extracorporeal shockwave therapy). The focus will be on underlying concepts and clinical application.

**HLAT 750: Evidence-Based Assessment & Intervention for the Lower Extremity (3 credits)**

This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and peripheral nervous system disorders of the foot, ankle, knee, and hip. This course requires critical appraisal of lower extremity pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity (3 credits)**

This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and peripheral nervous system disorders of the shoulder, elbow, forearm, wrist and hand. This course requires critical appraisal of upper extremity pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 765: Emerging Practices in Athletic Training (3 credits)**

This course will provide an overview of topics related to the athletic trainer working in “nontraditional settings”, including industrial settings, emergency medicine, physician practice, and occupational health, with a focus on patient-centered care and working in interdisciplinary teams. The concept of interprofessional collaboration will be emphasized, as multiple perspectives across these various settings are introduced. Essential knowledge and skills related to these emerging practice settings will be addressed.

**HLAT 766: Performing Arts Medicine (3 credits)**

This course will address prevention and management of common injuries and medical conditions in performing artists including dancers, musicians, and theater artists. Students will be challenged to consider the special medical needs and unique qualifications of the athletic trainer to provide care for active patient populations not generally considered within the narrow traditional definition of “athlete.”

**HLAT 770: Evidence-Based Assessment & Intervention for the Spine (3 credits)**

This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and central nervous system disorders of the sacroiliac joint, lumbar spine, thoracic spine, cervical spine. This course requires critical appraisal of spinal pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 775: Introduction to Evidence-Based Therapeutic Interventions (3 credits)**

This course will introduce the student to the most current evidence to support therapeutic interventions in rehabilitation, exercise, manual therapy, and pharmacology. The course will require students to think critically about how these intervention strategies have evolved over time, and how they can be used to improve patient care in the student’s specific clinical practice.

**HLAT 780: Summer Institute I (3 credits)**

This residency course allows students to complete hands-on education and guided practice of clinical skills under the supervision of full-time and adjunct faculty of the DAT program. This course is offered during a one-week block each summer.

**HLAT 800: Advanced Anatomy (3 credits)**

This course will provide an intensive overview of musculoskeletal conditions from an in-depth anatomical perspective. Students will be challenged to consider injury and recovery through a pathophysiology lens using digital technology such as smartphone or tablet applications and a virtual cadaver table. This course will focus on the anatomy as it informs clinical practice.

**HLAT 801: Leadership in Athletic Training (3 credits)**

This course will focus on leadership skills for the athletic trainer. The course will discuss differences between leaders and managers, essential communication skills, working as a team, effective delegation strategies, critical decision-making, and facilitating work-life balance amongst supervisees. Multiple perspectives will be considered, as the course examines various definitions of leadership across various professions. Leaders in the field of Athletic Training education will make guest appearances in the course.

**HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured (3 credits)**

This course will teach athletic trainers advanced theories and skills in the recognition, evaluation, and treatment of emergent conditions. The class will include an update on the current CAATE standards as related to Domain 3 of the BOC Practice Analysis. We will then address new theories, techniques, and technologies in Domain 3.

**HLAT 811: Qualitative Methods and Research Design (3 credits)**

This course will overview qualitative research methodology and the process of conducting original qualitative research including experimental design, data collection procedures, research methods, and ethical issues associated with the completion of human subjects research. The course will require completion of a formal Introduction and Methodology for a proposed original qualitative research study design.

**HLAT 812: Evidence-Based Practice: Answering Clinical Questions (3 credits)**

This course will focus on answering focused clinical questions, with an emphasis on reading and thinking critically, and writing purposefully. Course content will include question development using the PICO (PIO, PICOT) framework, recognition and evaluation of various study designs, development of search terms and use of research databases. The course will require completion of a Critically Appraised Topic (CAT) paper.

**HLAT 813: Quantitative Methods and Research Design (3 credits)**

This course will overview the process of conducting original research including: development of research hypotheses, use of dependent and independent variables, disablement models,

experimental design, data collection procedures, research methods, and ethical issues associated with the completion of human subjects research. The course will require completion of a formal Introduction and Methodology for a proposed original research study design.

#### **HLAT 814: Evidence-Based Practice: Practice-Based Evidence (3 credits)**

This course will allow students to see the impact of implementing practical solutions to improve the delivery of healthcare and health outcomes from multiple perspectives (disease-oriented evidence, patient-oriented evidence) within their patient population. Course content will focus on methodology, statistical analysis, and result interpretation and discussion. The course will require implementation of an intervention that is designed to improve patient outcomes, followed by evaluation of the effectiveness of the intervention. Pre-requisite: HLAT 813. Please note: this course will run the entire 16-week semester.

#### **HLAT 815: Clinical Imaging in Sports Medicine (3 credits)**

This course will educate students regarding basic interpretation, clinical utility, and diagnostic accuracy of a variety of clinical imaging techniques utilized in sports medicine. Students will be asked to think critically to determine the best imaging technique, given what has been learned about diagnostic accuracy of various tests for various pathologies.

#### **HLAT 860: Medical Conditions in the Physically Active (3 credits)**

This course will examine common medical and non-orthopedic conditions in physically active individuals. Students will be challenged to consider evidence-based practice in the evaluation and treatment of these conditions, and will be required to develop policies and procedures related to these conditions in physically active individuals.

#### **HLAT 865: Special Populations in Athletic Training (3 credits)**

This course will examine the role of the athletic trainer in provision of care to individuals across the lifespan with varying medical conditions. The course will utilize a critical focus on the unique qualifications of the athletic trainer needed to meet the special medical needs of the pediatric athlete, the female athlete, the pregnant athlete, the senior athlete, the disabled athlete, and the special-needs athlete.

#### **HLAT 878: Psychosocial Issues in Athletic Training (3 credits)**

Psychosocial strategies and referral has been required entry-level content for many years, yet certified athletic trainers continue to struggle with recognizing opportunities to intervene, and with implementing psychosocial techniques. This course will take a case-study-based approach to issues including the stress-injury relationship, sport socioculture, emotional response to injury, rehabilitation adherence and return-to-play concerns, mental illness, and psychosocial referral. Students will learn basic psychosocial skills that are designed to enhance the patient's overall well-being and satisfaction with healthcare, and will be asked to reflect on their experiences implementing these techniques with patients in their own clinical practice setting.

#### **HLAT 880: Summer Institute II (3 credits)**

This residency course allows students to complete hands-on education and guided practice of clinical skills under the supervision of full-time and adjunct faculty of the DAT program. This course is offered during a one-week block each summer.

#### **HLAT 881: Advanced Clinical Practice (3 credits)**

This course allows students to identify a clinical mentor within a desired area of practice to assist in identifying knowledge and clinical practice gaps. Students may also opt to complete a clinical residency at a site different than their employment setting in order to obtain a different perspective of the role of the certified athletic trainer. Students must have this course and the specific learning objectives approved by the Program Director prior to enrollment. This course requires a critical reflection on the objectives at the completion of the course. This course can be repeated twice. Please note: this course will run the entire 16-week semester.

## **BIOCHEMISTRY**

**Co-coordinators:** Cecilia Fox and Stephen Dunham

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 total course units.

Required courses include BIOL 111; BIOL 210; CHEM 113, 114, 211, 212, 220.2 and 331; PHYS 111 and 112; BIOL/ CHEM 327, 328, and 375.2 (or BIOL 370 with approval of the Biochemistry program co-coordinators); and BIOL 365 (or

another course with the approval of the advisor) plus 1 elective from among the following: BIOL 235, 263, 350, 351, or 363; CHEM 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 (BIOL or CHEM 286, or 381–384) or Honors (BIOL or CHEM 400–401) can also be counted with prior approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments. (Note that BIOL/CHEM 375.2 and CHEM 220.2 are both half-unit courses.) Biology Seminar (BIOL 370) may be substituted for BIOL/CHEM 375.2 with the approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments.

## **BIOLOGICAL SCIENCES**

**Chair:** Professor Fox

**Professors:** Husic, Jones

**Associate Professor, Emeritus:** Irish

**Assistant Professors:** Lord, McClelland, Mosovsky, Proud, Thévenin, Woods

**Lecturer:** Bortz

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 ten(10) total course units.

### *Five (5) Core Course Units:*

BIOL 111

BIOL 210

BIOL 265 or 328

BIOL 370

BIOL 212 or BIOL 119 or BIOL 330 or BIOL 360

### *Five (5) Biology Elective Units:*

The remaining five (5) biology electives are selected by the student in consultation with the major advisor; at least four (4) of these courses must be at the BIOL 200-level or higher. Students may also earn elective credits by taking Special Topics, Independent Study, Internship, and Honors in Biology. At least three (3) of the student's biology elective courses must have an associated laboratory and/or scientific research component. Only one (1) external internship can count as a biology elective.

### *Math and Chemistry Co-requisites:*

MATH 106 and 166 or MATH 170 or MATH 107

CHEM 113 and 114 and CHEM 211 and 212

Students considering graduate work in biology or medical sciences should take PHYS 109 and 110 or PHYS 111 and 112.

BIOL 100, 102, 103, 104, 105, 107, 205, 206, and 209 do not count as courses in the major or minor.

## **The Minor in Biology**

The minor in biology consists of five (5) total course units:

BIOL 111 and four (4) additional BIOL courses; three (3) of which must be at the 200-level or higher.

BIOL 100, 102, 103, 104, 105, 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 BIOL 111. 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

**BIOL 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)

**BIOL 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)

**BIOL 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.

**BIOL 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: It is necessary for a student to earn a grade of at least C- in BIOL 103 in order to be allowed to enroll in BIOL 104; a student may withdraw from only one of the two courses, and may do so only once.]

**BIOL 105. Introduction to Marine Biology.** This introductory course will cover a wide range of marine biology topics, covering habitats from the beach to the deep sea and organisms from snails to whales. Class topics will include biodiversity, adaptation to habitats, global change, fisheries, and invasive species, among other issues. Lab sessions will provide opportunities to examine the biology and ecology of marine plants and animals and to design and conduct experiments, with particular focus on the scientific method. There will be one mandatory weekend field trip to the coast to observe animals in their natural habitat. This course will not count as an elective for the Biology or Environmental Science majors. (F4)

**BIOL 110.2. First-year Bioscience Seminar.** For first-semester students intending to major in biology, biochemistry, neuroscience or environmental science. This course prepares students for the rigors and culture of their intended careers by strengthening the students' academic and professional skills. Students will interact with faculty and students in their intended major and develop valuable skills and tools

to help them succeed in the biosciences here at Moravian College. Course content will focus on engaging topics within the biosciences and will place an emphasis on learning and practicing the skills of data analysis and interpretation, group work and group discussion, defense of arguments, and critical thinking. This course will also address the breadth of science careers available, the importance of research experiences, and essential study strategies. Fall. Two 50-minute classes/week.

**BIOL 111. Foundations of Biology.** This course will introduce students to the major concepts in a wide range of fields within biology and will teach them skills they will utilize in upper-level biology courses. It will cover topics in cell/molecular biology, genetics, organismal biology, and ecology, with a focus on the scientific process. It will teach essential experimental and lab skills, as well as basic data analysis and scientific writing, preparing students for research in the field of biology. This is the first required course in the introductory sequence for Biology, Biochemistry, and Neuroscience majors and is the course that should be taken by other majors that require introductory biology. Although not required, the department strongly recommends that Biology, Biochemistry, and Neuroscience majors take BIOL 110.2 in their first semester, prior to taking BIOL 111. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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)

**BIOL 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)

**BIOL 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: BIOL 103 and BIOL 104. Fall. Three 50-minute periods.

**BIOL 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: BIOL 103 and

BIOL 104 and CHEM 108. Spring. Three 50-minute periods, two 2-hour laboratories.

**BIOL 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)

**BIOL 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: BIOL 111. Fall. Three 70-minute periods, one 3-hour laboratory.

**BIOL 212. 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)

**BIOL 220. Biostatistics.** Biostatistics is the application of statistical analyses to topics in the biological, medical, health, agricultural and environmental sciences. This course will focus on the design of experiments, collection and analysis of data, and interpretation of the results for the life and environmental sciences. Specific topics include: experimental design and sampling principles, types of error, sample size and power, graphical techniques for data display, descriptive statistics, probability, estimation, hypothesis testing, and statistical inference. Problem sets and in-class examples will utilize real world data from laboratory, clinical and field studies. Prerequisites: BIOL 111 or ENVR 112 and MATH 166 or MATH 170 or MATH 107 or ECON 156.

**BIOL 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: BIOL 111. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 119. Fall. Two 50-minute periods, two 3-hour laboratories.

**BIOL 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: BIOL 111 and CHEM 113 and 114. Fall. Three 50-minute periods, two 2-hour laboratories.

**BIOL 245. 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: BIOL 111 and CHEM 113 and 114, or permission of instructor. May Term. (F4)

BIOL 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: BIOL 100 or BIOL 111 or PSYC 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 111. Fall. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 111; CHEM 113 and 114. Spring. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 212. Fall.

**BIOL 327. Biochemistry I.** (also CHEM 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: BIOL 111 and CHEM 212 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory.

**BIOL 328. Biochemistry II.** (also CHEM 328). Builds upon the biochemical foundations covered in BIOL/CHEM 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: BIOL/CHEM 327 or permission of instructor. Spring. Three 70-minute lectures and one 3-hour laboratory.

**BIOL 330. Marine Ecology.** This upper-level course will explore many of the underlying principles governing the way that the ocean works, from waves and tides to ecological processes. Why can some marine organisms only be found in the harshest environments? How do predators contribute to biodiversity? Students will learn about how similar ecological processes operate in marine habitats including rocky shores, coral reefs, mud flats, and the deep sea. Lab sessions will allow students to design and conduct independent experiments which will enhance understanding of the way that organisms interact with their environment. Two field trips to the New Jersey coast will extend beyond the normal lab time to allow students to observe animals in their natural environment. Prerequisite: BIOL 111. Three 70-minute lectures and one 3-hour laboratory.

**BIOL 335. Evolution.** As a unifying theory of biology, evolutionary theory plays a key role in our understanding of how the natural world functions and changes over time. This course will explore the development of the theory of evolution, fundamental mechanisms of evolutionary change, current evolutionary concepts such as the neutral theory of molecular evolution, patterns of coevolution, major evolutionary trends, the process of speciation, and the origins of humankind. The laboratory will focus on reconstructing evolutionary histories using molecular and morphological data. Prerequisites: BIOL 111 or ENVR 112 and Junior/Senior Standing.

**BIOL 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: BIOL 212 and CHEM 113 and 114. Spring. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 119 and CHEM 113. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 111 or permission of instructor. Fall. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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: BIOL 210 and permission of instructor. Spring, alternate years. Two 3-hour periods.

**BIOL 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. BIOL 210. Spring, alternate years. Three 50-minute periods, one 3-hour laboratory.

**BIOL 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.

**BIOL 375.2. WI: Senior Seminar in Biochemistry.** (also CHEM 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: BIOL/CHEM 328 or permission of instructor. Spring. One 100-minute period. Writing-intensive.

**BIOL 190–199, 290–299, 390–399. Special Topics.**

**BIOL 286, 381–384. Independent Study.**

**BIOL 288, 386–388. Internship.**

**BIOL 400-401. Honors.**

## CHEMISTRY

**Chair:** Stephen Dunham

**Associate Professors:** Shari Dunham, Salter

**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.

## The Major in Chemistry

The major in chemistry consists of nine courses: CHEM 113, 114, 211, 212, 220.2, 222, 331, 332 and 370.2. The remaining course is selected by the student with the approval of the major advisor. Chemistry majors also must take MATH 170 (or its equivalent sequence MATH 106 and 166), MATH 171, and PHYS 111 and 112.

## The Minor in Chemistry

The minor in chemistry consists of five course units: CHEM 113, 114, 211, 222, and either 212 or 331.

## The Interdepartmental Major

The six courses that compose Set I of the interdepartmental major in chemistry include CHEM 113, 114, 211, and 222. The remaining courses in chemistry and the six courses of Set II are selected by the student with the approval of the advisor.

## Departmental Recommendations

Students planning graduate work in chemistry are advised to take additional advanced courses in chemistry, mathematics, computer science, physics, or biology.

Students wishing to obtain a bachelor's degree certified by the American Chemical Society are required to take a total of 13 chemistry courses. These must include those required for the basic major, plus CHEM 311, CHEM 327, CHEM 341, and one additional 300-level CHEM course. Students are encouraged to use independent study (CHEM 381) or Honors (CHEM 400) to fulfill the final course requirement.

Students seeking certification to teach chemistry in secondary schools complete the requirements for a departmental major and the requirements for certification described under education and science education. Students interested in combining chemistry and general science certification should consult the requirements for general science certification under science education.

## Courses In Chemistry

**CHEM 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)

**CHEM 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: BIOL 103. (F4)

**CHEM 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)

**CHEM 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: CHEM 114. Three 50-minute periods, one 3-hour laboratory.

**CHEM 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 CHEM 114 with a grade of "C-" or better. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

**CHEM 220.2. WI: 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: CHEM 114 and MATH 170. Fall. One weekly 3-hour lab period.

**CHEM 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: CHEM 114 and CHEM 220.2 or permission of instructor. Spring. Two 70-minute periods, one 50-minute problem session, one 3-hour laboratory.

**CHEM 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: CHEM 222 and CHEM 331. Fall. Two 70-minute periods, two 3-hour laboratories.

**CHEM 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: CHEM 212 and CHEM 332. Fall. Three 50-minute periods, one 50-minute problem session.

**CHEM 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: CHEM 212 or permission of instructor. Fall. Two 70-minute periods.

**CHEM 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: CHEM 212 or permission of instructor. Fall. Three 50-minute periods, one 50-minute problem session.

**CHEM 327. Biochemistry I.** (also BIOL 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 BIOL/CHEM 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: BIOL 111 and CHEM 212 or

permission of instructor. Fall. Two 70-minute lectures, one 70-minute problem session, and one 3-hour laboratory.

**CHEM 328. Biochemistry II.** (also BIOL 328). Builds upon the biochemical foundations covered in BIOL/CHEM 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: BIOL/CHEM 327 or permission of instructor. Spring. Three 50-minute lectures and one 3-hour laboratory.

**CHEM 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: CHEM 220.2 or 222, MATH 171, and PHYS 112. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

**CHEM 333. Advanced Physical Chemistry.** Application of quantum mechanics to atomic and molecular structure, group theory, and atomic, molecular, and laser spectroscopy. Prerequisite: CHEM 332. Spring. Three 50-minute periods and one 50-minute problem session.

**CHEM 335. Advanced 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. The discussion period will consist of student-led discussions and analysis of recent and historically relevant journal articles in environmental chemistry. Three 50-minute classroom periods, one 70-minute discussion period. Prerequisite: Junior/Senior class standing and completion of CHEM 220.2 and 212. Exclusions: cannot receive credit for both CHEM 205 and CHEM 335.

**CHEM 341. Inorganic Chemistry.** Periodic-table relationships, bonding theories, coordination compounds, acid/base theories, organometallic compounds. Laboratory stresses synthesis and characterization of inorganic compounds. Prerequisite: CHEM 331 or permission of instructor. Spring. Two 70-minute periods, one 70-minute problem session, and one 3-hour laboratory.

**CHEM 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.

**CHEM 375.2. Senior Seminar in Biochemistry.** (also BIOL 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: BIOL/CHEM 328 or permission of instructor. Spring. One 100-minute period.

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

**CHEM 286, 381-384. Independent Study.**

**CHEM 288, 386-388. Internship.**

**CHEM 400-401. Honors.**

## CHINESE

See **Modern Languages and Literatures**

## COMPUTER SCIENCE

See **Mathematics and Computer Science**

## DANCE

See **Music**

## ECONOMICS AND BUSINESS

**Department Chair:** Dr. Barbara Vinciguerra

**Executive Director, Graduate Business Programs & Asst. Vice**

**President Corporate-Educational Partnerships:** Dr. Katie P. Desiderio

**Assessment and Accreditation:** Dr. Lizbeth Kleintop

**Professors:** Kaskowitz, Leeds, Marabella, J. Ravelle, West

**Associate Professors:** Aziz, Desiderio, L. Ravelle, Terrizzi, Vinciguerra

**Instructors:** Egan, Kleintop

**Assistant Professor of Practice:** Cyliax, Elhussini, Koscinski, Krohn, O'Connor, Szmania

**Adjunct Faculty:** Barron, Bartkus, Berkow, Best, Brown, Fraboni, Godbey, Hahn, Hellert, Huff, Law, King, Klatchak, Kline, Kubel, Latib, Law, Orlando, Post, Panik, Ramson, Roche, Schmidt, Schurra, Sclafani, Stewart, Stoudt, Talipan, Tarone, Vazquez, and Welsh

**Manager for Support and Graduate Business Advising:** Chris D'Imperio

**Support Leader:** Cathy Welsko

## Mission Statement

The Economics & Business Department advances the values

of the liberal arts and professional education through the traditions of Moravian College. We enact transformational teaching, research, and learning in accounting, economics, and management for undergraduate, graduate, and professional students. Our curricular components are adapted for the distinct needs of each student.

## Undergraduate Majors and Minors

The Economics and Business Department offers undergraduate majors in Accounting, Economics, Management, International Management (in collaboration with Modern Languages and Literatures) and Environmental Economics and Policy (in collaboration with Environmental Studies). The accounting, economics, and management majors are accredited by the **Accreditation Council for Business Schools & Programs (ACBSP)**.

### *The Major in Economics*

Economics is a broad discipline that includes examining issues of scarcity; decisions about production, distribution, and consumption; and behavioral responses to incentives. The study of economics touches many fields including finance, healthcare, education, and the environment. The economics major provides a background for careers in business, government, economics, law, public administration, planning, as well as preparation for graduate study.

The economics major at Moravian has two tracks:

- Finance
- Theory and Policy

### *The Major in Economics: Finance Track*

Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>• ECON 156 - Business Statistics</li> <li>• Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>• Math 108 Functions and Derivatives</li> <li>• Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>• Math 170 Calculus I</li> </ul>

### Finance Track Requirements

Students in Finance must take the following six courses

ACCT 157	Financial Accounting
ECON 220	Money and Banking
ECON 225	Intermediate Microeconomics
ECON 226	Intermediate Macroeconomics
ECON 231	Managerial Finance
ECON 341	Investment and Portfolio Theory

Students in the Finance track must take two of the following controlled electives:

ECON 256	Applied Econometrics
ECON 326	Legal Environment of Finance and Credit
ECON 335	Current Topics of Finance
ACCT 315	Federal Income Tax

In addition, students in the Finance track must take one of the following MGMT electives:

MGMT 223	Principle of Management
MGMT 226	Legal Environment of Business

### **The Major in Economics: Theory and Policy Track**

Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>• ECON 156 - Business Statistics</li> <li>• Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>• Math 108 Functions and Derivatives</li> <li>• Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>• Math 170 Calculus I</li> </ul>

### **Theory and Policy Track Requirements**

Students in the Theory and Policy track must take the following three courses:

ECON 225	Intermediate Microeconomics
ECON 226	Intermediate Macroeconomics
ECON 256	Applied Econometrics

Theory and Policy Track Electives

In consultation with their advisors, students will take five

Economic elective courses designed to meet their individual goals. One of these courses must have the Writing Intensive designation:

ECON 200 level	Choose any 200 level Economics course
ECON 200 level	Choose any 200 level Economics course
ECON 300 level	Choose any 300 level Economics course
ECON 300 level	Choose any 300 level Economics course
ECON 300 level	Choose any 300 level Economics course

### *The Minor in Economics*

The minor in economics consists of five course units: ECON 152 (final grade of at least C- or better) plus four additional ECON 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 Management*

The discipline of management involves study of the broad principles of planning, organizing, leading, and controlling in an effort to meet organizational goals. Studying these principles will help you to further your understanding of the functional areas of business, leadership principles, motivation, and human behavior within organizations. These principles are used in a variety of organizational settings including for profit, not for profit, and healthcare.

Students who study management will choose one of the following tracks:

- Organizational Leadership
- Marketing
- Sport Management

### **The Major in Management: Marketing Track**

Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>• ECON 156 - Business Statistics</li> <li>• Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>• Math 108 Functions and Derivatives</li> <li>• Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>• Math 170 Calculus I</li> </ul>

**Marketing Track Requirements**

Students in the marketing track must take the following eight courses

ACCT 157	Financial Accounting
ECON 225	Intermediate Microeconomics
MGMT 223	Management and Organizational Theory
ECON 231	Managerial Finance
MGMT 251	Marketing Management
ECON 256	Applied Econometrics
MGMT 311	Marketing Research (WI)
MGMT 365	Management Seminar (senior standing as MGMT Major)

In addition, students in the marketing track must take two of the following controlled electives:

MGMT 227	Consumer Behavior
MGMT/IDIS 228	Telling and Selling Your Brand
MGMT/IDIS 250	Moral Marketing
MGMT 333	International Issues in Management

**The Major in Management: Organizational Leadership Track**

Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>• ECON 156 - Business Statistics</li> <li>• Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>• Math 108 Functions and Derivatives</li> <li>• Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>• Math 170 Calculus I</li> </ul>

**Organizational Leadership Track Requirements**

Students in the Organizational Leadership track must take the following seven courses:

ACCT 157	Financial Accounting
ECON 225	Intermediate Microeconomics
MGMT 223	Management and Organizational Theory
ECON 231	Managerial Finance
MGMT 253	Human Resource Management
MGMT 342	Organizational Behavior and Leadership (WI)
MGMT 365	Management Seminar (senior standing as MGMT Major)

In consultation with their advisors, students in this track must take three electives, including one controlled elective

MGMT Elective	
MGMT Elective	
MGMT Controlled Elective	Choose 1 of the following: <ul style="list-style-type: none"> <li>• MGMT 226: Legal Environment Business</li> <li>• MGMT 227 Consumer Behavior</li> <li>• MGMT 251 Marketing Management</li> <li>• MGMT 324 Operations Management</li> <li>• MGMT 333 International Management</li> </ul>

**The Major in Management: Sports Management Track**

Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>• ECON 156 - Business Statistics</li> <li>• Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>• Math 108 Functions and Derivatives</li> <li>• Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>• Math 170 Calculus I</li> </ul>

## Sports Management Track Requirements

Students in the Sports Management track must take the following nine courses:

ACCT 157	Financial Accounting
ECON 225	Intermediate Microeconomics
MGMT 223	Management and Organizational Theory
ECON 231	Managerial Finance
MGMT 255	Mindfulness in Sport
ECON 312	Sports Economics
PHIL 228 or IDIS 259	PHIL 228 - Ethics of Sports (WI) IDIS 259 - Sport and Its Cultural Legacy (WI)
MGMT 365	Management Seminar (senior standing as MGMT Major)
MGMT 386	Sports Management Internship

Students in the Sports Leadership track must take one of the following controlled electives:

ECON 256	Applied Econometrics
MGMT 251	Marketing Management
MGMT 253	Human Resource Management
MGMT 311	Marketing Research (WI)
MGMT 342	Organizational Behavior and Leadership (WI)
PSYC 260	Sports Psychology

### *The Minor in Management*

The minor in management consists of ECON 152 (final grade of at least C- or better), MGMT 223, and three (3) full-unit MGMT courses. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

### *The Major in Accounting*

Accounting is often called “the language of business.” The study of accounting prepares students to analyze and summarize economic activity for purposes of good decision making in organizations. 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, and Certified Internal Auditor.

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 4 + 1 B.A./MBA. Program. Students are encouraged to consult with their advisors on course selection.

## Entrance to Major Requirements

Must earn a C- or better in the following courses before declaring the major

ECON 152	Principle of Economics
Statistics Requirement	One of the following two courses <ul style="list-style-type: none"> <li>ECON 156 - Business Statistics</li> <li>Math 107 Statistics</li> </ul>
Calculus Requirement	One of the following courses or course sequences <ul style="list-style-type: none"> <li>Math 108 Functions and Derivatives</li> <li>Math 106 Calc w/Review I and Math 166 Calc w/Review II</li> <li>Math 170 Calculus I</li> </ul>

## Accounting Major Requirements

Accounting majors must take the following eight courses:

ACCT 157	Financial Accounting
ACCT 213	Cost Accounting
ACCT 218	Intermediate Accounting I
ACCT 219	Intermediate Accounting II
ACCT 340	Senior Seminar in Accounting
MGMT 223	Principles of Management
ECON 231	Managerial Finance
ECON 251	Intermediate Microeconomics

Accounting majors must take two of the following controlled electives:

ACCT 258	Accounting Information Systems
ACCT 315	Federal Income Tax
ACCT 322	Advanced Accounting
ACCT 324	Auditing

### *The Minor in Accounting*

The minor in accounting consists of five (5) course units: ECON 152 (final grade of at least C- or better) and ACCT 157, 218, 219, and one (1) 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*

The major in international management is offered jointly by the Department of Economics and Business and the Department of Modern Languages and Literatures. It consists of six courses in each department and includes a semester-long program of study in a country where French, German or Spanish is spoken as a primary language. Students will consult with advisors to choose programs abroad that complement the programmatic

focus. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German). For details on course requirements and options, **please refer to this link**.

There is no minor offered in International Management.

### *The Major in Environmental Economics and Policy*

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. For details on course requirements and options, **please refer to this link**.

### *The Interdepartmental Major*

Please refer to the section of the catalog describing the interdepartmental major. Students choosing the Economics and Business Department as the "Set #1" must complete ECON 152, ECON 156 (or appropriate statistics equivalent), and ACCT 157.

Notes for Majors and Minors in Economics and Business

- Entrance to Major Requirements: Students must complete each of the following courses with a C- or better before declaring a major in Accounting, Economics, or Management: ECON 152, statistics requirement (ECON 156 or MATH 107) and the calculus requirement (MATH 108 or MATH 166 or MATH 170). Students may repeat a course to improve the grade in accordance with the college policy on repeating a course.
- Students majoring in programs in the Economics and Business Department 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 is met by taking MATH 108 or MATH 170 (or its equivalent sequence, MATH 106 & 166) with final grades of C- or better.
- 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.
- MATH 107 may be substituted for ECON 156 in the major or minor in economics, management, international management, and accounting students who have received academic credit for MATH 107 or MATH 231, will not receive credit for ECON 156.
- Students intending graduate work in economics are encouraged strongly to take MATH 171 and MATH 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.

- ECON 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 (WI) 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.

## Dual Degree 4+1 Programs

The Economics and Business Department offers opportunities to Moravian College students interested in earning both a bachelor's degree in any major along with a master's degree in either business administration (MBA) or healthcare administration (MHA) through a combined, five-year program. Students will begin taking graduate-level courses in their senior year to help transition into a full, final year of graduate studies.

Available 4+1 Degrees:

- MGMT 4+1 MBA

4+1 students should complete the business competencies for the MBA program and have internship experience before entering into their senior year. Students should work with their academic advisor for appropriate planning.

MBA Concentrations are in available in:

- Business Analytics
- Accounting
- Human resource Management
- Healthcare Management
- Supply Chain Management
- General Management

An example Degree map for each concentration is available [at this link](#)

- ACCT 4+1 MBA

4+1 students should complete the business competencies for the MBA program and have internship experience before entering into their senior year. Students should work with their academic advisor for appropriate planning.

MBA Concentrations are in available in:

- Business Analytics
- Accounting
- Human resource Management
- Healthcare Management
- Supply Chain Management
- General Management

An example Degree map is available [at this link](#).

MGMT 4+1 MHA

4+1 students should complete the business competencies for the MBA program and have internship experience before entering into their senior year. Students should work with their academic advisor for appropriate planning.

MBA Concentrations are in available in:

- Business Analytics
- Accounting
- Human resource Management
- Healthcare Management
- Supply Chain Management
- General Management

An example Degree map is available [at this link](#).

## Graduate Programs

### *The MBA 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 which gives you the tools for a successful career. We believe that some of the most valuable lessons are learned outside of the classroom. That's why we partner with the Lehigh Valley's leading employers to offer personalized learning programs, internships, and real-world course work. The Moravian MBA is accredited by the **Accreditation Council for Business Schools & Programs (ACBSP)**.

### **Leadership Core:**

Working in small classes MBA students take a common core of courses in leadership, organizations, people, and process-based skills to strategic problems including:

- MGMT 511: Developing Leadership Competencies
- MGMT 513: Leading People in Organizations
- MGMT 521: Ethics, Law, and Social Responsibility
- MGMT 571: Leading Change in Organizations

### **Functional Core:**

Students additionally take a second core of courses in microeconomics, finance, operations, and business research methods, including:

- MGMT 515: Microeconomic Foundations for Strategic Management
- MGMT 517: Corporate Financial Management
- MGMT 519: Managing Operations
- MGMT 555: Business Research Methods

### **MBA Concentrations:**

Students specialize their knowledge in business by completing four courses in one of six concentrations of their choosing.

#### **Accounting Concentration**

Designed to meet Pennsylvania ACT 73 of 2008 educational standards for earning the certified public accountant (CPA) license.

Required Accounting Concentration Courses:

- MGMT 552: Managerial Accounting
- The elective courses should be in two non-core and non-Accounting Concentration courses offered in the MBA, Master of Human Resource Management, or Master of Health Administration programs. Consult with your advisor in selecting these courses.

#### **Business Analytics Concentration**

A program created to equip today's business leaders with the latest analytical tools needed to master large databases and research effective business decisions.

Required Business Analytics Concentration Courses:

- MGMT 553: Big Data Management
- MGMT 556: Decision Analysis
- MGMT 557: Big Data Analytics
- MGMT 5xx: Elective
  - Elective Course: One non-core and non-Business Analytics Concentration course offered in the MBA, Master



of Human Resource Management, or Master of Health Administration programs (500/600 level courses). Consult with your advisor in selecting this course.

### Healthcare Management Concentration

Prepare to make significant contributions in improving the health of communities, whether from assisted living programs, clinics, healthcare associations, hospitals, nursing homes, and more.

Required Healthcare Management Concentration Courses:

- MGMT 532: Managing Health Care Organizations
- MGMT 534: Health Care Economics and Financing Systems
- MGMT 536: Law, Regulations & Ethics in the Health Care Environment
- MGMT 5xx: Elective
  - Elective Course: One non-core and non-Business Analytics Concentration course offered in the MBA, Master of Human Resource Management, or Master of Health Administration programs (500/600 level courses). Consult with your advisor in selecting this course.

### Human Resource Management Concentration

Extend your knowledge into the discipline of HR by taking courses offered in the Master of Human Resource Management degree program.

Required Human Resource Management Concentration Courses:

Students will select four courses from the list below to meet the concentration requirements.

- MGMT 562: Human Resource Information Systems
- MGMT 563: Current Legal Issues in HR
- MGMT 565: Global Talent Management
- MGMT 567: Compensation and Benefits
- MGMT 569: Training and Development Systems
- MGMT 572: Managing Performance
- MGMT 577: Project Planning and Management
- MGMT 579: Strategic HR Management

### Supply Chain Management Concentration

Develop your knowledge and skills in the identification, acquisition, positioning, and management of resources that organizations need to attain their objectives.

Required Supply Chain Management Concentration Courses:

- MGMT 545: Procurement and Sourcing Strategy
- MGMT 547: Integrated Logistics Systems
- MGMT 549: Supply Chain Management Technology
- MGMT 5xx: Elective
  - Elective Course: One non-core course and non-Supply Chain Management concentration course offered in the MBA, Master of Human Resource Management, or Master of Health Administration programs. Consult with your advisor in selecting this course.

### General Management Concentration

Provides a general business MBA attractive to individuals interested in improving their managerial knowledge and skills while remaining generalists

Required General Management Concentration Courses:

- MGMT 523: Marketing Management & Strategy
- MGMT 5xx: Elective
- MGMT 5xx: Elective
- MGMT 5xx: Elective
  - Elective Courses: Three non-core courses offered in the MBA, Master of Human Resource Management, or Master of Health Administration programs. Consult with your advisor in selecting these courses.

## 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. Strategy inevitably involves risk. Risk without knowledge and understanding is a hit-or-miss affair. The Moravian College MSHRM program delivers knowledge, develops your skills, and reinforces your ability to be a contributing strategic business partner within your organization. The MSHRM program is accredited by the **Accreditation Council for Business Schools & Programs (ACBSP)**.

### MSHRM Core Courses:

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:

- MGMT 511: Developing Leadership Competencies
- MGMT 513: Leading People in Organizations
- MGMT 521: Ethics, Law, and Social Responsibility
- MGMT 561: Measurement Strategies & Methods in HR
- MGMT 562: Human Resource Information Systems
- MGMT 565: Global Talent Management
- MGMT 567: Compensation and Benefits
- MGMT 571: Leading Change in Organizations
- MGMT 579: Strategic HR Management

#### ***MHSRM Concentrations:***

Focus your studies on the HR areas of greatest interest to you by choosing from either the Leadership or Learning & Performance Management Concentrations. Each concentration consists of two required courses and one elective course.

#### **HR Leadership Concentration:**

HR leadership in business is about formulating objectives, practices, and policies to meet the goals, opportunities, and needs of the organization. Courses in this concentration include:

- MGMT 517: Corporate Financial Management
- MGMT 563: Current Legal Issues in HR
- MGMT 5xx: Elective
  - Elective Course: One (1) other non-core and non-HR Leadership concentration course offered in the MSHRM, MBA, or Master of Health Administration programs. Consult with your advisor in selecting this course.

#### **Learning and Performance Management Concentration**

The Learning & Performance Management Concentration will provide you with a focus to understanding training and development needs of employers and employees and provide you with the knowledge and tools to guide the performance of people in the workplace. Courses in this concentration include:

- MGMT 569: Training and Development Systems
- MGMT 572: Managing Performance
- MGMT 5xx: Elective
  - Elective Course: One (1) other non-core and non-HR Leadership concentration course offered in the MSHRM, MBA, or Master of Health Administration programs. Consult with your advisor in selecting this course.

## **Master of Science in Predictive Analytics (MSPA) Online**

The Master of Science in Predictive Analytics (MSPA) program is an online 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.

#### ***MSPA Core Courses:***

- MGMT 555: Business Research Methods
- MGMT 511: Developing Leadership Competencies
- MGMT 513: Leading People in Organizations
- MGMT 553: Big Data Management
- MGMT 557: Big Data Analytics
- MGMT 602: Regression, Factorial, and Cluster Analysis
- MGMT 605: Generalized Linear Models
- MGMT 608: Advanced Modeling Techniques
- MGMT 612: Marketing Analysis
- MGMT 556: Decision Analysis
- MGMT 577: Project Management and Planning
- MGMT 671: Capstone Project

## **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. Best business practices are shared among student professionals from a variety of organizations representing a cross-section of the Lehigh Valley's business community. This program is strategically designed for you to succeed in today's complex healthcare environment.

### *MHA Core Courses:*

The MHA curriculum develops students' leadership, collaboration, analytical and problem solving skills, and a deep understanding of the healthcare industry in required courses, including:

- MGMT 513: Leading People In Organizations
- MGMT 532: Managing Health Care Organizations
- MGMT 534: Health Care Economics and Financing Systems
- MGMT 536: Law, Regulations & Ethics in the Health Care Environment
- MGMT 502: Epidemiology and Bioinformatics
- MGMT 504: Policy, Quality, and Safety in Health Care
- MGMT 520: Financial Management in Health Care
- MGMT 522: Project Management in Health Care OR MGMT 524: Strategic Planning in Health Care Environment
- MGMT 571: Leading Change in Organizations

### *MHA Elective Courses:*

Students take three (3) MGMT 500-level elective courses in areas of their interest such as business analytics, HR management, or supply chain management, from among the several concentrations in Moravian's graduate Business, Education, and Nursing programs. Visit Moravian Graduate Programs & Courses to view the list of available courses. Some courses have prerequisites. An advisor will help you select your electives.

## 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*

In the Business Analytics Certificate program, you will learn the latest analytics tools and techniques for mastering business research and large databases.

Required Business Analytics Certificate Courses:

- MGMT 553: Big Data Management
- MGMT 555: Business Research Methods
- MGMT 556: Decision Analysis
- MGMT 557: Big Data Analytics

### *Healthcare Management*

The Healthcare Management Certificate provides you with knowledge needed to understand today's complex healthcare environment and succeed as a manager in a modern healthcare organization.

Required Healthcare Management Certificate Courses:

- MGMT 532: Managing Health Care Organizations
- MGMT 534: Health Care Economics and Financing Systems
- MGMT 536: Law, Regulations & Ethics in the Health Care Environment
- one (1) MGMT 500-level elective course

### *Human Resource Management*

The Human Resource Management Certificate provides an advanced level of understanding that enables you to evaluate the internal and external environments, using data driven management techniques that align HR practices with business strategy, delivering value to the organization.

Required Human Resource Management Certificate Courses:

\*\*Students will choose any four of the courses below in this flexible certificate program

- MGMT 562 Human Resource Information Systems
- MGMT 563: Current Legal Issues in HR
- MGMT 565: Global Talent Management
- MGMT 567: Compensation and Benefits
- MGMT 569: Training and Development Systems
- MGMT 572: Managing Performance

### *Supply Chain Management*

The Supply Chain Management Certificate provides you with tools to identify, access, and acquire resources your organization needs to advance customer needs and succeed financially.

Required Supply Chain Management Certificate Courses:

- MGMT 545: Procurement and Sourcing Strategy
- MGMT 547: Integrated Logistics Systems
- MGMT 549: Supply Chain Management Technology

- MGMT 521: Ethics, Law, and Social Responsibility (\*Recommended Elective)

## Undergraduate Courses in Accounting

**ACCT 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.

**ACCT 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: ACCT 157 and ECON 156.

**ACCT 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: ACCT 157.

**ACCT 219. Intermediate Accounting II.** Continuation of ACCT 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: ACCT 218 with a grade of C or better or permission of instructor.

**ACCT 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: ACCT 157 and MGMT 211.2 or equivalent experience.

**ACCT 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: ACCT 157.

**ACCT 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: ACCT 218 with a grade of C or better or permission of instructor.

**ACCT 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: ACCT 218 with a grade of C or better or permission of instructor.

**ACCT 340. WI: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: ACCT 218 with a grade of C or better or permission of instructor. Writing-intensive.

**ACCT 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: ACCT 157 with a grade of C or better or permission of instructor.

**ACCT 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: ACCT 157 and ACCT 315 or equivalent experience.

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

**ACCT 286, 381-384. Independent Study.**

**ACCT 288, 386-388. Internship.**

**ACCT 400-401. Honors.**

## Undergraduate Courses in Economics

**ECON 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. (M4)

**ECON 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. ECON 156 may not be taken for credit by students who have earned credit for MATH 107 or 231. Prerequisite: three years of secondary mathematics through college-level algebra or consent of instructor. (F2)

**ECON 210. WI: 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.

**ECON 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 ECON 152 or permission of instructor. (U1)

**ECON 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: ECON 152 (final grade of at least C– or better).

**ECON 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: ECON 152 and 156 (final grades of at least C– or better), college-level calculus (MATH 108, 170, or 106 & 166), and sophomore standing or permission of the instructor.

**ECON 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: ECON 152 and 156 (final grades of at least C– or better).

**ECON 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: ECON 152 (final grade of at least C– or better).

**ECON 231. Managerial Finance.** 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: ECON 152 and 156 (final grade of at least C– or better), ACCT 157.

**ECON 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: ECON 152 (final grade of at least C– or better).

**ECON 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: ECON 152 (final grade of at least C– or better).

**ECON 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: ECON 152 (final grade of at least C– or better).

**ECON 256. Applied Econometrics.** 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: ECON 152 and 156 (final grade of at least C– or better).

**ECON 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: ECON 225.

**ECON 325. WI: 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: ECON 152 (final grade of at least C– or better) and one 200-level ECON course. Writing-intensive.

**ECON 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: ECON 152 and 156 (final grades of at least C– or better), and ECON 225.

**ECON 329. WI: 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: ECON 152 (final grade of at least C– or better) and ECON 225. Writing-intensive.

**ECON 330. WI: 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: ECON 152 (final grade of at least C– or better) and ECON 225. Writing-intensive.

**ECON 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: ECON 225. Recommended: ECON 220.

**ECON 341. Investment and Portfolio Theory.** 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: ECON 231.

**ECON 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.

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

**ECON 286, 381-384. Independent Study.**

**ECON 288, 386-388. Internship.**

**ECON 400-401. Honors.**

## Undergraduate Courses in Management

**MGMT 155. Business and Society.** Business and Society provides a comprehensive introduction to functional and strategic elements of business enterprises in the context of society at large. Analysis of the social, cultural, legal, political, technological and economic environments in which businesses operate are central to the course. Basic accounting, finance, marketing, human resources, production, operations and information systems are introduced. The role of free enterprise, entrepreneurship, globalization, corporate governance, sustainability and stakeholder management are among the issues addressed. Prerequisite: Freshman/sophomore status only. No more than two earned courses in Economics and Business.

**MGMT 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.

**MGMT 216. Information Systems for Management.** In this course, we will explore the importance of information systems in an organization and the usage of computer applications in the business and industry environment. Students will advance their management skills and gain an understanding of concepts in computing with the focus on hands-on experience with Microsoft Word, PowerPoint, Excel, and Access. Through an in-depth use of Microsoft Excel, students in this course will develop advanced skills in the following: spreadsheets, formulas & functions, charts, datasets & tables, PivotTables and PivotCharts, What-If Analysis, specialized functions, and statistical functions. Prerequisite: MGMT 211.2 or permission of the instructor.

**MGMT 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: ECON152 (final grade of at least C– or better).

**MGMT 226. Legal Environment of Business. (Also SOCI 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.

**MGMT 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: MGMT 251.

**MGMT 228. Telling and Selling Your Brand: The Art of the Story.** (Also IDIS 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.

**MGMT 250. Moral Marketing - Serving the World's Poor.** (Also IDIS 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.

**MGMT 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: ECON 152 (final grade of at least C– or better) or permission of instructor.

**MGMT 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: MGMT 223 or permission of instructor.

**MGMT 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: MGMT 223.

**MGMT 310. "Doing Good" at Work.** (Also IDIS 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)

**MGMT 311. WI: 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: ECON 156 (final grade of at least C– or better) and MGMT 251. Writing-intensive.

**MGMT 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: ECON 156 (final grade of at least C– or better) and two (2) of the following: ACCT 213 or MGMT 231 or MGMT 251 or MGMT 253.

**MGMT 326. Law 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: ACCT 157 and MGMT 226.

**MGMT 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: MGMT 223 or permission of instructor.

**MGMT 342. WI: 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: MGMT 223 and 253. Writing-intensive.

**MGMT 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; MGMT 223; one controlled elective; and either MGMT 251 or MGMT 253.

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

**MGMT 286, 381-384. Independent Study.**

**MGMT 288, 386-388. Internship.**

**MGMT 400-401. Honors.**

## Graduate Courses in Management

**MGMT 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: None.

**MGMT 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.

**MGMT 511. Developing Leadership Competencies.** Organizations and businesses need leadership from every individual who works or volunteers to advance its mission and goals. Regardless of style or approach, leadership starts with basic competencies that together create a portfolio for leadership effectiveness. The roster of competencies is fluid and can vary depending on the individual, the workplace and the goals, but the outcome is constant: they contribute significantly to an individual's ability to lead people. In this course, we will examine what can arguably be considered among the most relevant and substantive competencies for effective leadership currently. Competencies may include emotional intelligence, authenticity, being present, character, creativity, courage and empathy. Incorporating a variety tools and techniques, such as presentations, research, essays and outreach to industry professionals, the course gives students the opportunity to understand, assess, and develop their own capacities and effectiveness in these areas of leadership competencies. Throughout the course, reflective practice, that aligns course theoretical knowledge with student workplace experiences and builds a supportive learning community, will be emphasized. 3 graduate credits. Prerequisite: None.

**MGMT 512. Women in Leadership.** As the opportunities for women's advancement in the workplace become more competitive the ability to be prominent and exhibit one's capabilities to make a significant contribution toward an organization's success is more important than ever. To substantiate those skills, women must strengthen their leadership skills, hone their abilities to strategically network, develop strategies that cultivate the right relationships, and understand the factors that lead to success in diverse work forces. This course will examine current issues and trends of

women and leadership from both the societal and personal perspectives. Material will explore opportunities and challenges that exist for women in the workplace and students will examine how gender, race, class, and other factors, influence leadership styles. Students will leave the course with heightened awareness and confidence to affect positive change on behalf of women in the workplace. Prerequisite: None.

**MGMT 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.

**MGMT 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. Prerequisite: None.

**MGMT 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. Prerequisite: None.

**MGMT 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. Prerequisite: None.



**MGMT 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. Prerequisite: None.

**MGMT 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.

**MGMT 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.

**MGMT 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. Prerequisite: None.

**MGMT 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.

**MGMT 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.

**MGMT 534. Health Economics.** In this course, students will study human health, both national and personal, from an economic perspective. Further, students will analyze the ways in which healthcare services are demanded and supplied. Topics include: the value of health from an individual and societal perspective; the demand for physicians' and other health services; the supply of healthcare; the demand for and the supply of health insurance; international comparison of healthcare expenditures; cost-benefit analyses of public policies and medical interventions; and the role of government in related healthcare markets. 3 graduate credits. Prerequisites: None.

**MGMT 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.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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.

**MGMT 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. Prerequisite: None.

**MGMT 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. Prerequisite: None.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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. 3 graduate credits. Prerequisite: None.

**MGMT 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.

**MGMT 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: None.

**MGMT 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 electronic HRIS databases. Prerequisite: None.

**MGMT 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: None.

**MGMT 564. Negotiations in Public Schools.** This course explores labor relations in the K-12 public sector. The course will focus on the legal requirements in Pennsylvania, the process of collective bargaining, the scope of collective bargaining, types of collective bargaining, administration of the collective bargaining agreement and the impact of collective bargaining on the school environment. The course topics will include the Pennsylvania Labor Relations Act, the Pennsylvania Labor Relations Board, fact finding, proposal preparation, provision application, data analytics, unfair labor practices, grievances, and arbitrations. In addition, the course will examine the political, social, economic and organizational impact of collective bargaining on the public-school setting. Prerequisite: None.

**MGMT 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 561 Measurement Strategies & Methods in HR Management or MGMT 555 Business Research Methods.

**MGMT 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. Prerequisite: None.

**MGMT 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: None.

**MGMT 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.

**MGMT 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. Prerequisite: None.

**MGMT 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

**MGMT 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 an assignment related to HR strategy in their workplace or other organization 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. 3 graduate credits.

**MGMT 590-599. Special Topics**

**MGMT 581-582. Independent Study.**

**MGMT 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. Prerequisite: 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 computer intensive methods for parameter and error estimation, model selection, and model evaluation. The course focuses upon business applications of statistical graphics and data visualization, tree structured classification and regression, neural networks, smoothing methods, hybrid models, multiway analysis, and hierarchical models. This is a case study 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 case study 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 decision making, with a particular focus on using Google Analytics. Topics include measurements of end-user 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 case study and project based 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 web-browser based presentations. This is a project based course with programming assignments.

**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 enduser 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 work related 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:** Associate Professor DesJardin

**Assistant Professor:** Gleason, Kahn, Nolan, Song, Wen

**Faculty Associates:** Baxter (art), LaRue (English); Lutte (music); McKeown (world languages); Paxton (history); Shank (mathematics); Kriebel (general science)

**Adjunct Faculty:** Aragona-Young, Carty, Colon, Correll, Donegan, Evans, Frey, Fuini-Hetten, Ketterman-Benner, Klaric, Krupka, Mayes, Rakos, Resende, Schaefer, Sullivan, Torok, Van Asselt, Villani, Wallaesa, Ziegenfuss

**Visiting:** Bess Van Asselt

**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), 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, English, general science, mathematics, 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 2.7 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. 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. 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](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 (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.

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 enrolling in a course that includes a field experience must complete and submit forms required by the Pennsylvania Department of Education. Mandated documents need to be approved by 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).

The FBI Federal Criminal History Record fingerprinting process details are found at <https://uenroll.identogo.com/>. The service code for education is 1KG6RT.

The Pennsylvania State Police Criminal Records Check (Act 34) clearance can be obtained by logging on to <https://epatch.state.pa.us/> and clicking on Submit a New Record Check (not Volunteers Only).

The Pennsylvania State Police Criminal Records Check (Act 34) clearance can be obtained by logging on to <https://epatch.state.pa.us/> and clicking on Submit a New Record Check (not Volunteers Only).

Some of these clearance documents take up to four weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must submit original clearance documents to the Education Department in a digital format run by X Medius. Clearances must be uploaded to a personalized virtual **SAFEBOX** which allows for the safe deposit of sensitive documents. Clearances will be reviewed and approved before students will be permitted to participate in field experiences. 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

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

#### **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 370 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration.

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 120 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 120 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 120 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 120. 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 120 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. (Both Mathematics 107 and 120 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, English, general science, mathematics, 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 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 Major in Early Childhood Special Education

Moravian College's Early Childhood Special Education program allows qualified students to earn dual certification in early childhood education (Pre-K to grade 4) and special education (Pre-K to grade 8) within a four-year degree program. It is not possible to study special education without the early childhood education program.

The following courses comprise the Early Childhood Special Education major:

EDUC 244 Including Students with Disabilities (Grade of C or better required)

EDUC 410.3 Language Acquisition and Development

EDUC 420.3 Differentiating Instruction

EDUC 421.3 Special Education Identification and Intervention

EDUC 422.3 Effective Inclusionary Practices

EDUC 423.3 Special Education Processes

EDUC 424.3 Education Students with Disabilities and Exceptionalities

EDUC 425.3 Comprehensive Literacy Pre K to 4 Writing Intensive Course

EDUC 426.3 Literacy and Resistance/Secondary Schools

MATH 120 Mathematics for Teaching I

PSYC 120 Introduction to Psychology

SOC 113 Cultural Anthropology or SOC 115 Introductory Sociology

In addition, students complete all of the courses listed for the Early Childhood Certification Program: Education 100.2, 160, 210, 211, 213.2, 214.2, 216, 218.2, 222, 321, 322, 323, 324, 358.2, 359.2, 370, 375, 376, and 377. Students also complete the normal Learning in Common Curriculum.

## 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.

## 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.*

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 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 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

**EDUC 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/Accessing 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.

**EDUC 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.

**EDUC 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)

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 120 with a grade of C or better. Spring

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 120 with a grade of C or better; passing scores on PAPA Reading, writing and Mathematics. Fall.

**EDUC 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.

**EDUC 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.

**EDUC 360, 361, 362, 364, 365.** Curriculum and Instruction in the Secondary Content Areas. Explores the unique nature of subjects (English, world language, mathematics, science,

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.

**EDUC 360. English**

**EDUC 361. World Languages**

**EDUC 362. Mathematics**

**EDUC 364. Science**

**EDUC 365. Social Studies**

**EDUC 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.

**EDUC 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, and 136.1, 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

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

**EDUC 286, 381-384. Independent Study.**

**EDUC 288, 386-388. Internship.**

**EDUC 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)

### 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)

### 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)

### 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)

### 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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)



### **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)

### **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)

### **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)

### **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)

### **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).

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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. 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)

### **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)

### **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)

### **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)

### **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)

### **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)

## **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 510 Child Development and Cognition I: Birth to Five Years (MAT)**

This course is a study of development of young children from birth through five. 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 young children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: GPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Undergraduate cognate: EDUC 210.

### **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 32

### **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 120 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**

Engineering (Cooperative Dual Degree)

**Advisor:** Kelly Kriebel

**Email:** [krieblek@moravian.edu](mailto:krieblek@moravian.edu)

The department offers several types of opportunities for students wishing to pursue a career in engineering. Two of these options involve dual degree programs (the 3/2 and 4/1) in which the student will study at Moravian College for several years and then transfer to the associated institution to finish up the program of study, resulting in a degree being granted from each institution. A third option involves simply continuing graduate study at an engineering institution of the students choosing upon successful completion of the undergraduate program at Moravian College. In all cases, while the student is at Moravian College, the program of study will be as a physics major. Areas of engineering study for the third option are only limited by the areas offered at the graduate institution, those for the 3/2 and 4/1 are limited and as indicated below.

### **3/2 Undergraduate Program**

In cooperation with Washington University, St. Louis, Missouri, Moravian College offers the following cooperative dual-degree engineering programs:

Biomedical Engineering

Energy, Environmental, & Chemical Engineering

Computer Engineering

Computer Science

Electrical Engineering

Mechanical Engineering

Systems Science and Engineering

### **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.

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. The F2 foreign language requirement for LinC is waived for students in the 3/2 program.

## 4/1 Graduate Program

A combined bachelor's and master's degree program in 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.

## ENGLISH

**Chair:** Professor Black

**Professors:** Dougal, Hinnefeld

**Associate Professors:** Fodrey, Shorr, Tabor

**Assistant Professors:** LaRue, Waller-Peterson

**Emeritus Faculty:** Diamond, Reid, Wingard

**Instructor of Writing:** Mikovits

**Adjunct Faculty:** Alu, Croke, Harris, Joella, Tedesco, Ward

## English Department Mission Statement

The English Department at Moravian College engages critically with literary, historical, creative, theoretical, and rhetorical traditions and practices in English Studies by providing students the opportunity to work both individually and collaboratively to pursue meaningful inquiry and creative endeavors that ask difficult questions rather than seeking easy answers. We do this through discursive engagement with texts, broadly conceived, guided by Moravian's liberal arts principles, which inform opportunities for research, reflection, community, and leadership development characterized by lifelong connections between coursework and professional goals.

## 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, professional writing, and the study of culture and history, linguistics, literature, rhetoric, theatre and performance, and multimodal writing arts.

The English major consists of ten courses: a five-course core, four major electives, and a capstone experience.

Core (five courses):

- ENGL 225 (writing-intensive)
- ENGL 211, 212, or 217 for the required second English WI course
- Two literary period courses (British/Transatlantic or American)
  - (British/Transatlantic: ENGL 240, 351, 352, 354, 355)
  - (American: ENGL 244, 340, 341, 342)
  - Or a special topics course approved by the major advisor
  - Note: one of the two period courses must be pre-20th century (ENGL 340, 341, 351, 352, 355)
- One genre course:
  - Drama (ENGL 232, 233, 234, 360, 361)
  - Fiction (ENGL 343, 353)
  - Poetry (ENGL 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 (ENGL 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 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 (ENGL 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 Concentration. Students should consult with Dr. Hinnefeld regarding internships and with the Office of International Studies regarding study-abroad opportunities.

- WRIT 101-106, LINC 101-104, and the general literature courses (ENGL 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: ENGL 225; ENGL 211, 212, or 217; 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 ENGL 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 Concentration

English majors who seek Writing Arts Concentration within the major must complete the following progra

### I. English Major Core

- ENGL 225 WI: Introduction to English Studies
- ENGL 211, 212, or 217 for the required second English WI course\*
- One literary genre requirement
- Two literary period requirements (one of which must be pre-20th century: ENGL 340, 341, 351, 352, 355)

### II. Internship Pre-Requisite

- ENGL 216, 218, 224 or another 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.

- ENGL 211 WI\*: Creative Nonfiction
- ENGL 212 WI\*: Introduction to Creative Writing
- ENGL 213.2: Working with Student Writers
- ENGL 214.2: Writing Studies Research Seminar
- ENGL 216: Professional Writing
- ENGL 217 WI\*: Introduction to Writing Arts
- ENGL 218: Digital Rhetoric and Writing
- ENGL 224: News and Feature Writing
- ENGL 230: Public Speaking
- ENGL 242: Environmental Writing
- ENGL 263: Writing as Activism
- ENGL 310: Business & Community Writing
- ENGL 311: Fiction Writing
- ENGL 312: News and Feature Writing in the Digital Age
- ENGL 313: Poetry Writing
- ENGL 316: Rhetorics of Everyday Life
- ENGL 386: Internship
- Other special topics courses may be used to fulfill this requirement. Please consult with an English advisor.

### V. Capstone Experience

- ENGL 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing); 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: LINC 101, LINC 102, WRIT 106 or equivalent is a prerequisite for all courses in the English Department numbered 200 or above

**ENGL 101. American Literature.** Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral skills. (M2)

**ENGL 102. British Literature.** Introduction to distinctive British works, emphasizing analytical and communication skills. (M2)

**ENGL 103. Western Literature.** Selected major works in the literature of the Western world, emphasizing analytical and communication skills through written and oral projects. (M2)

**ENGL 104. The Experience of Literature.** Introduction to major literary genres—fiction, poetry, and texture drama—from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects. (M2)

**ENGL 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)

**ENGL 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.

**ENGL 211. Creative Nonfiction.** Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent. Spring.

**ENGL 212. Introduction to Creative Writing.** Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6)

**ENGL 213.2. Working with Student Writers: Theory and Praxis.** This course offers a broad overview of composition and writing tutoring pedagogy and covers best practices for working with student writers. Students will gain practical teaching, presentation, and leadership skills through extensive practice with student writing samples and a range of reflective and research-based assignments. We will also address considerations broadly related to student success and academic readiness. This course is designed to support students who wish to become Writing Fellows or Writing Center Tutors. Prerequisites: LinC F1 and permission of instructor.

**ENGL 214.2. Writing Studies Research Seminar.** This course builds upon concepts covered in ENGL 213.2 and provides guided instruction in composition and writing tutoring research. Students identify a topic of interest, then develop and carry out a small-scale research project. Students are expected to present or publish their research for a wider audience in a venue appropriate to the purpose and context of the project. Prerequisites: ENGL 213.2, cGPA of 3.00, or permission of instructor.

**ENGL 216. Professional Writing.** Introduction to business and technical composing practices and genres with an emphasis on audience awareness, document design, and project development and management. Includes critical rhetorical study and creation of job and grant application materials, manuals, proposals, print and digital marketing materials, and other deliverables requested as part of the class's service learning collaboration with local nonprofit organizations.

**ENGL 217. Introduction to Writing Arts.** Students explore foundational concepts in writing studies in order to understand writing as both a subject of study and a significant symbolic activity in our everyday lives. (WI)

**ENGL 218. Digital Rhetoric and Writing.** Students rhetorically analyze established and emerging digital genres in order to gain the theoretical and practical background necessary to approach the production of writing for digital platforms.

**ENGL 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.

**ENGL 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 Zinzchenko Center for Integrative Media. Fall.

**ENGL 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.

**ENGL 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.

**ENGL 232. Art of the Theater.** Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years. (M6)

**ENGL 233. Modern Drama and Theater.** Development of dramatic literature and theatrical practice in the 20th century.

**ENGL 234. American Drama and Theater.** Development of dramatic literature and theatrical practice in America, 1665 to the present.

**ENGL 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)

**ENGL 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. (M6)

**ENGL 244. 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.

**ENGL 261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World. (Also IDIS 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)

**ENGL 262. Literature and the Way We Live. (Also IDIS 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)

**ENGL 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)

**ENGL 264.2. Dying to Go Green: The Green Burial Movement.**

This writing course will consider the emerging movement in "natural" – or "green" – burials, both in this country and abroad. Our primary text will be *Grave Matters*, which tells the stories of families who stepped outside the doors of their local funeral parlors and laid their loved ones to rest in natural cemeteries, backyard grave sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices.

**ENGL 310. Business and Community Writing.** Writing for business and nonprofit sectors with required community service/consulting component in targeted agencies. Prerequisites: English 216 or other 200-level writing course approved by the English major advisor or English Dept. Chair, and permission of instructor.

**ENGL 311. Fiction Writing.** Focused study of contemporary fiction, writing of several complete fictional works. Workshop setting. Prerequisites: English 216 or permission of instructor. Spring. (M6)

**ENGL 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.

**ENGL 313. Poetry Writing.** Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 212 or permission of instructor. Alternate years. (M6)

**ENGL 316. Rhetorics of Everyday Life.** Students analyze contemporary everyday discourses through rhetorical lenses, focusing on the ways language and other symbols function to

persuade and/or to promote or prohibit understanding across differences. Students study theories of rhetorical analysis and practice those theories by analyzing self-selected contemporary discursive artifacts from pop culture, politics, and other aspects of everyday life. Students learn methods for critiquing the relative effectiveness of discourses within certain contexts as well as how to use that knowledge to better assess the effectiveness of their own writing.

**ENGL 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.

**ENGL 330. Shakespeare.** The major plays. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.

**ENGL 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.

**ENGL 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.

**ENGL 342. 20th Century American Literature.** Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.

**ENGL 343. American Fiction after World War II.** Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

**ENGL 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.

**ENGL 351. British Renaissance and Neoclassicism.** British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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)

**ENGL 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)

**ENGL 370. Seminar.** Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 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.

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

**ENGL 286, 381-384. Independent Study.**

**ENGL 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: 288 and one 200-level writing course approved by the English major advisor or English Dept. Chair; plus one additional English course.

**ENGL 400-401. Honors.**

# ENVIRONMENTAL STUDIES AND SCIENCES

**Interim Director:** Diane 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.

<b>Environmental 110</b>	Introduction to Environmental Studies
or	or
<b>Environmental 112</b>	Environmental Science
<b>Environmental 111</b>	Introductory Geology
<b>Economics 240</b>	Environmental Economics and Policy

<b>Political Science 237</b>	Public Administration and Public Policy
<b>Philosophy 250</b>	Environmental Ethics
<b>Environmental 370</b>	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.

<b>Biology 112</b>	General Zoology
or	or
<b>Biology 119</b>	Introductory Botany
<b>Biology 360</b>	Ecology
<b>Chemistry 113-114</b>	General Chemistry I and II
<b>Chemistry 205</b>	Environmental Chemistry
<b>Environmental 210</b>	Introductory Geographic Information Systems

Students in the environmental science track must also complete at least two of the following.

<b>Biology 225</b>	Invertebrate Zoology
<b>Biology 235</b>	Microbiology
<b>Biology 250</b>	Animal Behavior
<b>Chemistry 211</b>	Organic Chemistry I
<b>Chemistry 212</b>	Organic Chemistry II
<b>Chemistry 222</b>	Quantitative Analysis
<b>Physics 106</b>	Meteorology
<b>Physics 109</b>	Introductory Physics for the Life Sciences I
<b>Physics 110</b>	Introductory Physics for the Life Sciences II
<b>Physics 111</b>	Introductory Physics I
<b>Physics 112</b>	Introductory Physics II
<b>Environmental 286, 381-384</b>	Independent Study
<b>Environmental 288, 386-388</b>	Internship
<b>Environmental 400-401</b>	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.

<b>Economics 241</b>	Natural Resource Economics and Policy
<b>Political Science 240</b>	Environmental Policy
<b>Political Science 340</b>	Energy Policy
They must also take two of the following electives:	
<b>Economics 228</b>	Economic Development
<b>Economics 330</b>	Public Economics
<b>Economics 336</b>	International Economics
<b>Environmental 210</b>	Introductory Geographic Information Systems
<b>History 260</b>	Environmental History
<b>Political Science 110</b>	The American Political System
<b>Political Science 115</b>	International Politics: How the World Works
<b>Sociology 312</b>	Environmental Law
<b>Environmental 286, 381-384</b>	Independent Study
<b>Environmental 288, 386-388</b>	Internship
<b>Environmental 400-401</b>	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 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 (ENVR 111) 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:

<b>Biology 112</b>	General Zoology
<b>Biology 119</b>	Introductory Botany
<b>Biology 225</b>	Invertebrate Zoology
<b>Biology 230</b>	Field Botany

<b>Biology 235</b>	Microbiology
<b>Biology 250</b>	Animal Behavior
<b>Biology 360</b>	Ecology
<b>Chemistry 113</b>	General Chemistry I
<b>Chemistry 114</b>	General Chemistry II
<b>Chemistry 205</b>	Environmental Chemistry
<b>Chemistry 211</b>	Organic Chemistry I
<b>Chemistry 212</b>	Organic Chemistry II
<b>Chemistry 222</b>	Quantitative Analysis
<b>Environmental 111</b>	Introductory Geology
<b>Physic 106</b>	Meteorology
<b>Environmental 210</b>	Introductory Geographic Information Systems
<b>Environmental 286</b>	Independent Study
<b>Environmental 288</b>	Internship
<b>Environmental 381-384</b>	Independent Study
<b>Environmental 386-389</b>	Internship
<b>Physics 109</b>	Introductory Physics for the Life Sciences I
<b>Physics 110</b>	Introductory Physics for the Life Sciences II
<b>Physics 111</b>	Introductory Physics I
<b>Physics 112</b>	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:

<b>Environmental 210</b>	Introductory Geographic Information Systems
<b>Economics 152</b>	Principles of Economics
<b>Economics 228</b>	Economic Development
<b>Economics 236</b>	International Economics
<b>Economics 240</b>	Environmental Economics and Policy
<b>Economics 241</b>	Natural Resource Economics and Policy
<b>Economics 330</b>	Public Economics
<b>Environmental 286</b>	Independent Study
<b>Environmental 288</b>	Internship
<b>Environmental 370</b>	Environmental Studies Seminar
<b>Environmental 381-384</b>	Independent Study
<b>Environmental 386-389</b>	Internship
<b>Political Science 110</b>	The American Political System
<b>Political Science 115</b>	International Politics: How the World Works
<b>Political Science 237</b>	Public Administration and Public Policy
<b>Political Science 240</b>	Environmental Policy
<b>Political Science 340</b>	Energy Policy
<b>Sociology 312</b>	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

**ENVR 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 ENVR 112. (M5)

**ENVR 111. Introductory Geology.** An introduction to the study of the Earth since its origin 4.5 billion years ago. Readings, lecture, interactive labs, and field trips examine rocks and minerals, forces within the earth such as plate tectonics, and mechanisms sculpting the earth's surface. Geologic time and human influence on the planet are also discussed. Three 50-minute periods, one 3-hour laboratory. (F4)

**ENVR 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 ENVR 110. (F4)

### **ENVR 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. Sophomore standing required. Spring.

**ENVR 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. (M6)

### **ENVR 244. Climate Negotiations on the International Stage.**

This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

**ENVR 370. WI: 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.

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

**ENVR 286, 381-384. Independent Study.**

**ENVR 288, 386-388. Internship.**

**ENVR 400-401. Honors.**



## EDUCATION

**Chair:** Associate Professor DesJardin

**Assistant Professor:** Gleason, Kahn, Nolan, Song, Wen

**Faculty Associates:** Baxter (art), LaRue (English); Lutte (music); McKeown (world languages); Paxton (history); Shank (mathematics); Kriebel (general science)

**Adjunct Faculty:** Aragona-Young, Carty, Colon, Correll, Donegan, Evans, Frey, Fuini-Hetten, Ketterman-Benner, Klaric, Krupka, Mayes, Rakos, Resende, Schaefer, Sullivan, Torok, Van Asselt, Villani, Wallaesa, Ziegenfuss

**Visiting:** Bess Van Asselt

**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), 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, English, general science, mathematics, 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 2.7 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. 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. 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](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 (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.

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 enrolling in a course that includes a field experience must complete and submit forms required by the Pennsylvania Department of Education. Mandated documents need to be approved by 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).

The FBI Federal Criminal History Record fingerprinting process details are found at <https://uenroll.identogo.com/>. The service code for education is 1KG6RT.

The Pennsylvania State Police Criminal Records Check (Act 34) clearance can be obtained by logging on to <https://epatch.state.pa.us/> and clicking on Submit a New Record Check (not Volunteers Only).

The Pennsylvania State Police Criminal Records Check (Act 34) clearance can be obtained by logging on to <https://epatch.state.pa.us/> and clicking on Submit a New Record Check (not Volunteers Only).

Some of these clearance documents take up to four weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must submit original clearance documents to the Education Department in a digital format run by X Medius. Clearances must be uploaded to a personalized virtual **SAFEBOX** which allows for the safe deposit of sensitive documents. Clearances will be reviewed and approved before students will be permitted to participate in field experiences. 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

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

#### 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 370** Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration.
- 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 120 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 120 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 120 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 120. 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 120 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. (Both Mathematics 107 and 120 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, English, general science, mathematics, 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 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 Major in Early Childhood Special Education*

Moravian College's Early Childhood Special Education program allows qualified students to earn dual certification in early childhood education (Pre-K to grade 4) and special education (Pre-K to grade 8) within a four-year degree program. It is not possible to study special education without the early childhood education program.

The following courses comprise the Early Childhood Special Education major:

EDUC 244 Including Students with Disabilities (Grade of C or better required)

EDUC 410.3 Language Acquisition and Development

EDUC 420.3 Differentiating Instruction

EDUC 421.3 Special Education Identification and Intervention

EDUC 422.3 Effective Inclusionary Practices

EDUC 423.3 Special Education Processes

EDUC 424.3 Education Students with Disabilities and Exceptionalities

EDUC 425.3 Comprehensive Literacy Pre K to 4 Writing Intensive Course

EDUC 426.3 Literacy and Resistance/Secondary Schools

MATH 120 Mathematics for Teaching I

PSYC 120 Introduction to Psychology

SOC 113 Cultural Anthropology or SOC 115 Introductory Sociology

In addition, students complete all of the courses listed for the Early Childhood Certification Program: Education 100.2, 160, 210, 211, 213.2, 214.2, 216, 218.2, 222, 321, 322, 323, 324, 358.2, 359.2, 370, 375, 376, and 377. Students also complete the normal Learning in Common Curriculum.

### *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.

### *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.*

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 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 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

**EDUC 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.

**EDUC 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.

**EDUC 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)

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 120 with a grade of C or better. Spring

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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 120 with a grade of C or better; passing scores on PAPA Reading, writing and Mathematics. Fall.

**EDUC 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.

**EDUC 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.

**EDUC 360, 361, 362, 364, 365. Curriculum and Instruction in the Secondary Content Areas.** Explores the unique nature of subjects (English, world language, mathematics, science, 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.

### **EDUC 360. English**

### **EDUC 361. World Languages**

### **EDUC 362. Mathematics**

### **EDUC 364. Science**

### **EDUC 365. Social Studies**

### **EDUC 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.

**EDUC 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, and 136.1, 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.

### **EDUC 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.

### **EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 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

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

**EDUC 286, 381-384. Independent Study.**

**EDUC 288, 386-388. Internship.**

**EDUC 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)

#### **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)

#### **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)

#### **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)

#### **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)

#### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **EDUC 623 Special Education Processes & Procedures**

Special Education Processes & Procedures will use the seminar format. The course will cover a through 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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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 multimedia presentation, and draft a manuscript for submission to a professional journal. (Three credits. 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)

### **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)

### **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)

### **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)

### **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)

### **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)

### *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 510 Child Development and Cognition I: Birth to Five Years (MAT)**

This course is a study of development of young children from birth through five. 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 young children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: GPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Undergraduate cognate: EDUC 210.

### **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 120 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 24

### **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**

Engineering (Cooperative Dual Degree)

**Advisor:** Kelly Kriebler

**Email:** [krieblerk@moravian.edu](mailto:krieblerk@moravian.edu)

The department offers several types of opportunities for students wishing to pursue a career in engineering. Two of these options involve dual degree programs (the 3/2 and 4/1) in which the student will study at Moravian College for several years and then transfer to the associated institution to finish up the program of study, resulting in a degree being granted from each institution. A third option involves simply continuing graduate study at an engineering institution of the students choosing upon successful completion of the undergraduate program at Moravian College. In all cases, while the student is at Moravian College, the program of study will be as a physics major. Areas of engineering study for the third option are only limited by the areas offered at the graduate institution, those for the 3/2 and 4/1 are limited and as indicated below.

### **3/2 Undergraduate Program**

In cooperation with Washington University, St. Louis, Missouri, Moravian College offers the following cooperative dual-degree engineering programs

Biomedical Engineering

Energy, Environmental, & Chemical Engineering

Computer Engineering

Computer Science

Electrical Engineering

Mechanical Engineering

Systems Science and Engineering

### **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.

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. The F2 foreign language requirement for LinC is waived for students in the 3/2 program.

## 4/1 Graduate Program

A combined bachelor's and master's degree program in 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.

## ENGLISH

**Chair:** Professor Black

**Professors:** Dougal, Hinnefeld

**Associate Professors:** Fodrey, Shorr, Tabor

**Assistant Professors:** LaRue, Waller-Peterson

**Emeritus Faculty:** Diamond, Reid, Wingard

**Instructor of Writing:** Mikovits

**Adjunct Faculty:** Alu, Croke, Harris, Joella, Tedesco, Ward

## English Department Mission Statement

The English Department at Moravian College engages critically with literary, historical, creative, theoretical, and rhetorical traditions and practices in English Studies by providing students the opportunity to work both individually and collaboratively to pursue meaningful inquiry and creative endeavors that ask difficult questions rather than seeking easy answers. We do this through discursive engagement with texts, broadly conceived, guided by Moravian's liberal arts principles, which inform opportunities for research, reflection, community, and leadership development characterized by lifelong connections between coursework and professional goals.

## 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, professional writing, and the study of culture and history, linguistics, literature, rhetoric, theatre and performance, and multimodal writing arts.

The English major consists of ten courses: a five-course core, four major electives, and a capstone experience.

Core (five courses):

- ENGL 225 (writing-intensive)
- ENGL 211, 212, or 217 for the required second English WI course
- Two literary period courses (British/Transatlantic or American)
  - (British/Transatlantic: ENGL 240, 351, 352, 354, 355)
  - (American: ENGL 244, 340, 341, 342)
- Or a special topics course approved by the major advisor
  - Note: one of the two period courses must be pre-20th century (ENGL 340, 341, 351, 352, 355)
- One genre course:
  - Drama (ENGL 232, 233, 234, 360, 361)
  - Fiction (ENGL 343, 353)
  - Poetry (ENGL 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 (ENGL 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 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 (ENGL 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 Concentration. Students should consult with Dr. Hinnefeld regarding internships and with the Office of International Studies regarding study-abroad opportunities.

WRIT 101-106, LINC 101-104, and the general literature courses (ENGL 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: ENGL 225; ENGL 211, 212, or 217; 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 ENGL 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 Concentration

English majors who seek Writing Arts Concentration within the major must complete the following program:

### I. English Major Core

- ENGL 225 WI: Introduction to English Studies
- ENGL 211, 212, or 217 for the required second English WI course\*
- One literary genre requirement
- Two literary period requirements (one of which must be pre-20th century: ENGL 340, 341, 351, 352, 355)

### II. Internship Pre-Requisite

- ENGL 216, 218, 224 or another 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.

- ENGL 211 WI\*: Creative Nonfiction
- ENGL 212 WI\*: Introduction to Creative Writing
- ENGL 213.2: Working with Student Writers
- ENGL 214.2: Writing Studies Research Seminar
- ENGL 216: Professional Writing
- ENGL 217 WI\*: Introduction to Writing Arts
- ENGL 218: Digital Rhetoric and Writing
- ENGL 224: News and Feature Writing
- ENGL 230: Public Speaking
- ENGL 242: Environmental Writing
- ENGL 263: Writing as Activism
- ENGL 310: Business & Community Writing
- ENGL 311: Fiction Writing
- ENGL 312: News and Feature Writing in the Digital Age
- ENGL 313: Poetry Writing
- ENGL 316: Rhetorics of Everyday Life
- ENGL 386: Internship
- Other special topics courses may be used to fulfill this requirement. Please consult with an English advisor.

### V. Capstone Experience

- ENGL 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), 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 ENGL 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; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing); 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: LINC 101, LINC 102, WRIT 106 or equivalent is a prerequisite for all courses in the English Department numbered 200 or above.

**ENGL 101. American Literature.** Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral skills. (M2)

**ENGL 102. British Literature.** Introduction to distinctive British works, emphasizing analytical and communication skills. (M2)

**ENGL 103. Western Literature.** Selected major works in the literature of the Western world, emphasizing analytical and communication skills through written and oral projects. (M2)

**ENGL 104. The Experience of Literature.** Introduction to major literary genres—fiction, poetry, and texture drama—from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects. (M2)

**ENGL 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)

**ENGL 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.

**ENGL 211. Creative Nonfiction.** Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent.

**ENGL 212. Introduction to Creative Writing.** Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6)

**ENGL 213.2. Working with Student Writers: Theory and Praxis.** This course offers a broad overview of composition and writing tutoring pedagogy and covers best practices for working with student writers. Students will gain practical teaching, presentation, and leadership skills through extensive practice with student writing samples and a range of reflective and research-based assignments. We will also address considerations broadly related to student success and academic readiness. This course is designed to support students who wish to become Writing Fellows or Writing Center Tutors. Prerequisites: LinC F1 and permission of instructor.

**ENGL 214.2. Writing Studies Research Seminar.** This course builds upon concepts covered in ENGL 213.2 and provides guided instruction in composition and writing tutoring research. Students identify a topic of interest, then develop and carry out a small-scale research project. Students are expected to present or publish their research for a wider audience in a venue appropriate to the purpose and context of the project. Prerequisites: ENGL 213.2, cGPA of 3.00, or permission of instructor.

**ENGL 216. Professional Writing.** Introduction to business and technical composing practices and genres with an emphasis on audience awareness, document design, and project development and management. Includes critical rhetorical study and creation of job and grant application materials, manuals, proposals, print and digital marketing materials, and other deliverables requested as part of the class's service learning collaboration with local nonprofit organizations.

**ENGL 217. Introduction to Writing Arts.** Students explore foundational concepts in writing studies in order to understand writing as both a subject of study and a significant symbolic activity in our everyday lives. (WI)

**ENGL 218. Digital Rhetoric and Writing.** Students rhetorically analyze established and emerging digital genres in order to gain the theoretical and practical background necessary to approach the production of writing for digital platforms.

**ENGL 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.

**ENGL 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 Zinczenko Center for Integrative Media.

**ENGL 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.

**ENGL 230. Public Speaking.** Basic theory of public speaking with emphasis on developing skills essential to effective interpersonal communication in industrial, business, and academic settings.

**ENGL 232. Art of the Theater.** Aesthetic, historical, and production aspects of theater. Practical experience in production. (M6)

**ENGL 233. Modern Drama and Theater.** Development of dramatic literature and theatrical practice in the 20th century.

**ENGL 234. American Drama and Theater.** Development of dramatic literature and theatrical practice in America, 1665 to the present.

**ENGL 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)

**ENGL 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. (M6)

**ENGL 244. 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.

**ENGL 261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World. (Also IDIS 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)

**ENGL 262. Literature and the Way We Live. (Also IDIS 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)

**ENGL 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)

**ENGL 264.2. Dying to Go Green: The Green Burial Movement.** This writing course will consider the emerging movement in "natural" – or "green" – burials, both in this country and abroad. Our primary text will be *Grave Matters*, which tells the stories of families who stepped outside the doors of their local funeral parlors and laid their loved ones to rest in natural cemeteries, backyard grave sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices.

**ENGL 310. Business and Community Writing.** Writing for business and nonprofit sectors with required community service/consulting component in targeted agencies. Prerequisites: English 216 or other 200-level writing course approved by the English major advisor or English Dept. Chair, and permission of instructor.

**ENGL 311. Fiction Writing.** Focused study of contemporary fiction, writing of several complete fictional works. Workshop setting. Prerequisites: English 216 or permission of instructor. (M6)

**ENGL 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.

**ENGL 313. Poetry Writing.** Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 212 or permission of instructor. (M6)

**ENGL 316. Rhetorics of Everyday Life.** Students analyze contemporary everyday discourses through rhetorical lenses, focusing on the ways language and other symbols function to persuade and/or to promote or prohibit understanding across differences. Students study theories of rhetorical analysis and practice those theories by analyzing self-selected contemporary discursive artifacts from pop culture, politics, and other aspects of everyday life. Students learn methods for critiquing the relative effectiveness of discourses within certain contexts as well as how to use that knowledge to better assess the effectiveness of their own writing.



**ENGL 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.

**ENGL 330. Shakespeare.** The major plays. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 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.

**ENGL 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.

**ENGL 342. 20th Century American Literature.** Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 343. American Fiction after World War II.** Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 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.

**ENGL 351. British Renaissance and Neoclassicism.** British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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.

**ENGL 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. (U2)

**ENGL 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)

**ENGL 370. Seminar.** Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 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.

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

**ENGL 286, 381-384. Independent Study.**

**ENGL 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: 288 and one 200-level writing course approved by the English major advisor or English Dept. Chair; plus one additional English course.

**ENGL 400-401. Honors.**

## **ENVIRONMENTAL STUDIES AND SCIENCES**

**Interim Director:** Diane 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.

<b>Environmental 110</b>	Introduction to Environmental Studies
or	or
<b>Environmental 112</b>	Environmental Science
<b>Environmental 111</b>	Introductory Geology
<b>Economics 240</b>	Environmental Economics and Policy
<b>Political Science 237</b>	Public Administration and Public Policy
<b>Philosophy 250</b>	Environmental Ethics
<b>Environmental 370</b>	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.

<b>Biology 112</b>	General Zoology
or	or
<b>Biology 119</b>	Introductory Botany

<b>Biology 360</b>	Ecology
<b>Chemistry 113-114</b>	General Chemistry I and II
<b>Chemistry 205</b>	Environmental Chemistry
<b>Environmental 210</b>	Introductory Geographic Information Systems

Students in the environmental science track must also complete at least two of the following.

<b>Biology 225</b>	Invertebrate Zoology
<b>Biology 235</b>	Microbiology
<b>Biology 250</b>	Animal Behavior
<b>Chemistry 211</b>	Organic Chemistry I
<b>Chemistry 212</b>	Organic Chemistry II
<b>Chemistry 222</b>	Quantitative Analysis
<b>Physics 106</b>	Meteorology
<b>Physics 109</b>	Introductory Physics for the Life Sciences I
<b>Physics 110</b>	Introductory Physics for the Life Sciences II
<b>Physics 111</b>	Introductory Physics I
<b>Physics 112</b>	Introductory Physics II
<b>Environmental 286, 381-384</b>	Independent Study
<b>Environmental 288, 386-388</b>	Internship
<b>Environmental 400-401</b>	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.

<b>Economics 241</b>	Natural Resource Economics and Policy
<b>Political Science 240</b>	Environmental Policy
<b>Political Science 340</b>	Energy Policy

They must also take two of the following electives:

<b>Economics 228</b>	Economic Development
<b>Economics 330</b>	Public Economics
<b>Economics 336</b>	International Economics
<b>Environmental 210</b>	Introductory Geographic Information Systems

<b>History 260</b>	Environmental History	<b>Environmental 111</b>	Introductory Geology
<b>Political Science 110</b>	The American Political System	<b>Physic 106</b>	Meteorology
<b>Political Science 115</b>	International Politics: How the World Works	<b>Environmental 210</b>	Introductory Geographic Information Systems
<b>Sociology 312</b>	Environmental Law	<b>Environmental 286</b>	Independent Study
<b>Environmental 286, 381-384</b>	Independent Study	<b>Environmental 288</b>	Internship
<b>Environmental 288, 386-388</b>	Internship	<b>Environmental 381-384</b>	Independent Study
<b>Environmental 400-401</b>	Honors	<b>Environmental 386-389</b>	Internship

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 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 (ENVR 111) 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:

<b>Biology 112</b>	General Zoology
<b>Biology 119</b>	Introductory Botany
<b>Biology 225</b>	Invertebrate Zoology
<b>Biology 230</b>	Field Botany
<b>Biology 235</b>	Microbiology
<b>Biology 250</b>	Animal Behavior
<b>Biology 360</b>	Ecology
<b>Chemistry 113</b>	General Chemistry I
<b>Chemistry 114</b>	General Chemistry II
<b>Chemistry 205</b>	Environmental Chemistry
<b>Chemistry 211</b>	Organic Chemistry I
<b>Chemistry 212</b>	Organic Chemistry II
<b>Chemistry 222</b>	Quantitative Analysis

<b>Physics 109</b>	Introductory Physics for the Life Sciences I
<b>Physics 110</b>	Introductory Physics for the Life Sciences II
<b>Physics 111</b>	Introductory Physics I
<b>Physics 112</b>	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:

<b>Environmental 210</b>	Introductory Geographic Information Systems
<b>Economics 152</b>	Principles of Economics
<b>Economics 228</b>	Economic Development
<b>Economics 236</b>	International Economics
<b>Economics 240</b>	Environmental Economics and Policy
<b>Economics 241</b>	Natural Resource Economics and Policy

<b>Economics 330</b>	Public Economics
<b>Environmental 286</b>	Independent Study
<b>Environmental 288</b>	Internship
<b>Environmental 370</b>	Environmental Studies Seminar
<b>Environmental 381-384</b>	Independent Study
<b>Environmental 386-389</b>	Internship
<b>Political Science 110</b>	The American Political System
<b>Political Science 115</b>	International Politics: How the World Works
<b>Political Science 237</b>	Public Administration and Public Policy
<b>Political Science 240</b>	Environmental Policy
<b>Political Science 340</b>	Energy Policy
<b>Sociology 312</b>	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

**ENVR 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 ENVR 112. (M5)

**ENVR 111. Introductory Geology.** An introduction to the study of the Earth since its origin 4.5 billion years ago. Readings, lecture, interactive labs, and field trips examine rocks and minerals, forces within the earth such as plate tectonics, and mechanisms sculpting the earth's surface. Geologic time and human influence on the planet are also discussed. Three 50-minute periods, one 3-hour laboratory. (F4)

**ENVR 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 ENVR 110. (F4)

**ENVR 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. Sophomore standing required. Spring.

**ENVR 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. (M6)

**ENVR 244. Climate Negotiations on the International Stage.** This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

**ENVR 370. WI: 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.

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

**ENVR 286, 381-384. Independent Study.**

**ENVR 288, 386-388. Internship.**

**ENVR 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

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 ECON 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 NURS 360, Ethical Issues in Healthcare, as their U2 requirement.

All students, regardless of intended career or concentration, must complete BIOL 103 and BIOL 104 - Anatomy and Physiology 1 and 2, as well as PSYC 120 and HLTR 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 HLTR 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, HLTR 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

<b>CHEM 108</b>	Fundamentals of Chemistry
<b>HLTR 231</b>	Nutrition for Health Sciences
<b>HLTR 260</b>	Kinesiology
<b>HLTR 261</b>	Prevention and Management of Athletic Injuries
<b>HLTR 360</b>	Exercise Physiology
<b>PHYS 109 -OR-</b>	Physics for Life Sciences 1 -OR-
<b>PHYS 111</b>	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

<b>CHEM 108</b>	Fundamentals of Chemistry
<b>PSYC 207</b>	Lifespan Development
<b>PSYC 362</b>	Abnormal Psychology
<b>SOC 115</b>	Introductory Sociology

Four (4) additional courses, chosen from the list of elective courses below.

### Physical Therapy

<b>BIOL 112</b>	General Zoology
-----------------	-----------------

one (1) additional course in biology, to be selected in consultation with an advisor

<b>CHEM 113</b>	General Chemistry 1
<b>CHEM 114</b>	General Chemistry 2
<b>PHYS 109 &amp; 110 -OR-</b>	Physics for Life Sciences 1 and 2 -OR-
<b>PHYS 111 &amp; 112</b>	General Physics 1 and 2
<b>PSYC 207</b>	Lifespan Development
<b>PSYC 362</b>	Abnormal Psychology

one (1) additional course, chosen from the list of elective courses below.

### Health Sciences elective courses

<b>BIOL 206</b>	Microbiology for Health Sciences
<b>BIOL 210</b>	Genetics
<b>BIOL 235</b>	Microbiology
<b>ECON 211</b>	Economics of Health Care
<b>HLTR 231</b>	Nutrition
<b>HLTR 240</b>	Health Behavior
<b>HLTR 260</b>	Kinesiology
<b>HLTR 261</b>	Management and Prevention of Sports Injuries
<b>HLTR 360</b>	Exercise Physiology
<b>PSYC 260</b>	Sports Psychology
<b>SOC 115</b>	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:

<b>ACCT 157</b>	Principles of Accounting
<b>ECON 152</b>	Principles of Economics
<b>MGMT 223</b>	Organizational Management

Two (2) management or economics electives, chosen in consultation with an advisor

## Courses in Health Science

**HLTR 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.

**HLTR 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: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350. Fall.

**HLTR 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: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350 and HLTR 260. Spring.

**HLTR 310. Research Methodology in the Health Sciences.** 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: PSYC 120 and junior or senior class standing.

**HLTR 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: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350 and HLTR 260 (Kinesiology); junior or senior class standing or permission of instructor. Spring.

**HLTR 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.

## HEBREW

See **Modern Languages and Literatures**

## HISTORICAL STUDIES

**Advisor:** Dr. Jamie Paxton

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

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 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 (LinC 101), 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 0.5 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. In addition, students must successfully pass the Praxis content knowledge exam: Social Studies: Content Knowledge (test 5081). 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 Aguilar

**Full Professors:** Bardsley, Lempa

**Associate Professors:** Berger, Keshodkar, Paxton

**Adjunct Faculty:** Friend, 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 ten (10) course units:

- Three (3) 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 (4) 200-level courses, two (2) of which must be HIST 270: Historical Methods and Interpretations and HIST 288: Internship in History.
- Three (3) 300-level courses, one (1) of which must be HIST 371: Senior Seminar. Only one (1) of the courses numbered HIST 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 HIST 270: Historical Methods and Interpretations and five (5) other course units. Two (2) 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 HIST 270: Historical Methods and Interpretations and four (4) 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 HIST 270, at least one (1) 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 HIST 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 HIST 270 is required to enroll in 300-level history seminars. In rare cases, exceptions can be granted by the department chair.

## Courses in History

**HIST 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)

**HIST 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)

**HIST 112. Europe in Global Context.** 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)

**HIST 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)

**HIST 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)

**HIST 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)

**HIST 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)

**HIST 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)

**HIST 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)

**HIST 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)

**HIST 120. The History of Native North America.** Embracing hundreds of distinct cultures over a period of 15,000 years, the history of Indigenous peoples in North America is vast and complex. This course uses case studies of specific cultures from Mexico, the United States, and Canada to provide a thematic overview of the continent's Indigenous history until the present. The course will take an interdisciplinary approach to issues such as trade, religion, warfare, colonization, disease, dispossession, and revitalization and introduce students to the methods scholars use to study oral cultures. In addition to written sources, we will draw on the insights of anthropology,

archaeology, genetics, chemistry, and linguistics to expand our understanding of the history of Native North America. (M5)

**HIST 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)

**HIST 130. Ancient Greece.** History of the Greeks through Alexander the Great, with emphasis on readings in primary sources including Homer, Herodotus, Thucydides, and Plato. Topics include the classical city-state, invention of democracy, emergence of Greek philosophy and science, and diffusion of Greek culture. (M1)

**HIST 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.

**HIST 220. The Holocaust. (Also IDIS 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)

**HIST 221. History of the Body.** This course explores the history of the body by focusing on its relationship to medicine, health, sports, and society since 1500. We explore how science, medicine, and sports have "made" our bodies. We will ask, whether the body could be a machine and whether there is one sex or two sexes. We will investigate how the bodies moved, how they were exercised, and how the sports developed. We will then explore the ways the bodies were dressed. Finally, we will take a look at how the body became political, how it was defined in terms of race and otherness. We engage these themes through readings, discussions, analysis of images and movies, and writing. An integral part of this class is to see the history of the body as a contested field of changing historical interpretations. (U1)

**HIST 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.

**HIST 227. Modern South Africa. (Also POSC 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)

**HIST 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.

**HIST 238. Women in Europe 500-1700. (Also WGSS 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.

**HIST 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.

**HIST 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.

**HIST 244. Race & Citizenship in Modern US History.** Students in this course examine connections between race, ethnicity, inequality, and citizenship status in late nineteenth-, twentieth- and early twenty-first-century U. S. history. We consider the roles race and ethnicity have played in determining who can and cannot become a U.S. citizen. We also study the ways in which the entitlements of citizenship have or have not been distributed equally to all in the nation. We investigate as well the various forms political activism by communities of color has taken regarding citizenship rights and the range of demands activists have made in efforts to secure full citizenship. In addition, we explore the ways that public policies and laws have

contributed to intensifying and alleviating racial disparities. Ultimately, we look to history in an effort to make sense the racial landscape that exists today. (U2)

**HIST 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.

**HIST 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.

**HIST 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)

**HIST 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.

**HIST 265. Introduction to Experimental Archaeology.** Introduction to Experimental Archaeology focuses on learning about the past by recreating and reverse-engineering artifacts, structures, and techniques. For example, we will create some stone tools through flint knapping, create some premodern pottery using bonfires and/or kilns, and collaborate on construction of a structure or other large project. The course has a lab component, for which a lab fee will be charged. The course may require a weekend camping trip and a trip to a museum. Class meetings will be held on Moravian's campus and at the Deputy Center in Bangor. (U1)

**HIST 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.

**HIST 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.

**HIST 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 HIST 270, or permission of instructor. Fall. One 2-hour period.

**HIST 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.

**HIST 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.

**HIST 376. Medieval Peasants. (also MDVL 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 HIST 270 with a grade of C or better.

**HIST 377. Modern Mexico.** This course explored the creation of modern Mexico from a social and cultural perspective. It begins with an analysis of the independence war followed by a study of the difficulties faced by the new nation such as the Mexican-American War. Then we examine the conditions generated by the dictatorship of General Porfirio Diaz, who ruled the country for more than three decades, resulting in a civil war: the Mexican revolution. We will look at the institutionalization of the social revolution, the rise of nationalism and the social movements that have created present-day Mexico. The course concentrates on three main themes: race, gender and public health. Our journey is based on the analysis of a vast array of

primary sources and secondary sources which not only include official documents, newspapers or images; but also literature, art, cinema and other cultural manifestations. Prerequisite: any 200-level HIST course.

**HIST 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.

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

**HIST 286, 381-384. Independent Study.**

**HIST 288, 386-388. Internship.**

**HIST 400-401. Honors.**

## **INTERDISCIPLINARY PROGRAMS**

### **First-Year Writing**

**Director of Writing:** Dr. Crystal Fodrey

**Co-Coordinator of First-Year Writing:** Dr. Crystal Fodrey and Dr. Karen Groller

**Writing Center and Writing Fellows Program Coordinator:** Meg Mikovits

### **Mission**

Through a writing-enriched curriculum that emphasizes the transfer and iterative building of writing abilities across a student's liberal arts education, the Writing at Moravian program seeks to foster rhetorically informed and reflective writing experiences within all academic units at Moravian College.

### **Moravian College's First-Year Writing Courses: An Introduction**

First-Year Writing at Moravian College is your introduction to college-level writing, reading, and critical thinking as well as the campus services that can and will aid you in your success. Depending on your placement, First-Year Writing is LinC 101: First-Year Writing Seminar OR the two semester course sequence of Writing 101: College Reading and Writing and LinC 102: Writing Seminar OR the two semester course sequence of Writing 105: College Reading and Writing for Multilingual Learners I and Writing 106: College Reading and Writing for Multilingual Learners II. While these different courses are detailed below, all FYW sections share these important characteristics:

- The engaging, focused topic and types of writing assigned in each writing seminar are determined by the individual faculty member, growing out of his/her specialty and interests. The threads of academic literacy that connect all FYW courses—designed to foster the transfer writing skills from FYW to other LinC and upper-division writing courses—are the critical reading and writing-related outcomes and an emphasis on the development of writing abilities through the integration of key concepts such as discourse community, research, rhetorical situation, audience, purpose, genre, writing process, and reflection.
- All first-year students who begin in the Fall semester participate in a common InFocus sponsored first-year reading and related discussion and activities, usually including campus visit and presentation by the author(s) of the reading.
- FYW also introduces first-year students to the many resources offered by Student Affairs and other student support offices and to the many activities, organizations, and opportunities that enrich their lives as Moravian students.
- FYW is based on the concept of the seminar—teaching a small group of students (17–19).
- The format of FYW features ongoing, frequent meetings that encourage participation and interaction between students and faculty, between students, and between students and representatives of campus organizations and offices.
- Selected upper-level students called Writing Fellows are trained as writing tutors to work alongside faculty with first-year students.

### *First-Year Writing Courses:*

#### **WRIT 101: College Reading and Writing**

College Reading and Writing is designed to help students transition to college expectations and introduces students to academic literacy practices of critical reading and writing essential to academic success at the college level. Students work collaboratively with classmates, the professor, 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. (This course, a precursor to our interdisciplinary Writing Seminars, is required for some incoming students based on academic history and is recommended to others based on responses given on the new student survey and availability.)

#### **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 professor, 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. (Fall semester only. Meets LinC F1 Requirement.) **Click here to see current FYWS course topics.**

#### **LinC 102: Writing Seminar**

Writing Seminar 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 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 professor, and the Writing Fellow to improve writing. (This course typically runs in the Spring semester and is for students who successfully complete Writing 101: College Reading and Writing. Meets LinC F1 Requirement.)

#### **WRIT 105: College Reading and Writing for Multilingual Learners I**

College Reading and Writing for Multilingual Learners I is designed to help students transition to US college expectations and introduces students to academic literacy practices of critical reading and writing essential to academic success at the college level. Students work collaboratively with classmates, the professor, and the Writing Fellow to develop English literacies, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian.

#### **WRIT 106: College Reading and Writing for Multilingual Learners II**

College Reading and Writing for Multilingual Learners II builds on the English and academic literacy practices from College Reading and Writing for Multilingual Learners I. The course is designed to help students develop academic reading and writing skills and strategies, generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. Prerequisite: WRIT 105. (Meets LinC F1 Requirement.)

### *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*

**IDIS 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)

**IDIS 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)

### **IDIS 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).

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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.

**IDIS 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.

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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.

**IDIS 244. Climate Negotiations on the International Stage.** This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

**IDIS 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.

**IDIS 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)

**IDIS 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)

**IDIS 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.

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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.

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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)

**IDIS 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.

### *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 pre-requisite 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 CERTIFICATES

### *Indigenous Studies*

The Indigenous Studies certificate is an interdisciplinary program that examines the culture, history, literature, art, and languages of indigenous people primarily within the continental United States, Canada, Mexico, and the Hawaiian Islands, although some consideration will be given to communities in other parts of the world. The program uses an interdisciplinary methodology with a particular emphasis on indigenous systems of knowledge.

The Indigenous Studies certificate consists of five course units; including INDG 110 and INDG 370 and a minimum of three (3) additional elective courses. The three additional courses must be taken in at least two different departments (English and history or anthropology and English, for example) and at least one must be at the 200- or 300-level to ensure students have a multidisciplinary experience. Students may take one internship and one independent study as part of the certificate.

**INDG 110. Introduction to Indigenous Studies.** This course examines the cultures, politics, religious beliefs, and cultural production of indigenous peoples in historical and contemporary contexts and analyzes how first people have adapted to and resisted settler colonialism. While the issues covered in this course are global in scope and efforts will be made to draw on diverse experiences from around the world, we will focus mainly on the indigenous peoples of the continental United States, Canada, Mexico, and the Hawaiian Islands. (M5)

**INDG 370. Capstone in Indigenous Studies.** Intensive independent study and research in an area of Indigenous Studies. The capstone project must incorporate the perspectives and methodologies of two or more disciplines and integrate Indigenous intellectual, philosophical, or aesthetic traditions. Content will vary depending on the interests of the student, the instructor, and if applicable, of participating communities or institutions. Prerequisite: INDG 110 and permission of program director.

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

**INDG 286, 381-384. Independent Study.**

**INDG 288, 386-388. Internship**

## 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; including AFST110 (Introduction to Africana Studies) as a required course and four elective courses, of which at least two must be upper level courses (200 level and above). 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.

#### **AFST 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.

#### **AFST 190-199, 290-299, 390-399. Special Topics.**

**AFST 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.

#### **AFST 288, 386-388. Internship.**

#### **AFST 400-401. Honors.**

#### *Informatics*

**Advisor:** Coleman

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:** Akbar Keshodkar

The study-abroad experience may be completed in one of the following ways: 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 (5) course units or four (4) course units plus a one (1) unit travel course.

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:

<b>Art 113</b>	Global Perspectives in Art History to the Renaissance
<b>Biology 209</b>	Humankind and the Global Ecosystem
<b>Economics 236*</b>	International Economics
<b>English 240</b>	Post-Colonial Literature
<b>French 220</b>	Modern France and Its Cultural Heritage
<b>German 220</b>	Modern Germany and Its Cultural Heritage
<b>History 111</b>	Modern Latin America
<b>History 112</b>	How Was Hitler Possible? War, Society, and Culture in Europe Since 1500.
<b>History 115</b>	History of Africa.
<b>History 255</b>	The United States and Latin America: History of Their Relations
<b>Interdisciplinary 110</b>	World Geography and Global Issues
<b>Interdisciplinary 214</b>	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
<b>Management 333</b>	International Issues in Management
<b>Music 113</b>	Introduction to Non-Western Music
<b>Music 175.2</b>	Musics of the World

<b>Political Science 125</b>	Introduction to Comparative Politics
<b>Political Science 235</b>	Contemporary European Politics
<b>Political Science 245</b>	Topics in Politics of the Third World
<b>Political Science 327</b>	Topics in Comparative Politics
<b>Political Science 347</b>	Topics in Comparative Politics
<b>Political Science 348</b>	Topics in Chinese Politics
<b>Religion 122</b>	Eastern Religious Traditions
<b>Religion 123</b>	Religions of India
<b>Religion 124</b>	Religious Thought of China and Japan
<b>Sociology 113</b>	Cultural Anthropology
<b>Sociology 268</b>	Communities and Conflict in India
<b>Spanish 246</b>	Culture and Civilization of Spain
<b>Spanish 248</b>	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

**COMM 111. Human Communications.** 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.

**COMM 266. The Blues.** This course will consider the social, political, and cultural record of black country music styles, i.e. ‘the blues,’ that initially takes shape in the 1890s as a culturally through the efforts of a burgeoning recording industry. We will look to analyze and demythologize many of the pre- and ill-conceived assumptions regarding its development, diffusion, and role as a chronicler of post-Reconstruction African American life by initially examining its place in the rural and agrarian American South before it pivots toward its more modern iterations in Chicago and other industrialized and urban northern and western settings resulting from The Great Migration. (U2)

**COMM 358. Segregation in America: Jim Crow.** This course offers a grounded approach for tracing and interpreting how the language of 19th century post-bellum America continued to shape and ultimately preserved systems that historically justified inequality by institutionalizing difference. Investigating the Jim Crow system as a set of communication practices and habits, we will revisit the period before comparing it to the other regions of the country, which will then allow us to draw upon more critical examinations of the political, economic, and social forces that continue to underscore discussions of race, class, gender, and power in the whole of American life. (U2)

**COMM 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.

**COMM 190-99, 290-99, 390-99. Special Topics.**

**COMM 286, 381-384. Independent Study.**

**COMM 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.*

**MDVL 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.

**MDVL 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.

**MDVL 286, 381-384. Independent Study.**

**MDVL 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: IDIS 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 (2) 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/Interdisciplinary 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/Interdisciplinary 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/Women's Studies 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/Women's Studies 257	Politics of Women's Rights in Asia
Political Science/Women's Studies 260	Critical Gender Studies
Sociology 258	Structured Inequalities
Sociology 268	Nation, Religion & Region in India
Sociology/Interdisciplinary 358	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.

### **PJUS 265. Japan: Experiencing Culture, Peacebuilding, History.**

This course consists of a two-week travel seminar to Japan along with pre- and post-trip reading, reflection, writing, and discussion. Students will be exposed to the rich history and culture of Japan while also experiencing contemporary

Japanese society. Students will explore Japanese culture through studying the continuing legacy of war and of the atomic bombings of Hiroshima and Nagasaki. While yearly foci of the course will change in accordance with different faculty leaders, the course will explicitly tie content to InFocus challenge areas. Students will have opportunities to learn alongside peers from Moravian partners. Current partners include Osaka Ohtani University and Nagasaki University. (M5)

### Student Success

**COLL 100. Student Success Seminar.** This course helps students explore how to more successfully engage in the academic life and work of the college. Students will reflect on their development as learners and the skills and habits needed to be successful through a multitude of activities, including academic readings, research and writing, and class discussion. Students will develop skill in and appreciation for reflective learning, effective prioritization, active inquiry, professional communication, and the overall demands of academic work.

### 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.

<b>German 341</b>	Women in German Literature and Culture
<b>History 238</b>	Women in Europe 500-1700
<b>Music 188</b>	Women and Music
<b>Philosophy 265</b>	Feminist Philosophy
<b>Political Science 257</b>	Politics of Women's Rights in East Asia
<b>Psychology 345</b>	Psychology of Women
<b>Religion 136</b>	Seeing and Believing: Women, Religion, and Film
<b>Religion 240</b>	Jewish and Christian Feminism
<b>Women's Studies 222</b>	Women and Health
<b>Women's Studies 190-199, 290-299, 390-399</b>	Special Topics
<b>Women's Studies 286, 381-384</b>	Independent Study
<b>Women's Studies 288, 386-388</b>	Internship
<b>Women's Studies 400-401</b>	Honors

Gender-related courses (no more than one can count toward the minor)

<b>Interdisciplinary 232</b>	Ethical Issues in Reproductive Technology
<b>Political Science 260</b>	Critical Gender Studies
<b>Sociology 310</b>	The Family and the Law
<b>Sociology 355</b>	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.

**WGSS 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)

**WGSS 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)

**WGSS 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)

**WGSS 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.

**WGSS 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)

**WGSS 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)

**WGSS 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)

**WGSS 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.

**WGSS 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)

**WGSS 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.

**WGSS 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.

**WGSS 190-199, 290-299, 390-399. Special Topics.** Selected interdisciplinary topics in women's studies. Prerequisite: Women's Studies 101 or permission of instructor.

**WGSS 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.

**WGSS 288, 386-388. Internship.**

**WGSS 400-401. Honors.**

## **INTERNATIONAL MANAGEMENT**

See **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:** Professor Shank

**Professor:** Coleman, Fraboni, Schultheis

**Associate Professors:** Hartshorn, Talbott

**Assistant Professor:** Bush, Curley

**Visiting Associate Professor:** Schaper

**Instructor of Mathematics:** Nataro, Ward

**Computer Science (CSCI) Course Descriptions**

**Mathematics (MATH) Course Descriptions**

### **Mathematics:**

**Mission:** The Mathematics program at Moravian College fosters a community of faculty and students who promote the aesthetic, theoretic, and pragmatic qualities of mathematics in order to develop in its students communication and problem solving skills applicable to many disciplines that prepare them for fulfilling careers.

The Mathematics and Computer Science department offers three tracks for students in Pure Mathematics, Applied Mathematics, or Actuarial Science. Study in this department ensures you'll gain valuable skills that will help you throughout

your work life. You'll learn how to problem-solve and how to approach mathematics as a tool while gaining an in-depth knowledge of software and systems concepts in computer science, learning where they may fit in the quickly growing field of technology.

**Pure Mathematics Track:** Student interested in a broad mathematics background or students who plan to attend graduate school in mathematics should consider the Pure Mathematics Track. The Pure Mathematics track also provides quantitative and analytical skills, which prepare students to enter the workforce after graduation. Early, Middle, and Secondary education students are encouraged to follow the Pure Mathematics Track.

**Applied Mathematics Track:** Students interested in working in business or industry or students who plan to attend graduate school in applied mathematics should consider the Applied Mathematics Track. The Applied Mathematics Track provides a strong foundation of mathematics and the tools required to solve real-world problems.

**Actuarial Science Track:** Students interested in becoming an actuary should follow the Actuarial Science Track. An actuary is a mathematician trained to analyze information to calculate the monetary value of risk. Actuaries progress in their professional career by passing a series of actuarial exams. The Actuarial Science Track prepares students for the first two actuarial exams (EXAM P and FM), giving them a solid foundation to begin a career as an actuary.

## The Major in Mathematics

The Mathematics program consists of three distinct tracks: Pure Mathematics, Applied Mathematics, and Actuarial Science. All mathematics majors are required to select a track when declaring their major.

All three tracks require the following four courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), MATH 171, 211, and 212. In addition, all three tracks require a capstone experience. MATH 370 will serve as the capstone experience for most majors. Successful completion of MATH 400-401 (Honors) can serve as an alternative capstone experience, although students who plan to pursue an Honors project are encouraged to take MATH 370 in their junior year. In addition, students must have at least three courses numbered 310-384, 390-399, or 400-401. (One of these three may be MATH 370.)

In order that students may understand and experience the depth and breadth of mathematics, the department's major courses (other than the required courses and MATH 370) have been grouped into two areas: pure mathematics courses and applied mathematics courses.

Current catalog courses in each of these areas are as follows:

Pure Mathematics Courses: MATH 220, 245, 324, 345, 347, 348, 365, and 366.

Applied Mathematics Courses: MATH 230, 231, 251, 254, 255, 258, 337, 355, and PHYS 343.

As special topics or new courses are offered, they will be placed in the appropriate group.

### **Pure Mathematics Track:**

In addition to the four required courses and the capstone experience, the Pure Mathematics Track requires five additional courses in Mathematics. One of these courses is a required course, MATH 220. For the remaining four courses, students in this track will choose three Pure Mathematics Courses and one Applied Mathematics Course.

Students in the Pure Mathematics track must also choose two co-requisite courses from the following group of four courses: PHYS 111, PHYS 112, CSCI 120 and CSCI 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

### **Applied Mathematics Track:**

In addition to the four required courses and the capstone experience, the Applied Mathematics Track requires six additional courses in Mathematics. Two of these courses are required courses, MATH 220 and 254. For the remaining four courses, students in this track will choose three Applied Mathematics Courses and one Pure Mathematics Course.

Applied Mathematics students must also choose two co-requisite courses from the following group of four courses: PHYS 111, PHYS 112, CSCI 120 and CSCI 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

### **Actuarial Science Track:**

In addition to the four required courses and the capstone experience, the Actuarial Science Track requires six additional courses in Mathematics; three required courses and three electives numbered 210 or higher. The additional required courses are MATH 231, 332 and 251. The three additional electives must include at least one Applied Mathematics Course and at least one Pure Mathematics Course.

Actuarial Science students must also take three co-requisite courses, which includes CSCI 120, ECON 152, and one ECON course chosen from the following group of three courses: ECON 225, 226 and 256. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

### **Secondary Education Certification:**

Students planning to teach mathematics in secondary schools who are interested in the Pure Mathematics Track must complete the following courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), 171, 211, 212, 220, 231, 347, 348, 370, and one of the following: MATH 324, 365, or 366.

Students planning to teach mathematics in secondary schools who are interested in the Applied Mathematics Track must complete the following courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), 171, 211, 212, 220, 231, 254, 347, 348, 370, and one of the following: MATH 230, 258, 251, 337, or PHYS 343.

### ***Middle Level Education Certification:***

Students who are seeking certification in middle level education with a major in mathematics can complete either the Pure or Applied Mathematics Track.

### ***Early Childhood Education Certification:***

Students who are seeking certification in early childhood education with a major in mathematics should take the Pure Mathematics Track and are required to complete PHYS 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 MATH 120.

**Courses in Mathematics** (MATH) are listed below.

## **The Minor in Mathematics**

The minor in mathematics consists of five course units in mathematics: MATH 170 (or the equivalent sequence Mathematics MATH 106 and MATH 166), MATH 171, and three MATH courses numbered 210 or above

### ***The Interdepartmental Major in Mathematics***

The six mathematics courses that meet Set I requirements are MATH 170 (or its equivalent sequence MATH106 and MATH166), MATH 171, MATH 211, and three additional MATH 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.

## **Computer Science:**

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 Computer Science**

The major in computer science consists of nine course units: CSCI 120, CSCI 121, CSCI 222, CSCI 234, CSCI 244, CSCI 334, one of the following: CSCI 320, CSCI 333, CSCI 364; and two additional courses in computer science, one of which must be numbered CSCI 310-380 or CSCI 390-399. Courses numbered CSCI 286, CSCI 288, or CSCI 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 MATH 170 (or its equivalent sequence MATH 106 and MATH 166), MATH 171, MATH 212, and one additional MATH 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** (CSCI) are listed below.

## **The Minor in Computer Science**

The minor in computer science consists of CSCI 120, CSCI 121, and three other CSCI course units numbered above 110. One of the following courses may, with departmental consent, be counted toward the computer science minor: MATH 230, MATH 258, MATH 231; PHIL 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 CSCI 120, CSCI 121, and four other CSCI 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**

**MATH 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.

**MATH 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.



**MATH 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.

**MATH 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)

**MATH 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 course sequence of MATH 106 and MATH 166 is equivalent to MATH 170; credit may be earned for MATH 106 and MATH 166 or MATH 170, but not both. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 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. MATH 107 may not be taken for credit by students who have earned credit for ECON 156 or MATH 231. Three 70-minute periods. (F2)

**MATH 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 MATH 106 or MATH 170. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 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)

**MATH 120. Math for Teaching I.** Mathematics for Teaching I is specifically designed for students pursuing a career in elementary and middle level education. The purpose of the

course is to provide the mathematical background necessary for teaching elementary mathematics concepts, including: estimation, measurement, fractions and decimals, patterns and relationships, number systems, number relations, and number theory. This course will emphasize the development of conceptual understanding, mathematical connections, critical thinking, and problem-solving strategies across mathematics content. (F2)

**MATH 121.2 Math for Teaching II.** Mathematics for Teaching 2 is specifically designed for students pursuing a career in elementary and middle level education. The purpose of this course is to provide the mathematical background necessary for teaching with confidence and imagination the basic concepts of mathematics as well as techniques of problem-solving. Topics included in this course: statistics, probability, geometry and measurement. Throughout, the emphasis will be on basic ideas, problem-solving, and the larger historical and cultural contexts of mathematics.

**MATH 150.2. Introduction to Mathematical Research I.** Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: MATH 170 or MATH 108 or MATH 166 with a grade of "C-" or better and no Senior standing.

**MATH 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 course sequence of MATH 106 and MATH 166 is equivalent to Mathematics 170; credit may be earned for MATH 106 and MATH 166 or MATH 170, but not both. (F2) Prerequisite: MATH 106 with a grade of "C-" or better.

**MATH 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 MATH 166. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 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 MATH 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.

**MATH 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. Note: Students who are placed by the department into MATH 211 and complete it with a grade of "B" or better will automatically receive credit for Math 171 if their transcript does not show credit for an equivalent course.

**MATH 212 (formerly 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: MATH 171. Fall.

**MATH 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: MATH 171. Spring.

**MATH 230 (formerly 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: MATH 171. Spring, alternate years.

**MATH 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: MATH 171. Fall.

**MATH 250.2. Introduction to Mathematical Research II.** Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: MATH 212 and no Senior standing.

**MATH 251 . Actuarial Mathematics.** This course includes an introduction to interest theory; the time value of money. Topics include introduction to interest, valuation of annuities, loan payments, bond valuation, depreciation, amortization schedules, and other topics related to the theory of interest. This course is intended for those students interested in taking the Financial Mathematics (FM) Actuarial Exam. Prerequisite: MATH 171. Spring, alternate years.

**MATH 254 (formerly 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: MATH 211. Spring.

**MATH 258 (formerly 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: MATH 171 and a course in computer science. Spring, alternate years.

**MATH 324 (formerly 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: MATH 211. Fall, alternate years.

**MATH 337 (formerly 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: MATH 231. Spring, alternate years.

**MATH 347 (formerly 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: MATH 212 or permission of instructor. Fall.

**MATH 348 (formerly 340). WI: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: MATH 212 or MATH 220. Fall, alternate years. Writing-intensive.

**MATH 350.2. Introduction to Mathematical Research III.** Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: permission of instructor.

**MATH 365 (formerly 329). Complex Analysis.** Analytic functions, complex integration, application of Cauchy's theorem. Prerequisite: MATH 211. Spring, alternate years.

**MATH 366 (formerly 328). Introduction to Analysis.** Rigorous study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. Prerequisites: MATH 211 and MATH 212 or MATH 220. Spring, alternate years.

**MATH 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: MATH 212 and any 300-level course in mathematics. Fall.

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

**MATH 286, 381-384. Independent Study.**

**MATH 288, 386-388. Internship.**

**MATH 400-401. Honors.**

## Courses in Computer Science

**CSCI 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)

**CSCI 107.2. Introduction to 3D Printing and Design.** This course provides an introduction to using 3D fused deposition modeling (FDM) printers. Additionally the course will cover the basics of creating models with a variety of software packages such as Tinkercad, Sculpttris, OnShape, and OpenJSCAD, each of which presents a very different approach to creating models to be printed. No experience is necessary. All materials will be provided. Students will be expected to spend time outside of class in the 3D printing lab.

**CSCI 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)

**CSCI 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: CSCI 120 (final grade of at least C- or better).

**CSCI 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.

**CSCI 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: CSCI 121.

**CSCI 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: CSCI 244 (final grade of at least C- or better).

**CSCI 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: CSCI 121 (final grade of at least C- or better) and MATH 170 (or MATH 106 and MATH 166).

**CSCI 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: CSCI 120.

**CSCI 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: CSCI 120 or permission of the instructor.

**CSCI 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: CSCI 244.

**CSCI 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: CSCI 244.

**CSCI 333. Operating Systems.** The structure and organization

of operating systems, how modern operating systems support multiprocessing (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: CSCI 222 and CSCI 244.

**CSCI 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: CSCI 234 and senior standing. Writing-intensive.

**CSCI 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.

**CSCI 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: CSCI 244.

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

**CSCI 286, 381-384. Independent Study.**

**CSCI 288, 386-388. Internship.**

**CSCI 400-401. Honors.**

## MEDIEVAL STUDIES

See **Interdisciplinary Programs**

**Chair:** Professor McKeown

**Professors:** Lalande, McKeown, Mesa

**Associate Professors:** Ferrero, Hildebrandt, Lasso-von Lang, Yozell

**Assistant Professor of Practice:** Branton-Desris

**Visiting Instructors:** Sánchez, Roibal Fernandez

**Adjunct Faculty:** Buckley, Emiliani-Mowrey, Karam, Krohn, Villarreal

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.

## Mission Statement

The Department of Modern Languages and Literatures prepares students for meaningful careers and reflective lives supported by their knowledge of diverse languages and cultures. Within the tradition of the liberal arts, we are committed to the teaching and appreciation of texts in the original languages, the study of societal developments and artistic expressions, and the articulation of informed critical positions through reading, writing, and debate. The department values the integration of language and culture with various disciplines, and encourages students to combine their passion for modern languages with other fields.

## 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 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 French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225 and 241, 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 and 241.

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

The major in Francophone Studies 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 and historical issues related to Francophone cultures.

Program Requirements:

Ten Courses

- Six courses in the French program (including a minimum of one course at the 300 level)
- Four courses in other departments
- Study Abroad in an approved program in a French-speaking area of the world for one semester (or, in special cases approved by the program director, for a May-term or summer program). These courses must be pre-approved to count toward the major. They may count toward either part of this major.

**French Courses** - Six courses (the following groupings are normally taken sequentially)

I – Required:

- FREN 110 Elementary French III (students may test out of this course). This course may only be taken prior to courses at the upper levels
- FREN 210 Multi-modal Texts: The Individual and Society
- FREN 215 Multi-modal Francophone Texts: Nature, Leisure and Technology

II - (a minimum of two courses taken in any order):

- FREN 225 French Connections: Letters and Culinary Arts
- FREN 241 Survey of French and Francophone Literatures
- FREN 260 Doing Business with the French and Francophone Worlds

III - (a minimum of one course taken in any order):

- FREN 350 Conformists and Rebels: Selected works from Seventeenth and Eighteenth-century France
- FREN 353 A Role of Her Own: Works by French and Francophone Women

**Elective Courses (Other departments)** - Four courses

Maximum of two courses in the same department (only one of these may be at the 100 level)

Maximum of two courses overall at the 100 level

These courses have been approved for inclusion in this program: (please note that several of these courses have pre-requisites).

- ART 113 Art History Survey: Caves to Cathedrals
- ART 114 Art History Survey: Renaissance to Abstraction
- ART 218 Art of the Renaissance
- ART 226 Art of the 19th Century
- ART 229 Modern Art
- ECON 236 International Economics
- ENGL 240 Post-Colonial Literature

- HIST 115 History of Africa
- HIST 116 Medieval Europe
- HIST 130 Ancient Greece
- HIST 237 Popular Culture in Medieval and Early Modern Europe
- HIST 250 History of Canada to 1885
- IDIS 110 World Geography and Global Issues
- POSC 235 Contemporary European Politics
- THEA 232 Art of the Theatre

## 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.

### *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 Modern Languages and Literatures. It consists of six courses in each department and includes a semester-long program of study in a country where French, German or Spanish is spoken as a primary language. Students will consult with advisors to choose programs abroad that compliment the programmatic focus. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German).

There is **no minor** offered in International Management.

Management Requirements (6 courses)

ECON 152	Principles of Economics
ACCT 157	Financial Accounting
ECON 236	International Economics
MGMT 223	Management and Organizational Theory
MGMT 333	International Issues in Management
MGMT Controlled Elective	MGMT 231: Managerial Finance or MGMT 251: Marketing Management or MGMT 253: Human Resource Management

Modern Language Requirements (6 courses)

	Spanish (non-native speaker)	Spanish (heritage speaker)	French	German
Language Course	SPAN 110: Introductory Spanish III		FREN 110: Introductory French III	GERM 110: Introductory German III
Language Course	SPAN 120: Spain: Crossroads Civilization (non-native speakers)	SPAN 125: Spanish for Heritage Speakers		
Lit and Culture	SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period  and  SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America.	SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period  and  SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America.	FREN 210: Multi-Modal Francophone Texts  and  FREN 215: Multi-Modal Francophone Texts  and  FREN 290: Doing Business with the French and Francophone Worlds	TWO of the following:  GERM 210: German Culture: Art & Culture  GERM 215: German Culture Lit & Film  GERM 241: Introduction to German Literature or equivalent

200 level elective		Another 200 level course		Elective course above 215
During Study abroad	200 or 300 level course during study abroad, in consultation with your advisor	200 or 300 level course during study abroad, in consultation with your advisor	200 or 300 level course during study abroad, in consultation with your advisor	200 or 300 level course during study abroad, in consultation with your advisor
300 level elective	Elective after study abroad	Elective after study abroad	Elective after study abroad	Elective after study abroad

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 James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German). A student wishing to elect a major in international management with a language not listed should consult with the Department chair. 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 any additional upper-200 level 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 modern 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 modern language major or minor.

**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.

## Courses in Classical Languages

### Latin

**LAT 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)

**LAT 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)

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

**ARAB 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

**FREN 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)

**FREN 105. Introductory French II.** Continuation of FREN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in FREN 100 or placement by the Modern Languages and Literatures Department. (F3)

**FREN 110. Introductory French III.** Continuation of FREN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in

FREN 105 or placement by the Modern Languages and Literatures Department. (F3)

**FREN 210. Multi-modal Francophone Texts: The Individual and Society.** This course is designed to improve French language proficiency and skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and view or listen to media and digital resources 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: FREN 110.

**FREN 215. Multi-modal Francophone Texts: Nature, Leisure and Technology.** 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: FREN 110.

**FREN 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. 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 FREN 230. Prerequisites: FREN 210 and FREN 215

**FREN 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: FREN 210 and FREN 215. Fall. (M2)

**FREN 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: FREN 210, FREN 215 and one other 200-level course or its equivalent abroad.

**FREN 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: FREN 210, FREN 215 and one other 200-level course or its equivalent abroad.

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

**FREN 286, 381-384. Independent Study.**

**FREN 288, 386-388. Internship.**

**FREN 400-401. Honors.**

### *German*

**GERM 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)

**GERM 105. Introductory German II.** Continuation of GERM100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 100 or placement by the Modern Languages and Literatures Department. (F3)

**GERM 110. Introductory German III.** Continuation of GERM 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 105 or placement by the Modern Languages and Literatures Department. (F3)

**GERM 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)

**GERM 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: GERM 110

**GERM 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: GERM 110

**GERM 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 GERM 325. Prerequisites: GERM 210 and GERM 215.

**GERM 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: GERM 210 and GERM 215 or equivalent. (M2)

**GERM 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 GERM 344. Prerequisites: GERM 210 and GERM 215 or equivalent.

**GERM 260. German Film in English: 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, GERM 210 and GERM 215 are prerequisites; these students will have to write the papers in German.

**GERM 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 GERM 225. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent.

**GERM 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: GERM 210, GERM 215, and one other 200-level course or equivalent.

**GERM 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 GERM 244. Prerequisites: one course above GERM 215.

**GERM 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: GERM 210, GERM 215, and one other 200-level course or equivalent. Two 70-minute periods.

**GERM 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: GERM 210, GERM 215, and one other 200-level course or equivalent. Two 70-minute periods.

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

**GERM 286, 381-384. Independent Study.**

**GERM 288, 386-388. Internship.**

**GERM 400-401. Honors.**

### *Italian*

**ITAL 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)

**ITAL 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 ITAL 100 or placement by the Modern Languages and Literatures Department. Spring. Three 70-minute periods. (F3)

**ITAL 110. Introductory Italian III.** Continuation of Italian 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in ITAL 105 or placement by the Modern Languages and Literatures Department. (F3)

### *Japanese*

Courses in Japanese may be scheduled through cross-registration at Lehigh University.

### *Russian*

Courses in Russian may be scheduled through cross-registration at other area colleges.

### *Spanish*

**SPAN 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)

**SPAN 103. Health Professions 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. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**SPAN 105. Introductory Spanish II.** Continuation of SPAN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 100 or placement by the Modern Languages and Literatures Department. (F3)

**SPAN 106. Health Professions Spanish II.** 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. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages.

**SPAN 110. Introductory Spanish III.** Continuation of SPAN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 105 or placement by the Modern Languages and Literatures Department. (F3)

**SPAN 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: SPAN 105. (F3)

NOTE: After completion of SPAN 111, the student who intends to pursue a major or minor takes SPAN 120, but not SPAN 110 or 125. A heritage speaker who has not yet completed SPAN 125 may take it the next semester.

**SPAN 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: SPAN 110 or SPAN 111.

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 SPAN 210 or 215.

**SPAN 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

**SPAN 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: SPAN 120 or 125.

**SPAN 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: SPAN 120 or 125

**SPAN 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: SPAN 210 and 215 or permission from instructor. (M2)

**SPAN 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: SPAN 210 and 215.

**SPAN 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: SPAN 210 and 215.

**SPAN 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 surrealist 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: SPAN 210 and 215.

**SPAN 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.

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 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: SPAN

210, 215, and one other 200-level course (or its equivalent abroad)

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 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: SPAN 210 and 215, plus one additional 200-level course, or instructor permission.

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

**SPAN 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.

**SPAN 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: SPAN 230 and 241 or equivalent.

**SPAN 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: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

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

**SPAN 286, 381-384. Independent Study.**

**SPAN 288, 386-388. Internship.**

**SPAN 400-401. Honors.**

## MUSIC

**Chair:** Professor Wetzel

**Professors:** Lipkis

**Associate Professors:** Binford, Zerkle

**Assistant Professor:** Hess

**Assistant Professor of Practice in Music:** Lutte

**Special Appointment:** Kompass, Spieth

**Artist-Lecturers:** Andrus, Arnold, Azzati, Baer, Bottomley, Blackstone, Brodt, Busfield, Clark, DeChellis, DeSantis, Diggs, Doucette, Eyzerovich, Frank, Gairo, Giasullo, Gillespie, Goldina, Haas, Harding, Hockenberry, Hoffman, Holton, Huth, Kani, Kish, Kistler, Kozic, Lepore, Martin, Mathiesen, Mixon, Montero, Morrison, Moyer, Oaten, Parkins, Reisteter, Riehl, Rostock, Roth, Schrempel, Seifert, Simons, Socci, Terlaak Poot, Thompson, Torok, Watson, Weaver, 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, 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.

## The Minor in Dance

The minor in dance provides a historical, theoretical, and practical foundation for students interested in dance performance and dance composition. In addition to studying the history of dance, students develop skills in dancing and dance composition, and they participate regularly in dance creation and performance. Participation in the Dance Company is by audition.

Five course units are required: Dance Company (four terms totaling one unit); Four technique courses from the following courses: Ballet I, Ballet II, Musical Theater Dance Styles, Jazz, Modern I, Modern II, African Dance, Historical Dance, Improvisation (totaling one unit); Dance Composition (one unit); History of Dance (one unit); and one unit elective selected with the approval of a dance advisor.

## Courses in Music

Course descriptions are arranged in ascending numerical order within categories.

### *Music Courses Open to All Students*

**MUS 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)

**MUS 103.1. Piano Class.** Introduction for non-majors; beginners accepted. Notation and playing technique. One 50-minute period.

**MUS 104.1. Voice Class.** Instruction for non-majors, particularly choral singers, to improve vocal production, reading, and idiomatic styles. One 50-minute period.

**MUS 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)

**MUS 106. Art of Music.** Introduction to music of Western and non-Western cultures, explored through listening, analysis, composition, improvisation, and performance. (M6)

**MUS 108.2. Intro to Jazz Theory & Arranging.** Introduction to Jazz Theory and Arranging is a ½ unit course that explores the basics of jazz music theory, composing and arranging. Students will take this course in conjunction with enrollment in the “Summer Jazz Camp @ Moravian.” Students need to be a music major or pass an audition to be enrolled in the course.

**MUS 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)

**MUS 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)

**MUS 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)

**MUS 118.2. Introduction to Jazz Recording and Technology.** Introduction to Jazz Recording and Technology is a ½ unit course that explores the basics of recording techniques and music technology used in jazz. Students will take this course in conjunction with enrollment in the “Summer Jazz Camp @ Moravian.” Students need to be a music major or pass an audition to be enrolled in the course.

**MUS 125. History of Musical Theater.** History of Musical Theater provides a comprehensive study of musical theater from ancient Greece to current productions through analysis, reading, discussion, listening, and experiencing musical theater performances. Students will explore the elements of musicals including music and lyrics, book/libretto, choreography, staging, sets, costumes, and technical aspects. Students will examine the societies, historical backgrounds, and participate in creative projects related to musical theater productions. (M6)

**MUS 176. Music and the Social Conscience.** This course examines how music reflects and impacts the social conscience of societies worldwide. Areas of concentration include media and social media; music that defines nations; revolution; social conscience and music; music and refugees; censorship; tradition and religion in conflict with music production; music and politics; and the role of music in global societies. (M5)

**MUS 188. Women and Music. (Also WGSS 188)** Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. (M6)

### *Courses in Musical Techniques*

For music majors only. Permission of department chair required.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 136.1. Beginning Piano Techniques.** Playing, keyboard harmony, and functional accompanying. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 236.1. Piano Techniques II.** Students in Piano Tech II will learn to play minor scales (with appropriate fingerings), cadences in all 12 keys, and perform basic piano repertoire. Use of the damper pedal, basic accompanying, and improvisation will also be part of the course content. Prerequisite: Music 136.1.

**MUS 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.

**MUS 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.

**MUS 218.2 Introduction to Audio Recording.** This course will introduce students to the basics of analog and digital recording. Prerequisite: Music 137.1. Spring.

**MUS 219.2. Live and Studio Recording.** This advanced, project-based studio-recording course involves recording live and studio performances. Prerequisite: 218.2. Fall.

### *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.

**MUS 140.2. Musicianship I.** Dictation of traditional melodic, rhythmic, and harmonic materials and using solfège for sight-singing. Fall. Two 50-minute periods.

**MUS 141.2. Musicianship II.** Adds two-part dictation and clef-reading. Spring. Two 50-minute periods.

**MUS 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.

**MUS 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.

**MUS 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.

### *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.

**MUS 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.

**MUS 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.

**MUS 257.1, 257.2, 357.1, 357.2. Diction Practicum.** 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

### *Courses in Music Theory*

For music majors only, or with permission of department chair.

**MUS 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.

**MUS 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.

**MUS 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.

### *Courses in Conducting and Orchestration*

For music majors only, or with permission of department chair.

**MUS 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.

**MUS 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.

**MUS 342.2. Orchestration.** Instrumental characteristics, nomenclature, and notation; simple orchestral and ensemble arranging. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

### *Courses in Music History*

For music majors only, or with permission of department chair.

**MUS 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

**MUS 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.

**MUS 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.



**MUS 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.

**MUS 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.

**MUS 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.

#### ***Courses in Music Education***

For music majors only. See also courses listed under Education.

**MUS 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.

#### ***Courses in Special Areas of Music***

For music majors only, or with permission of department chair

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 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.

**MUS 385 or 385.2. Project.** Exploration of an aspect of composition, theory, or history; public presentation of lecture, seminar, or performance. Repeatable. Spring.

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

**MUS 286, 381-384. Independent Study.**

**MUS 288, 386-388. Internship.**

**MUS 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. For DANC 001 or DANC 011, a half-unit of credit is given after two semesters (one academic year) and a full unit after four semesters (two academic years). The four semesters of DANC 011 (with written reflection papers) earns 1 full unit meeting the M6 LinC requirement. 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

### **Courses in Dance**

**DANC 121. Dance Company.** Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performance leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). Prerequisite: None

**DANC 110. History of Dance.** This course is designed to expose students to dance as a fundamental form of human expression. The History of Dance presents an overview of the development of Western theatrical dance and introduces the major figures and movement theories of early dance history, ancient civilizations, the Middle Ages, Renaissance and the 16th-21st centuries. Varied forms of dance will be analyzed and discussed within a sociological, cultural, and historical framework. Readings, discussions, lectures, and films will introduce selected choreographers and the concerns that inform their work. Additional readings in dance philosophy and aesthetics will consider broader questions and address ideas such as form, expression, virtuosity, technique, the body as an expressive instrument, audience expectations, and performance conventions. This course will aid in students understanding of dance as an art form. Prerequisite: None. (M6)

**DANC 120. Dance Company.** Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performance leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). A written reflection paper will be required to receive credit towards the M6. Prerequisite: None.

**DANC 120.1. Musical Theater Dance Styles.** A technique course in which a variety of basic techniques in musical theater are examined, including basic jazz, ballet, tap, lyrical, contemporary and modern. Students will study stylistic interpretations of prominent musical theater choreographers, and review dance/theater etiquette, safety and health, the audition, process, and the history of musical theater dance. Prerequisite: None.

**DANC 121. Dance Company.** Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performance leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). Prerequisite: None.

**DANC 130.1. Ballet I.** Designed to introduce the student to the study of classical ballet. The course will include active participation in barre work, center work, and traveling ballet exercises and combinations. The course also introduces the history of ballet as an art form. Also introduced are the fundamentals of ballet performance critique; an emphasis on technical proficiency and movement vocabulary will be stressed. Prerequisite: None.

**DANC 135.1. Jazz Dance.** Designed to introduce the student to the study of jazz dance. Students will learn and execute the fundamentals of jazz dance and learn the history of the genre of jazz as an art form. Fundamentals of jazz performance critique are introduced; an emphasis on technical proficiency and movement vocabulary will be stressed. Prerequisite: None.

**DANC 140.1. Modern I.** Designed to introduce the student to the principles of modern dance techniques. The course will include active participate in center work, movement across the floor, and proper alignment. Incorporated in this course is the study of modern dance history. Prerequisite: None.

**DANC 150.1. African Dance.** The African Dance course will introduce and explore dance forms from the continent of Africa, primarily West Africa. The class works through artistic process, practice, performance, and related activities (observation, lecture, and discussion), using dance and music rooted in African tradition and contemporary African aesthetics. Vigorous movement classes will focus on rhythm, songs, and culture along with dance choreographies traditionally performed for cultural occasions. Social, political, cultural and religious context will inform students learning, understanding, and appreciation of the diverse values of movement. Prerequisite: None.

**DANC 155. Historical Dance.** This course will introduce the basic dances of the Renaissance and Baroque period (1400-1750). Dancing was an important social activity during the

Renaissance, in both court and country, and formed the basis for Baroque dance. The great innovations in dance in the 17th century originated at the French court under Louis XIV. This is our first clear ancestor of classical ballet. Dance of this time was used at social events, and also in court ballets and public theaters and operas. Prerequisite: None.

**DANC 160.1. Improvisation.** This course provides the student opportunities to explore the processes of discovering, creating, and performing movement spontaneously. Class time within the studio will expand one's range of expression through elements of: modern dance, sound and movement improvisation, contact improvisation and theatre studies in the movement aspects of time, space, energy, and dynamics. Prerequisite: None.

**DANC 230.1. Ballet II.** This course will focus on laying the foundation for understanding and working deeply within the dancer's body through proper technique, class approach and energy. The course will include active participation in barre work, center work, and traveling ballet exercises and combinations. The course also will be a continued study of the genre of ballet as an art form. The fundamentals of ballet performance critique, an emphasis on technical proficiency and Classical Ballet vocabulary will be stressed. Prerequisite: DANC 130.1.

**DANC 240.1. Modern II.** A continuation of the foundational material established in Modern I while providing students with the information and the tools needed to extend: technique, skills and performance quality. Each student will be expected to engage in comprehensive and ongoing movement research, concert viewing, readings, discussions, and reflective writing assignments. Modern II will also incorporate more challenging movement studies, individual and group improvisations, movement projects, and dance viewing to acquaint students with a range of modern dance styles within a cultural and historical context. Breath, balance, body connectivity, use of the floor, basic inversions, as well as the scientific and anatomical principles of dance technique will be emphasized and utilized within Modern II. Students will be asked to investigate and explore their own mental, physical, and emotional nature in relation to dance and their dancing, so as to inform and expand their capabilities as a dancer and artist. These investigations will also aid in developing awareness of students own body capabilities and expressiveness through self-exploration. Prerequisite: DANC 140.1.

**DANC 260. Dance Composition.** Dance Composition will acquaint students with the fundamental principles in structuring movement. The course will explore movement invention with consideration of time, space and energy. Students will investigate these ideas along with form, structure, design and dynamics in solo, duet, and group forms. Course work will integrate reading, writing, and critical analysis to further their understanding and experience of dance making. Prerequisite: DANC 001 or DANC 011.

## NEUROSCIENCE

**Director:** Cecilia M. Fox

**Faculty Associate:** Sarah Johnson

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 (7) courses serve as the core of this major.

<b>BIOL 111</b>	Foundations of Biology
<b>NEUR /BIOL 263</b>	Neuroscience
<b>NEUR 367</b>	Introduction to Neuroscience Methodology
<b>NEUR 373</b>	Neuroscience Seminar
<b>PSYC 120</b>	Introduction to Psychology
<b>PSYC 211</b>	Experimental Methods and Data Analysis I
<b>PSYC 212</b>	Experimental Methods and Data Analysis II

### Neuroscience Co-Requisite Courses

Seven (7) co-requisites are required for this major.

<b>CHEM 113 &amp; CHEM 114</b>	General Chemistry
<b>MATH 170</b>	Analytical Geometry and Calculus I
or	
<b>MATH 106 &amp; MATH 166</b>	Analytic Geometry and Calculus I with Review, Parts 1 and 2
<b>PHYS 109-110</b>	Introductory Physics for the Life Sciences
<b>CHEM 211-212</b>	Organic Chemistry
or	
<b>CSCI 120-121</b>	Computer Science I and II

CHEM 211 and CHEM 212 are required for those students pursuing an emphasis in cellular neurobiology or behavioral neuroscience. CSCI 120 and CSCI 121 are required in lieu of CHEM 211 and CHEM 212 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, PHIL 222 (M3), PHIL 259 (U1), REL 210 (U2), or NURS 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

<b>BIOL 210</b>	Genetics
<b>BIOL 265</b>	Cell Physiology
-or-	-or-
<b>BIOL 327</b>	Biochemistry I
<b>BIOL/CHEM 328</b>	Biochemistry II
<b>BIOL 342</b>	Animal Development
<b>BIOL 350</b>	Human Physiology
<b>BIOL 365</b>	Molecular Genetics
<b>NEUR 381-384</b>	Independent Study
<b>NEUR 386-389</b>	Field Study
<b>NEUR 400-401</b>	Honors

### B) Behavioral Neuroscience

<b>BIOL/PSYC 250</b>	Animal Behavior
<b>PSYC 320</b>	Mind and Brain
<b>PSYC 335</b>	Conditioning, Learning, and Behavior
<b>PSYC 362</b>	Abnormal Psychology
<b>NEUR 381-384</b>	Independent Study
<b>NEUR 386-389</b>	Field Study
<b>NEUR 400-401</b>	Honors

### C) Cognitive Neuroscience

<b>CSCI 260</b>	Artificial Intelligence
<b>PHIL/PSYC 251</b>	Philosophy of Psychology
<b>PSYC 315</b>	Cognitive Psychology
<b>PSYC 320</b>	Mind and Brain
<b>PSYC 376</b>	Seminar in Experimental/Cognitive Psychology

<b>NEUR 381-384</b>	Independent Study
<b>NEUR 386-389</b>	Field Study
<b>NEUR 400-401</b>	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

**NEUR 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 LGBTQ 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)

### **NEUR 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: PSYC 212, BIOL 263, and CHEM 114, or permission of instructor.

**NEUR 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 NEUR 367 or permission of instructor.

### **NEUR 190-199, 290-299, 390-399. Special Topics.**

### **NEUR 286, 381-384. Independent Study.**

### **NEUR 288, 386-388. Internship.**

### **NEUR 400-401. Honors.**

## **NURSING**

**Chair:** Goodolf

**Associate Professors:** Adamshick, Goodolf, Gotwals, Hoffman, Scholtz

**Associate Professor of Practice:** Gray

**Assistant Professors:** Colancecco, Dorney, Farber, Groller, Grube, Keeler

**Assistant Clinical Professor:** Guider, Smith

**Instructors:** Albert, Halliday, Mikovits, Sayenga

**Assistant Clinical Instructor:** Kennedy-Ripley

Nursing education at Moravian College blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, interdependent community. The undergraduate and graduate programs cultivate a professional nurse graduate who values lifelong learning and service to others within a framework of social justice. These core components provide the foundation for the program and learning outcomes and are detailed in the Student Handbook.

Health care initiatives improve the lives of people worldwide every day. Today's health care professionals must utilize a multidisciplinary approach in promoting and preserving a healthy quality of life for all populations—individuals, families, communities, and nations worldwide. Our nursing and public health programs will prepare you for continuous learning, advanced study, and leadership in health care.

The Helen S. Breidegam School of Nursing and Public Health offers a traditional four-year pre-licensure Bachelor of Science in Nursing (BSN) program, a 16-month long accelerated BSN program for college graduates in non-nursing fields, a baccalaureate degree completion program for registered nurses (RN to BSN), and Master of Science in Nursing (MSN) programs that prepares clinical nurse leaders, nurse administrators, nurse educators, and nurse practitioners.

## Program Accreditation

The prelicensure nursing programs and MSN and MSN post-master's degree nurse practitioner programs are approved by the Pennsylvania State Board of Nursing. The baccalaureate degree program in nursing and master's degree program in nursing at Moravian College are accredited by **Commission on Collegiate Nursing Education**. Information on the accreditation process for nursing programs can be obtained from these agencies or the School of Nursing office on campus.

## BACHELOR OF SCIENCE IN NURSING PROGRAMS

The Helen S. Breidegam School of Nursing and Public Health 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.

BSN Program options include the following:

- The BSN degree for those students who are entering the four-year program of study for an initial professional degree,
- The RN to BSN degree for those RNs who wish to complete the BSN degree, and

- A sixteen-month second degree option for those who have already earned a baccalaureate degree in a field other than nursing.

### 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 or HLTP 189 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: BIOL 103, NURS 115. Second semester: BIOL104, CHEM 108.
- Sophomore Year. First semester: BIOL 205, MATH 107 (may be taken in junior year) or HLTP 189, PSYC 207 (may be taken in spring semester), NURS 212. Second semester: BIOL 206, NURS 311.
- Junior Year. First semester: NURS 310, 312, and 331.2. Second semester: NURS 314, 332.2, and 339.
- Senior Year. First semester: NURS 313 and 315. Second semester: NURS 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**

1. 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.
2. If progression criteria are met, students will be declared a nursing major prior to the start of NURS 212. This declaration will be made by the Chairperson of the School of Nursing and Public Health.
3. Non-transfer students must take the natural science biology (BIO 103, 104, NURS/HLTH 205, 206) and chemistry (CHEM 108) at Moravian College as displayed in the program plan, or a seat will not be guaranteed in the nursing program.

#### **Progression into the Major**

1. 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.
2. 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).

3. There is no probationary period for the student who does not meet the science, overall, and/or nursing major GPA requirements.

4. 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**

**NURS 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. Nursing majors only.

**NURS 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: BIOL 103 and 104; NURS 115. Co-requisite: NURS 115, if not taken prior to enrolling in NURS 212.

**NURS 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)

**NURS 230. Global Disaster Preparedness & Management. (also Interdisciplinary 230)** Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of different types of global disasters and develop a plan for disaster management at a personal, community, and global level (M5).

**NURS 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: BIOL 206; NURS 115, 212, 311. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

**NURS 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: BIOL 103, 104, and 205; CHEM 108; NURS 115 and 212. Co-requisite (if not taken previously): CHEM 108. Theory 3 hours, clinical 8 hours.

**NURS 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: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311; PSYC 207. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

**NURS 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: NURS 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours.

**NURS 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: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, 310, 311, and 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

**NURS 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: NURS 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours.

**NURS 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: MATH 107; NURS 313 and 315. Theory 3 hours; clinical 8 hours.

**NURS 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: NURS 313 and 315. Theory 3 hours, clinical 8 hours.

**NURS 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.

**NURS 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.

**NURS 322. Populations at High Risk for Health Problems: Honduras. (Also IDIS 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]

**NURS 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: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311. Co-requisites: NURS 310 and 312. One 70-minute period.

**NURS 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: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, 310, 311, and 331.2. Co-requisites: NURS 314, 339. One 70-minute period.

**NURS 340. Health Program Planning and Evaluation. (also HLTP 340)** This course introduces students to the theory and application of public health program planning, implementation, and evaluation. The curriculum focuses on community needs assessment, partnership building, designing clear objectives, developing a strategic plan, implementing culturally competent interventions, formative and summative evaluation, and sustainability of programs. Students will design their own public health program and evaluation plan using a logic model and



public health planning models. Prerequisites: HLTP 110 or Nursing 115

**NURS 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, NURS115, 212, 310, 311, 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

**NURS 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)

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

**NURS 286, 381-384. Independent Study.**

**NURS 288, 386-388. Internship.**

**NURS 400-401. Honors.**

## RN to BSN Program

The RN to BSN Program is administered through the Helen S. Breidegam School of Nursing and Public Health at Moravian College. Applicants to the program must meet the minimum admission requirements established by Moravian College. The nursing education outcomes of the RN to BSN Program are identical with those of the day division Baccalaureate Program.

### Admission to the program:

1. Applicants must meet all college and RN to BSN program admission requirements per the Pennsylvania Nursing Articulation Model (1993):

A. Students must have active RN Licensure

B. Students must have graduated from their basic nursing program within the past three years or Students must have graduated from a basic nursing program and practiced at least 1,000 hours as a nurse within the past three years or students must have graduated from a basic nursing program and taken a Pennsylvania State Board approved nursing refresher course within the past year.

2. Moravian College reserves the right to review each candidate's personal qualifications and to deny admission to any individual whom Moravian deems unqualified for the program.

Those students who meet these requirements will be admitted to Moravian College on a rolling admission basis as Baccalaureate Candidates. In order to fulfill the requirements for the nursing major, students must:

Complete all RN to BSN Program cognate courses. Cognate courses for the program include the following Moravian College courses (or their equivalent)

- Biology 103-104 Human Anatomy and Physiology I and II
- Nursing/Health 205 Pathophysiology
- Biology 235 Microbiology or Biology 206 Microbiology for Health Sciences
- Chemistry 108 Fundamentals of Chemistry
- Mathematics 107 Elementary Statistics or HLTP 189 Biostatistics
- Psychology 207 Lifespan Development

Courses may be transferred from other institutions if they meet the Moravian College requirements for transfer of courses. These may include (but are not restricted to):

- All transferred courses must be graded "C" or above. No more than 80 credits will be transferred to Moravian College (Does not include grades of a C- or below).
- Up to 20 course units in total, may be accepted for transfer credit.
- Thirty-two course units must be completed with an overall Quality Point Average (QPA) of not less than 2.00.
- At least 8 course units must be completed at Moravian College.
- Six nursing courses must be completed at Moravian College with a grade of C or better.
- Upon completion of the required cognate courses, active RN Licensure will be recorded on the Moravian College transcript as 6 units (24 credits). No nursing courses will be transferred directly.

### RN to BSN Courses in Nursing

**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 230 Global Disaster Preparedness.** Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of different types of global disasters and develop a plan for disaster management at a personal, community, and global level. (M5)

**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.

**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.

**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.

**NURS 340 End of Lifespan** Advances in medical technology have enabled individuals to live longer lives, orchestrate their own healthcare, and participate in end of life decisions. Inherent within end of life issues are cultural decisions, ethical issues, Anticipatory grief, palliative care, loss, and bereavement. This course will use a holistic approach to examine cultural considerations/rituals, religious influences, loss, grief, socioeconomic challenges, end-of- life physical concerns across the lifespan. Preparing for and caring for the individual/family at the time of death will be explored. Prerequisites: Junior/Senior standing or permission of instructor. (U2)

Approved Nursing Electives. Nursing elective courses might include but are not limited to:

**NURS 381-384 Independent Study**

**NURS 390-399 Special Topics**

## MASTER OF SCIENCE PROGRAM

The MSN programs prepare professional nurses at the graduate level for essential leadership roles in nursing administration, education, and advanced nursing practice. Graduate level coursework is designed to foster exchange and learning between nursing, education, and business administration programs. This interdisciplinary approach broadens and enriches the health care perspectives of the graduates. Applicants to any of these programs must have completed a Bachelor of Science Degree in Nursing and meet additional admission requirements. Information on each of the MSN

programs can be found on the Graduate Nursing website (**Please click here**).

MSN Program options include the following:

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Clinical Nurse Leader
- Nurse Educator
- Nurse Administrator
- Nurse administrator option (MSN-MBA)
- Post-Master's Certificates in All Program Tracks

### MSN PROGRAM OBJECTIVES

Upon successful completion of the program of study, it is expected that the MSN graduate will:

1. Propose evidence-based solutions to practice dilemmas through synthesizing advanced theories from nursing and other disciplines that contribute to nursing knowledge
2. Design interventions, projects, and programs that assure safe and quality health outcomes to meet the diverse and complex needs of individuals, families, and communities, accessing health care technologies as appropriate.
3. Incorporate theories of nursing, leadership, and education into quality and performance initiatives within multidisciplinary settings.
4. Advocate for the profession of nursing in the local, regional, national and global community to influence health care through cultural sensitivity, ethical behavior and civic engagement.
5. Promote a culture of inquiry that transforms nursing practice through evidence-based and research initiatives.
6. Demonstrate leadership grounded in a social justice framework to guide practice and impact health outcomes.
7. Engage in moral and ethical decision making through adherence to professional standards of practice and codes of ethics and accountability

Additional information on Moravian College's MSN programs can be found in the Graduate Nursing Student Handbook (**Link**).

### 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 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 507 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. Two 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 512. Women in Leadership.** As the opportunities for women's advancement in the workplace become more competitive the ability to be prominent and exhibit one's capabilities to make a significant contribution toward an organization's success is more important than ever. To substantiate those skills, women must strengthen their leadership skills, hone their abilities to strategically network, develop strategies that cultivate the right relationships, and understand the factors that lead to success in diverse work

forces. This course will examine current issues and trends of women and leadership from both the societal and personal perspectives. Material will explore opportunities and challenges that exist for women in the workplace and students will examine how gender, race, class, and other factors, influence leadership styles. Students will leave the course with heightened awareness and confidence to affect positive change on behalf of women in the workplace. (Graduate Business students register for MGMT 512)

**NURS 513 Leading People in Organizations.** Organizations and businesses need leadership from every individual who works or volunteers to advance its mission and goals. Regardless of style or approach, leadership starts with basic competencies that together create a portfolio for leadership effectiveness. The roster of competencies is fluid and can vary depending on the individual, the workplace and the goals, but the outcome is constant: they contribute significantly to an individual's ability to lead people. In this course, we will examine what can arguably be considered among the most relevant and substantive competencies for effective leadership currently. Competencies may include emotional intelligence, authenticity, being present, character, creativity, courage and empathy. Incorporating a variety tools and techniques, such as presentations, research, essays and outreach to industry professionals, the course gives students the opportunity to understand, assess, and develop their own capacities and effectiveness in these areas of leadership competencies. Throughout the course, reflective practice, that aligns course theoretical knowledge with student workplace experiences and builds a supportive learning community, will be emphasized. (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 Economics.** In this course, students will study human health, both national and personal, from an economic perspective. Further, students will analyze the ways in which healthcare services are demanded and supplied. Topics include: the value of health from an individual and societal perspective; the demand for physicians' and other health services; the supply of healthcare; the demand for and the supply of health insurance; international comparison of healthcare expenditures; cost-benefit analyses of public policies and medical interventions; and the role of government in related healthcare markets. Prerequisites: None. 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).

#### ***Adult-Gerontology Acute Care Nurse Practitioner Courses***

**NURS 710: Care of Younger Adults, Acute Care Theory and Practicum.** This course is designed to provide students with theory, seminar, and 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 care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating acute care of younger adults. Seven graduate credits.

**NURS 711: Care of Older Adults, Acute Care Theory and Practicum.** This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as acute 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 acute/critical health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in acute and critical care settings. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the acute care nurse practitioner role. Seven graduate credits.

**NURS 712: Adult-Gerontology NP, Acute Care Theory and Practicum.** This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as acute care providers for adults from adolescents to end of life. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of adult clients in acute care settings. The practicum provides 250 supervised clinical practice hours for the student to meet the clinical competencies of the acute gerontology acute care NP role. Seven graduate credits.

#### ***Adult-Gerontology Primary Care Nurse Practitioner Courses***

**NURS 720: Care of Younger Adults, Primary Care Theory and Practicum.** This course is designed to provide students with theory, seminar, and 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 care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of younger adults. Seven graduate credits.

**NURS 721: Care of Older Adults, Primary Care Theory and Practicum.** This course is designed to provide students with theory, seminar and 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 health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in primary care settings. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the primary care nurse practitioner role. Seven graduate credits.

**NURS 722: Capstone Seminar and Internship.** This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as primary care providers for adults from adolescents to end of life. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of adult clients in primary care settings. The practicum provides 250 supervised clinical practice hours for the student to meet the clinical competencies of the adult gerontology primary care NP role. \*The Professional Portfolio will be completed during this semester. Seven graduate credits.

#### ***Clinical Course Leader Courses***

**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 750: CNL Capstone Seminar and Internship I.** This course is the first of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of a beginning 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. Five graduate credits

**NURS 755: CNL Capstone Seminar and Internship II.** This course is the second of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of a beginning 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, NURS 610, and CNL Capstone 1. \*The CNL's Professional Portfolio will be completed during this semester. Six graduate credits.

#### ***Family Nurse Practitioner Courses***

**NURS 732: Care of Women and Children in Primary Care, Theory and Practicum.** This course will describe and analyze primary health care for women and children, emphasizing health promotion and disease prevention. Primary prevention, family theory, acute and chronic conditions, wellness, developmental stages, and cultural considerations will be examined during this course. In addition, managing primary care of women's reproductive health will include essential aspects of sexual health and maternal care, as well as perimenopausal and postmenopausal concerns. Five graduate credits.

**NURS 733: Care of Women and Children in Primary Care, Theory and Practicum.** This course is designed to provide students with precepted practicum opportunities to facilitate

their development as family nurse practitioners in primary care. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of patients across the lifespan in primary care. The practicum provides 100 supervised clinical practice hours for the student to meet the clinical competencies of the family nurse practitioner role. Four graduate credits.

#### ***Nurse Administrator Courses***

**NURS 760: Nurse Administrator Capstone Seminar and Internship.** The course's seminar provides students with seminar and internship 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. The internship component 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. \*The Nurse Administrator's Professional Portfolio will be completed during this semester. Six graduate credits.

#### ***Nurse Educator Courses***

**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 765: Nurse Educator Capstone Seminar and Internship.** This course provides students 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 precepted direct care and education practicum experiences based on professional development goals. \*The Nurse Educator's Professional Portfolio will be completed during this semester. Four graduate credits.

# OCCUPATIONAL THERAPY

**Program Director:** Dr. Potter

The Occupational Therapy Program at Moravian College offers a full-time educational program comprised of five terms on 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 entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). The program must have a preaccreditation 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 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. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## Admission Requirements

1. Minimum cumulative undergraduate GPA of 3.0
2. Minimum pre-requisite GPA of 3.0
3. Official Graduate Record Examination (GRE) Scores  
(school code: 2418 0618)
4. Three letters of recommendation
5. Written personal statement
6. Interview
7. Grade of C or higher in the following pre-requisites:
  - Statistics (3 credits)
  - Introduction to Sociology or Anthropology (3 credits)
  - Developmental/Lifespan Psychology (3 credits)
  - Abnormal Psychology (3 credits)
  - Human Anatomy & Physiology I & II (6-8 credits)

## Occupational Therapy Curriculum Sequence

To receive a Master of Science in Occupational Therapy, students must earn a total of 81.5 credits. The following course sequence of occupational therapy courses is required:

### **Term 1 (Summer):**

#### **12.5 Total Credits**

- OT 500 Foundations of Occupational Therapy (2)
- OT 501 Psychosocial & Physical Influences on Occupational Performance: (4)

- OT 520 Development of Occupational Participation (1)
- OT 540 Clinical Neuroscience (4)
- OT 551 Level I Fieldwork A (0.5)
- OT 561 Interprofessional Development & Reflection I (1)

**Term 2 (Fall):**

**13.5 Total Credits**

- OT 510 Kinesiology & Biomechanics (2)
- OT 511 Movement in Everyday Occupations (1)
- OT 525 Evaluation Process in Occupational Therapy (4)
- OT 542 Activity Analysis & Group Dynamics (4)
- OT 552 Level I Fieldwork B (0.5)
- OT 562 Interprofessional Development & Reflection II (1)
- OT 611 Evidenced-Based Practice I (1)

**Term 3 (Spring):**

**14.5 Total Credits**

- OT 515 Preparation for Occupational Performance (1)
- OT 516 Sensori-motor Applications in Occupational Therapy (2)
- OT 541 Occupational Performance I: Pediatrics (4)
- OT 530 Environmental Modifications & Adaptations (4)
- OT 535 Occupational Therapy Theories & Models of Practice (2)
- OT 563 Interprofessional Development & Reflection III (1)
- OT 553 Level I Fieldwork C (0.5)

**Term 4 (Summer):**

**15.5 Total Credits**

- OT 605 Management of Therapy Services (2)
- OT 612 Evidenced-Based Practice II (3)
- OT 620 Advocacy and Occupational Justice (2)
- OT 630 Advanced Professional Ethics in Occupational Therapy (2)
- OT 642 Occupational Performance II: Adults (4)
- OT 654 Level I Fieldwork D (0.5)
- OT 664 Interprofessional Development & Reflection IV (1)
- OT 671 Research Mentorship in Occupational Therapy I (1)

**Term 5 (Fall):**

**15.5 Total Credits**

- OT 606 Advanced Management in Occupational Therapy (2)
- OT 625 Applied Advocacy & Community Action (2)
- OT 643 Occupational Performance III: Contextual Applications (4)
- OT 655 Level I Fieldwork E (0.5)
- OT 656 Community Health & Wellness in Occupational Therapy (3)
- OT 665 Interprofessional Development & Reflection V (1)
- OT 672 Research Mentorship in Occupational Therapy II (1)
- OT 614 Evidence Based Practice: Analysis to Dissemination (2)

**Term 6 (Spring):**

**5 Total Credits**

- OT 635 Transformative Leadership in Occupational Therapy (1)
- OT 681 Level II Fieldwork in Occupational Therapy A (4)

**Term 7 (Summer):**

**5 Total Credits**

- OT 666 Interprofessional Development & Reflection VI (1)
- OT 682 Level II Fieldwork in Occupational Therapy B (4) (12 weeks)

**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*

1. Students must be continuously enrolled full time in the occupational therapy program.
2. 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.
3. Students must acquire a grade of C or better in all occupational therapy courses in order to advance in the program.
4. Students who receive an F in any didactic course will be dismissed from the occupational therapy program.
5. Students who receive an F in a Level II Fieldwork placement will be permitted to repeat the Fieldwork experience one additional time.
6. 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.
7. 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 Catalog**. 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. Two graduate credits.

### **OT 501 Psychosocial & Physical Influences on Occupational Performance**

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. Medical terminology is introduced and integrated into this course. Prerequisite: Admission into the Occupational Therapy Program. Four 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 511. 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 Preparation for Occupational Performance**

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. One graduate credit.

### **OT 516 Sensori-motor Applications in Occupational Therapy**

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. Two graduate credits.

### **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. 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. 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. Two graduate credits.

### **OT 540 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. Four graduate credits.

### **OT 541 Occupational 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 553. Four graduate credits.

### **OT 542 Activity Analysis & Group Dynamics**

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. This course 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: OT 500. Four graduate credits.

#### **OT 551 Level I Fieldwork A**

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 B**

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 C**

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 Interprofessional Development & Reflection 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 Interprofessional Development & Reflection 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 Interprofessional Development & Reflection 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. 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. 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. One graduate credit.

#### **OT 612 Evidence-Based Practice II**

In this course students will learn the basics of developing and implementing a research study that will support evidence based practice in Occupational Therapy. Through a collaborative team approach to learning and writing, students will develop a research question, design a study to investigate their question, initiate data collection, with IRB approval. Furthermore, students will demonstrate the ability to interpret basic descriptive and inferential statistics. Prerequisite: OT 611/HLAT 511. Three graduate credit.s

### **OT 614 Evidence Based Practice: Analysis to Dissemination**

In this course students will form foundations in data analysis, interpretation and provide guidance on dissemination of their research. Prerequisite: OT 612. Two graduate credits.

### **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. 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. 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. Co-requisite: OT 681. One graduate credit.

### **OT 642 Occupational 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 with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 654. Four graduate credits.

### **OT 643 Occupational Performance III: Contextual Applications**

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 across the lifespan and intervention settings individuals and populations with physical and mental health challenges. Prerequisite: OT 525. Four graduate credits.

### **OT 654 Level I Fieldwork D**

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 E**

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 565. 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 Interprofessional Development & Reflection 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 Interprofessional Development & Reflection 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 Interprofessional Development & Reflection 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. 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. One graduate credit.

### **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. Two graduate credits.

### **OT 681 Level II Fieldwork in Occupational Therapy A**

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. Four graduate credits.

### **OT 682 Level II Fieldwork in Occupational Therapy B**

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. Four graduate credits.

## **PEACE AND JUSTICE STUDIES**

See **Interdisciplinary Programs**

## **PERFORMANCE CREATION**

Moravian College offers a Master of Fine Arts degree in Performance Creation in cooperation with affiliated professional theatre, Touchstone Theatre. The College believes that artists are best prepared for careers as performance creators through a program that integrates the principles of liberal education with extensive hands on experience creating artistic work. In the program, students create original solo and ensemble performances, engage in site specific and community based work, gain hands on experience teaching in an arts education classroom, and tour original work to an international theatre festival (included in cost of tuition). The degree consists of 68 credit hours over two years Fall, Spring and Summer for a year round academic program.

### **ADMISSION REQUIREMENTS:**

An undergraduate GPA of 2.5 or above, and the completion of an appropriate undergraduate program or the equivalent; Child Abuse Clearance and FBI Clearance with fingerprinting (students must be permitted to enter Pennsylvania classrooms, nonnegotiable); 3 letters of recommendation; Basic Language Competencies (students must demonstrate sufficient knowledge and skill in English to pursue the required studies); A personal artistic statement; Evaluation of Creative, Scholarly, or Professional Work; Demonstration of prior achievement in terms of their readiness to undertake graduate studies in their major field; Proof of a self directed body of work; For Performers, a live audition; For Designers, Directors, Choreographers, Composers, etc., a portfolio of work appropriate to your discipline (preferably digital); Interview.

### **COURSES:**

Due to the immersive nature of the program, the sequence outlined below is required. Students may not register for courses individually. Successful completion of each semester is required for progression to each new semester; Due to the nature of ensemble based creation, students should not expect to be able to take a leave of absence and continue from where they stopped. They must progress through all cohort based activities with a single cohort.

#### **YEAR ONE:**

Year-long learning: 511; 581.

Fall: 501-503; 521; 531; 551.

Spring: 501-503; 532; 541; 542; 551.

Summer: 512; 561; 551.

#### **YEAR TWO:**

Year-long learning: 513; 582.

2nd Fall: 501-503; 522; 543; 551.

2nd Spring: 501-503; 571; 551.

Summer: 572; 551.

**PERF 501-503. Topics in Performance Creation Techniques** (1 credit, repeated three times per semester for four semesters, for 12 credits total) Modules are taught by guest artists in their area of expertise. Content changes to focus on a different performance creation technique with each iteration. Through the series, students will build an expansive vocabulary of performance creation techniques that can be employed in the studio as a means of generating material and problem solving. Emphasizing the interdisciplinary nature of performance creation, this series provides students with a broad swath of conceptual, technical and practical creative methodologies. Although the artists leading the modules, and the techniques explored, will be diverse, all of the modules will follow the same model. Each module will include: Research into the guest artists and/or technique; Analysis of the artists' work and/or technique in the context of culture and society; Discussion of the work in terms of performance theory; Demonstration of techniques by the guest artists; Hands on workshop introducing students to the techniques; Synthesis of theory and practice through rehearsal; Integration of technique into students' artistic practice; Demonstration of new techniques by students. Some of the modules will be taught over the course of the semester, while other modules will be done during week long intensives when external guest artists are in residency at Touchstone Theatre. Fall, Spring.

**PERF 511. Arts in Education: Navigating the Classroom.** (2 Credits) This course will introduce students to work in the arts-in-education classroom. The initial phase of the course employs a workshop format in which students learn the principles and techniques exemplified in Touchstone Theatre's award winning education programming. Then students move into a fieldwork phase during which they assist lead teaching artists in two real world classrooms, as part of Touchstone's "Young Playwrights Lab" in the Bethlehem Area Public School system. There they will observe and practice the teaching methodologies and classroom control skills demonstrated by lead teachers. Concurrent with their fieldwork placements in the classroom, students will meet to complete post session reviews and participate in group seminars to discuss challenges, review pedagogy, and frame the hands on work within an academic context including the reading and discussion of texts. Clearances and other documents for fieldwork required. Year long.

**PERF 512. Arts in Education: Summer Intensives** (3 Credits) This course introduces students to the summer camp as an arts in education venue. Working alongside veteran teaching artists, students will conceive of and implement a themed pedagogical approach for two two week summer camps. Students will be responsible for developing creative classroom exercises that will lead to a final public showing of what the camp attendees have accomplished over its duration. Prerequisite: PERF 511. Clearances and other documents for fieldwork required. Summer.

**PERF 513. Arts in Education: Classroom Leadership** (2 credits) In this course, second year students take on leadership roles during fieldwork placements in the arts-in-education classroom, serving as lead teaching artists for two residencies

and as a primary contact with the schools. With Touchstone's predefined pedagogical system as a base, and with oversight by Touchstone's Education Director, students will be responsible for the planning and realtime decisions necessary for the unique needs of each classroom. Concurrent with their fieldwork placements in the classroom, students will meet to complete postsession reviews and participate in group seminars to discuss challenges, review pedagogy, and frame the hands on work within an academic context including the reading and discussion of texts. Prerequisite: PERF 512. Clearances and other documents for fieldwork required. Year long.

**PERF 521. In the Studio: Devising Practices** (4 Credits) The first of two courses exploring devising performance, it combines hands on work on Touchstone's Christmas City Follies theatrical production with a survey of various practices of devised performance. In the first year, students are introduced to the basics of devising; the immersive experience takes them from beginner through intermediate level where student participate as active collaborators. Fall.

**PERF 522. In the Studio: Leadership** (4 Credits) This is the second of two courses exploring devising performance. Students advance to positions of leadership. The course combines hands on work on Touchstone's Christmas City Follies theatrical production with a survey of various practices of devised performance. Prerequisite: PERF 521. Fall.

**PERF 531. Research and Theory** (3 Credits) In this course, students are introduced to the world of critical theory and academic writing. While the class begins with a broad overview of theory, as the class moves forward we explore how overarching ideas of theory can be understood through the lens of Performance Studies, a field of studies not limited simply to theatre but encompassing a broader interdisciplinary hybridity, and focused on how the performative act is a constant and reflective way to view the world in which we live. Students will examine how their own work fits into this world, through roundtable discussions, presentations and one on one tutorials. In tandem with this exploration students will be coached on how to synthesize their ideas into a piece of academic writing, with the final challenge of the class being to identify a relevant critical concern to the students' own practice and to write a 5000 word essay on the topic. Fall.

**PERF 532. Culture and Identity in Performance** (3 Credits) In this course, students will explore the theory of Performance Studies through the lens of culture and identity. Students will discover new ways of viewing their own unique artistry in the global context of artistic voices. Identifying the local within the global, students will also examine issues of culture and identity at home here in Bethlehem, PA. Emerging from this exploration and research, students will propose a (hypothetical) project of relevance to the local community. The course culminates with a 5000word essay addressing a chosen critical concern. Prerequisite: PERF531. Spring.

**PERF 541. Creation 1 (Ensemble)** (3 Credits) In this course, students will build, hone, and demonstrate their practical ability to work as a collective in the creation of an original devised performance. Students will use the devising process to critically examine the group dynamic and methodologies employed in material generation. Prerequisite: PERF521. Spring.

**PERF 542. Creation 2 (Solo)** (3 Credits) Functioning as a solo artist, each student will hone a practical ability to autonomously see an idea through to fruition, with the result of a solo created performance piece. Throughout the creative process, students will critically examine the freedom and constraints of their own artistic voice, unencumbered by the influences of an ensemble, and its position within the field of contemporary performance. Prerequisite: PERF 541. Spring.

**PERF 543. Creation 3 (Site/Community)** (3 Credits) Building on the theory studied in Culture and Identity, and research/story gathering in Topics in Site Specific and Community based Performance, students will further develop their practical ability to work as a collective in the creation of an original site specific and/or community based performance. Students will use the creative process to explore cultural awareness and theoretical context, and critically examine the work's intended/actual cultural impact and potential position within the field of contemporary performance. Prerequisites: PERF 532; PERF 551; PERF 542. Fall.

**PERF 551. Topics in Site Specific and Community Based Performance** (1 credit, repeated once each semester for six semester, for 6 credits total) Students will complete 60 hours of practicum associated with Touchstone Theatre's ongoing site specific and community based work. These large scale projects are typically multiyear endeavors that have many phases of work, and there are often multiple projects at varying stages of development at any given time. This gives students the opportunity to be involved in the many phases that occur during their time in the program, from the initial planning stages and gathering of raw materials through interviews and research, to scouting appropriate sites for performance, to the final work of mounting the production. This course provides students experience making such work through its many phases. Accompanying the hands on work, in monthly roundtable discussions students and instructors will present to one another and discuss other companies involved in this type of work. Fall, Spring, Summer.

**PERF 561. International Festival Experience: In the Audience and on the Stage** (3 Credits) The course is minded toward students' encounter with and self contextualization within the international community of performance makers and original theatre artists. The class includes a survey of contemporary international talent represented at the festival. Having developed a solid practice and understanding of their own work, students will be exposed to and learn to engage with artists and intellectuals minded toward performance study from the global community and within Touchstone's extended network of like minded practitioners. Students will take an original performance production to the international stage, touring their collective devised work from PERF 541 to an international festivals. In doing so, students will learn management of international touring logistics and will strengthen their international network. Summer.

**PERF 571. Thesis Project** (6 Credits) As the artistic capstone to the MFA program, students will develop a polished, fully realized production, approximately 45-75 minutes in length. In this final production based project of the MFA program, students will harness the totality of their experience in presenting their original work; a performance of professional level work, demonstrating their practical ability and theoretical

knowledge in the creation of a refined performance. This is the work of the individual and not the cohort, each student is expected to lead their own project. In tandem with the thesis project students will create a workshop that reflects the process used in development of the work. Upon completion of the project students will be expected to offer an oral defense of their work and make a presentation on how this work will inform their upcoming thesis. Prerequisite: PERF 543. Spring.

**PERF 572. Thesis** (5 Credits) Upon completion of all other course work students engage in the writing of a 10,000 word thesis. Couched in the content and issues explored in PERF 571's Thesis Project, this final writing serves as the student's platform to show a Master's level of engagement of their work, through the synthesis of the theoretical and the practical in to a concise and well researched treatise. To accompany the thesis, each student will identify and articulate a personal artistic statement through the expression of cultural and theoretical positions, aesthetic concerns, and political agendas of their artistic practice. Prerequisite: PERF 571. Summer.

**PERF 581. Internship: The Business and Operations of Nonprofits** (3 Credits) First year students will complete a yearlong (140 hours) internship at Touchstone Theatre focusing on daily operations. They will gain an understanding of what it takes to support the program side of a functioning nonprofit organization. Students will be involved in multiple aspects of the company's day-to-day operations. Duties include technical production support, database management, administrative organization, facility management and upkeep, promotional activities, and front of house operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Year long.

**PERF 582. Internship: Arts Administration** (3 Credits) As part of the immersive experience, all second year students will complete a year long (140 hours) internship at Touchstone Theatre focusing on Arts Administration. Students will be involved in multiple aspects of the company's day-to-day business operations. Duties include help with marketing and development efforts, database management, administrative organization, and financial operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Prerequisite: PERF 581. Year long.

## PHILOSOPHY

**Chair:** Professor Bernie Canteñis

**Faculty:** Associate Professor Carol Moeller; Associate Professor Arash Naraghi; Visiting Assistant Professor Leon Niemoczynski

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:

PHIL 226.2 and 227.2 Ethics Bowl

PHIL 228 Sport Ethics

PHIL 250 Environmental Philosophy

PHIL 251 Philosophy of Technology

PHIL 255 Social and Political Philosophy

PHIL 257 Bio-Ethics and Social Justice

PHIL 259 Medical Ethics

PHIL 267 West African Philosophy: Akan Ethics

PHIL 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 PHIL 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

**PHIL 110 Introduction to Logic: Critical Thinking.** An introduction of the basic concepts of logic, informal fallacies and categorical logic. (M3)

**PHIL 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)

**PHIL 130 Hip Hop Music, Spoken Word, and Philosophy.** 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.

**PHIL 220 Advanced Logic: Sentential and Predicate Logic.** A study of advanced topics in logic, including propositional and predicate logic.

**PHIL 222 Ethics.** Formulating principles defining the good human being and to applying these to relevant problems of vocation and social and political justice. (M3) Fall

**PHIL 224 Applied Ethics.** 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)

**PHIL 226.2 and 227.2 Ethics Bowl (0.5 units).** 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. Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

**PHIL 228 WI:Sport Ethics.** 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. Writing-Intensive. Fall, Alternative Year.

**PHIL 230 Advance Topics in the Ethics of Abortion.** This course analyzes the moral issue of abortion and the most prominent contemporary philosophical arguments through primary philosophical texts. (U2)

**PHIL 232 Race, Gender, Identity, and Moral Knowledge Philosophy.** 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. (U2)

**PHIL 234.2 Aristotle on Friendship (0.5 units).** This course studies Aristotle's conception of friendship as described in Books VIII and IX of the Nicomachean Ethics.

**PHIL 234 Ethics for the Public's Health.** 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. (U2)

**PHIL 241 Ancient Philosophy.** 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.

**PHIL 243 Medieval Philosophy.** 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.

**PHIL 245 Early Modern Philosophy.** 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.

**PHIL 247 WI: Nineteenth and Twentieth Century Philosophy.** 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.

**PHIL 249 American Pragmatism.** 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 or consent of instructor. (M3)

**PHIL 250 Environmental Ethics.** 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.

**PHIL 251 Philosophy of Psychology (Also PSYC 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.

**PHIL 252 Philosophy of Technology.** 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.

**PHIL 253 Philosophy of Religion.** 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.

**PHIL 255 Social and Political Philosophy.** 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. (U2)

**PHIL 256 Continental Philosophy.** A historical and thematic 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. (M3)

**PHIL 257 Bio-Ethics and Social Justice.** 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.

**PHIL 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.

**PHIL 261 Islamic Philosophy, Theology, and Mysticism (Also REL 261).** 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

**PHIL 263 Latin American Philosophy.** 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.

**PHIL 265 Feminist Philosophy.** 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.



**PHIL 267 West African Philosophy: Akan Ethics.** 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.

**PHIL 269 Judaism, Christianity and Islam in Medieval Spain.** An examination of Islamic, Jewish and Christian philosophical thought in Spain, ranging from the Middle Ages through the Renaissance.(M5)

**PHIL 271 Existential Philosophy.** An exploration of important texts in 19th and 20th century existentialism and their influence on contemporary thinking. (M3)

**PHIL 279 Philosophy of Law.** 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.”) (U2)

**PHIL 281 Topics in Ethics.** This course addresses a variety of topics that change by semester in the areas of normative ethics, applied ethics, and meta-ethics. (Repeatable) (M3)

**PHIL 313 Philosophy of Science.** 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 or consent of instructor.

**PHIL 323 Tibetan Buddhist Thought.** 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 or consent of instructor.

**PHIL 351 Epistemology.** 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.

**PHIL 353 Metaphysics.** 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 or consent of instructor.

**PHIL 355 Meta-Ethics.** 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.

**PHIL 370. Seminar.** Selected topics in Philosophy. Non-majors require permission from instructor.

**PHIL 381-384 Independent Study**

**PHIL 386-388 Field Study.**

**PHIL 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.

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

## PHYSICAL EDUCATION

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 are encouraged to participate in fitness classes to meet their personal health, wellness, and fitness needs.

Veterans who have successfully completed Basic Training in any branch of the service receive 1 unit of elective credit.

## 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.

**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.**

## DOCTOR OF PHYSICAL THERAPY

**Program Director:** Dr. Mary Anne Riopel

The Doctor of Physical Therapy (DPT) Program is a developing program in the Department of Rehabilitation Sciences in the School of Natural & Health Sciences. In the eight semester interprofessional program, students work hand-in-hand with

other health professions in the classroom, the clinic and the community. Moravian's DPT will grant an entry-level professional DPT degree and allow graduates to apply for licensure to practice as physical therapists in diverse health care and educational environments.

## Mission Statement

Based on a liberal arts foundation, the Moravian College Doctor of Physical Therapy (DPT) program will develop competent, ethical physical therapists providing client-centered, interprofessional care. Students and graduates will be reflective and inquisitive lifelong learners and educators. Faculty in the program will be interprofessional leaders with innovative teaching, research, and service. The program and its graduates will positively influence the health and quality of life of diverse populations and the profession through community outreach and advocacy.

## DPT Graduate Program Goals

Graduates from the DPT program will:

- Become competent practitioners providing effective, ethical and safe physical therapy care
- Become leaders in evidence-based interprofessional client-centered practice
- Value lifelong learning and education
- Advance the profession of physical therapy and contribute in positive ways to society

## CAPTE Accreditation Statement

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) is necessary for eligibility to sit for the licensure examination, which is required in all states.

### CAPTE Contact Information

1111 North Fairfax Street, Alexandria, VA 22314

Phone: (703) 706-3245

Email: [accreditation@apta.org](mailto:accreditation@apta.org)

Moravian College is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on December 1, 2020. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in the professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

## Admissions Criteria

1. Baccalaureate degree or higher from a regionally accredited 4-year institution.
2. Undergraduate overall minimum GPA: 3.0
3. All post-secondary transcripts must be provided prior to admission (no more than 3 outstanding prerequisite courses are allowed at the time of application).
4. Students must earn no lower than a C in each individual prerequisite course.
5. Prerequisite course minimum GPA: 3.0 (Grades will be averaged if a prerequisite course is repeated.)
6. Prerequisites (must have been completed in the past 7 years).
  - Biology: Two general biology courses (Biology I and Biology II) or upper-level biology courses with labs (8 Credits)
  - Chemistry: Two general chemistry courses (Chemistry I and Chemistry II) with labs or higher (8 Credits)
  - Physics: Two general physics courses (Physics I and Physics II) with labs or higher (8 Credits)
  - Anatomy: A human anatomy course with lab (4 Credits)
  - Physiology: A human physiology course with lab (4 Credits) A full-year sequence of combined Human Anatomy and Physiology (8 credits) may be substituted for separate anatomy and physiology courses.
  - Psychology: One course in introduction to psychology, lifespan psychology or higher (3 Credits)
  - Statistics: One college-level statistics course (3 Credits) (Healthcare or Science-related Statistics are also acceptable)
  - English Composition or writing course (3 credits).
7. GRE taken within the past 5 years.
8. 2 letters of recommendation
9. Successful faculty interview upon invitation
10. Observational hours in a physical therapy clinical setting are highly recommended.
11. Additional Requirements for International Applicants :  
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

## DPT Curriculum Sequence

To receive a Doctor of Physical Therapy degree, students must earn a total of 120 credits. The following course sequence is required:

### Summer Year 1

- DPT 700 Functional Human Anatomy
- DPT 710 Neuroanatomy and Neurophysiology
- DPT 711 Applications of Neuroscience in Physical Therapy
- DPT 720 Foundations of Physical Therapist Practice

### Fall Year 1

- DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity
- DPT 735 Biomechanics and Kinesiology
- DPT 740 Musculoskeletal Imaging I
- DPT 745 Biophysical Modalities
- DPT 751 Evidence-Based Practice I
- DPT 760 Integrated Clinical Experience and Interprofessionalism I

### Spring Year 1

- DPT 731 Clinical Musculoskeletal Management of Cervicothoracic Spine and Upper Extremity
- DPT 741 Musculoskeletal Imaging II
- DPT 765 Pharmacology in Rehab
- DPT 770 Ethical Issues in Healthcare
- DPT 775 Exercise Physiology Across Lifespan
- DPT 761 Integrated Clinical Experience and Interprofessionalism II

### Summer Year 2

- DPT 800 Clinical Experience I
- DPT 851 Evidence-Based Practice II

### Fall Year 2

- DPT 810 Clinical Neurological Management I
- DPT 815 Human Growth, Development and Genetics in Rehab
- DPT 825 Psychosocial Issues in Clinical Practice
- DPT 830 Pathophysiology Across the Lifespan
- DPT 835 Health, Wellness and Nutrition

- DPT 860 Integrated Clinical Experience and Interprofessionalism III

### Spring Year 2

- DPT 811 Clinical Neurological Management II
- DPT 865 Cardiopulmonary Management
- DPT 870 Integumentary, Lymphatic and Urogenital Conditions
- DPT 875 Assistive Technology, Prosthetics and Orthotics
- DPT 880 Clinical Management in Pediatrics
- DPT 885 Advocacy, Business, Teaching and Leadership
- DPT 861 Integrated Clinical Experience and Interprofessionalism IV

### Summer Year 3

- DPT 920 Complex Clinical Reasoning in Research and Practice
- DPT 900 Clinical Experience II

### Fall Year 2

- DPT 940 Clinical Experience III
- DPT 951 Evidence-Based Practice III

## DPT Graduate Course Descriptions

**DPT 700 Functional Anatomy** (8 credits). This foundational course develops student knowledge of human gross anatomy with an emphasis on the implications for physical therapy clinical practice. Detailed instruction is provided on the regional organization, structure and function of the head, neck, spine and extremities, and the major organ systems in the thorax, abdomen, and pelvis. Emphasis is placed on functional interrelationships of the anatomical structures and their impact on human movement. Examination of the histology of the various tissues of organ systems is included.

**DPT 710 Neuroanatomy and Neurophysiology** (2 credits). This course provides an in-depth focus on the human brain and spinal cord, and the functional organization of the central and peripheral nervous systems. Content will provide an avenue for reinforcing basic concepts of normal and abnormal functional neuroanatomy and neurophysiology, and skills for correlating neurological structures to deficits and dysfunction seen in physical therapy practice.

**DPT 711 Applications of Neuroscience in Physical Therapy** (1 credit). This lab course in conjunction with DPT 710 requires students to apply the material gained in lecture to the investigation of the neuroanatomical and neurophysiological basis for various pathologies commonly encountered in the physical therapy clinic. The course will emphasize the clinical application of this knowledge through case analysis and clinical correlations.

**DPT 720 Foundations of Physical Therapist Practice** (3 credits).

This course covers the history and values of the physical therapy profession including introductions to the importance of the APTA professional association; the APTA Core Values & Code of Ethics; professional written & oral communication; clinical documentation; physical therapist scope of practice; interprofessional care; medical terminology; the International Classification of Functioning, Disability, and Health (ICF); and basic patient management skills. An introduction to psychosocial issues is included to provide an early understanding of the psychological and social aspects of health, injury, and rehabilitation.

**DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity** (6 credits).

This course is the first of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It introduces students to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the lumbopelvic spine and lower extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

**DPT 735 Biomechanics and Kinesiology** (3 credits).

This course is designed to provide students with detailed knowledge about biomechanics, kinesiology and the analysis of human movement and function during clinical care.

**DPT 740 Musculoskeletal Imaging I** (1 credit).

This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the lumbopelvic spine and lower extremity as an adjunct to guiding patient care.

**DPT 745 Biophysical Modalities** (2 credits).

This course covers the mechanisms of actions, scientific rationale, and safe application of thermal, electrical, electromagnetic, and mechanical modalities as adjuncts to other physical therapy interventions.

**DPT 751 Evidence-Based Practice I** (1 credit).

This course will introduce the student to the 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.

**DPT 760 Integrated Clinical Experience and Interprofessionalism I** (2 credits).

This course is the first in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and integrate knowledge of clinical skills and professional behaviors in preparation for the first full time clinical education experience.

**DPT 731 Clinical Musculoskeletal Management of**

**Cervicothoracic Spine and Upper Extremity** (6 credits). This course is the second of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It progresses student knowledge and skill in the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the cervicothoracic spine and upper extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

**DPT 741 Musculoskeletal Imaging II** (1 credit).

This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the cervicothoracic spine and upper extremity as an adjunct to guiding patient care.

**DPT 765 Pharmacology in Rehab** (2 credits).

This course discusses the impact of pharmacological interventions on rehabilitation patient management including the mechanisms of action, indications, contraindications, adverse effects, and physiological impact of medications on patient activity, function, and movement.

**DPT 770 Ethical Issues in Healthcare** (2 credits).

Ethical dilemmas will be examined in physical therapist practice, rehabilitation, and the health care system. It will include application of ethical reasoning using ethical principles and theories to address ethical challenges.

**DPT 775 Exercise Physiology Across Lifespan** (3 credits).

This course is designed to advance student knowledge in the physiology of exercise with activity and the physiological impacts of acute and chronic conditions on exercise capacity across the lifespan to optimize patient/client function and movement.

**DPT 761 Integrated Clinical Experience and Interprofessionalism II** (2 credits).

This course is the second in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and integrate knowledge of clinical skills and professional behaviors in preparation for the first full time clinical education experience.

**DPT 800 Clinical Experience I** (10 credits).

This course is the students' first full-time 12 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor. Students will apply knowledge and skills that they have obtained in the didactic portion of the curriculum and part-time integrated clinical experiences to real life clinic scenarios. During this experience, students will move from understanding to applying, analyzing and evaluating all components of clinical practice in an outpatient setting.

**DPT 851 Evidence-Based Practice II** (2 credits).

This course reviews research design, methods and statistical issues to prepare the student to assess and appraise healthcare related scientific literature by introducing research sampling,

descriptive/inferential statistics, power, type I/II error, reliability, validity, and health informatics.

**DPT 810 Clinical Neurological Management I** (6 credits). This course is the first of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with neurologic dysfunction. It introduces students to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes the most commonly encountered pathologies in neurologic care and covers available tests and measures and interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations frequently seen in this patient population. Instruction on how to modify mobility training techniques and use adaptive equipment/durable medical equipment to maximize function in individuals with neurologic dysfunction will also be covered. The psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers with attention to the multifactorial limitations present in individuals with neurologic dysfunction will be addressed.

**DPT 815 Human Growth, Development and Genetics in Rehab** (2 credits). This course is designed to prepare students for patient management across the lifespan by introducing the impact of growth, human development, and genetics on function and movement

**DPT 825 Psychosocial Issues in Clinical Practice** (2 credits). This course will advance students' knowledge on the psychosocial impact of injury, disability, and chronic conditions on overall well-being and function for patients and develop student awareness and sensitivity to these concerns.

**DPT 830 Pathophysiology Across the Lifespan** (4 credits). This course investigates pathology of all body systems across the lifespan, the impact of disease on movement and function, and management of comorbidities in physical therapy practice. Students review the regulatory mechanisms that underlie normal function of the human body to guide understanding of the homeostatic disruptions that occur in disease. Emphasis will be placed on the chronicity and complexity of disease development over a lifespan.

**DPT 835 Health, Wellness and Nutrition** (3 credits). This course prepares students to develop wellness plans for individuals or families in community settings and educate these community members on concerns related to health with an emphasis on function and movement. This course also includes an introduction to nutrition and its impact on overall health.

**DPT 860 Integrated Clinical Experience and Interprofessionalism III** (2 credits). This course is the third in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and advance knowledge and application of clinical skills and professional behaviors in preparation for terminal clinical education experiences.

**DPT 811 Clinical Neurological Management II** (6 credits). This

course is the second of a two-part series that will progress students' knowledge and psychomotor skills in the effective management of individuals with neurologic dysfunction. The course expands student knowledge and skills related to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients with complex neurologic dysfunction across the lifespan. Progression of knowledge and skills in the available tests and measures and most common evidence based interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations seen in complex neurological pathologies and presentations is covered. It will address complex clinical presentations and multifactorial limitations for the complex neurologic patient/client including modifications in mobility training techniques, use of adaptive equipment/durable medical equipment, and incorporation of the psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers.

**DPT 865 Cardiopulmonary Management** (3 credits). This course prepares students for clinical management of patients who present with cardiac and/or respiratory conditions. It includes examination, assessment and evaluation of the cardiorespiratory system, physical therapy management of patients with conditions affecting the cardiorespiratory system, and identification of cardiorespiratory implications in systemic conditions.

**DPT 870 Integumentary, Lymphatic and Urogenital Conditions** (1 credit). This course is designed to develop student competency in the evaluation and treatment of disorders of the integumentary, lymphatic, and urogenital systems in physical therapist practice.

**DPT 875 Assistive Technology, Prosthetics and Orthotics** (1 credit). This course prepares students to be able to identify indications for assistive technology, fit patients for various assistive devices, and analyze the use of assistive technology, prosthetics, and orthotics on function and movement.

**DPT 880 Clinical Management in Pediatrics** (3 credits). This course prepares students for examination, evaluation, and treatment of pediatric patients with an emphasis on typical and atypical development in relation to movement and function.

**DPT 885 Advocacy, Business, Teaching and Leadership** (3 credits). This course is designed to prepare students to understand the financial/business aspects of physical therapy, the necessity of being advocates in their professional role, how to act as teachers/learners during their careers, and develop an awareness of the challenges of leadership

**DPT 861 Integrated Clinical Experience and Interprofessionalism IV** (2 credits). This course is the final course in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and advance knowledge of clinical skills and professional behaviors in preparation for terminal clinical education experiences.

**DPT 920 Complex Clinical Reasoning in Research and Practice** (3 credits). This capstone course allows students to synthesize

affective behaviors, cognitive knowledge, and psychomotor skills learned during the curriculum in preparation for their terminal clinical experiences.

**DPT 900 Clinical Experience II** (8 credits). This course is the students' second full-time 9 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor where they will encounter a diverse patient population in a variety of settings. Students will be able to apply knowledge and skills that they have obtained in the didactic portion and part-time integrated clinical experiences to the clinic.

**DPT 940 Clinical Experience III** (12 credits). This course is the students' third full-time 15 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor. Students will be able to apply knowledge and skills that they have obtained from all didactic coursework and clinical experiences to the clinic. At the culmination of this clinical experience, it is expected that the students will be able to practice as an entry-level physical therapist.

**DPT 951 Evidence-Based Practice III** (2 credits). This course is designed for students to develop an evidence-based practice presentation on a particular patient through a case study, critically appraised topic or analysis of practice and synthesize the research used in the examination, evaluation and treatment of the patient(s).

## PHYSICS

**Chair:** Associate Professor Kriebel

**Associate Professor:** Malenda, Roeder

**Adjunct Faculty:** Becker, Brandes, Detterline, Edinger, Jackson, Patrick

### Mission Statement

The mission of the Department of Physics is to provide a curriculum that offers a solid foundation in the fundamental science of physics, to provide courses to service the general education curriculum, and to offer experiential opportunities for undergraduate research and outreach. In addition, the Department seeks to foster an appreciation of the principles of the natural world and of the scientific method within the liberal arts context of the institution.

### Physics

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

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, forensics, 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

### The Major in Physics

The Physics 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 254). 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 343, and Mathematics 211 and 254

### 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, 254, and 324). If the student chooses Physics 343 as one of the three elective physics courses, he or she may omit Mathematics 324. 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 254.

### 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 Interdepartmental Major in Earth Science

Set I requirements include ENVR 111 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

**PHYS 105. 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. (F4)

**PHYS 106. 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. Spring. Three 50-minute periods, one 3-hour laboratory. (F4)

**PHYS 108. 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. Fall & Spring. Two 3-hour periods. (F4)

### **PHYS 109-110. 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, and thermodynamics. Second-term topics include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Fall-Spring. Physics 109 & Physics 110 must be taken in sequence. Three 70-minute lectures and one 3-hour laboratory. (F4)

**PHYS 111-112. Introductory Physics.** First term treats mechanics, fluids, and wave phenomena. Second term treats electricity, magnetism, optics, and selected topics in modern physics. Fall-Spring. Physics 111 & Physics 112 must be taken in sequence. Co-requisites: Mathematics 170 (Fall) and 171 (Spring). Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory. (F4)

**PHYS 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, and Arduino microcontrollers. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Spring. Three 50-minute lectures and two 3-hour laboratories.

**PHYS 222. Modern Physics.** Concepts leading to the breakdown of classical physics and the emergence of quantum theory. Topics include particle physics, nuclear physics, atomic physics, relativity and introduction to quantum mechanics. Independent laboratory experiments and projects (e.g., Compton effect, electron diffraction, Michelson interferometer, Millikan oil drop) complement the student's study. Prerequisites: Physics 111-112 and Mathematics 171 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. Writing-Intensive.

**PHYS 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 Lagrangian and Hamiltonian mechanics. Emphasis on computer solutions of problems. Fall-Spring. Prerequisites: Physics 111-112 and Mathematics 211. Alternate years. Three 70-minute lectures.

**PHYS 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. Standard laboratory experiments include interferometry and diffraction. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Fall. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 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 254 or permission of instructor. Spring. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 341. Quantum Mechanics.** Fourier transforms, wave packets, Schrödinger's equation, square-well and barrier potentials, the harmonic oscillator, the hydrogen atom, atomic spectra, algebraic methods, and matrix mechanics. Prerequisites: Physics 222 and Mathematics 254 or permission of instructor. Spring. Alternate years. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory.

**PHYS 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 254 or consent of instructor. Alternate years. Three 50-minute lectures.

**PHYS 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: Physics 111-112. Co-requisite: Mathematics 254. Spring. Three 50-minute lectures.

**PHYS 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. Fall. Alternate years. Three 50-minute lectures, one 50-minute problem session.

**PHYS 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 254 or permission of instructor. Fall-Spring. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 370. Physics Seminar.** Selected topics in theoretical and/or experimental physics. Choice of topics determined by needs of students and interest of instructor. Fall. Alternate years. Prerequisite: Physics 343. Three 50 minute lectures.

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

**PHYS 286, 381-384. Independent Study.**

**PHYS 288, 386-388. Internship.**

**PHYS 400-401. Honors.**

## **POLITICAL SCIENCE**

**Chair:** Khristina H. Haddad

**Associate Professor:** Khristina H. Haddad

**Emeritus Professors:** John Reynolds

**Assistant Professors:** Yayoi Kato, Faith Okpotor

**Faculty Associate:** Jean-Pierre Lalande (Modern Languages and Literature)

**Visiting Instructors:** Fara Farbod, Robin Presthus

The program in political science is designed to provide opportunities to understand politics as art, science, and philosophy. The political science department prepares students for pursuit of graduate degrees in political science as well as for professional schools such as law school and careers in government service. The department also seeks to prepare students for their role as citizens in a democratic society and for informed membership in a global community.

### **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. In addition to these four required courses, students will select one of two departmental concentrations that will structure choices of upper division courses and complete at least four upper division courses in the chosen concentration. In addition, students must take at least one upper-level course in the second concentration. Students must complete two 300-level courses, at least one of which needs to be in their chosen area of concentration. One writing-intensive course is required. Writing-intensive courses may be at the 200 or 300-level.

The departmental concentrations are:

***Citizenship in theory and practice*** – Designed to prepare students for informed engagement in political and public affairs through a purposeful consideration of the theoretical nature of politics, the ends towards which politics can be directed and the means employed to achieve those ends. This concentration focuses on normative purposes and argumentation, political language and consciousness, historical texts, institutionalized political processes, modes of political participation and the particulars of contemporary policy issues. Courses that can be used to complete the requirements of this concentration are: POSC 215, 220, 221, 225, 237, 240, 250, 260, 330, 340, and 355.

***Global politics and international political awareness*** – Designed to develop the students understanding of international politics and global political issues through the study of international political systems and the practice of politics in nations and regions beyond the United States. Students choosing this concentration will engage matters such as the means by which states organize and maintain political power, the international political economy, regional governance and conflict, political violence and international security. Courses that can be used to complete the requirements of this concentration are: POSC 228, 235, 241, 245, 247, 248, 255, 327, and 346.



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. Such courses will be evaluated on a case by case basis to assess for which track the course might be accepted as meeting the requirements of the major.

**Required introductory courses:** All majors will complete the four introductory courses listed below.

- POSC 110 American Political Systems
- POSC 115 Introduction to International Politics
- POSC 120 Introduction to Political Theory
- POSC 125 Introduction to Comparative Politics

**Courses eligible for upper division credit in Citizenship in theory and practice track.** Students completing this track will be required to complete a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course in this track will be scheduled each academic year.

- POSC 215 Modern Political Theory
- POSC 220 American Constitutional Law
- POSC 221 Civil Liberties (cross listed, taught within Sociology Department)
- POSC 225 Congress and the Presidency
- POSC 237 Public Administration and Public Policy
- POSC 240 Environmental Policy
- POSC 250 Contemporary Political Theory
- POSC 260 Critical Gender Studies
- POSC 330 Culture and Politics
- POSC 340 Energy Policy
- POSC 355 Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives

**Courses eligible for upper division credit in Global politics and international political awareness.** Students completing this track will be required to complete a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course will be scheduled each academic year.

- POSC 228 - African Politics
- POSC 235 - Contemporary European Politics
- POSC 241 - International Security

- POSC 245 - The Politics of the Middle East
- POSC 247 - Introduction to Chinese Politics
- POSC 248 - Will China Rule the World?
- POSC 255 - The Political Wisdom of the East
- POSC 327 - Politics of Developing Nations
- POSC 346 - The Politics of the Global Economy

### *Writing-Intensive Courses*

Students will be required to take one of the following to meet the College requirement for writing-intensive courses: POSC 225, 330 and 355. The department is in the process of developing one or more writing-intensive courses in the global/international track.

## The Minor in Political Science

The minor will not be subject to commitment to either track. The minor 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

**POSC 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)

**POSC 115. Introduction to International Politics.** 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)

**POSC 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)

**POSC 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)

**POSC 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)

**POSC 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.

**POSC 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.

**POSC 220. American Constitutional Law. (Also SOCI 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: POSC 110 or SOC 216. Fall, alternate years. Two 70-minute periods.

**POSC 221. Civil Liberties and the U.S. Constitution. (Also SOCI 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.

**POSC 225. WI: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.

**POSC 228. African Politics.** This course provides an understanding of politics and policy in Africa that is devoid of common stereotypes. Students will gain an appreciation of the many success stories on the continent and of the lingering challenges. We will draw from a variety of readings, books, articles, reports, documentaries and news reports. Topics to be discussed include the colonial state; the postcolonial state; elections, democratization and political change; political economy and development; gender and politics; religion and politics; ethnicity and politics; conflict and violence; African international relations. Prerequisites: POSC 110 or POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

**POSC 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)

**POSC 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)

**POSC 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.

**POSC 241. International Security.** This course provides students an understanding of the traditional and non-traditional discourses surrounding security affairs and conflict internationally, transnationally and sub-nationally. We will explore realist, liberal, constructivist, critical, and feminist understandings of international security affairs in the areas of great power conflict, terrorism, revolutionary war, internal conflict, and civil-military relations. We will also examine other non-traditional security areas such as environmental degradation, resource/livelihood conflicts, global pandemics and economic woes that threaten the physical safety of individuals and groups. Prerequisites: POSC 110, POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

**POSC 245. The Politics of the Middle East.** Focuses on the politics and conflicts in the Middle East including 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)

**POSC 248. Will China Rule the World?.** Will China rule the world, replacing the United States as the global hegemony? Will China's rise change the rules of the game of today's international system and global economy? The course examines the implications of China's rise for global economy, governance, security, resources, environment, technology,

and culture, as well as for the United States. Drawing on International Relations and Globalization theories, the course focuses on China's glowing presence in the global economy/ international institutions, its global reach as a foreign-aid donor and investor in Africa and the Middle East, its global propaganda efforts/pursuit of soft power, its association with North Korea, its rapid military build-up, and its ambition to rejuvenate the nation. Prerequisite: POSC 115 or POSC 125 or POSC 127. (M5)

**POSC 250. Contemporary Political Theory.** Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism.

**POSC 255. The Political Wisdom of the East.** Introduction to major political thought and ideology in Asia and the political and economic implications of those ideas. The course examines ancient philosophies such as Taoism, Confucianism, and Sun Tzu's "the Art of War" as well as modern political thought of Mao Zedong, Ho Chi Minh, and North Korea. The course considers the implications of these systems of thought for Asia's warfare and nation-building struggles. The course also focuses on contemporary thought/philosophies in modern Japan, China, and Southeast Asia and their implications for Asia's democracy, capitalism, and business. Prerequisite: Sophomore standing or higher or permission of instructor.

**POSC 260. Critical Gender Studies. (Also WGSS 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: POSC 120 or permission of the instructor.

**POSC 327. Politics of Developing Nations.** This course is meant to acquaint students with the pertinent issues affecting the developing world and the challenges faced by developing nations. In an interconnected world, the challenges of developing nations affect us all. The course will provide an overview of the analytical frameworks used to study the politics of the developing world. We will explore the question of development and underdevelopment. Why are some countries not developed? We will examine the global context in which the developing world is situated and the power dynamics that shape current political and economic realities of developing nations. Additionally we will discuss how the issues of globalization, gender, violence, governance, poverty, natural resources, and many others unfold in the developing world and how they are perceived by both developing and developed nations. The course will draw on historical and contemporary examples from Asia, Africa, Latin America and the Middle East while exploring some countries in depth. The class will be run as a seminar and is anchored in class discussion and exchange of ideas. (M5)

**POSC 330. WI: American Politics and Culture.** How cultural processes structure comprehension and evaluation of American politics; the relationship between culture and political power; how cultural beliefs and values are manifest in the U.S. political agenda. Topics can include discussion of consumerism,

nationalism, race, ethnicity, gender and religion in American politics. Spring, alternate years. Writing-intensive. (M4)

**POSC 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)

**POSC 346. The Politics of Global Economy.** Examination of major approaches to the studies of global political economy and examinations of key issues and trends that have characterized today's global economy. How do money, goods, and people move around the world? Who regulates the global flows of money and trade? What are the challenges of today's global economy? Why global financial crisis? How those challenges affect our daily life? Why rich countries are rich and poor countries are poor? Topics include the evolution of global economy, trade and finance, the issues on world resources, environment, and sustainable development, the roles of multinational corporations, foreign aid and dependency, and the rise of China/BRICS and its impacts on global economy. Prerequisites: POSC 115 or POSC 125 or POSC 127 or permission of the instructor.

**POSC 355. WI: 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 POSC 120 or permission of instructor. (U2) Writing-intensive.

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

**POSC 286, 381-384. Independent Study.**

**POSC 288, 386-388. Internship.**

**POSC 400-401. Honors.**

## **PSYCHOLOGY**

**Chair:** Professor Dunn

**Professors:** Schmidt, Zaremba

**Associate Professors:** Brill, Johnson

**Assistant Professors:** Hay, Heilmayr

**Faculty Associates:** Scholtz (nursing)

**Adjunct Faculty:** S. Finkle, T. Helm, A. 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 laboratory studies. There are opportunities to participate in internships, 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:

PSYC 120 Introduction to Psychology

PSYC 211 WI: Experimental Methods and Data Analysis I

(grade of C or better required to advance to Psychology 212 and declare the major in psychology) (Writing Intensive)

PSYC 212 Experimental Methods and Data Analysis II

Students must choose one course from each of the following required clusters:

### Cluster A: Experimental-cognitive cluster (1 course)

PSYC 315 Cognitive Psychology

PSYC 320 Mind and Brain

PSYC 335 Conditioning, Learning, and Behavior

### Cluster B: Clinical-counseling cluster (1 course)

PSYC 362 Abnormal Psych

PSYC 363 Psychological Testing

### Cluster C: Social-personality cluster (1 course)

PSYC 340 Social Psychology

PSYC 361 Personality Psychology

PSYC 367 Health Psychology

### Cluster D: Developmental cluster (1 course)

PSYC 370 Infancy and Childhood

PSYC 371 Adolescence, Adulthood, and Aging

Students must choose one of the following seminar courses:

PSYC375 Seminar in Social/Personality Psychology

PSYC 376 Seminar in Experimental/Cognitive Psychology

PSYC 377 Seminar in Developmental Psychology

PSYC 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:

PSYC 218 Industrial/Organizational Psychology

PSYC 230 History, Theories, and Systems

PSYC 251 Philosophy of Psychology

PSYC 260 Sports Psychology

PSYC 345 Psychology of Women

PSYC 373 Contemporary Work-Life Challenges

PSYC 381 Independent Study

PSYC 386 Internship

PSYC 400-401 Honors\*

\*Students enrolled in PSYC 400 are exempted from the seminar requirement.

## The Interdepartmental Major

The six courses of Set I include the required courses PSYC 120, PSYC 211, PSYC 212. For the three remaining courses, students may take three 300-level courses or two 300-level and one 200-level course.

## The Minor in Psychology

The minor in psychology consists of six course units: PSYC 120, PSYC 211, PSYC 212 and three additional courses that must include at least two 300-level courses.

### *Introductory Courses in Psychology*

**PSYC 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) (Does not count towards the psychology major/minor).

**PSYC 120. Introduction to Psychology.** Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

### *Intermediate Courses in Psychology*

**PSYC 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 PSYC 370 or 371. Does not count towards the psychology major/minor.

**PSYC 211. WI: 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: PSYC 120. Writing-intensive.

**PSYC 212. Experimental Methods and Data Analysis II.** Statistical techniques that build on concepts introduced in PSYC 211. Mastering inferential statistics and nonparametric statistical procedures. Students will carry out the research study outlined in their proposals from PSYC 211 and complete an APA-style research paper. This course must be taken in the semester immediately following PSYC 211 and with the same instructor. Prerequisite: PSYC 211 with a grade of C or better.

**PSYC 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.

**PSYC 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: EDUC 210. Prerequisite: EDUC 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

**PSYC 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: PSYC 120 or permission of instructor.

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

**PSYC 251. Philosophy of Psychology. (Also PHIL 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)

**PSYC 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.

### *Advanced Courses in Psychology*

**PSYC 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: PSYC 211.

**PSYC 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: PSYC 211.

**PSYC 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: PSYC 211.

**PSYC 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: PSYC 211.

**PSYC 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.

**PSYC 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: PSYC 211.

**PSYC 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.

**PSYC 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: PSYC 211.

**PSYC 367. Health Psychology.** How do social relationships affect health? How can we help people cope with a chronic illness? What is the role of stress in physical health? Health psychology is a richly interdisciplinary field that allows us to address such questions in the context of individual, cultural, social, and economic factors. You will learn the history of health psychology, major theories in the field, and methods of applying health psychology to promote health and prevent disease. By the end of this course you will have the knowledge and skills necessary to think critically about health-relevant research and public policy, as well as about your own medical encounters and health behaviors. Prerequisite: PSYC 211 and sophomore or higher standing.

**PSYC 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: PSYC 211.

**PSYC 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: PSYC 211.

**PSYC 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)

**PSYC 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: PSYC 211; junior or senior standing or permission of instructor.

**PSYC 376. Seminar in Experimental/Cognitive Psychology.** New developments and contemporary issues in experimental and cognitive psychology. Prerequisite:

PSYC 211; junior or senior standing or permission of instructor.

**PSYC 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: PSYC 211; junior or senior standing or permission of instructor.

**PSYC 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: PSYC 211; junior or senior standing or permission of instructor.

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

**PSYC 286, 381-384. Independent Study.**

**PSYC 288, 386-388. Internship.**

**PSYC 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 2 additional public health (HLTP) units beyond the 9 core public health (HLTP course)

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, Health 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, Religion, Sociology, and/or Spanish.

## **Public Health BA and BS Requirements**

*Bachelor of Science in Public Health (BSPH)*

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 189/190 Biostatistics (F2)

HLTP 289/291 Social Determinants of Health

HLTP 315 Health Policy

HLTP 321 Global Health (M5)

HLTP 330 Environmental Health

**Public Health Electives Requirement (2 units)**

**2 units in the following\***

HLTP courses, beyond those included in the core public health courses (examples include but are not limited to HLTP 185, 231, 310, 340, 386/387, independent studies, or special topics)

and/or

BIOL, CHEM, EASC, ENVR, MATH, PHYS, ACCT, ECON, HIST, HLTR, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN, beyond those that apply toward the 5 BS interdisciplinary units and with the approval of the public health program director\*\*\*

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

HLTR 260, 261, 360

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, ENVR, HLTR, MATH, PHYS courses by approval of public health program director

**TOTAL (16 units)**

*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 189/190 Biostatistics (F2)

HLTP 289/291 Social Determinants of Health

HLTP 315 Health Policy

HLTP 321 Global Health (M5)

HLTP 330 Environmental Health

**Public Health Electives Requirement (2 units)**

**2 units in the following\***

HLTP courses, beyond those included in the core public health courses (examples include but are not limited to HLTP 185, 231, 310, 340, 386/387, independent studies, or special topics)

and/or

BIOL, CHEM, EASC, ENVR, MATH, PHYS, ACCT, ECON, HIST, HLTR, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN, beyond those that apply toward the 5 BA interdisciplinary units and with the approval of the public health program director\*

Interdisciplinary Elective (5 units): BAPH students will complete five units from the following.

ACCT 157

ECON 152, 211

HIST 220, 260, 270, 299ST (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\*\*\*

REL 127, 221

SOC 113, 115, 165 (also IDIS 165), 210, 251, 256, 258, 260, 293, 392, 395

SPAN 111, 120/125

Other ACCT, ECON, HIST, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN courses by approval of public health program director

#### **TOTAL (16 units)**

\* Note that the two units for this requirement cannot double dip across the core or interdisciplinary requirements of the applicable public health curriculum.

\*\*Courses should be one of those already approved to meet the BA or BS interdisciplinary requirements, unless approved by the public health program director

\*\*\*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\*)
- HLTP 330 Environmental Health
- HLTP 185 Service in Public Health
- HLTP 340 WI:Health Program Planning and Evaluation (writing intensive)
- 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 reflect 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 introduces students to the key statistical concepts and methods used in public health and health sciences. The curriculum focuses on the following biostatistical topics: measurement, descriptive and graphical analysis, hypothesis testing, confidence intervals, correlation, analysis of variance, regression analysis, and writing and interpreting statistics. A major component of the course includes learning how to manage, analyze, interpret, and communicate quantitative health findings. Another major component of the course includes learning how to utilize SPSS, which is one of the leading statistical software packages for public health. This course prepares students to be a good consumer of health research. Students will apply ethical principles to data collection and recognize the importance of limitations based on study design. Prerequisite: none.



**HLTP 218. Writing about Health. (WI) (cross-listed as ENGL 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 WRIT 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 placed 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: PSYC 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 NURS 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 ENVR 110 or 112.

**HLTP 340. WI: Health Program Planning and Evaluation.** This course introduces students to the theory and application of public health program planning, implementation, and evaluation. The curriculum focuses on community needs assessment, partnership building, designing clear objectives, developing a strategic plan, implementing culturally competent interventions, formative and summative evaluation, and sustainability of programs. Students will design their own public health program and evaluation plan using a logic model and public health planning models. Prerequisites: HLTP 110 or Nursing 115. Writing-Intensive.

## 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 possible 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 127. Health, Healing, and Medicine in Asian Contexts.** How does healing go beyond the physical to include the emotion and spiritual? What are the boundaries between medicine and religion? This course investigates these questions by turning to Indian and Chinese religious-philosophical traditions. We will example Chinese medical arts such as acupuncture and qigong, Indian Ayurveda medicine and its relationship to Yoga,

and the contemporary discourse on Buddhist-based meditation practices—including Mindfulness—for health. (M5)

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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)

**REL 225. 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 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

**REL 253. Philosophy of Religion. (also PHIL 253)** The nature of religion and beliefs concerned with existence, nature, and knowledge of God, with alternative positions to theism. (U2) Philosophy and Theolog

**REL 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

**REL 261. Islamic Philosophy, Theology, and Mysticism. (also PHIL 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

**REL 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

**REL 263. Civil Rights and the Moral Life. (also IDIS 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

**REL 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

**REL 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

**REL 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

**REL 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.

**REL 370. Wl: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.

**REL 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.

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

**REL 286, 381-384. Independent Study.**

**REL 288, 386-388. Internship.**

**REL 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 and 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.

**Education 332, 333, and 358.2** Taken in the spring of the junior year.

**Education 330, 331, 332.2, and 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:** Keshodkar

**Professor:** Daniel Jasper, Debra Wetcher-Hendricks

**Associate Professors:** Virginia O'Connell, Akbar Keshodkar

**Assistant Professor:** Allison Bloom, Rebecca Malinski

**Professor of Practice:** Joyce Dougherty

**Adjunct Faculty:** Samuel Murray, Ashley Heiberger, Kimberly Makoul, Vince Ramunni, Fran Sonne, William Vogler

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 criminal justice 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.
- **Criminal Justice and Law** 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

<b>SOC 115</b>	Introductory Sociology
<b>SOC 246</b>	Basic Research Methods
<b>SOC 335</b>	Sociological Theory
<b>SOC 346 or 347</b>	WI:Advanced Research in Sociology or WI:Advanced Research in Anthropology
<b>SOC 258, 355, or 357</b>	Power and Conflict, Sociology of Gender, or Race and Ethnicity

In addition to the five (5) sociology core courses, students take four (4) other courses. For those following the criminal justice and law track, one of these courses must be SOC 216 (Crime, Law, and Justice). Of the other courses, for students following both tracks, 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.

Sociology majors are encouraged to fulfill their Learning in Common F2 requirement by completing MATH 107.

Students in the general sociology program should take electives designed to familiarize them with an array of other disciplines. Criminal Justice and Law students should include among their electives courses such as POSC 110

The writing-intensive requirement for majors are SOC 346 or 347.

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: SOC 115 and four other courses that must include at least two 200-level courses and one 300-level course.

Note: students pursuing a minor in sociology will not be permitted to take ANTH 113 as an elective course for fulfilling the requirements of the sociology minor.

## The Minor in Anthropology

Anthropology is the study of the holistic human experience, past and present. As a social science, it promotes an understanding of the full sweep and complexity of cultures across all of human history, drawing and building upon knowledge from the social and biological sciences as well as the humanities and physical sciences. The minor in Anthropology engages students in the comparative study of human diversity and interactions through various forms of social relationships, cultural practices and means of inter-cultural communication across different societies.

The minor in anthropology consists of five (5) course units: ANTH/SOC 113 and ANTH/SOC 347 and at least three (3) elective courses 200-level or higher. A minimum of one (1) elective course must be completed in the Department of Sociology and Anthropology and students may pursue up to two (2) elective courses in other departments.

## The Interdepartmental Major

Six courses of Set I of the interdepartmental major must include SOC 115, at least two 300-level courses, and three other departmental electives.

## Courses in Anthropology

**ANTH 113. Cultural Anthropology (also ANTH 113).** 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)

**ANTH 235. Anthropology of Tourism.** Tourism and tourist-based activities account for over ten percent of the world GDP today (source: World Tourism Organization). As more people are traveling to different places away from their homes, the level of interaction between hosts and guests has significant implications on the development of new cultural patterns and social practices in guest and host destinations. This course examines the development of tourism within the conceptual framework of anthropology and related social sciences. It encourages students to examine the impact that tourism has upon the cultures and people visited, the nature and relationship of culture to tourism, the recreation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song and festivals. In the process of understanding the role of tourism and heritage in the development of modern cities and nations, students will survey how spaces are demarcated for tourism consumption, explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development,

and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly face in light of the presence of tourists. (M4)

**ANTH 262. Modern Tanzanian Culture and Society.** Globalization and neo-liberal policies have worsened conditions of inequalities and poverty across the global south. This travel course to Tanzania offers students an opportunity to gain first hand field experience in examining how the structures of the current global capitalist economy impose levels of inequalities and poverty in African societies and evaluate how the people of Tanzania situate themselves and challenge their positions from the periphery. Over a period of 18 days, students will travel to different sites across Tanzania (Zanzibar, Dar es Salaam, Moshi, Kilimanjaro) and learn how the development of the current political ecology in an African society, shaped by the interplay between local social structures in the arena of politics, economics, technology, media and culture mediate access to various resources and new modes of mobility for Tanzanians to contest and negotiation their positions within the prevailing milieu of inequalities and poverty in their society. Upon returning from Africa, students will engage in online coursework evaluating the impact of inequalities and poverty in Tanzania within the broader context of the globalization in the world today. (M5)

**ANTH 280. Health in Cultural Perspectives.** In Health in Cultural Perspectives, students will gain an introduction to ideas from medical anthropology to explore the diverse ways people come to think about the body, medicine, and healing in the United States and around the world. Additionally, students will examine what determines the quality of care people receive in these healthcare systems, and what practitioners can do to be attentive to cultural differences and inequalities. Prerequisite: SOC 115 or SOC/ANTH 113.

**ANTH 347. WI:Advanced Research in Anthropology.** The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of interpretive analysis and presenting their findings across different audiences, within and outside academia. The course will further engage students to contemplate theoretical and ethical frameworks for conceptualizing the value and relevance of anthropological knowledge and methodologies in an increasingly interconnected global society. Prerequisite: SOC 115 or SOC/ANTH 113. Writing-intensive.

## Courses in Sociology

**SOC 113. Cultural Anthropology (also ANTH 113).** 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)

**SOC 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)

**SOC 125. Marriage and the Family.** Kinship (around which ideas of families are structured) is a fundamental and central social institution in all societies and cultures around the world. The course introduces students to cross-cultural variations in how notions of kinship are conceptualized and practiced in structuring various social relationships and models of relatedness within different socio-political, cultural contexts. The course will further explore how approaches to the study of kinship have evolved and remain relevant today, with particular attention to issues of relationship between biology and culture, personhood, identity, subjectivity, gender, sexuality and power.

**SOC 165. Life Walk of Justice: Introduction to Peace and Justice Studies. (Also IDIS/REL 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)

**SOC 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: SOC 115.

**SOC 216. Crime, Law, and Justice.** An introduction to the American criminal justice system. Topics include measuring crime, crime causation theories, criminal law, law enforcement, criminal courts, and corrections. Students will explore strategies for system reform to improve the quality of justice in America today. Prerequisite: SOC 115.

**SOC 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: POSC 110 or SOC216.

**SOC 221. Civil Liberties and the U.S. Constitution.** 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.

**SOC 235. Anthropology of Tourism.** Tourism and tourist-based activities account for over ten percent of the world GDP today (source: World Tourism Organization). As more people are traveling to different places away from their homes, the level of interaction between hosts and guests has significant



implications on the development of new cultural patterns and social practices in guest and host destinations. This course examines the development of tourism within the conceptual framework of anthropology and related social sciences. It encourages students to examine the impact that tourism has upon the cultures and people visited, the nature and relationship of culture to tourism, the recreation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song and festivals. In the process of understanding the role of tourism and heritage in the development of modern cities and nations, students will survey how spaces are demarcated for tourism consumption, explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development, and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly face in light of the presence of tourists. (M4)

**SOC 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: SOC 115.

**SOC 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: SOC 115.

**SOC 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: SOC 115.

**SOC 347. WI:Advanced Research in Anthropology.** The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of interpretive analysis and presenting their findings across different audiences, within and outside academia. The course will further engage students to contemplate theoretical and ethical frameworks for conceptualizing the value and relevance of anthropological knowledge and methodologies in an increasingly interconnected global society. Prerequisite: SOC 115 or SOC/ANTH 113. Writing-intensive.

**SOC 251. Human Sexuality. (Also IDIS 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)

**SOC 256. Social Controversies. (Also IDIS 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: SOC 115; junior or senior standing. (U2)

**SOC 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.

**SOC 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: SOC 115.

**SOC 262. Modern Tanzanian Culture and Society.** Globalization and neo-liberal policies have worsened conditions of inequalities and poverty across the global south. This travel course to Tanzania offers students an opportunity to gain first hand field experience in examining how the structures of the current global capitalist economy impose levels of inequalities and poverty in African societies and evaluate how the people of Tanzania situate themselves and challenge their positions from the periphery. Over a period of 18 days, students will travel to different sites across Tanzania (Zanzibar, Dar es Salaam, Moshi, Kilimanjaro) and learn how the development of the current political ecology in an African society, shaped by the interplay between local social structures in the arena of politics, economics, technology, media and culture mediate access to various resources and new modes of mobility for Tanzanians to contest and negotiation their positions within the prevailing milieu of inequalities and poverty in their society. Upon returning from Africa, students will engage in online coursework evaluating the impact of inequalities and poverty in Tanzania within the broader context of the globalization in the world today. (M5)

**SOC 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)

**SOC 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)

**SOC 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: SOC 216.

**SOC 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: SOC 115.

**SOC 280. Health in Cultural Perspectives.** In Health in Cultural Perspectives, students will gain an introduction to ideas from medical anthropology to explore the diverse ways people come to think about the body, medicine, and healing in the United States and around the world. Additionally, students will examine what determines the quality of care people receive in these healthcare systems, and what practitioners can do to be attentive to cultural differences and inequalities. Prerequisite: SOC 115 or SOC/ANTH 113.

**SOC 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 or senior standing.

**SOC 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: SOC 216.

**SOC 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: SOC 216.

**SOC 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.

**SOC 340. Women and Crime.** This course is designed to provide students with an in-depth understanding of the status of women in society today and its impact on women and girls both as victims and perpetrators of crime. The course examines theories of victimization, crime and delinquency, as well as how the criminal and juvenile justice systems function to process female victims and female offenders. Focusing on females' specific pathways into crime and delinquency, students will examine contemporary prevention and intervention strategies designed to either prevent such behaviors from happening

in the first place or from reoccurring once they have been exhibited. Prerequisite: SOC 216.

**SOC 346. WI:Advanced Research in Sociology.** 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: SOC 246. Writing-intensive.

**SOC 347. WI:Advanced Research in Anthropology. (Also ANTH 347)** The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of interpretive analysis and presenting their findings across different audiences, within and outside academia. The course will further engage students to contemplate theoretical and ethical frameworks for conceptualizing the value and relevance of anthropological knowledge and methodologies in an increasingly interconnected global society. Prerequisite: SOC 115 or SOC/ANTH 113. Writing-intensive.

**SOC 350. Socio-History of Media Technology. (Also IDIS 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).

**SOC 355. Sociology of Gender. (Also IDIS 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.

**SOC 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.

**SOC 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: SOC 210 and junior or senior standing.

**SOC 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.

**SOC 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.

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

**SOC 286, 381-384. Independent Study.**

**SOC 288, 386-388. Internship.**

**SOC 400-401. Honors.**

## SPANISH

See **Modern Languages and Literatures**

## SPEECH-LANGUAGE PATHOLOGY

**Program Director:** Louise Keegan

The Master of Science in Speech-Language Pathology program is designed to prepare students for practice in educational and healthcare settings as Speech-Language Pathologists (SLPs). It is a full-time, two year, entry-level, professional practice program. Students from any major may apply for admission to this program. Students who wish to enter the Moravian College Speech-Language Pathology program will be able to avail of a Communication Sciences and Disorders track, within the Health Sciences Major. To be considered for admission the following pre-requisites apply.

- A completed undergraduate degree from an accredited institution of higher education
- A minimum GPA of 3.0
- A completed Graduate Record Examination (GRE) general test
- A grade of a C or higher in the following coursework (or equivalent) at an accredited institution of higher education:
  - Statistics (e.g. MAT 107 Elementary Statistics)
  - Biology (e.g. BIO 103, Anatomy & Physiology 1)
  - Physics/Chemistry (e.g. PHY 109, Physics for Life Sciences)
  - Psychology/Sociology (e.g. PSYH)
  - Clinical Linguistics (linguistic analysis/language disorders)
  - Anatomy & Physiology of the Speech & Hearing Mechanism
  - Communication Development
  - Phonetics/Phonology
  - Speech & Hearing Science
  - Audiology
- \*25 hours of observation in the discipline (must observe an ASHA certified, licensed provider)

- \*Submit a signed copy of the 'Professional Dispositions, Behaviors & Essential Functions (PDBEF)' document

\*Note: evidence of observation hours and the signed PDBEF are required only after students are offered a place in the MS-SLP graduate program.

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 required for admission to this program are as follows:

- IELTS: 6.5 or higher
- TOEFL Paper: 577 or higher
- TOEFL Computer: 233 or higher
- TOEFL Internet: 90 or higher

### Application Materials:

- Official Transcripts
- GRE Report
- Resume
- Personal statement/letter of intent
- Three letters of recommendation

Top applicants will be selected to attend an interview before final offers are made

The Master of Science in Speech-Language Pathology

<b>Course Number</b>	<b>Course Title (credit hours)</b>
<b>SLP 500</b>	Neuroanatomy & Neurophysiology (3)
<b>SLP 551</b>	Foundations of Speech-Language Pathology (5)
<b>SLP 510</b>	Professional Issues (1)
<b>SLP 561</b>	Clinical Education I (1)
<b>SLP 552</b>	Developmental Communication Disorders (5)
<b>EDUC 502*</b>	Introduction to Education of English Language Learners (2)
<b>Elective*</b>	Educational Elective (2-3)
<b>SLP 511*</b>	Evidence Based Practice (EBP) I (1)
<b>SLP 521</b>	Clinical Skills: Evaluation (1)
<b>SLP 562</b>	Clinical Education II (2)
<b>SLP 553</b>	Acquired Communication Disorders (5)
<b>SLP 502</b>	Medical Speech-Language Pathology (3)

<b>SLP 522</b>	Clinical Skills: Technology in SLP (1)
<b>SLP 563</b>	Clinical Education III (2)
<b>SLP 654</b>	Complex Cases in Speech-Language Pathology I (5)
<b>SLP 612</b>	Interprofessional Development & Documentation (1)
<b>SLP 623</b>	Clinical Skills: Aural Rehabilitation (1)
<b>SLP 624</b>	Clinical Skills: Advanced Linguistic Analysis (1)
<b>SLP 664</b>	Clinical Education IV (2)
<b>SLP 655</b>	Complex Cases in Speech-Language Pathology II (5)
<b>SLP 680</b>	Colloquium (1)
<b>Elective*</b>	Elective (2-3)
<b>SLP 613*</b>	EBP III (1)
<b>SLP 665</b>	Education V (2)
<b>SLP 681</b>	Thesis (2)
<b>SLP 666</b>	Clinical Education VI (4-6)

61 Total Credits

## Courses Descriptions in Speech-Language Pathology

### Foundational Knowledge Sequence

**SLP 500 Neuroanatomy & Neurophysiology.** This course covers the basic anatomy and physiology of the central nervous system with special emphasis on neural systems involved in normal and disordered language comprehension and production, normal and disordered speech, voice and swallowing functions as well as normal and disordered cognitive skills. The course is 3 credit hours in total (one of which will be taught by the neuroscience faculty, in conjunction with the Athletic Training graduate students, and two of which will be taught by faculty in the SLP program). 3 credits, lecture & lab, Summer offering

**SLP 502 Medical Speech-Language Pathology.** This course was designed to introduce graduate level clinicians to the medical setting as a prospective work setting. Topics include specialized roles of the speech/language pathologist in the medical center setting, medical record keeping systems and terminology, evaluation and treatment of dysphagia, laryngectomy rehabilitation with emphasis on surgical voice restoration (T.E. puncture) and other topics of concern to the hospital-based clinician. 3 credits, lecture & lab, Spring offering

**EDUC 502 Introductory Education for 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.

**Educational Elective:** Examples of courses students may elect to take include; EDUC 507 Culture Community Diversity, EDUC 510 Child Development & Cognition I, EDUC 513 The Arts: Creative Expression, EDUC 516 Early Child Education Theory/ Practice/Family, EDUC 520 Interventions for Mid-Level learners, EDUC 606 Reading and Writing across the Curriculum, EDUC 673 ESL Assessment and Support, EDUC 610 Differentiating Instruction, EDUC 670 Oral Language development and acquisition, EDUC 626 literacy skills for children with special needs

**Healthcare Elective:** Examples of courses students may elect to take include; HLAT 622 Sports Nutrition, HLAT 678 Psychosocial Aspects of Rehab, NURS 504 Policy, Quality, & Safety in Health Care, NURS 502 Epidemiology & Bioinformatics, NURS 536 Law, Regulations, Ethics, Health, HLAT 710 Healthcare policy, HLAT 712 Epidemiology & informatics, OT 561 Reflections & Professional Development, OT 605 Management of Therapy Services.

### Inquiry Sequence

#### SLP 510 Professional Issues in Speech-Language Pathology.

This course examines professional ethics and issues, reviews regulations and requirements for professional practice, provides an overview of the composition/policies of the Graduate Program in SLP, and discusses cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations. 1 credit, lecture, Summer offering

**SLP 511 Evidence Based Practice.** 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. 1 credit, lecture, Fall offering

#### SLP 612 Interprofessional Development & Documentation.

This course examines professional ethics, reviews regulations, requirements and billing in professional practice, documentation across healthcare and education based professions and settings, experimental design, research methodologies and also addresses other topical interdisciplinary and practical issues. 1 credit, lecture, Summer offerin

**SLP 613 Evidence Based Practice III.** This course will educate the student regarding statistical analysis, development of discussion points, figure and table creation and developing research conclusions. 1 credit, lecture, Fall offerin

### Clinical Skills Sequence

**SLP 521 Evaluation.** This lab course will allow students to practice procedures and processes of evaluation. Students will practice administering various forms of assessments. They will learn how to interpret standardized scores and determine the psychometric properties, validity, reliability and applicability of

the most common norm-referenced standardized assessments in the field of communication disorders. 1 credit, lab, Fall offering

**SLP 522 Technology in Speech-Language Pathology.** This lab course will provide students with information about the use of technology in enhancing client and provider outcomes, in the profession of Speech-Language Pathology. The uses of Alternative Augmentative Communication (AAC) devices, Electronic Medical Records, software and hardware that may be applied in communication analysis, neuroimaging devices, and other such tools will be examined, discussed and applied. 1 credit, lab, Spring offering

**SLP 623 Aural Rehabilitation.** This lab course will provide students with information about the basic concepts of acoustics as they relate to hearing measurement, the psychophysical methods of measuring hearing thresholds and the calibration of hearing measurement devices. Students will learn how to evaluate and interpret audiometric tests and make appropriate referrals, in diverse populations. 1 credit, lab, Summer offering

**SLP 624 Advanced Linguistic Analysis.** This lab course examines language as a system of human communication. It provides students with the opportunity to record, investigate, and analyze language in populations with communication disorders. Specific emphasis on theories of analysis (e.g. Brown's stages, LARSP, conversation analysis, narrative analysis, systemic functional linguistics) emphasize the importance of interconnections between language, context, genre and the communication partner. Clinical applications are emphasized. 1 credit, lab, Summer offering

### *Problem Based Learning Sequence*

**SLP 551 Foundations of Speech-Language Pathology.** A problem based learning course that covers 10 standard cases and issues in Speech-Language Pathology (e.g. developmental communication disorders, acquired communication disorders, interprofessional collaboration, counseling, cultural diversity). 5 credits, problem based learning, Summer offering

**SLP 552 Developmental Communication Disorders.** A problem based learning course that covers 10 cases of developmental speech, voice, language & social communication/cognitive difficulties. 5 credits, problem based learning, Fall offering

**SLP 553 Acquired Communication Disorders.** A problem based learning course that covers 10 cases of acquired communication and swallowing disorders. 5 credits, problem based learning, Spring offering

**SLP 654 Complex Cases in Speech-Language Pathology I.** A problem based learning course that covers 10 complex cases in the field of SLP. Cases include voice disorders, fluency difficulties, and developmental issues across the lifespan. 5 credits, problem based learning, Summer offering

**SLP 655 Complex Cases in Speech-Language Pathology II.** A problem based learning course that covers 10 complex cases in the field of SLP. Cases address ethical issues in speech-language pathology, mental health issues and the impact on communication and many more unusual and complex cases. 5 credits, problem based learning, Fall offering

### *Clinical Education Sequence*

**SLP 561 Clinical Education I.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with a variety of populations, which may include individuals with developmental communication and swallowing difficulties (e.g., Down syndrome, autism spectrum disorders, cerebral palsy), hearing impairment and acquired difficulties (e.g. stroke, degenerative diseases, injury). This will typically be an outpatient placement in a clinic such as St. Luke's North. Consists of a two day a week placement, where each student is responsible for the service provision where students work in pairs and see one to two clients per week for 10 weeks (45-75 mins of direct client care per week). 1 credit, Clinical Education Experience, Summer offering

**SLP 562 Clinical Education II.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with pediatric populations. This may be in settings such as schools, outpatient clinics, early intervention etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Fall offering

**SLP 563 Clinical Education III.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with adult populations. This may be in settings such as acute care hospitals, outpatient clinics, nursing homes, rehabilitation centers, etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Spring offering

**SLP 664 Clinical Education IV.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with various populations. This may be in any healthcare or educational setting. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Summer offering

**SLP 665 Clinical Education V.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with various populations. This may be in any healthcare or educational setting. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Fall offering

**SLP 666 Clinical Education VI.** A supervised clinical experience in speech-language pathology. Student will acquire experience working with various populations. This may be in any healthcare or educational setting. All efforts will be made to place students in settings that are similar to those where they may wish to pursue employment. Consists of a fifteen-week full time placement. It is expected that each student will obtain a minimum of 200 direct contact hours with clients over the fifteen weeks. 4-6 credits, Clinical Education Experience, Spring offering

### *Capstone Experiences*

**SLP 680 Colloquium.** The word "colloquium" is derived from the Latin, and means "to talk together." The word conveys a

conversation that is both structured and informal, a meeting of minds that is serious and spirited. This course requires active participation and discussion of topical issues that are important to the discipline. 1 credit, lecture, Fall offering

**SLP 681 Thesis (optional).** Candidates will work independently (independent study), under the guidance of a thesis advisor, to conduct a research project, place data within the context of published studies and report research findings in a final thesis. An oral defense of the thesis will be required. 1 credit, Independent Study, Spring offering

## 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

#### 1. INTRODUCTION TO THE DISCIPLINE (one unit)

- THEA 232/ENGL 232. ART OF THEATRE

#### 2. 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.

#### 3. 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:

- -THEA 330/ ENGL 330. Shakespeare
- -ENGL 223. Modern Drama and Theater
- -ENGL 224. 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 one 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

**THEA 232. Art of the Theater.** Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years. (M6)

**THEA 330. Shakespeare.** The major plays. Spring, alternate years.

**THEA 385 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

## BOARD OF TRUSTEES

### Elected Members

#### ***Curtis H. Barnette***

Bethlehem, PA

Attorney (Retired)

#### ***Ray S. Bishop, Jr. '81***

Nazareth, PA

President & Owner, Team Imaging

#### ***C.J. Brown '96***

Colts Neck, NJ

Partner and Senior Managing Director

#### ***Gregory Christensen***

Schnecksville, PA

Air Products Corp. (retired)

#### ***Brian J. Corvino '02***

Newtown, PA

Vice President, Operations, Pharmastrat

#### ***Craig Danielson '88***

Lititz, PA

CEO and President, Wolf Home Products

#### ***Michael M. Ellis '72***

New York, NY

Principal, Pantera Partners LLC

#### ***Robert Flicker '71***

Topton, PA

Executive Vice President and COO, East Penn Manufacturing

#### ***Andrew W. Hart '90***

New York, NY

Senior Vice President, Tiffany & Co.

#### ***Axel Hildebrandt***

Bethlehem, PA

Professor, German, Moravian College

#### ***Joyce Hinnefeld***

Bethlehem, PA

Professor, English, Moravian College

#### ***Robert Kafafian '77***

Bethlehem, PA

CEO and President, The Kafafian Group

#### ***Michael Lazari Karapetian '97***

Toluca Lake, CA

Founder, President, CIO of Lazari Capital Management, Inc. and Lazari Asset Management, Inc.

#### ***Sean McFarland '21***

Alburtis, PA

Student, Moravian College

#### ***Deborah McKinnon '73***

Alexandria, VA

Executive Director, The American College of Trust & Estate Counsel

#### ***Brian Oswald '82***

Naples, FL

CPA, CFO, Secretary & Treasurer, Prospect Capital Corp.

#### ***Kenneth Rampolla '79***

Bethlehem, PA

Owner & President, Responsive Marketing, Inc.

#### ***Charlotte Reid '22***

Bethlehem, PA

Student, Moravian College

#### ***Bill Schaninger '93 '98***

Bethlehem, PA

Senior Partner, McKinsey & Co.

**Honnie P. Spencer '90**

Mooresville, NC

Physician

**Hilary Wandall '93**

Center Valley, PA

General Counsel & Chief Data Governance Officer, TrustAR

David Zinczenko '91

Bethlehem, PA

President and CEO, Galvanize

**Ex Officio Members**

**David Bennett '88**

Bethlehem, PA

President, Eastern District, Northern Province, Moravian Church in America

**Bryon L. Grigsby '90**

Bethlehem, PA

President, Moravian Colleg

**David Guthrie '86**

Winston-Salem, NC

President, Provincial Elders Conference, Southern Province, Moravian Church in America

**Elizabeth D. Miller '85**

Bethlehem, PA

President, Provincial Elders Conference, Northern Province, Moravian Church in America

**George Wacker '03**

Bethlehem, PA

President, Moravian College Alumni Association

**Greg Weir**

Calgary, Alberta Canada

President Canadian District, Moravian College

**Life Trustees**

**Parry J. Miller '66**

Lancaster, PA

Radiologist (Retired)

**Betsey Tait Puth '51**

Winnetka, IL

**Frederick A. Reinhard**

Palmerton, PA

Chairman of the Board, Pencor Services, Inc.

**Officers of the Board**

**Kenneth J. Rampolla**, Chair

**Brian Oswald**, Vice Chair

**Deborah McKinnon**, Secretary

**Ray S. Bishop, Jr.**, Treasurer

**Emeritus**

**Lyn Trodahl Chynoweth '68**

Bethlehem, PA

Chair Emerita

Principal and Executive Consultant (Retired)

**Robert Schoenen**

Bethlehem, PA

Trustee Emeritus

Executive (Retired)

**Susan Studds**

Madison, IN

Trustee Emerita

Provost (Retired)

**FULL-TIME FACULTY**

**(Listed by Department)**

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.

**Dean for Student Success: Kevin Hartshorn**

**Assistant Dean of Academic Initiatives: Nicole Tabor**

**School of Arts, Humanities, and Social Sciences**

**Dean: Daniel Jasper**



*Art*

**Natessa Amin**

**Kristin Baxter**

**Angela Fraleigh**

**Susan Morelock**

**Camille Murphy**

*Communication & Media Studies Program*

**Joel Nathan Rosen**

*Economics & Business*

**Sonia Aziz**

Sue Cyliax

**Katie Desiderio**

**Tom Egan**

Mahmoud Elhussini

**Gary Kaskowitz**

**Liz Kleintop**

Mark Koscinski

Richard Krohn

**Eva Leeds**

**Santo Marabella**

Daniel O'Connor

**James Ravelle**

**Linda Ravelle**

Joseph Szmania

**Sabrina Terrizzi**

**Barbara Vinciguerra**

**James West**

*Education*

**Jean DesJardin**

**Tristan Gleason**

**Laurie G. Kahn**

Edward Nolan

**Yosung Song**

Bess Van Asselt

**Huijing Wen**

*English*

**John Black**

**Theresa Dougal**

**Crystal Fodrey**

**Joyce Hinnefeld**

**Robert LaRue**

**Meg Mikovits**

**Belinda Waller-Peterson**

*Global Religions*

**Kin Cheung**

**Kelly Denton-Borhaug**

**Arash Naraghi**

**Jason Radine**

*History*

**Sandra Aguilar-Rodriguez**

**Sandy Bardsley**

**Jane Berger**

**Heikki Lempa**

**Jamie Paxton**

*Modern Languages & Literature*

Jenifer Branton-Desris

**Carmen Ferrero**

**Axel Hildebrandt**

**Jean-Pierre Lalande**

**Nilsa Lasso-von Lang**

**Joanne McKeown**

**Claudia Mesa**

**Franca Roibal Fernandez**

**Lynnet Sanchez**

**Erica Yozell**

*Music*

**Hilde Binford**

**Carl Hess**

**Larry Lipkis**

Carole Lutte

**Neil Wetzel**

**Paula Zerkle**

*Philosophy*

**Bernie J. Canteñs**

**Carol Moeller**

**Arash Naraghi**

**Leon Niemoczynski**

*Physical Education*

**Mary Beth Spirk**

*Political Science*

**Khristina Haddad**

**Yayoi Kato**

**Faith Okpotor**

Robin Presthus

*Psychology*

**Robert Brill**

**Dana Dunn**

Aleena Hay Wickham

**Dietlinde Heilmayr**

**Sarah Johnson**

**Michelle Schmidt**

**Stacey Zaremba**

*Sociology & Anthropology*

**Alison Bloom**

**Joyce Dougherty**

**Akbar Keshodkar**

Rebecca Malinski

**Virginia O'Connell**

**Debra Wetcher-Hendricks**

*Theatre*

**Christopher Shorr**

## School of Natural and Health Sciences

**Dean: Diane White Husic**

*Biological Sciences*

Andrea Bortz

**Cecilia Fox**

**Christopher Jones**

Joshua Lord

Sara McClelland

**Kara Mosovsky**

**Daniel Proud**

**Anastasia Thevenin**

Natasha Woods

*Chemistry*

**Michael Bertucci**

**Shari Dunham**

**Stephen Dunham**

**Alison Holliday**

**Carl Salter**

*Mathematics & Computer Science*

**Jeffrey Bush**

**Benjamin Coleman**

**Brenna Curley**

**Michael Fraboni**

**Kevin Hartshorn**

Leigh Nataro

**Greg Schaper**

**Fred Schultheis**

**Nathan Shank**

**Shannon Talbott**

**Debra Ward**

*Nursing and Public Health*

**Pamela Adamshick**

Mary Beth Albert

**Elise Colancecco**

Cathy Coyne

**Paulette Dorney**

**Janice Farber**

**Dawn Goodolf**

**Beth Gotwals**

**Karen Groller**

**Taylor Grube**

Shirley Guider

**Deborah Halliday**

**Lori Hoffman**

**Donna Keeler**

Erin Kennedy-Ripley

**John Mikovits**

**Colleen Payton**

**Michelle Sayenga**

**Susan Scholtz**

Margaret Smith

**James Teufel**

*Physics*

**Kelly Kriebel**

**Ruth Malenda**

**Edward Roeder**

*Rehabilitation Sciences*

Rebecca Becknal (SLP)

Sara Benham (OT)

Sonja Burmeister (OT)

Mary Culshaw (OT)

Jennifer Elinich (PT)

Monica Kaniamattam (SLP)

**Louise C. Keegan (SLP)**

Kathleen Madara (PT)

Jennifer Maloney (OT)

Yvette McCoy (SLP)

**Jennifer Ostrowski (AT)**

**Ellen Payne (AT)**

Ann Marie Potter (OT)

Mary Anne Riopel (PT)

Allison Roll (PT)

Krista Rompolski (PT)

**Eric Sanders (SLP)**

**Jay Scifers (Chair)**

Michael Steimling (PT)

Colin Tomes (Health Sciences)

**David Wilkenfeld (AT)**

Kimberly Wynarczuk (PT)

## *Seminary Faculty*

[Click Here](#)

## *Artist-Lecturers in Music*

[Click Here](#)

## *ADMINISTRATION*

- **Administrative & Staff Directory**
- **Board of Trustees**
- **Facilities, Management, Planning and Construction**
- **Information Technology**
- **International Studies Office**
- **Human Resources**
- **Reeves Library**
- **Registrar**
- **Moravian Book Shop**

## *Athletics Staff*

[Click Here](#)

## *FACULTY AND STAFF EMERITI*

Rudy S. Ackerman (1963) (2002)

Priscilla Payne Hurd Professor of Arts and Humanities

B.S., Kutztown State College

M.A., Temple University

Ed.D., Pennsylvania State University

Mary E. Arenas (1963) (1999)

Professor of Spanish

B.A., Rockford College

M.A., Ph.D., George Washington University

Dawn Ketterman Benner (1971)(2014)

Professor of Physical Education

Associate Director of Athletics

Senior Women's Athletics Administrator

B.S., East Stroudsburg State College

M.S., Temple University

George D. Brower (1989) (2013)

Professor of Economics and Business

B.A., M.S., State University of New York at Oneonta

M.B.A., Ph.D., State University of New York at Buffalo

Carole K. Brown (1988) (2004)

Associate Professor of English

B.A., Chatham College

M.A., Ph.D., Lehigh University

Mohamed M. Bugaighis (1985) (2001)

Professor of Mathematics

B.S., University of London

M.Sc., University of Nottingham

Ph.D., Kansas State University

Robert T. Burcaw (1956) (1994)

Professor of English

B.A., Moravian College

M.A., Ph.D., University of Pennsylvania

Mary Faith Carson (1967) (2000)

Professor of Religion

B.A., Salem College

M.A., Presbyterian School of Christian Education

B.D., Union Theological Seminary at Richmond

Ph.D., Princeton University

G. Clarke Chapman Jr. (1963) (2006)

Professor of Religion

A.A., Phoenix College

B.A., Arizona State University

S.T.B., Ph.D., Boston University

Herman E. Collier Jr. (1955) (1986)

President

B.S., Randolph-Macon College

M.S., Ph.D., Lehigh University

George S. Diamond (1966) (2013)

Professor of English

B.A., Allegheny College

M.A., New York University

Ph.D., Lehigh University

John R. Dilendik Jr. (1973) (2013)

Professor of Education

A.B., Boston University

M.A.T., Howard University

M.S., State University of New York at Binghamton

Ph.D., State University of New York at Buffalo

Helen Paty Eiffe (1963) (1995)

Director of Student Activities and the Hauptert Union

B.A., University of Washington

Sandra E. Fluck (1990) (2012)

Professor of Education

B.S., M.Ed., East Stroudsburg State College

Ed.D., Temple University

John J. Gehman (1955) (1992)

Associate Professor of Accounting

B.A., Muhlenberg College

Joseph J. Gerencher Jr. (1969) (2010)

Professor of Earth Science

B.S., M.S., D.Ed., Pennsylvania State University

Dennis G. Glew (1970) (2010)

Professor of Classics and History

B.A., St. John's College

M.A., Ph.D., Princeton University

James S. Green (1979) (1998)

Professor of Computer Science

B.A., M.S., Ph.D., Lehigh University

Mary Margaret Gross (1973)(2013)

Registrar

B.A., Moravian College

Ruth R. Hailperin (1952) (1983)

Professor of Mathematics

A.B., Hunter College

M.S., University of Chicago

Ph.D., University of Pennsylvania

Charles L. Hargis (1977) (2004)

Professor of Doctrinal Theology

on the J. Taylor Hamilton Chair of Doctrinal Theology

B.S., Davidson College

B.D., Ph.D., Union Theological Seminary, Virginia

Th.M., Princeton Theological Seminary

Willard R. Harstine (1982) (2003)

Associate Professor of Pastoral Theology

on the Edward Rondthaler Chair of Practical Theology

B.A., Duke University

M.Div., Moravian Theological Seminary

Th.M., Princeton Theological Seminary

D.Min., Drew University

Linda H. Heindel (1966) (2003)

Dean of Continuing and Graduate Studies

A.B., Lebanon Valley College

M.A., University of Delaware

Ph.D., Lehigh University

James S. Hilander (1968) (1995)

Professor of Sociology

B.A., Moravian College

B.D., Moravian Theological Seminary

M.S., Ph.D., University of Wisconsin

Donald W. Hosier (1981) (2003)

Professor of Biology

A.B., Lafayette College

M.S., Ph.D., Emory University

Hwa Yol Jung (1962) (2002)

Professor of Political Science

B.A., M.A., Emory University

Ph.D., University of Florida

Curtis Keim (1980) (2013)

Professor of History and Political Science

B.A., Manchester College

M.A. & Ph.D., Indiana University

Winfred A. Kohls (1963) (2001)

Professor of History

B.A., Augustana College

M.A., Ph.D., University of California, Berkeley

Astrid Kromayer (1964) (1992)

Professor of Spanish

B.A., Douglass College

M.A., Brown University

Ph.D., Rutgers University

Karen Kurvink de las Casas (1985) (2012)

Associate Professor of Biology

B.A., Augustana College

M.S., Northwestern University

Ph.D., University of Minnesota

David L. Langhus (1977) (2013)

Associate Professor of Chemistry

B.A., Luther College

Ph.D., University of Arizona

Paul S. Larson (1979) (1997)

Professor of Music

B.S., Mansfield State College

M.A., Eastman School of Music

D.M.A., Temple University

R. Daniel Libby (1992)

Professor of Chemistry

B.A., Colby College

Ph.D., Pennsylvania State University

Janet S. Loengard (1971) (2003)

Professor of History

B.A., Cornell University

LL.B., Harvard University

M.A., Ph.D., Columbia University

Arthur W. Lyons (1976)(2014)

Professor of Psychology

B.A., M.S., D.A., Lehigh University

John Makuvek Jr. (1967) (1997)

Professor of Physical Education

Director of Athletics

B.S., M.Ed., East Stroudsburg State College

Marialuisa N. McAllister (1965) (2001)

Professor of Mathematics

B.A., Ph.D., University of Rome

Albert H. Martin (1976)(2014)

Associate Professor of Chemistry

A.B., Thiel College

Ph.D., Kent State University

John W. McDermott Jr. (1968) (2002)

Professor of Education

Vice President for Planning and Research

B.A., Amherst College

M.A.T., Johns Hopkins University

M.A., University of California, Davis

Ed.D., Temple University

John Thomas Minor (1984) (2001)

Librarian with Rank of Professor

B.A., Moravian College

M.Div., Christian Theological Seminary

M.S., University of North Carolina

James B. Mitchell Jr. (1965) (2010)

Professor of Biology

A.B., Wilkes College

Ph.D., University of Pennsylvania

Johanna S. Ott (1956) (1986)

Associate Professor of Mathematics

B.A., Hunter College

M.S., New York University

Thomas L. Parkinson (1985) (2003)

Professor of Economics and Business

A.B., Dartmouth College

M.B.A., Ph.D., University of Massachusetts

Joseph L. Powlette (1963) (2013)

Professor of Physics

B.S., Moravian College

M.S., Cornell University

Jack R. Ramsey (1970) (2008)

Bertha F. and Bernard L. Cohen Professor of English Language and Literature

Professor of Drama

B.A., University of Denver

M.A., Tufts University

Ph.D., University of Michigan

Ervin J. Rokke (1997) (2006)

President

B.S., U.S. Air Force Academy

M.P.A., Ph.D., Harvard University

Donald P. St. John (1981) (2011)

Professor of Religion

B.A., St. Francis College

M.A., Temple University

Ph.D., Fordham University

Shapour Samii (1963) (1989)

Professor of Economics and Business

B.A., Centre College of Kentucky

M.A., University of Wisconsin

Ph.D., Lehigh University

Monica Schantz (1962) (1995)

Professor of Music

B.Mus., Concordia College

M.Mus., University of Michigan

Richard R. Schantz (1956) (1994)

Professor of Music

B.A., Gettysburg College

M.S.M., Union Theological Seminary

David A. Schattschneider (1968) (2001)

Dean and Vice President of the Seminary

S. Morgan Smith and Emma Fahs Smith Professor of Historical Theology

B.A., Moravian College

M.Div., Yale University

M.A., Ph.D., University of Chicago

Doris J. Schattschneider (1968) (2002)

Professor of Mathematics

B.A., University of Rochester

M.A., Ph.D., Yale University

Kay B. Somers (1981) (2013)

Professor of Mathematics

B.S., Ursinus College

M.S., Ph.D., Rensselaer Polytechnic Institute

Susan S. Schuehler (1979) (1994)

Dean of Continuing Studies

B.S., Drexel University

M.Ed., Ed.D., Rutgers University

Robert W. Stinson (1970) (2004)

Professor of History

B.A., Allegheny College

M.A., Ph.D., Indiana University

G. Alden Sears (1949) (1988)

Professor of Economics and Business

B.A., Bates College

M.A., Ph.D., New York University

John P. Stoneback (1981) (2004)

Professor of Computer Science

B.S., Princeton University

M.S., Stanford University

Alicia Sevilla (1984) (2013)

Professor of Mathematics

Licenciada en Ciencias Matemáticas, Universidad Nacional de Cuyo, Argentina

M.A., Ph.D., Cornell University

Christopher M. Thomforde (2006)(2013)

President

B.A., Princeton University

M.Div., Yale University Divinity School

D.Min., Princeton Theological Seminary

Robert H. Smith (1976) (2000)

Vice President for Administration

B.A., Moravian College

M.B.A., Temple University

James R. Walker (1979)

Professor of Physical Education

B.A., Gettysburg College

M.S., Rider College

Bettie Moretz Smolansky (1964) (2010)

Professor of Sociology

A.B., Lenoir Rhyne College

M.A., Duke University

Ph.D., Pennsylvania State University

Joel D. Wingard (1981)(2014)

Professor of English

B.A., Muskingum College

M.A., Old Dominion University

Ph.D., Louisiana State University



Hans M. Wuerth (1969) (2001)

Professor of German

B.A., University of Utah

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**

## **ACADEMIC CALENDARS**

Academic Calendars are subject to change without notice.

**\*\*Check AMOS for specific course start/end dates\*\***

- Academic Calendar 2022-2023
- Academic Calendar 2021-2022
- Academic Calendar 2020-2021 (current)
- Academic Calendar 2019-2020
- Academic Calendar 2018-2019
- Academic Calendar 2017-2018

## **CAMPUS MAPS**

Moravian College has two beautiful and historic campuses located in Bethlehem, Pennsylvania, just a short drive from Philadelphia, New York City, and Washington, D.C. The campuses are easy to navigate and commute between.

### **DOWNLOAD CAMPUS MAP**

### **Main Street Campus: North**

The Main Street—or North—Campus is located in within eight blocks of a residential area. This campus is the center of daily life for most students, as it is home to the Reeves Library, Hauptert Union Building (the HUB), and the athletics center. Nearly all students spend part of their day on "North

Campus”—in classes, doing research, hanging around the Quad attending events, or participating in student clubs and activities.

## *Priscilla Payne Hurd Campus: South*

The Priscilla Payne Hurd Campus is located eight blocks south of the Main Street Campus, in the Bethlehem Historic District. “South Campus” is home to Moravian’s music and art departments, as well as housing options for students. Concert halls, the Payne Art Gallery, art classrooms and studios, practice rooms, and creative-arts technology labs are all found here.

### Campus Highlights

- **Steel Athletic Complex**
- **Moravian Book Shop** (428 Main Street, Bethlehem, Pa 18018)
- **Touchstone Theatre** (321 East 4th Street, Bethlehem, Pa 18015)
- **Campus Tree Inventory**

### Directions

The Lehigh Valley is approximately 60 miles north of Philadelphia and 90 miles west of New York. Several major highways, two bus companies, and the Lehigh Valley International Airport offer plenty of opportunities to access the Valley and Moravian College.

If traveling by bus (Greyhound or Trans Bridge), your destination should be the Bethlehem Transportation Center, if available. Additionally, the **Lehigh Valley International Airport** is a 15-minute drive from campus. It is served by several national and regional airlines.

# MORAVIAN COLLEGE

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 610-861-1320.