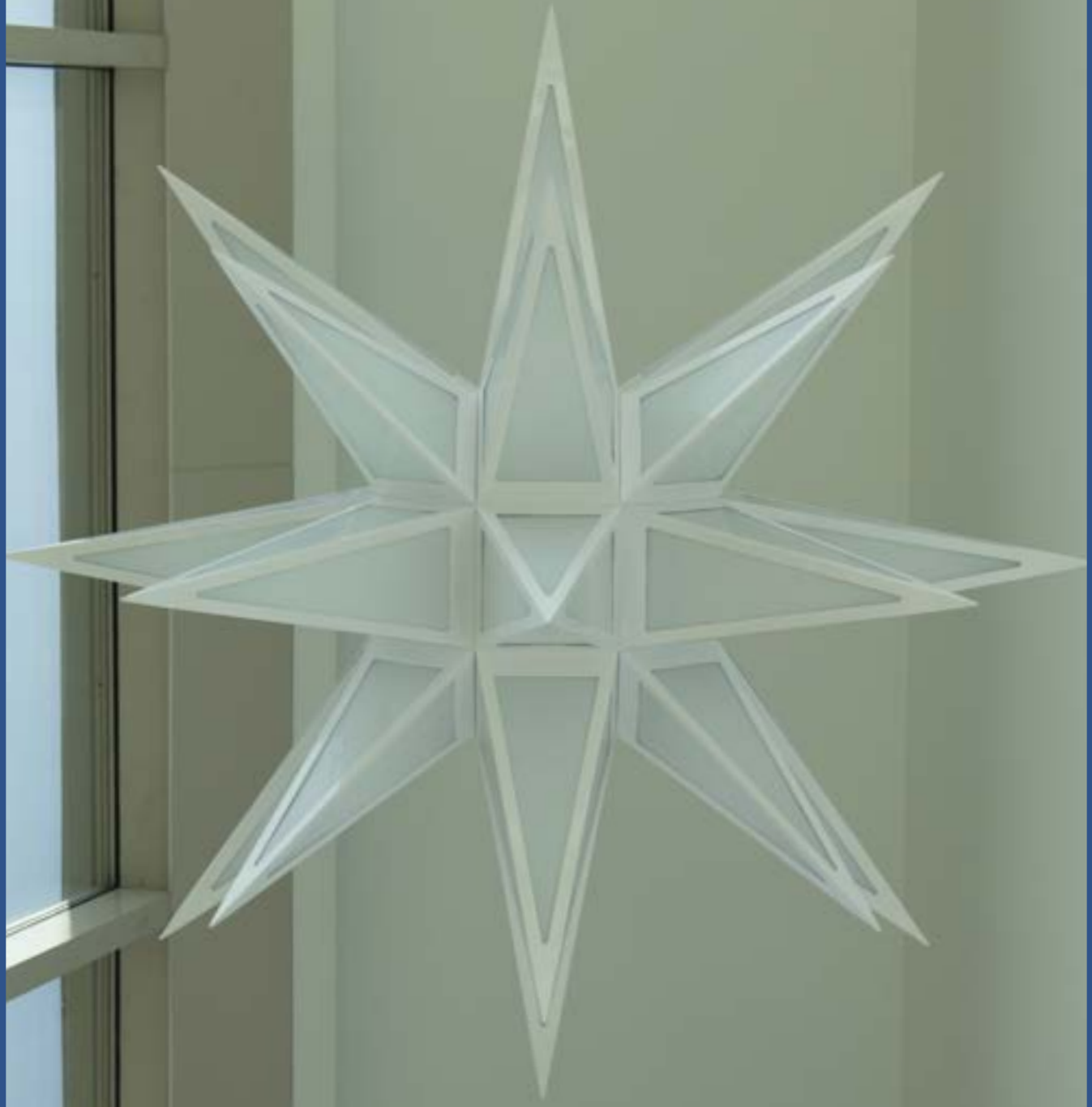


# Moravian College

## Course Catalog



2019-2020



**Catalog Designed by:  
Morgan Fehnel &  
Samantha Riley**

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# 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 (<http://www.aacn.nche.edu/ccne-accreditation>). Moravian Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada. Undergraduate majors in accounting, management, and economics, and the MBA and MSHRM degrees are accredited by The Accreditation Council for Business Schools and

Programs (ACBSP).

Middle States Commission on Higher Education  
3624 Market Street, 2nd Floor West, Philadelphia,  
PA 19104

Telephone: (267) 284–5000

Website: <http://www.msche.org/>

E-mail: [info@msche.org](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

<http://www.aacn.nche.edu/ccne-accreditation>

The Accreditation Council for Business Schools and  
Programs (ACBSP)

11520 West 119th Street

Overland Park, KS 66213 USA

Telephone: (913) 339-9356

Email: [info@acbsp.org](mailto:info@acbsp.org)

[www.acbsp.org](http://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](http://www.caate.net)

American Speech-Language-Hearing Association  
(ASHA)

2200 Research Boulevard

Rockville, MD 20850-3289 USA

Telephone: (301) 296-5700

[www.asha.org](http://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 Office of Academic and Disability Support to initiate services.

## Complaint Process

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

Moravian College takes student complaints very seriously and works with students to resolve



formal complaints in a timely manner. If you have concerns related to academic programs, accreditation, academic advising, or academic records, please contact the Office of the Provost at (610) 861-1348 or [academicaffairs@moravian.edu](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

## TO FIRE UP YOUR SPIRIT: 80+ CLUBS & ORGANIZATIONS.

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 article or two (or 10) 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.

## ACADEMIC & ACCESSIBILITY SUPPORT CENTER

The Academic & Accessibility Support Center (AASC) is committed to providing services to help students achieve academic success. The Center supplements the classroom experience with individual and group assistance from professional staff and peer tutors, who help students develop specific strategies for learning, time management, test preparation, test-taking, and other skills required for success in the college classroom.

The Academic & Accessibility Support Center also provides disability support and accommodations for students with documented disabilities under the Americans with Disabilities Act (ADA, 1990; ADA, 2008), the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable laws.

## Services Provided

The Academic & Accessibility Support Center is committed to helping all students achieve academic success. Individual appointments are available for students who would like to improve their academic performance.

Services provided include (but are not limited to):

1:1 help with:

- Greyhound Tutoring Program, coursespecific peer tutoring, is available either by appointment or drop-in tutoring. Learn more about Greyhound Tutoring by clicking here.
- Accessibility support is available to students with documented disabilities who require classroom and other accommodations, as outlined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact AASC for detailed information about documentation requirement and accommodations by clicking here.
- Academic coaching is available for help with identifying personal strengths and achieving other goals related to 11 individual academic achievement and success.
- Extended absence notification is sent to faculty when a student must miss two or more days of class for reasons of illness, injury, or family emergency. It is the responsibility of the student to notify the Academic & Accessibility Support Center in the event of an extended absence and to communicate directly with faculty about completing missed assignments. Read more on extended absences by clicking here.
- Referrals to other campus support services.

## Accessibility Support

Moravian College's Academic & Accessibility Support Center (AASC) serves many individuals, including students with disabilities. Moravian College adheres to

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act of 2008 in ensuring accessibility of its programs and services. We welcome all students with disabilities to Moravian College and Moravian Theological Seminary.

The Director of Academic and Accessibility Support is responsible for providing reasonable accommodations and accessibility for students with disabilities enrolled in the College and Seminary. The Director also serves as a resource for other College departments regarding disability support. We value a collaborative process as we work with students to establish services. The AASC staff will work with you on an individual basis to determine reasonable accommodations that facilitate access to learning, living, and other experiences on campus. The information you provide is an essential component in the determination of reasonable accommodations and services. AASC staff determine approved accommodations after reviewing your request for support services, your past use of accommodations, and the likely impact of your disability on your educational experiences at Moravian College and Moravian Theological Seminary.

If you are a visitor and require access to any of our events or programs, please contact our Director of Academic and Accessibility Support via phone (610 - 861-1401) or email (aasc@moravian.edu).

## What Is A Disability?

According to the Americans with Disabilities Act of 1990 (as amended), "Disability" means, with respect to an individual:

- a physical or mental impairment that substantially limits one or more major life activities of such individual;
- a record of such an impairment; or
- being regarded as having such an impairment.

Major life activities include, but are not limited to:

- Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A major life activity also includes:

- The operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

An individual is regarded as having a disability if:

- They establish that they have been subjected to an action prohibited under the ADA because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- use of assistive technology;
- reasonable accommodations or auxiliary aids or services; or
- learned behavioral or adaptive neurological modifications.

The College will provide reasonable accommodation(s), upon request, to students whose conditions meet the legal definition of a disability under the ADA and who are considered otherwise qualified.

For more information on Americans with Disabilities Act of 1990 (as amended), click here.

## Services And Accommodations

Students with disabilities are entitled to services and accommodations that provide access to the College's academic, residential and program offerings. Accommodations are determined on a case-by-case basis through documentation review and an interactive interview process.

In order to receive academic, residential, program and other accommodations, please follow the disability disclosure process and documentation guidelines. For additional information, or if you require any information in an alternative format, please contact us by clicking here.

## Disclosure Process:

Students with disabilities who are requesting accommodations at Moravian College must provide the appropriate documentation.

- Share the documentation guidelines with your medical professional.
- Complete and return the Disclose a Disability Form.
- Submit both your documentation and the completed Disclose a Disability Form.
- Once the materials have been submitted, allow at least two weeks for the Director of Academic and Accessibility to review the materials. Allow additional time during times when the campus may be closed for holidays, as well as during summer months.
- You will be contacted via email or phone to schedule an appointment with the director.
- Meet with the director to discuss the materials submitted and your needs.
- Accommodations will be sent to your professors through the campus notification system called Momentum.
- Meet with your professor(s) to discuss your accommodations.

## Documentation Guidelines

Moravian College requires students with documentation disabilities to self-disclose their disabilities to the college in order to receive academic, housing, program, and other accommodations. We encourage students to disclose their disability at the start of the semester, but will happily receive your disclosure and disability documentation at any time.

Click this link to access the documentation guidelines for disclosing a disability or read them below:

## Disability Documentation Guidelines

Please submit an integrated summary that includes the following information. This summary should be provided from the healthcare professional (doctor, therapist, etc.) or from the educational system (i.e. school psychologist).

- Date of evaluation and/or visit.
- Credentials of evaluator (title and license number)
- Clear statement of diagnosis; how condition was diagnosed; & progression and prognosis of diagnosis.
- Description of symptoms and current functional limitations related to diagnosis.
- Description of how the symptoms and functional limitations impact academic life in a post-secondary setting.
- Description of current and past accommodations, services, or medications that are being used to treat symptoms.
- A list of recommended accommodations, adaptive devices, assistive services, and/or other supports that address symptoms and functional limitations. In addition to the above information, for specific diagnosis areas, we recommend the following in order to receive appropriate and reasonable accommodations:

### Learning Disabilities/Diagnosis

- Specific Diagnostic methodology used: A complete assessment of intellectual

functioning/aptitude, preferably, but not limited to the Wechsler Adult Intelligence Scale-III (WAIS-III) with standard and scaled scores, including subtest scores. The Woodcock-Johnson III: Tests of Cognitive Ability or the Stanford-Binet Intelligence Scale: Fifth Edition is also acceptable.

- A comprehensive academic achievement battery that measures current levels of functioning in reading (decoding and comprehension), mathematics and oral and written language (e.g., WoodcockJohnson III: Tests of Achievement, Wechsler Individual Achievement Test II (WIAT II), Stanford Test of Academic Skills (TASK), Scholastic Abilities Test for Adults (SATA), or specific achievement tests - Test of Written Language-3 (TOWL-3), Woodcock Reading Mastery Tests-Revised/NU, Stanford Diagnostic Mathematics Test, Nelson-Denny). All standard scores, standard deviations and percentiles is recommended.
- An assessment of specific areas of information processing (e.g., short- and long-term memory, sequential memory, sequential and simultaneous processing, auditory and visual perception/processing, processing speed, working memory, motor ability). Information from subtests on the WAIS-III, the WJIII Tests of Cognitive Ability, or the Detroit Tests of Learning Aptitude - Adult (DTLA-A), as well as other instruments relevant to the presenting learning problem(s) may be used to address these areas.
- Other assessment measures such as non-standard measures and informal assessment procedures or observations may be helpful in determining performance across a variety of domains. Formal assessment instruments may be integrated with these types of measures to help determine a learning disability and differentiate it from co-existing neurological and/or psychiatric disorders (i.e., to establish a differential diagnosis). In addition to standardized tests, it is also very useful

to include informal observations of the student during the test administration.

### Attention Deficit Hyperactivity Disorder (ADHD)

- Specific Diagnostic methodology used: A discussion of the neuropsychological or psycho-educational assessments administered to determine the current impact of the diagnosis on the student's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.
- A specific psychiatric diagnosis as per the Diagnostic and Statistical Manual IV TR (DSM-IVTR) of the American Psychiatric Association (2000). Symptoms of hyperactivity/impulsivity which were present in childhood and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, and home) is recommended.

### Physical, Medical, Mobility Disabilities/Diagnosis

- Specific Diagnostic methodology used: Description of methods used to diagnose including interview information, tests administered (include names of tests), and other.
- Medical information relating to the student's needs in the postsecondary environment.
- Impact of medication on the student's ability to meet the demands of the postsecondary environment.
- Any relevant tests or information on medical condition in terms of severity of symptoms, flare-ups, how often the flare-ups could occur, management of flare-up conditions.

### Psychological and/or Psychiatric Disabilities/Diagnosis

- Specific Diagnostic methodology used: Description of methods used

to diagnose including interview information, tests administered (include names of tests), and other.

- Description of major life activities or impacts specific to the psychological diagnosis.
- Impact of medication on the student's ability to meet the demands of the postsecondary environment.
- Prognosis for therapeutic interventions, list of what the student has tried and work/didn't work, and list of any interventions student is recommended to take part in
- Describe whether the student currently pose threat to themselves or others. Housing and Residence Hall Accommodations Requests In addition to the information above on the specific diagnosis information, the following information is needed to process housing and residence hall requests
- Severity of the Condition.
- Statement on whether or not condition is life threatening if the request is not met.
- Statement on the impact on academic performance and social development as related to the request.
- Provide information on the requested accommodations including housing configurations to meet the student's functional limitations/needs.

### Emotional Support Animals

Requests Emotional support animals (ESA) serve as a therapeutic accommodation typically in residence halls only prescribed only to the student requesting the animal. In addition to the information required under the psychological/psychiatric diagnosis section above, the following information is needed:

- Name of Animal
- Type of Animal
- Size of Animal
- Age of Animal
- A description of the relationship between the student requesting and animal in terms of therapeutic impacts.



- Statement the animal is specifically prescribed as part of treatment for the student's diagnosis.
- Description of how student's well-being is impacted with and without animal in residence hall.

## Service and Emotional Support Animal Policy

It is the policy of Moravian College to comply with all applicable federal, state and local laws regarding the use of service animals on campus. Under Pennsylvania law, individuals with disabilities who use guide or support animals, or trainers of such animals, are entitled to equal opportunity in all aspects of employment and education, as well as equal access to and treatment in all public accommodations, and any housing accommodation or commercial property without discrimination.

To access the complete service and emotional support animal policy for the Academic and Accessibility Support Center and Moravian College, [click here](#).

## Dining & Meal Plans

Eating well is easy at Moravian College. There are a number of on-campus dining options for students on any schedule, plus we take special care to provide healthy and delicious options.

### Dietary or Dining Hall Requests

In addition to the information required under the medical diagnosis section above, the following information is needed:

- Clear description of the diet recommended due to medical diagnosis.
- Clear description of any health risks or hazards, and/or allergies related to dietary needs.

### Nutrition

Dining Services is committed to developing satisfying and nutritious meals for all of our students and the greater campus

community. With a Registered Dietitian on staff, students can receive consultations on special dietary needs, healthy eating on campus, food allergies, and so much more.

## Sustainability

Moravian College is devoted to sustainability and our Dining Services team continues to lead the way in green initiatives across campus, including composting, finding local and organic food suppliers, and introducing reusable dishware and take-away containers.

## Mo's Cupboard Resource Pantry

Mo's Cupboard provides shelf-stable food items to any Moravian College student in need. If you require any assistance or would like to help, send an email to [moscupboard@moravian.edu](mailto:moscupboard@moravian.edu).

## Peer Mentor Program For Students With Disabilities

Beginning in August 2018, this volunteer based program eases the transition from high school to college for students with disabilities so that they may become strong students for their first year and beyond.

### Who are Peer Mentors?

Peer mentors are carefully chosen students who maintain a 3.0 GPA, have a record free of conduct violations, and are strong self-advocates who are confident in discussing their own experiences with a disability. Peer Mentors use Moravian College resources and are active members of the Moravian College community. A Peer Mentor's primary role is to assist first-year students in their transition to the College.

If you are a first year student with a disability and wish to have a peer mentor, [contact us by clicking here!](#)

What are our peer mentors saying

about the program?

“This experience really helped me grow and experience college from another person’s perspective all while making a difference in someone else’s life!” - A. Padilla

“Being a peer mentor provided an opportunity to help a student during their first year at Moravian and guide them to tools that will help them succeed!” - Anonymous

## Greyhound Tutoring Information

The Greyhound Tutoring Program, in partnership with Moravian College faculty, strives to support the learning and growth of every student, help each individual realize his or her full potential, encourage each student’s intellectual curiosity, and enhance each student’s academic knowledge and study skills so that each student may achieve academic excellence in his or her courses, successfully complete college, and engage in an ongoing journey of lifelong learning as a reflective citizen and professional.

## Who are Greyhound Tutors?

Greyhound tutors support the learning and success of Moravian College students by facilitating individual appointments, small group tutoring sessions, and drop-in tutoring. Utilizing a creative tutoring pedagogy that is customized for the needs of each individual student, Greyhound tutors help students realize their potential and achieve success in their courses. In addition, Greyhound tutors encourage students to adopt a positive growth mindset; serve as a trusted guide to academic culture and faculty expectations; help students become independent self-regulated learners equipped with study strategies and tools that align with their needs; facilitate each student’s critical thinking, deep learning, and information literacy; and inspire students to embrace their intellectual curiosity and desire to learn more as lifelong learners.

If you have any questions, please contact Barry Saturen

Coordinator of Tutoring and Academic Support  
Reeves 213  
saturenb@moravian.edu

## Overview of Tutoring:

Tutors can help you understand course concepts in new ways, enhance your study skills, and devise learning strategies.

While tutors can help you if you encounter challenges in your courses, tutoring is not only for students who are struggling in a class. Students who are excelling in a course also benefit from tutoring!

This year the Greyhound Tutoring Program is using WC Online for scheduling.

## Making an Appointment or Viewing a Drop-in Schedule

If this is your first time using WC Online for the Greyhound Tutoring Program

If you haven’t registered for an account on the Greyhound Tutoring WC Online page, click here to complete the registration form. Be sure to use your Moravian College e-mail when creating an account. Also note that you will need to register for a WC Online account for Greyhound Tutoring even if you already have a WC Online account for the Moravian College Writing Center. These are separate websites.

If you already have registered for an account on the Greyhound Tutoring WC Online site

Once you are signed in, select a schedule from the drop-down menu at the top of the page.

- Choose “Appointments FA19” if you would like to schedule an individual or small group appointment in advance
- Choose “Drop-In FA19” to see when tutors are available for drop-in (no prior appointment needed)

After you select a schedule, select the

course you are seeking tutoring in from the “Limit to:” menu. This will filter the schedule to only show tutors who tutor the course you select.

To make an appointment, click on any open time slot (white box), fill out the appointment request form, and click “Save Appointment.”

If you would like to make an appointment during a future week, navigate to the week you are looking for by clicking “Next Week” near the top of the page or by clicking the calendar icon and selecting a date.

### Benefits of being a Tutor:

As peer tutor, you will:

- Enjoy the rewarding opportunity to make a positive difference by helping other students
- Receive training that will not only empower you to help others, but also provide you with skills and tools you can use to excel in your own classes
- Develop a deeper understanding of what you have already learned by explaining ideas to others in a variety of ways
- Bolster your communication, analytical, and leadership skills in ways that are relevant to your future employment and will benefit you throughout your professional career.

### Position Requirements:

- Written recommendation(s) from faculty/instructor(s) of the course(s) you wish to tutor (can be submitted through form or through e-mail from professor)
- Earned an B+ or above in the course you wish to tutor
- Cumulative GPA of 3.00 is strongly preferred
- Genuine desire to help others succeed
- Commitment to facilitating each student’s learning and pursuing one’s own opportunities to learn and grow
- Outstanding interpersonal and

communication skills including the ability to empathize with others

- Desire to support the success of a diverse group of students from a variety of educational, cultural, and socioeconomic backgrounds
- Positive growth mindset
- Ability to collaborate effectively with others as a team player
- Ability to maintain confidentiality
- Knowledge of Moravian College policies, resources, services, and opportunities for engagement within the Moravian College community
- Conscientious and thorough approach to all administrative aspects of the position
- Good conduct record

### Greyhound Tutor Responsibilities:

- Clarify course concepts and offer students opportunities to apply their knowledge and practice skills
- Customize tutoring approaches in a way that aligns with each student’s individual learning style and needs
- Serve as a peer academic coach to help students set and achieve goals, acquire academic skills, devise effective study strategies, prepare for exams, develop confidence, and manage their time
- Help students achieve a growth mindset and recognize their ability to learn in new ways and overcome challenges
- Serve as a trusted guide to academic culture and faculty expectations
- Actively promote each student’s critical thinking, deep learning, and information literacy
- Inspire students to pursue their intellectual curiosity
- Attend orientation, initial training, meetings, and other events
- Attend all scheduled appointments and/or scheduled drop-in hours
- Complete progress reports for each session

- Maintain regular and ongoing communication with the coordinator of tutoring and academic support
- Uphold the ethical standards of the tutoring program and maintain confidentiality
- Refer students to professionals with greater expertise and experience when appropriate

## Tutor Application Process:

1. Students or faculty can begin the application process.
  - Students can begin the process by completing the peer tutor application form and then contacting faculty to recommend them for the course(s) they wish to tutor. Faculty then complete the recommendation form or e-mail the coordinator of tutoring and academic support, Barry Saturen, to recommend the candidate.
  - Faculty can begin the process by completing a recommendation form or by e-mailing the coordinator of tutoring and academic support, Barry Saturen, to recommend a candidate. In these cases, the coordinator will contact the students who have been recommended and refer them to the tutor application form.
2. Upon receiving the candidate's application form and a recommendation from faculty, the coordinator will verify that the candidate meets the academic requirements. The coordinator will also request a review of the applicant's conduct history to be completed by the Student Development office on behalf of the Greyhound Tutoring Program. For student-initiated applications, the coordinator may also contact the faculty member from whom the recommendation was received.
3. Candidates who meet the position requirements will be invited for an interview with the coordinator. Candidates who do not meet the academic requirements will be notified and will be informed how they can potentially meet the requirements in the future.
4. Candidates who successfully complete

the interview will be notified and referred to Financial Aid to complete hiring paperwork.

5. Once completed, tutors will be informed about initial training and will be scheduled to serve as tutors on the basis of demand and current staffing needs in the subject areas they tutor.

## Boundaries?

### There Are No Boundaries.

None that will restrict your freedom to learn, to dream, to do something a little greater than yourself. So go ahead: Make your own major. Build homes in Jamaica. Start a club. This is your chance. Be a little revolutionary.

At Moravian College, we won't stand in your way. After all, we have a long history of being a little revolutionary ourselves—of turning small acts into big impacts. Today, our Greyhounds still share that spark. Our students are football-playing nurses and dancing neuroscientists who become globe-trotting activists and piano-playing physicians. In other words: They like to shake things up a bit.

# 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

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

The above schedule only applies to fulltime 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. Parttime 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/r/h/policies-andprocedures>)
- 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

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

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.

# Academic Policies & Regulations

## 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.

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.

## 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\*.

-OR-

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;  
Problem solving homework exercises;
- Conducting research; 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
4. performances, poetry readings, lectures
5. viewing of films outside of class time
6. attendance at departmental colloquia
7. supervised problem solving sessions, e.g., supplemental instruction meetings
8. weekly group tutoring sessions or study/review sessions organized by the course instructor
9. writing conferences with faculty or a Writing Center tutor
10. advising sessions related to First-Year Seminar
11. participation in outside of class experiments
12. conducting science labs or experiments outside of class
13. group project meetings and/or group work outside of class
14. attendance at departmental student research presentations
15. participation in local or regional conferences
16. participation in community projects
17. field trips
18. organizing campus events as part of course requirements
19. library instruction outside of class
20. participation in electronic discussion

boards, chat rooms, blogs, wikis, or other online assignments

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

22. participation in weekly discipline-based organizations or clubs, such as History Club or Tri-Beta  
individual meetings with the instructor

## EDUCATIONAL PROGRAMS

### 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 certificate)  
Middle Level Education (grades 4-8 certification)  
Music Education (pre-K to grade 12 certification)  
Secondary Education (7-12 certification)  
in the following disciplines:  
Biology  
Chemistry  
Citizenship Education (major in Historical Studies)  
English  
General Science  
Mathematics  
Physics  
Social Studies  
English as a Second Language Program Specialist  
Reading Specialist (pre-K to grade 12 certification)  
Principal Certification  
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.  
Mathematics, B.S.

The following tracks are available:

Actuarial Science  
Applied Mathematics  
Pure Mathematics

## Modern Languages and Literatures

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

## Music

Music, B.A.

The following tracks are available:

Music (general)  
Music technology and audio recording  
Pre-music therapy

Music, B.Mus.

The following tracks are available:

Composition  
Music Education  
Performance  
Sacred Music

## Neuroscience

Neuroscience, B.S.

The following tracks are available:

Behavioral Neuroscience  
Cellular Neurobiology  
Cognitive Neuroscience

## Nursing

Nursing, B.S.N.  
Master of Science in Nursing M.S.N.



## Philosophy

Philosophy, B.A.

## Physics and Earth Science

Physics, B.A. or B.S.

Engineering (Cooperative), B.A.

Geology (Cooperative), B.S.

## Political Science

Political Science, B.A.

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.

Speech-Language Pathology, MS-SLP

## Sociology & Anthropology

Sociology, B.A.

The following tracks are available:

General Sociology

Law and Society

## 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

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

Minors are also available in:

- Africana Studies
- 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

## Self-Design Majors or Minors

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

## INTERDEPARTMENTAL MAJORS

In addition to the departmental majors, the Bachelor of Arts or the Bachelor of Science degree also may be taken with an interdepartmental major consisting of six course units chosen from one department (called Set I) and six course units from one or more other departments (Set II), carefully selected, in consultation with an advisor in the Set I area and with approval by the Academic Standards Committee, with a specific purpose. The Set I area of concentration determines the degree (B.A. or B.S.). At least one course among the 12 must be designated as writing-intensive. At least two courses must be at the 300-level.

The objective of the interdepartmental major is to incorporate sets of courses from two or more departments into an organized program of study. It is designed for the student who has an academic objective that cannot be achieved by the

regular departmental major. It is not intended to accommodate the uncommitted student. Proposals for an interdepartmental major, therefore, must be submitted to the Academic Standards Committee for approval prior to registration for the senior year.

## SELF-DESIGNED MAJORS

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

## Double Majors

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

## Double Degrees (Undergraduate)

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

three undergraduate degrees must complete at least 48 units.

## Double Degrees (Graduate)

Students who have earned a graduate degree from Moravian College or Moravian Theological Seminary are invited to pursue a second graduate degree from the institution. Students must apply for admission to the new degree program, and fulfill all requirements of that degree program. The program director of the second degree 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.

## 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.

## 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 offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K to grade 4), middle level education (grades 4-8)†, four foreign languages (French, German, Spanish, and Latin, grades K-12), music (grades K-12), and seven secondary education subject areas:

biology, chemistry, citizenship education‡, English, general science, mathematics, physics, and social studies (grades 7-12).

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

For science certification requirements, see Science Education.

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

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

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

## DEGREE REQUIREMENTS

The requirements for the baccalaureate degree are:

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.

*Note: If a student will be .25 course unit or less short of meeting the graduation requirement, the course unit total will be rounded upward to meet the graduation requirement.*

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

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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.

## 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.*

## **INDEPENDENT STUDY & INTERNSHIP**

### **Independent Study**

Independent Study provides students with an opportunity to undertake a program of supervised

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

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

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

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

### **Internship**

Internships are an opportunity for off-campus work, study, or both, for which a student may receive from 1 to 3 course units of credit per term for a total not to exceed 3 units of the 32 required for graduation. Internships may be taken in any term, including summer, on a full-time or part-time basis, and may assume the form of volunteer work or internships in public or private agencies, institutes, or businesses. It does not include those field experiences or internships required for completion of certain programs or majors such as education or the law and society track in sociology. The three-unit maximum on fieldwork, however, applies to the total number of units for which a student may enroll either in an elective internship or a required internship.

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



the field supervisor and assigns a final grade.

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

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

## HONORS PROGRAM

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

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

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

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

proposal to the Honors Committee during the pre-registration period for the first term as a formal application for admission to the Honors Program.

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

## STUDY ABROAD

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.

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

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

## **WASHINGTON SEMESTER**

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

Moravian students are especially encouraged to participate in the fall term. Applicants are

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

## **RESERVE OFFICER TRAINING CORPS**

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

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

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

## **CAREER PLANNING AND PREPARATION**

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

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

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

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

## GRADUATE STUDY

A student who plans to continue study in

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

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

## LAW

No single major is exclusively appropriate for pre-law students. Students should choose a single major that interests them and requires intensive reading, critical thinking, and writing. Traditionally, majors in English and the various Social sciences have been the choices of a majority of pre-law students. However, in increased numbers students in Philosophy, Languages, Mathematics and Natural Sciences have chosen to pursue advanced studies in the Law, Following the guidelines of the American Association of Law Schools (AALS) the Moravian Pre-Law program does not recommend a particular major to students who wish to go to law school or pursue law as a career. However, the College has identified certain areas of study and course work to assist students in their preparation for future legal studies and help students focus his or her thoughts about the future. Students considering law school are encouraged to take the following courses if they wish to improve their chances of success in obtaining entrance to law school and becoming productive members of the legal profession. Some of these courses may also be used to fulfill the Learning in Common requirements.

English 211 Creative Nonfiction  
(or equivalent course)

Philosophy 211      Symbolic Logic

A minimum of three courses from the following set:

Accounting 157      Financial Accounting  
Economics 152      Principles of Economics  
Economics 330      Public Finance  
History 243      The U.S. 1815-1877  
Management / Sociology 226

The Legal Environment of Business  
Political Science 130 The First Amendment  
Political Science / Sociology 220

American Constitutional Law  
Political Science / Sociology 221

Congress and the Presidency  
Political Science 225 Congress

and the Presidency  
Sociology 216      The Legal System

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

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

## HEALTH PROFESSIONS

Schools for the health professions recognize the importance of a broad education in the natural and social sciences and in humanities, as well as the need for communication skills. Moravian has a tradition of a strong liberal arts curriculum, of which the natural sciences are an integral part. Foundation courses in biological sciences, chemistry, physics, and mathematics are required by schools of the health professions, but a student is not required to major in a science area. Schools of the health professions are interested in students who can obtain, assimilate, and effectively communicate information. Students must be able to think analytically and solve problems. Moravian provides students with the opportunity to blend scientific and liberal arts concepts.

An internship, taken during the academic year or summer sessions, allows students to receive credit for off-campus, on-the-job experience. For example, pre-medical students can spend many hours at local hospitals rotating through

several departments such as internal medicine, obstetrics and gynecology, surgery, radiology, etc. Pre-dental students can observe several types of dental specialties. Similar programs are available for other health professions. Possibilities for research in medical areas also are available at a local hospital's research center.

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

Moravian offers pre-professional programs in medicine, dentistry, podiatry, veterinary medicine, optometry, physical and occupational therapy, pharmacy, and other health professions. Students interested in preparation for a health profession should consult with the health professions advisor, Erin Durkin, as soon as possible. Pre-medical students should also see the Pre-Medical Program section in this catalog. The health professions advisor will monitor student progress, suggest relevant courses, supply information about the health professions, and provide assistance in the application process.

# Awards & Honors 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 bio-

chemistry 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 outstand-



ing 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.

## HONORS 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: LaKeisha Thorpe

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-Peterson

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: Kevin Hartshorn and Lisa Johnson

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: Christian Sinclair

Sigma Pi Sigma: National Physics Honor Society  
Advisor: Edward A. Roeder

Sigma Tau Delta: National English Honorary Society  
Advisor: Nicole Tabor

Sigma Theta Tau: International Nursing Honor Society  
Advisor: Janice Farber

Theta Alpha Kappa: National Religious Studies/Theology Honor Society  
Advisor: Jason Radine

# 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

## AFRICAN STUDIES

See Interdisciplinary Programs

## ARABIC

See Modern Languages and Literatures

## ART

Chair: Associate Professor Fraleigh  
 Associate Professors: Baxter, Radycki  
 Assistant Professor: Morelock, Murphy  
 Visiting Instructor: Amin  
 Adjunct Faculty: Ciganick, Colegrove, Faggioli, Galbiati, Hurwitz, Kearns, Kuhn, Myers, Torok, Wynne, Zucco

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration

of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian College, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

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

Five concentrations or tracks are available: studio art, studio art, 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 print-making 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. This track is designed to prepare students for careers in the fine arts in areas such as drawing, painting, sculpture, ceramics, or printmaking. It may also serve as a foundation for graduate study in the fine arts.
  - 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. This track is designed to prepare students for careers in photography and media arts, including historic, darkroom and digital photography and digital video. It may also serve as a foundation for graduate study in the fine arts.
  - 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, 220, 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 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 darkroom 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, 146.2, 170, 180, 270, and 280. Kit fees cover the costs for an art supply kit for the course (paint, brushes, etc.) and are billed to each student's account.

## Courses in Art History

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

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 and 180 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-semester course introduces materials, tools, and procedures of printmaking and may include lino-cut, woodcut, intaglio, solar plate, 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. 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.

**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. Photography 2

This course will introduce advanced dark-room 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, special effects, and creating a DVD. Projects will consist of short, video sketches that highlight particular technical skills and several longer projects that will conceptually

explore a variety of genres in electronic media (i.e., documentary, narrative, experimental, animation, interactive, installation). Outside weekly reading is an essential component to this course which gives students a critical, theoretical, and artistic context in which to develop their own work as well as provide a platform for class discussion on issues pertaining to art and media culture. Assignments will include various pre-production, production, and post-production deadlines where progress can be assessed and critical discussion can take place. 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 frame-work jQuery. Also includes advanced work in HTML and CSS, as well as responsive (design for mobile platforms) design challenges and concepts. Prerequisite: ART 346. 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. Photography 3

This is primarily an advanced portfolio class for self-motivated students who are capable of working independently. In addition to the portfolio, students will be introduced to the use of medium and large-format cameras as well as studio techniques in lighting and advanced darkroom methods. Students will meet as a group and individually with the instructor to monitor the progress of each student's work and participate in informal discussions regarding theory, practice and history. New work must be presented at each meeting. Prerequisite: ART 267 or permission of the instructor.

#### 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. The focus of this course, however, is on camera handling and image optimization rather than image "manipulation" in Photoshop. All assignments are tailored to emphasize conceptual vision and problem solving as students learn how images can communicate on both a visual and intellectual level. 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 of

20 images or two smaller series consisting of 10 images. 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)

#### Murphy

#### 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 and successful accreditation with the Commission on Accreditation of Athletic Training Education (CAATE), students will be eligible to sit for the Board of Certification to become a certified athletic trainer (please see below for specifics regarding program accreditation).

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

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

- Exercise Physiology
- Prevention and Management of Injuries
- Kinesiology
- Physics
- Chemistry
- Biology

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

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

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

Admission is determined based on the following:

- Overall Grade Point Average (20%)
- Pre-Requisite Grade Point Average (30%)
- Observation Hours (10%) – Must be completed with a licensed / certified athletic trainer
- Recommendations (10%)
- Essay (10%)
- Interview (20%) – applicants must be recommended for admission by a majority of MSAT faculty members (51% or more)

Each cohort in the MSAT program is limited to 24 students

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

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

## Accreditation

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

## BIOCHEMISTRY

Co-coordinators: Christopher Jones and Carl Salter

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

Biochemists are active in all sectors of scientific life, from academic, corporate, and government research labs to science journalism and law offices to hospitals and government agencies at all levels. They are working to understand and combat human diseases, carry out forensic investigations for law-enforcement agencies, develop new and better pharmaceuticals, ensure food availability and quality, understand the impact of environmental changes and toxins on living organisms, struggle with patent issues in the courts, and advise politicians and the public on the science behind many of today's major issues.

Biochemistry is a challenging field, and Moravian's major is designed to help students develop

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

## The Major in Biochemistry

The major in biochemistry includes 14 total course units.

Required courses include BIOL 112 or 119; 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, 265, 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: Irish

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

Lecturer: Bortz

Faculty Associates: Johnson (psychology)

The mission of the Department of Biological Sciences is to instill in students an understanding and appreciation of the common thread that connects modern biological study at all levels, from molecules to ecosystems. We strive to actively engage students in the process of scientific investigation, develop their spirit of inquiry, strengthen their ability to explore in both field and

laboratory, hone their analytical and quantitative skills, and foster their capacity to communicate effectively with professional peers and the public. By helping students become independent thinkers and intellectually vibrant individuals, we hope to enable them to achieve a lifetime of personal and professional success and service to society.

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

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

## The Major in Biology

The major in biology consists of ten(10) total course units.

Five (5) Core Course Units:

BIOL 111

BIOL 210

BIOL 265 or 328

BIOL 370

BIOL 112 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 112. General Zoology**  
An introduction to basic concepts in biology through study of the major lineages of invertebrate and vertebrate animals. Topics covered will include basic structure and function, development, systematics, and evolution. The laboratory will focus on observation of structure-function relationships in living and preserved representatives of the major animal phyla. This course is designed for science majors. Three 50-minute periods, one 3-hour laboratory. (F4)

**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 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 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 pro-

professional school in the human health or veterinary sciences. Prerequisites: BIOL 112. 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 345. Histology**  
The study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their functions. Students will be introduced to various histological techniques for preparing mammalian tissues for microscopic study in the laboratory. This is a lab-intensive experience accompanied by discussion meetings. Prerequisites: BIOL 111 and CHEM 113 and 114, or permission of instructor. May Term. (F4)

**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 112 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 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

## EARTH SCIENCE

See Physics and Earth Science

## ECONOMICS AND BUSINESS

Department Chair: Associate Professor Vinciguerra

Executive Director, Graduate Business Programs: Associate Professor Desiderio

Director of Assessment and Accreditation: Kleintop

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

Associate Professors: Aziz, Egan, L. Ravelle, Terrizzi

Assistant Professor of Practice: Cyliax, El-hussini, Koscinski, Krohn, O'Connor

Adjunct Faculty: Bartkus, Barron, Berkow, Best, Brown, Chan, Gerhart, Godbey, Gonzalez, Huff, Klatchak, Kline, Kubel, Latib, Law, Orlando, Panik, Ramson, Schmidt, Sclafani, Stewart, Stoudt, Szmania, Talipan, Tarone and Vazquez

The Department of Economics and Business offers majors in economics (theory and policy, finance), management (marketing, organizational leadership), accounting, international management, and environmental policy and economics. Students interested in business administration pursue the management major, choosing either the marketing track, organizational leadership track, or sports track. In addition to preparing students for graduate work, these majors provide a background valuable in a wide range of occupations in business, government, and nonprofit organizations. Typical positions are in banking, certified public accounting, finance and investment, marketing, production, business administration and human-resource management, as well as positions in federal, state, and local government, hospitals, social-service agencies, schools, and colleges. The accounting, economics, and management majors are accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

- The economics major, with tracks in theory and policy or finance, provides a good background for careers in business and government, work in business, economics, law, public administration, planning, and other professional disciplines.
- The management major, with tracks in marketing, organizational leadership, and sports provides a comprehensive background in the functional and environmental areas of business, including business administration, and serves as a foundation for graduate work in business and management.
- The accounting major helps to prepare students for careers in public accounting, private industry, and nonprofit organizations. It is also a good foundation for graduate study in accounting, management, finance, and law, as well as preparation examinations for

professional certifications such as Certified Public Accountant, Certified Management Accountant, Certified Financial Management, and Certified Internal Auditor.

- The international management major, offered in conjunction with the Foreign Languages Department, prepares students for careers in international business and administration.
- The environmental policy and economics major, offered through the Environmental Sciences and Studies Program, provides students an opportunity to develop interdisciplinary approaches to environmental and social policy. The major prepares students for graduate study and for careers in business, private policy organizations, and government.

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

Effective for students entering Moravian College on or after Fall 2018, the Economics and Business Department has established course minimum grades on courses that serve as prerequisites across our majors. Before declaring a major in Accounting, Economics, or Management, students must complete each of the following courses with a C- or better: ECON 152, ECON 156 or MATH 107, and 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.

Effective Fall 2019, students must earn a grade of C- or better in the following prerequisites: MATH 166, ECON 152 and ECON 156 when applicable for 200-level ACCT, ECON or MGMT courses.

## The Major in Management

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

Students choose one of three tracks: marketing, organizational leadership, or sports management.

All three tracks require ACCT 157, ECON 152 (final grade of at least C– or better), ECON 156 (final grade of at least C– or better), and ECON 225; and MGMT 223.

In addition, the track in marketing requires MGMT 251, 256, 311, 365, one (1) of the following controlled electives: MGMT 227, 228, 250, or 333; and one (1) free MGMT elective.

The track in organizational leadership also requires MGMT 253, 342, 365; three (3) of the following controlled electives: MGMT 226, 227, 231, 251, 310, 324, or 333; (or another course approved by the advisor).

The track in sports management requires ECON 312; MGMT 255, 286 or 386, and 365; PHIL 228 or a course on sociology and sports (both are writing intensive); and one (1) controlled elective, chosen from among the following: MGMT 231, 251, 253, 256, 311, 342, or PSYC 260. College-level algebra and calculus (MATH 106 & 166 or 108 or 170 with a final grade of at least C– or better) are required in the management major. The management major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in management are listed below.

## The Minor in Management

The minor in management consists of 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 Economics

The economics curriculum provides a basic foundation in economic analysis and an understanding of economic institutions.

Students choose one of two tracks: economic theory and policy or finance.

Both tracks require ECON 152 (final grade of at least C– or better), ECON 156 (final grade of at least C– or better), ECON 225, and ECON 226.

In addition, the track in economic theory and policy requires ECON 256 and five (5) ECON electives, including at least three (3) at the 300-level and one writing-intensive course.

The track in finance requires ACCT 157, ECON 231, 220, 341; MGMT 223 or 226; and two (2) of the following controlled electives: ECON 256, 335; ACCT 315; and MGMT 326. College-level algebra and calculus (MATH 106 & 166 or 108 or 170 with a final grade of at least C– or better) are required in the economics major. The economics major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Economics courses are listed below.

## 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 (4) additional ECON courses, three (3) of which must be at the 200-level or above. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

## The Major in Environmental 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. The environmental policy and economics major consists of twelve course units. For details on course requirements and options, please refer to the section on Environmental Studies and Sciences.

## The Major in Accounting

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

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

The major in accounting consists of eleven course units, including ECON 152 (final grade of at least C– or better), ECON 156 (final grade of at least C– or better), and ECON 225; MGMT 223; ACCT 157, 213, 218, 219, and 340; and two (2) of the following controlled electives: ACCT 258, 315, 322, and 324. College-level algebra and calculus (MATH 106 & 166 or 108 or 170 with a final grade of at least C– or better) are required for the accounting major. The accounting major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Accounting courses are listed below.

## The Minor in Accounting

The minor in accounting consists of five (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 (French/German/Spanish)

The major in international management is offered jointly by the Department of Economics and Business and the Department of Foreign Languages. See Modern Languages and Literatures

## Notes for Majors and Minors in Economics and Business

- Students majoring in programs in the Department of Economics and Business are expected to be computer-literate and acquainted with applications in word-processing, spreadsheets, and statistical analysis.
- Algebra and calculus are required in the economics, management, and accounting majors. The algebra requirement ordinarily is met by the completion of three years of secondary mathematics; the calculus requirement by taking MATH 108 or 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, or accounting; but those students who have taken or are taking concurrently MATH 107, 231, or 332 will not receive credit for ECON 156. Students intending graduate work in economics are encouraged strongly to take MATH 171 and 220.
- Majors in economics, management, international management, or accounting are urged to develop a significant concentration in some other area, whether it be mathematics, a natural science, one of the humanities, a foreign language, or another behavioral science.
- ECON 152 will satisfy the M4 Learning in Common requirement in Economic, Social, and Political Systems.
- All students majoring in the depart-



ment 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.

## The Interdepartmental Major

The six courses of Set I include ECON 152 (final grade of at least C– or better) and ECON 156 (final grade of at least C– or better), ACCT 157, and three (3) other courses in ECON, ACCT, or MGMT. These three (3) elective courses and the six (6) courses of Set II are selected by the student with the approval of the advisor.

## The M.B.A. Program

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

Working in small classes MBA students take a common core of courses in leadership, organizations, and people, including, MGMT 511, MGMT 513, and MGMT 521, then a second core of courses in microeconomics, finance, operations, and business research methods, including MGMT 515, MGMT 517, MGMT 519,

and MGMT 555. Students specialize their knowledge in business by completing four courses in a concentration of their choosing including

- Accounting
  - MGMT 552
  - three (3) MGMT500-level elective courses.
- Business Analytics
  - MGMT 553, 556, 557
  - one (1) MGMT 500-level elective course.
- Healthcare Management
  - MGMT 532, 534, 536,
  - one (1) MGMT 500-level elective course.
- Human Resource Management
  - MGMT 563 and
  - three (3) MGMT 500-level human resource management courses OR MGMT 569, 572, and one (1) MGMT500-level elective course.
- Supply Chain Management
  - MGMT 545, 547, 549,
  - one (1) MGMT 500-level elective course.
- General Management
  - MGMT 523
  - three (3) MGMT 500-level elective courses.

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

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

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

## The Master of Science in Human Resource Management (MSHRM)

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

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

Students specialize their HR knowledge in either a Leadership Concentration consisting of MGMT 517, 563, and one Management 500-level elective course, or a Learning and Performance Management Concentration consisting of MGMT 569, 572, and one (1) MGMT 500-level elective course.

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

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

## Master of Science in Predictive Analytics (MSPA) 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.

## The Master of Health Administration (MHA)

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

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

Students take three (3) MGMT 500-level elective courses in areas of their interest to complete their coursework.

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

## The Five-Year Combined Degree Programs

The Economics and Business Department offers opportunities to Moravian College students inter-

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

## Graduate Professional Certificate Programs

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

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

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

The concentrations offered are:

### Business Analytics

- MGMT 553, 556, 557
- one (1) MGMT 500-level elective course

### Healthcare Management

- MGMT 532, 534, 536,
- one (1) MGMT 500-level elective course

### Human Resource Management

- Four (4) MGMT 500-level courses in human resource management

### Supply Chain Management

- MGMT 545, 547, 549,
- one (1) MGMT 500-level elective course

## 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. Fall.

### 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. Spring.

### 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. Fall.

#### 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, tax-

ation, 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. Spring.

#### 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. Fall & Spring. (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. Fall & Spring. (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. Spring. (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). Fall.

#### 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). Alternate years Spring.

#### ECON 231. Managerial Finance. (Also MGMT 231)

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

#### 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). Spring.

#### 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). Fall.

#### ECON 256. Applied Econometrics. (Also MGMT 256)

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

ball, 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. Alternate years Spring.

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. Alternate years Spring.

#### 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 225. Alternate years Fall.

#### 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, macro-economic aspects of employment, unemployment, wage levels. Prerequisites: ECON 152 (final grade of at least C– or better) and ECON 225. Alternate years. 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. Alternate years. Writing-intensive. Fall.

### 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. (Also Management 341)

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

### 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 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

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

### 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 231. Managerial Finance. (Also ECON 231)

Theories of financial management of business organizations, with emphasis on corporate form. Combines theoretical and environmental frames of reference to determine how firms maximize value. Real and financial asset valuation, risk and rate of return, cost of capital, portfolio choice, long- and short-term financing decisions. Prerequisites: ECON 152 and 156 (final grades of at least C– or better), ACCT 157.

### 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 256. Applied Econometrics. (Also ECON 256)

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

#### 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. Spring.

#### 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. Spring.

#### 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. Alternate years.

#### 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. Alternate years.

#### MGMT 341. WI: Investment and Portfolio Theory. (Also ECON 341)

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

#### 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. Spring. 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 of 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 exam-

ined 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 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 organi-



zation, 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 a service learning assignment with a not-for-profit organization or small business to apply the knowledge and skills learned in this course. This course is normally taken by students as the last course in their program of study. Prerequisite: Permission of instructor.

#### 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 webbrowser based presentations. This is a project based course with programming assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

#### MGMT 622. Healthcare Analytics

This course focuses on developing skills in analyzing and improving healthcare systems and processes by integrating systems analysis, quality management, operations research techniques, exploratory data analytics and data visualization. Emphasis is placed on the use of organizational data, especially timestamp data, to study processes and outcomes of care, particularly as it relates to flow analysis and improving work flow. The course relies heavily on hands on use of computerbased modeling tools. Emphasis will be placed on formulating, designing, and constructing models, drawing conclusions from model

results, and translating results into written end-user reports to support process improvement and quality improvement efforts. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

#### MGMT 625. Supply Chain Analytics

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

#### MGMT 628. Text Analytics

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

#### MGMT 671. Capstone Project

The capstone course focuses upon the practice of predictive analytics. This course gives students an opportunity to demonstrate their business strategic thinking, communication, and consulting skills. Students work individually on projects that can be 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

Professor: Shosh

Assistant Professor: Gleason, Kahn, Mitten, Song, Wen

Faculty Associates: Baxter (art), LaRue (English); McKeown (world languages); Paxton (history); Hartshorn (mathematics); Kriebel (physics, general science)

Adjunct Faculty: Aragona-Young, Beitler, Bilheimer, Colon, Conard, Correll, Dilendik, Donaher, Finlay, Frey, Fuini-Hetten, Grove, Heath, Hogan, Jacoby, Ketterman-Benner, Mancino, Massey, Modjadidi, Resende, Richmond, Rosario, Sullivan, Torok, Villani, Ziegenfuss

Director of Field Experiences: Correll

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

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K - grade 4), middle level education (grades 4-8), three world languages (French, German, and Spanish, grades preK-12), music (grades preK-12), special education, English as a Second Language, and eight secondary education (grades 7-12) subject areas: biology, chemistry, citizenship education, English, general science, mathematics, physics, and social studies. The Education Department's Master of Education program also offers certification for ESL program specialists, reading specialists, principals, supervisors of curriculum and instruction, online instruction and special education. The Master of Arts in Teaching program offers initial licensure and advanced study at the graduate level.

## Admission to the Program

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

Step 1. For initial admission to the program, students must have:

- 48 credit hours (12 course units).
- A 2.7 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. The primary advisor is Joseph M. Shosh of the Education Department. Students will meet with both advisors each semester before registering for courses.

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

## PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE) REQUIRED TESTING FOR TEACHER CERTIFICATION

### The Pennsylvania Educator Certification Tests (PECT)

Students in all Pennsylvania Instructional I teacher certification programs must successful-



ly 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 appro-

appropriate Middle Level Subject Concentration (Citizenship Education 4-8, English 4-8, Mathematics 4-8, or Science 4-8) test(s). For complete information, see the Educational testing Service website: <http://www.ets.org/praxis/pa/requirements>.

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

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

The Pennsylvania Department of Education (PDE) periodically revises testing requirements. Students should consult regularly with their Education Department advisor and the Pennsylvania Department of Education website for updates from PDE.

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

The Commonwealth of Pennsylvania awards certification to candidates who have passed the required tests and who have been recommended by educational institutions with accredited, state-approved programs.

## Field Experience

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These experiences are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from stage 1 & 2 field experiences to stage 3 pre-student teaching to stage 4 student teaching. All field experience is directly related to material presented



in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements. Students are required to secure their own transportation to and from field experience placements.

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

Students will not be permitted to enroll in a course that includes a field experience until all completed forms required by the Pennsylvania Department of Education have been presented to the College's director of field experiences. These clearance documents include the FBI Federal Criminal History Record (Act 114), the Pennsylvania State Police Criminal Record Check (Act 34), and the Pennsylvania Child Abuse History Clearance (Act 151). Some of these forms take six to eight weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must personally bring all original clearance documents to the Education Department to be reviewed and copied before they will be permitted to register for education courses with field experiences. Photocopies, faxes, and scanned documents are unacceptable. Please note that the last opportunity to add a course is by 4:30 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
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### 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)
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#### 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)
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#### 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 125 to fulfill the Learning in Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempted from this course and requirement.) Students also need an additional half-unit course in math. (Again, students majoring in math are exempted from this requirement.) In the multidisciplinary (M) categories, students must take either History 113 or 114 to fulfill the requirement in Historical Studies (M1); English 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; and both Education 213.2 and 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

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

Education 100.2 and 160	Taken in the freshman year, 40-hour field experience required for Education 160; clearances and other documents for fieldwork required.
Education 210, 222, and 244	aken 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.
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EDUC 160 is a pre-requisite and EDUC 210 is a co-requisite for EDUC 244. A lab science (F4) course with a grade of C or better is required prior to enrolling in Education 323. Mathematics 125 with a grade of C or better is the prerequisite for Education 322, and an American history course with a grade of C or better is the prerequisite for Education 324.

### Middle Level Education

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

is waived for these students. In addition, middle level education students must complete one of the two Upper-Division (U) categories, which may be a part of the major; the other is waived.

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

Education 130 and 140.2	Taken in the fall of the sophomore year; clearances and other documents for fieldwork required.
Education 131	Taken in the spring term of the sophomore year
Education 244	Taken in fall of the junior year; overall GPA of 2.70 required to enroll
Education 332, 333 and 358.2	Taken in spring of the junior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.
Education 232.2, 330, 331, and 358.2	Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.
Education 371 and 375-377	Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 3.0 required to enroll; passing PAPA tests and approval of the Teacher Education Committee are required to enroll.

EDUC 160 is a pre-requisite and EDUC 130 is a co-requisite for EDUC 244. Environmental Science 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 125 with a grade of C or better and Mathematics 107 are prereq-

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

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

## Secondary Education

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

The programs of study leading to these certificates are described under the appropriate departmental headings in this catalog. Individual program descriptions also are available through the Education Department. See the sections on science education and historical studies for descriptions of general science and citizenship education/social studies programs, respectively. Students are advised to complete Education 160 and Education 130 in the sophomore year. (They must be taken in separate semesters.) Education 260 usually is taken in the fall term of the junior year and Education 360-365 in the fall term of the senior year. Education 140.2 and 244 should be taken any semester prior to student teaching. Student teaching (Education 375-378) occurs in the spring term of the senior year. Physical Education 236 is required as one of the student's physical education activities.

All students interested in teacher certification are



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

## Special Education and English as a Second Language

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

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

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

- EDUC 420.3 (= graduate 610) Differentiating Instruction
- EDUC 421.3 (= graduate 617) Special Education Identification and Intervention
- EDUC 422.3 (= graduate 618) Effective Inclusionary Practices
- EDUC 423.3 (= graduate 623) Special Education Processes and Procedures

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

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

## The 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 125 Math for Teachers
- 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 class-

room, with an underlying philosophy of reflective teaching and a focus on action research. Courses are available to all certified teachers and may be taken as part of the larger M.Ed. program, to satisfy Act 48 requirements, or simply for intellectual and professional enrichment. Advanced Pennsylvania certification options are also available in ESL, reading, the principalship, supervisor of curriculum and instruction, and special education. Qualified graduate students may also pursue initial licensure and/or earn a graduate degree in education through our innovative inquiry-based Master of Arts in Teaching (M.A.T.) program. Those interested in learning more about Moravian College's graduate degree and certification options should contact Joseph M. Shosh in the Education Department.

## Undergraduate Courses in Education

Note: Students must complete all foundation (100 level) courses with a grade of C or better in order to continue taking upper level courses. All 100-level courses require an early field experience. They may not be taken in the same semester. Education 160 (all certification students) or 130 (for middle level, secondary, art, music, and world language certification students) should be taken in the spring of the first year. The other course should be taken in the fall or spring of the sophomore year. Students in early childhood or middle level certification programs should take Education 100.2 in their first term of study at the College.

In addition, all 200-level education courses have a prerequisite of a minimum overall grade point average of 2.70 for enrollment.

### 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 125 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 125 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, citizenship education/social studies) as they relate to the fundamentals of pedagogy and planning within those content areas in preparation for student teaching. Major course requirement to design and then implement a unit plan in the field. Also examines avenues such as professional organizations for professional growth (organizations, publications). Required for all students seeking secondary certification. Students should register for the course that corresponds with their certification area. Prerequisites: Education 260 (may be taken together with Education 360-365), and GPA of 2.70; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

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, 136.1, and 322.2, Education 160; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Spring. Three 70-minute periods; fieldwork.

### 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 cours-

es. 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 exam-



ines 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 stra-

tegic 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 125 with a grade of C or better. Spring. Undergraduate cognate: EDUC 322

### EDUC 530.2 Computer Technology in the Classroom (MAT)

Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The



Internet as a teaching/learning resource. Students will design lesson plans and demonstrate proficiency with technology specific to their academic disciplines. Prerequisites: QPA of 2.70; Education 503 and 507. Two 2-hour periods. Undergraduate cognate: EDUC 140.2

### EDUC 534 Including Students with Disabilities (MAT)

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisite: Education 507; Co-requisite: Education 503 or 510; QPA of 2.70. Fall and spring. Undergraduate cognate: EDUC 244

### EDUC 553 Literacy for the Middle Level Learner (MAT)

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Prerequisites: QPA of 2.70; Education 501, 503, 507, 540.2 and 544; Writing 100 or FYS; passing scores on PPST or PAPA Reading, Writing and Mathematics. Spring. Undergraduate cognate: EDUC 333

### EDUC 558 Pre-Student Teaching

### Field Experience (MAT)

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

### EDUC 559.2 Pre-Student Teaching Field Experience (2nd experience) (MAT)

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

### EDUC 567 Teaching Music to Children (MAT)

Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: Music 130.1, 136.1, and 322.2, Education 507 or 155; 2.70 QPA. Spring. Three 70-minute periods; fieldwork. Clearances



and other documents for fieldwork required.

### EDUC 570 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration (MAT)

This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: QPA of 3.0. Admission to student teaching. Passing scores on PPST or PAPA in Reading, Writing, and Mathematics. Undergraduate cognate: EDUC 370

### EDUC 571 Issues in Middle Level Education (MAT)

This course is designed to support the student during the semester of student teaching. The course meets weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. The student's presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies. The goal of this course is to develop the understanding, skills, and attitudes of the professional teacher – the teacher who acts with reflective consideration of principles, practices, and policies. The student will demonstrate evidence of professional knowledge and practice in the following areas: planning and preparation; classroom environment, instructional strategies, and professionalism. Prerequisites: QPA of 3.0, completion of all middle level education courses, except student teaching, with grades of C or better. Admission to student teaching. Passing scores on PPST or PAPA in Reading, Writing, and Mathematics. Co-requisite: Education 595-597. Spring. Undergraduate cognate: EDUC 371

### EDUC 575 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling

and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art, music, foreign language, and secondary education candidates in the spring. Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377.

### EDUC 576 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art, music, foreign language, and secondary education candidates in the spring. Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377

### EDUC 577 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisite: Admission to Teacher Education Program. Pass/No Credit grade. Early childhood and middle level education candidates are encouraged to student-teach in the fall; art,

music, foreign language, and secondary education candidates in the spring. Students seeking dual certification must student teach in the spring semester and will have 18 weeks of student teaching beginning January 2. Clearances and other documents for fieldwork required. Three course units. Undergraduate cognate: EDUC 375-377

### EDUC 578 Seminar in Secondary Teaching (MAT)

Scheduled concurrently with student teaching. Students meet with subject area supervisors and Education Department supervisors on alternate weeks. Provides opportunity for student teachers to analyze their experiences in the field in relation to theory learned in previous courses. Prerequisite: Admission to the Teacher Certification Program. Concurrent with student teaching. One 2-hour period. (Undergraduate cognate: EDUC 378).

### EDUC 579 Seminar for Art Student Teachers (MAT)

Weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Prerequisite: Admission to Teacher Certification Program. Concurrent with student teaching. One 2-hour period. (Undergraduate cognate: EDUC 379).

### EDUC 586.2 Early Field Experience (MAT)

Designed for students who need early field experience in the K-12 classroom before student teaching. Students will be supervised by a teacher in a local school and spend a minimum of 40 hours in the classroom. They also will meet weekly for seminar with education faculty. Minimum of one education course taken at Moravian and permission of department chair required. Clearances and other documents for fieldwork required.

## ENGINEERING

Engineering (Cooperative Dual Degree)

Advisor: Kelly Kriebler

Email: [kriebler@moravian.edu](mailto:kriebler@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: Shorr, Tabor

Assistant Professors: Fodrey,  
LaRue, Waller-Peterson

Emeritus Faculty: Diamond, Reid, Wingard

Instructor of Writing: Mikovits

Adjunct Faculty: Alu, Comfort, Crooke,  
Gal, Harris, Joella, 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, or another 200-level writing course designated as an option 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 340, 341, 342, 344)
  - Or a special topics course approved by the major advisor
  - Note: one of the two period courses must be pre-20th century (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

1. Students must take at least three courses at the 300 level.
2. In preparation for creating an English major portfolio in the Senior Seminar, students must save digital and hard copies of their work in each course, including drafts with peer and instructor comments.
3. Students must complete a Hands-On-Learning Assignment (HLA). See <https://www.moravian.edu/english/programs/hands-on-learning> for more information.
4. 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 Certification. Students should consult with Dr. Hinnefeld (English Department chair) regarding internships and with the Office of International Studies regarding study-abroad opportunities.
5. WRIT 100, 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 (or another course approved by the English major advisor or English Dept. chair); one literature course (200- or 300 level); and two electives (200- or 300-level).

## The Interdepartmental Major

The six courses in Set I of the interdepartmental major include 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 Certification

English majors who seek Writing Arts Certification within the major must complete the following program:

### I. English Major Core

- ENGL 225 WI: Introduction to English Studies
- ENGL 211, 212, or 217, or another 200-level writing course designated as an option 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), 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); the capstone experience (for certification students, student teaching serves as the capstone); and one course selected in consultation with the advisor.

The advisors for teacher certification in English are John Black (early childhood and middle level) and Theresa Dougal (secondary). Students who intend to pursue teacher certification are strongly urged to contact the Education Department during their first year at Moravian.

### Courses in English

Note: Writing 100, Learning in Common 101, or equivalent is a prerequisite for all courses in the English Department numbered 200 or above.

#### 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

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 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 Zinczenko 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.

#### 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 211, 212, 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 211, 212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. 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 211, 212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. 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 interdis-

ciplinary 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: 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 White Husic

The environmental studies and sciences program at Moravian College acquaints students with the myriad environmental issues that face us today. It seeks to develop a framework in which students can work closely with faculty and one another to analyze problems, test assumptions, and debate issues as they affect our lives as citizens of our community, our nation, and the world. The perspective we seek to develop is strongly interdisciplinary, incorporating the natural sciences as well as economics, history, philosophy, and political science. In addition, it is designed to transcend national boundaries. All students in the program, regardless of their area of concentration, will share important common experiences, including a unique capstone course in which they will work in teams to investigate environmental issues.

Students who pursue environmental majors at Moravian have the option of earning either a B.S. in environmental science or a B.A. in environmental policy and economics. All students in both majors will have a shared body of knowledge through common coursework before the upper-level courses in their respective tracks, and through the capstone seminar course, which B.S. and B.A. students will take in combined sections. The balance of shared experience and field-specific knowledge is designed to foster cooperative work and learning among students and faculty.

### Coursework

As prerequisites to the program, all students must take Economics 152 and a course in statistics (Mathematics 107 or Economics 156), preferably before the spring term of the sophomore

year. Additional coursework in mathematics is recommended, especially for those students interested in pursuing graduate education.

## The Common Environmental Studies and Sciences Core

Students in both tracks are required to take six course units in a common core of study. Five courses are designed to create a foundation that fosters understanding of this interdisciplinary field. The final writing-intensive course, which should be taken in the senior year, is intended specifically to teach and demonstrate research methods through integrative group research projects and presentations.

All students majoring in environmental studies and sciences must take the following courses in the common environmental studies core:

Environmental 110 or Environmental 112	Introduction to Environmental Studies or Environmental Science
Earth Science 110	Introductory Geology
Economics 240	Environmental Economics and Policy
Political Science 237	Public Administration and Public Policy
Philosophy 250	Environmental Ethics
Environmental 370	Environmental Studies Seminar

## The B.S. Track in Environmental Science

Students in the B.S. track in environmental science must take the following six courses in addition to those in the core:

Biology 112 or Biology 119	General Zoology or Introductory Botany
Biology 360	Ecology
Chemistry 113-114	General Chemistry I and II
Earth Science 205	Environmental Chemistry
Earth Science 210	Introductory Geographic Information Systems



Students in the environmental science track must also complete at least two of the following:

Biology 225	Invertebrate Zoology
Biology 235	Microbiology
Biology 250	Animal Behavior
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 120	Meteorology
Physics 109	Introductory Physics for the Life Sciences I
Physics 110	Introductory Physics for the Life Sciences II
Physics 111	Introductory Physics I
Physics 112	Introductory Physics II
Environmental 286, 381-384	Independent Study
Environmental 288, 386-388	Internship
Environmental 400-201	Honors

Appropriate advanced courses offered as special topics or by other LVAIC institutions may be substituted as electives with the prior approval of the program director.

## The B.A. Track in Environmental Policy and Economics

Students who intend to pursue the B.A. track in environmental policy and economics must take the following three courses in addition to those in the core:

Economics 241	Natural Resource Economics and Policy
Political Science 240	Environmental Policy
Political Science 340	Energy Policy

They must also take two of the following electives:

Economics 228	Economic Development
Economics 330	Public Economics
Economics 336	International Politics
Earth Science 210	Introductory Geographic Information Systems

History 260	Environmental History
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Sociology 312	Environmental Law
Environmental 286,381-384	Independent Study
Environmental 288, 386-388	Internship
Environmental 400-401	Honors

Appropriate advanced courses offered as special topics or by other LVAIC institutions may be substituted as electives with the prior approval of the program director.

A cooperative program with Duke University in natural resource management is available. Please see the section on Natural Resource Management in this catalog.

## The Minor in Environmental Science

The minor in Environmental Science consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science)[1],[2] plus four (4) additional science courses currently approved for the Environmental Science (B.S.) major. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Policy & Economics may not count Introductory Geology (EASC 110) for both the major and a minor in Environmental Science. An alternate course must be substituted for the minor.

Courses that may be used to fulfill the Minor in Environmental Science:

Biology 112	Zoology
Biology 119	Introductory Botany
Biology 225	Invertebrate Zoology
Biology 230	Field Botany
Biology 235	Microbiology
Biology 250	Animal Behavior
Biology 360	Ecology
Chemistry 113	General Chemistry I
Chemistry 114	General Chemistry II
Chemistry 205	Environmental Chemistry
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 110	Introductory Geology
Earth Science 120	Meteorology
Earth Science 210	Introductory Geographic Information Systems
Environmental 286	Independent Study
Environmental 288	Internship
Environmental 381-384	Independent Study
Environmental 386-389	Internship
Physics 109	Introductory Physics for the Life Sciences I
Physics 110	Introductory Physics for the Life Sciences II
Physics 111	Introductory Physics I
Physics 112	Introductory Physics II

Appropriate special topics courses and advanced courses offered by LVAIC institutions may be substituted with the prior approval of the Environmental Studies & Sciences Program Director.

## The Minor in Environmental Policy & Economics

The minor in Environmental Policy & Economics consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science), Economics 240 or 241, plus three (3) additional science courses currently approved for the Environmental Policy & Economics (B.A.) major, of which at least one

must be a course in economics. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Science may not count Environmental Economics (ECON 240) for both the major and a minor in Environmental Policy & Economics. An alternate course must be substituted for the minor.

Courses that may be used to fulfill the Minor in Environmental Policy & Economics:

Earth Science 210	Introductory Geographic Information Systems
Economics 152	Principles of Economics
Economics 228	Economic Development
Economics 236	International Economics
Economics 240	Environmental Economics and Policy
Economics 241	Natural Resource Economics and Policy
Economics 330	Public Economics
Environmental 286	Independent Study
Environmental 288	Internship
Environmental 370	Environmental Studies Seminar
Environmental 381-384	Independent Study
Environmental 386-389	Internship
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Political Science 237	Public Administration and Public Policy
Political Science 240	Environmental Policy
Political Science 340	Energy Policy
Sociology 312	Environmental Law

Appropriate special topics courses and advanced courses offered by LVAIC institutions may be substituted with the prior approval of the Environmental Studies & Sciences Program Director.

## Courses

**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 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 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.

### 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 bio-ethics 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

CHEM 180	Fundamentals of Chemistry
HLTR 231	Nutrition for Health Sciences
HLTR 260	Kinesiology
HLTR 261	Prevention and Management of Athletic Injuries
HLTR 360	Exercise Physiology
PHYS 109 or PHYS 111	Physics for Life Sciences or General Physics I

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

CHEM 108	Fundamentals of Chemistry
PSYC 207	Lifespan Development
PSYC 362	Abnormal Psychology
SOC 115	Introductory Sociology

Four (4) additional courses, chosen from the list of elective courses below.

### Physical Therapy

BIOL 112	General Zoology
One (1) additional course in biology	To be selected in consultation with an advisor
CHEM 113	General Chemistry 1
CHEM 114	General Chemistry 2
PHYS 109 & 110 or PSYS 111 & 112	Physics for Life Sciences 1 & 2 or General Physics 1 & 2
PSYC 207	Lifespan Development
PSYC 362	Abnormal Psychology

One (1) additional course, chosen from the list of elective courses below.

### Health Sciences Elective Courses

BIOL 206	Microbiology for Health Sciences
BIOL 210	Genetics
BIOL 235	Microbiology
ECON 211	Economics of Health Care
HLTR 231	Nutrition
HLTR 240	Health Behavior
HLTR 260	Kinesiology
HLTR 261	Management and Prevention of Sports Injuries
HLTR	Exercise Physiology

PSYC 260	Sports Psychology
SOC 115	Introductory Sociology

Additionally, with the increasing need for educated home health care workers and health care assistants, students in the health sciences major are recommended to consider a minor in business management, composing the following courses:

ACCT 157	Principles of Accounting
ECON 152	Principles of Economics
MGMT 223	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: Robert H. Mayer

The historical studies major is designed for students who plan to be certified in either middle level or secondary education and teach social studies (history, geography, government, and economics) in middle schools, high schools, or both.

### Secondary Certifications

The Pennsylvania Department of Education certifies students to teach the social studies under two designations—citizenship education and social studies—both of which can be obtained at Moravian College.

Those with a citizenship education certificate are permitted to teach history, geography, government, and economics at both the middle and high school levels. In order to obtain the citizenship education certificate for the State of Pennsylvania, students complete the historical studies major, the entire secondary education program described later, and all other Moravian College graduation requirements.

Those with a social studies certificate are permitted to teach history, geography, government, and economics, as well as psychology, sociology, and anthropology at both the middle and high

school levels. In order to obtain the social studies certification for the State of Pennsylvania, students complete the historical studies major, plus Sociology 115 and Psychology 120, the entire secondary education program described later, and all other Moravian College graduation requirements. Students are encouraged to complete the social studies certificate, although it is difficult to accomplish in a normal four-year course of study.

## The Major in Historical Studies

Minimum requirements for the departmental major in historical studies are:

- History 112 or 116; History 113 or 114; one 100-level history course focusing on an area outside Europe or the United States; History 270; two additional history courses at the 200 level and two at the 300 level, to include at least one course each in United States history, European history, and history of an area outside Europe and the United States.
- Political Science 110 and 115 or 125 or a political science course in an international topic, chosen in consultation with an advisor.
- Interdisciplinary Studies 110 (World Geography and Global Issues).
- Economics 152 (not required for middle level certification)

Students whose background in history makes them eligible to waive one or more introductory courses may substitute an additional history course or courses numbered 210 or above. Students are encouraged to take more courses in history or political science in order to prepare better for teaching.

## Completing a Full Major in History

With careful planning and some coursework over the summer, a student can complete the requirements for citizenship education certification while completing a full departmental major in history. A major in history allows for increased facility in teaching historical content as well as additional marketability.

## Coursework for Secondary Teaching Certification

Education 100.2 is generally taken spring of the first year or fall of sophomore year. Education 160 is generally taken spring of the first year year and Education 130 is generally taken fall of sophomore year (although the order of these two may be switched). Education 244 must be taken after completion of Education 160 and with or after completion of Education 130, and is a prerequisite for Education 260, taken in the fall of one's junior year.

Education 140.2 must be taken some time before student teaching. Education 260 generally is taken in the fall of the junior year and Education 365, which includes various approaches to the teaching of social studies and curricular designs in secondary schools, in the fall of the senior year. The student-teaching semester (Education 375, 376, 377, and 378) occurs, for most candidates, in the spring of the senior year. Please note that students must have an overall GPA of 2.70 to take education courses at the 200-level or above. To take Education 365, students must have satisfied the basic skills test requirement described below. In addition, secondary certification students must complete Physical Education 236.

To satisfy state guidelines, the student is required to take three college credits in English composition, three college credits in English literature (English 101, 102, 103, 104, or 105; or Education 131), and six college credits in mathematics (1.5 Moravian course units). Most of these guidelines should be met through appropriate selection of courses taken to complete Learning in Common guidelines. Beyond the Learning in Common requirement, students must take at least .5 course units in mathematics.

Competencies needed to teach learners with disabilities and English language learners are taught throughout the program. Students must demonstrate they have gained these competencies in both classroom and field settings, but especially during student teaching.

For information on coursework for mid-

dle 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 into the program after completion of 12 course units, after passing the PPST sections of the PRAXIS exams in reading, writing, and mathematics (information about those tests is available in the Education Department office), and after attaining a 3.0 GPA overall. Initial application forms are available in the Education Department. In order to student teach, students must turn in a formal application, also available in the Education Department, two semesters prior to student teaching. Applications for fall student teaching must be received by December 1 of the preceding year, and for spring student teaching by April 15 of the preceding year. Criteria for acceptance include a 3.0 GPA overall, a 3.00 GPA in the academic major, and a 3.00 in the professional education sequence. In addition, students must receive the written support of their major department and the Education Department, successfully complete field experiences, and demonstrate positive character. Issues of character can be reflected in discipline events involving the Office of Student Affairs, academic honesty violations, and more.

See the Education section of this catalog for other requirements related to admission to the teacher-certification program.

## Other Pennsylvania Requirements for Certification

After successful completion of the Moravian education program, initial Pennsylvania teacher certification mandates that students pass all required tests. All education students must satisfy the basic reading, writing, and math skills requirement as described above. For secondary (7-12) certification: Citizenship Education: Content Knowledge (for those seeking citizenship education certification) or Social Studies: Content Knowledge (for those seeking social studies certification).

Finally, during student teaching, students will be evaluated using the PDE-430 form. Students must meet criteria for successful completion of the PDE-430 form in order to be certified.

The Pennsylvania Department of Education frequently changes these requirements. For current requirements, candidates should consult both the Pennsylvania Department of Education website and the Educational Testing Service website.

Changes in Pennsylvania's standards for certification may require some alterations in this program. Students should discuss their course of study with the program advisor each term to be certain that such changes can be accommodated.

## HISTORY

Chair: Associate Professor Paxton

Full Professors: Bardsley, Lempa

Assistant Professors: Aguilar, Berger, Keshodkar

Adjunct Faculty: Hillman, Muhlfeld

The program in history acquaints students with the nature of historical inquiry and the antiquity and variety of human experience. Instead of relying on factual narratives, the program focuses on the analysis of primary sources, understanding history as a contested field of interpretations, and the skills of producing histories. The program prepares students to enter careers and graduate study in a variety of fields, including teaching and research, education, museums and historical restoration, library work, journalism, business, law, and public service.

### The Major in History

The history major consists of 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. How Was Hitler Possible? War, Society, and Culture in Europe Since 1500

The history of Europe gives us initial insight into how the human construct called Western civilization has emerged. By exploring this history, we locate ourselves in time and place, thus helping us judge our position and possibilities. The course is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What do we mean by "state" or "race"? What about our civilization is Western, and what is non-Western? (M1)

### 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 129. Mexico: Revolution and Globalization

This course allows students to explore the issues associated with political revolution and economic 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 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 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  
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

Currently, First-Year Writing at Moravian College includes LinC 101 (F1): First-Year Writing Seminar, LinC 102 (F1): Writing Seminar, LinC 103 & 104 (F1): College Reading and Writing I and II, and WRIT 190 & 191 (F1): College Reading and Writing for Multilingual Learners I and 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 FYWS 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 In-Focus 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.

## Learning in Common Courses

### LinC 101. First-Year Writing Seminar

First-Year Writing Seminar (FYWS) introduces students to academic literacy practices central to success in any discipline at Moravian College. The course is designed to help students transition to college expectations, generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. The subject area focus of each section of First-Year Writing Seminar varies, but all sections are similar in their approach: students develop the skills of critical reading, research, argumentation, revision, and reflection; and students work collaboratively with classmates, the instructor, and the Writing Fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian. (F1)

### 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 instructor, and the Writing Fellow to improve writing. (F1)

### LinC 103. College Reading and Writing I

College Reading and Writing I 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 instructor, and the Writing Fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian.

### LinC 104. College Reading and Writing II

College Reading and Writing II builds on the academic literacy practices introduced in College Reading and Writing 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. (F1)

## 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 of 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 Deamons 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 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 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 Inde-

pendent 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

An investigation of selected interdisciplinary topics in Africana studies. Prerequisite: Africana Studies 110 or permission of the instructor.

## 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

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:

Art 113	Global Perspectives in Art History to the Renaissance
Biology 209	Humankind and Global Ecosystem
Economics 236*	International Economics
English 240	Post-Colonial Literature
French 220	Modern France and Its Cultural Heritage
German 220	Modern Germany and Its Cultural Heritage
History 111	Modern Latin America
History 112	How Was Hitler Possible? War, Society, and Culture in Europe Since 1500
History 115	History of Africa
History 225	The United States and Latin America: History of Their Relations
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Management 333	International Issues in Management
Music 113	Introduction to Non-Western Music
Music 175.2	Musics of the World
Political Science 125	Introduction to Comparative Politics
Political Science 235	Contemporary European Politics
Political Science 245	Topics in Politics of the Third World
Political Science 327	Topics in Comparative Politics

Political Science 237	Topics in Comparative Politics
Political Science 348	Topics in Chinese Politics
Religion 122	Eastern Religious Traditions
Religion 123	Religions of India
Religion 124	Religious Thought of China and Japan
Sociology 113	Cultural Anthropology
Sociology 268	Communities and Conflict in India
Spanish 246	Culture and Civilization of Spain
Spanish 248	Latin American Contemporary Culture

*\* Economics 152 is a prerequisite; students completing both Economics 152 and 236 may count both courses toward the international studies minor.*

## Media Studies

Coordinators: Joel Nathan Rosen, Debra Wetcher-Hendricks, and Gary Kaskowitz

The interdisciplinary Media Studies minor combines courses from a variety of disciplines to provide students with knowledge and familiarity about the public's use of and responses to mass communication. Courses promote critical thought about the impact that media has upon culture, including aspects of individual and community behavior, law, economics, history, politics, technology, and public appeal. Students can focus their attention either on Mass Media or on Media Marketing. Regardless of the track that they choose, students must attain a minimum GPA of 2.00 in five designated courses to complete the minor.

Each track consists of three required courses and two minor elective courses. Human Communications serves as the introductory course and Communications in Practice serves as the capstone course for both tracks.

Requirements and electives for each track are listed below.

## MASS MEDIA TRACK

Required courses:

- Communications 111 Human Communications
- English 290-299 One special topics course in rhetoric approved by the English Department for this requirement
- Communications 370 Communications in Practice

Elective courses:

Choice of two listed below. Only one may be a 100-level course.

- Art 131 Introduction to Graphic Design
- English 230 Public Speaking
- English 312 News and Feature Writing (or equivalent)
- Political Science 130 The First Amendment
- Political Science 330 Politics and Popular Culture
- Sociology 115 Introductory Sociology (M4)
- Sociology/Interdisciplinary 350 Media Technology and Society (U1)
- Communications 190-99, 290-99, 390-99 Special Topics
- Communications 286, 381-384 Independent Study
- Communications 400-401 Honors

## MARKETING MEDIA TRACK

Required courses:

- Communications 111 Human Communications
- Management 251 Marketing Management
- Communications 370 Communications in Practice

Elective courses:

Choice of two listed below. Only one may be a 100-level course.

- Art 131 Introduction to Graphic Design
- English 230 Public Speaking
- History 237 Popular Culture in Medieval and Early Modern Europe
- Management 227 Consumer Behavior
- Management 228 Telling and Selling Your Brand
- Management 311 Marketing Research (WI)
- Sociology 113 Cultural Anthropology (M4)
- Communications 190-99, 290-

- 99, 390-99 Special Topics
- Communications 286, 381-384 Independent Study
- Communications 400-401 Honors

### 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 Religion 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 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.

## Women's, Gender and Sexuality Studies

Coordinator: Jane Berger

The women's studies minor is an interdisciplinary program focused on the social, psychological, economic, artistic, historical, religious, and political breadth of women's experiences. Attention will be given to the diversity of women's lives and the intricate connections between race, class, sexual preference, and gender in culture and society.

The women's studies minor consists of five course



units, including Women's Studies 101 and four electives. At least three of these four electives must come from the list of women's studies courses below. Students may, if they choose, take one of their four electives from the list of gender-related courses below. As with other minors, at least three courses must be taken at the 200 or 300 level.

German 341	Women in German Literature and Culture
History 238	Women in Europe 500-1700
Music 188	Women and Music
Philosophy 265	Feminist Philosophy
Political Science 257	Politics of Women's Rights in East Asia
Psychology 345	Psychology of Women
Religion 136	Seeing and Believing: Women, Religion, and Film
Religion 240	Jewish and Christian Feminism
Women's Studies 222	Women and Health
Women's Studies 190-199, 290-299, 390-399	Special Topics
Women's Studies 286, 381-384	Independent Study
Women's Studies 288, 386-388	Internship
Women's Studies 400-401	Honors

Gender-related courses (no more than one can count toward the minor).

Interdisciplinary 232	Ethical Issues in Reproductive Technology
Political Science 260	Critical Gender Studies
Sociology 310	The Family and the Law
Sociology 355	Sociology of Gender

Other women's studies courses may be counted toward the minor with the approval of the women's studies coordinator. Students are encouraged to enroll in an Independent Study for one of the four electives. Students may also cross-register for women's

studies courses at other LVAIC institutions.

**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: Associate Professor Shank

Professor: Coleman, Fraboni, Schultheis

Associate Professors: Hartshorn, Talbott

Assistant Professor: Bush, Curley

Visiting Associate Professor: Schaper

Instructor of Mathematics: Nataro, Ward

### 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 221. 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, 221, 231, 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 125.

## 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.

## 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 214, 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 citi-

zenship. 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 125. Topics in Mathematics for Teaching

Problem-solving, communication, and reasoning. Topics include estimation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, patterns and relationships, number systems, number relations, and number theory. Designed for prospective early childhood and middle level education teachers. Three 70-minute periods. (F2)

### 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 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 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 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, micro-computer 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 Algorithm

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

multiprogramming (e.g., processes, threads, communication and synchronization, memory management, etc.), files systems, and security. Programming projects involve both using operating system services as well as the implementation of core operating system components. Prerequisites: 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 Studies



## MODERN LANGUAGES AND LITERATURES

Chair: Professor Yozell

Professors: Lalande, McKeown

Associate Professors: Ferrero, Hildebrandt, Lasso-von Lang, Mesa, Yozell

Visiting Instructors: Sánchez, Roibal Fernandez

Adjunct Faculty: Branton-Desris, Buckley, Buzick, Emiliani-Mowrey, Karam, Krohn

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, 241, and 250; and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225, 241 and 250, a minimum one-semester study abroad (three courses), and two courses at the 300 level.

A major in German consists of ten course units above 105, including a minimum of two courses at the 200 level chosen among 210, 215 and 241; and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A German major normally includes the following: German 110, 210, and 215, plus two more courses at the 200 level, a minimum one-semester study abroad (three courses), and two courses at the 300 level, one of which must be taken at the college in the senior year. A student may not take a course at the 300 level that he/she has already taken at the 200 level, and vice versa.

A major in Spanish for non-native speakers consists of ten course units above 105, including 210, 215, and another 200-level course, and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A Spanish major often includes the following: Spanish 110 or 111; 120, 210, and 215; one course chosen from Spanish 241, 243, 255, 256; a minimum one-semester study abroad (three courses); and at least two courses at the 300 level.

A major in Spanish for heritage speakers will include the following: Spanish 125, 210, and 215; one or two courses at the 200 level chosen from 241, 243, 255, 256; a minimum one-semester study abroad (three courses in the language of study); and at least two courses at the 300 level, one of which must be taken at the college in the senior year. Heritage speakers may opt to in-

clude Spanish 111 among their major electives.

In all languages, special topics courses at the 200 and 300 level may count towards a major; please consult with an advisor.

During their course of study at Moravian College, all students majoring in French, German, or Spanish will be required to study abroad for a minimum of one semester in a country where the student's major language of study (French, German, or Spanish) is the principal language. Upon declaring a major in a Modern Language and Literature, students (in consultation with their advisors) must work out a schedule which will make study abroad possible.

The department recognizes that there will be cases that call for a special exception. These cases will be dealt with on a case-by-case basis. Students who wish to apply for an exception to the study abroad policy must contact the chair of the Modern Languages and Literatures Department. Unless the student has already spent a minimum of one year, as an adult, in a country where the modern language is spoken, the student will not, generally speaking, be waived of the entire study abroad requirement. Courses taken during study abroad must be approved by the department prior to the student's registration for the program.

## The Minor in French, German, or Spanish

The minor consists of five course units above Modern Language 105 in a single language, including 110, 210, and 215.

In French, students must choose two courses from among French 225, 241, and 250.

The Spanish minor for non-native speakers often includes Spanish 110 or 111; 120, 210, and 215; 1-2 chosen from among Spanish 241, 243, 255 and 256; and optionally a course at the 300-level. Students may opt to include Spanish 111 in their minor in place of Spanish 110, but may not include both.

The Spanish minor for heritage speakers includes Spanish 125, 210, and 215; at least one course chosen from among Spanish 241, 243, 255, 256; and any 300-level courses, as desired.

## The Major in Francophone Studies

A Francophone Studies Major provides students with an interdisciplinary approach to the intellectual and cultural history of French-speaking countries by combining courses in French language and literature with courses from fields such as art, economics, history, and political science. Specifically, the program seeks to broaden the students' understanding of contemporary 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 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. International management majors take Accounting 157, Economics 152 and 236; Management 223 and 333; and one elective from Management 231, 251, or 253. Modern language requirements include Modern Language 110, 210, 215, 220, Study Abroad Modern Language at the 200 or 300 level, Modern Foreign Language 300 after study abroad and MGMT 333

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)

### 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. Films as Keys to French and Francophone Cultures

This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will view and study five films from different areas of France and the Francophone world. Response to those films will hone skills in writing, speaking, listening and reading. Class is discussion-based and conducted entirely in French. Prerequisite: FREN 110.

### FREN 215. Texts as Keys to French and Francophone Cultures

This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: 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 250. France from 1950 to the present – Politics and Society

This course focuses on the social, political and cultural events that have shaped France since the 1950's. Through readings, media sources and movie clips, students will learn how such factors as the baby-boomers' coming of age, immigration, the construction of the European Union, and globalization have, often painfully, transformed a country rooted in rural traditions into a modern, pluralistic one able to compete in the global world. Prerequisites: FREN 210 and FREN 215

### FREN 330. Art, Culture, and History in Paris

Reading of literary works and discussion of artistic and socio-cultural context will help students develop informed knowledge and appreciation for past and present importance of this historical and cultural metropolis. Prerequisites: FREN 210, FREN 215, and one other 200-level in FREN, or equivalent.

### 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 355. The Novel as an Expression of Traditional and Modern France

Reading of novels and short stories that reflect the long, often difficult mutation of the country from rural and traditional to industrial and modern. Prerequisites: FREN 210, FREN 215, and one other 200-level FREN course (or equivalent).

#### FREN 360. 20th-Century Theater

Trends in French drama from the surrealist period to theater of the absurd. Plays by Vitrac, Cocteau, Giraudoux, Sartre, Camus, Anouilh, Beckett, and Ionesco. Prerequisites: FREN 210, FREN 215, and one other 200-level FREN course (or equivalent).

#### FREN 361. French Modern Urbanization

The industrial revolution transformed France into an urban country. From then on urban life became a major concern for political leaders and a vast source of inspiration for artists. Through readings by Zola, Gide, Breton, Camus, Sartre and Butor, discussions of paintings by Impressionists, Cubists and other modern painters and studies of architectural achievements, students will develop a sense of the evolution of the urbanization process and an understanding of the relationship between literature, art and the prevailing political climate. Prerequisites: 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, revealed 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. Spe-

cial 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 percep-

tions. 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: Associate Professor Wetzel

Professors: Lipkis

Associate Professors: Binford, Zerkle

Assistant Professor: Hess

Special Appointment: Kompass, O'Boyle, Spieth

Artist-Lecturers: Andrus, Arnold, Azzati, Baer, Birney, Brodt, Burgan, DeChellis, Diggs, Doucette, Durham, Eyzerovich, Fix, Gairo, Gaumer, Giasullo, Gillespie, Goldina, Gregory, Haas, Huth, Kani, Kistler, Kozic, Mathiesen, Mento-Demeter, Mixon, Oaten, O'Brien, Owens, Rissmiller, Rostock, Roth, Rowbottom, Ruloff, Schrempel, Seifert, Simons, Socci, Terlaak Poot, Thomas, Thompson, Torok, Walker, Wilkins, Williams, Wittchen, Wright

Moravian College is an accredited institutional member of the National Association of Schools of Music.

### The Program in Music

The study of music encompasses theory, history, and performance, and emphasizes artistic and scholarly relationships. Given an integration of musical disciplines within a liberal arts framework, students gain an enhanced understanding of their art and a heightened perception of their intellectual development.

The program provides the means to develop essential musical competencies. Students will be able to:

- Demonstrate competency with fundamental musicianship skills, including sight-singing, solfeggio, and rhythmic, melodic, and harmonic dictation.
- Demonstrate proficiency in Western music theory, including standard principles of voice-leading and part-writing in diatonic and chromatic harmony and modal counterpoint.
- Develop an understanding of the major historical styles, epochs, and composers of Western music, from antiquity to the present.
- Demonstrate growth as performers in both solo and ensemble situations.

- Demonstrate an ability to improvise using a given set of parameters.
- Experience music from outside Western studies and styles, and to draw connections to Western music.
- Write and speak intelligently about music.
- Synthesize various aspects of music study (theory, history, musicianship, performance) in academic and performance venues, demonstrate critical thinking, and mature into well-rounded performing and thinking musicians.
- Demonstrate capacity to evolve into self-sufficient and lifelong learners in musical studies.

Several degree programs are designed for individual needs. Students should consult the Moravian College Music Department Handbook for a detailed description of departmental requirements. Artistic talent and experience, musical and educational preparation, and vocational objectives are some factors affecting the choice.

An interview-audition is required for admission to the music major. Specific audition requirements may be found on the Music Department website. The audition will include assessments in music theory, sight-singing, and keyboard proficiencies.

Prospective students should submit a music information form (available from the Admissions Office and the Music Department) and contact the department for an appointment. Audition dates for students entering in Fall 2017 or 2018 may be arranged by calling 610 861-1650.

### The Major in Music

The department offers two programs:

- Bachelor of Arts—32 course units with three tracks:
  - Music
  - Technology and Audio Recording
  - Pre-Music Therapy
- Bachelor of Music—33 course units in one of the following areas:
  - Composition
  - Music Education (33.75 course units)
  - Performance (vocal, instrumental, jazz)
  - Sacred Music

## Learning in Common Requirements for Music Majors

Music majors in the Bachelor of Arts program must fulfill 6 of 8 Multidisciplinary and Upper-division categories in Learning in Common, of which at least one must be a U course. If the student opts to take an M6 course, the student must take an M6 outside the music department. Bachelor of Music degree students fulfill a modified set of Learning in Common requirements. Bachelor of Music students concentrating in music education complete F1, F2, F3, F4, M2 (English 101, 102, 103, 104, or 105), M3 (Education 160) and one Upper-Division category. All other Bachelor of Music students are exempt from the Quantitative Reasoning (F2) requirement. In the Multidisciplinary categories, Bachelor of Music (non-music education) students are exempt from the Aesthetic Expression (M6) requirement, and they need choose only two of the remaining five Multidisciplinary categories. They also must complete only one of the two Upper-Division category requirements.

## Departmental Requirements

During the first semester, the course schedule in all programs is identical, allowing a student the opportunity to determine an area of emphasis, evaluate performance potential, and consider career preparation. All programs share a core of five course units in theory and history: Music 165.2, 171.2, 175.2, 272.2, 281, 283, 352.2, and 354.2. To complete the major, all Bachelor of Music students must pass a piano proficiency exam. Additionally, all majors are required to perform in end-of-term juries on their major instrument or voice in every term in which they are enrolled in the performance unit. (A waiver is granted for student teachers.) In each fall and spring term, full-time music majors are required to attend 10 concerts and/or recitals and all performance classes. Music minors enrolled in Music 200.1-200 and student teachers are required to attend a combination of eight concerts, recitals, or performance classes.

- The Bachelor of Arts with a major in music requires the theory and history core, Music Performance (six terms totaling at least three units), Music 140.2-141.2, 240.2-241.2, and

373 or a music elective. Total: 11 course units.

- The Bachelor of Arts with major in music, track in pre-music therapy, requires the theory and history core, Music Performance (seven terms totaling at least three and one-half units), Music 140.2-141.2, 240.2-241.2, 322.2, 334.2, 340.2, and 342.2; and Psychology 120. In addition, students in pre-music therapy must complete a full-unit music therapy experience, which may take the form of an internship or independent study. Consult with the advisor for details. Total units: 15 units.
- The Bachelor of Arts with a major in music, track in technology and audio recording, requires the theory and history core; Music Performance (six terms totaling at least three units); Music 140.2-141.2, 240.2-241.2; the audio recording array (Music 137.1, 218.2, 219.2, 366.1, 385.2); and Music 386. Total: 13.25 course units.
- The Bachelor of Music in music education requires the theory and history core, Music Performance (eight terms, totaling at least five units); Music 130.1-132.1, 135.1-138.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 342.2, 374.2, and 375.2. Total: 17.25 course units. Additionally, the student must pass vocal, piano, and guitar proficiency exams before student teaching. Education 100.2, 130, 160, 244, 367, 368, 375, 376, and 377 are required in the teacher education program. Students interested in teacher certification also should consult the chair of the Education Department.
- The Bachelor of Music in composition, performance, or sacred music requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

## The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, 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 re-



coding 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 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 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 ad 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 analy-

sis 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*

*es 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 re-

quirements, 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 001. 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/performances 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 011. 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/performances 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 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 120.1. 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 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 inves-

tigate 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.

## NATURAL RESOURCE MANAGEMENT (COOPERATIVE)

Coordinator: Diane Husic

In conjunction with Duke University, the environmental studies and sciences program at Moravian College offers a cooperative program in natural resource management leading to the Master of Environment Management (M.E.M.) or Master of Forestry (M.F.). Students pursuing either degree enroll in a specially designed three-year Moravian curriculum that provides basic background in the biological sciences, chemistry, physics, mathematics, and economics. After completion of the three-year curriculum and degree requirements at Moravian College and upon recommendation by the College, students may apply to the Nicholas School of the Environment at Duke University. Students should plan to take the Graduate Record Examination in the fall of the junior year at Moravian. Scores from the GRE and undergraduate grades are used as guidelines for admission to Duke. Because of the competitive nature of this program students should contact the program coordinator as early as possible.

After students have completed the first year of study at Duke and have earned enough credits to meet Moravian's graduation requirements, Moravian College will award the bachelor's degree. The professional degree is awarded by Duke when students have completed the second year of graduate study. Students who follow the program may earn the B.S. and M.E.M. or M.F. in five years.

In both degree programs at Duke, different instructional tracks allow students to develop areas of specialization. Those pursuing the M.E.M. may study resource ecology, air and water resources, ecotoxicology, or resource economics and policy. Those seeking an M.F. may study forest management science or forest productivity (silviculture).

## The Major in Natural Resource Management

Students in the natural resource management program complete a minimum of 23 course units at Moravian. In addition to the requirements listed below, students should fulfill the following requirements for general education. Students interested in natural resource management should select Mathematics 107 to fulfill their Quantitative Reasoning (F2) requirement and Biology 112 or 119 to fulfill their Science (F4) requirement. In the Multidisciplinary category, they need choose only four of the six categories. They also need complete only one of the two Upper-Division category requirements.

The natural resource management major consists of five biology course units, including Biology 112 and 119 and three electives selected with the approval of the program advisor to complement the student's career interests and study plans at Duke. Electives may be chosen from Biology 210, 230, 265, 350, 351, and 360. The major also includes Mathematics 107, 170 and 171 (or 106-166 and 171); Chemistry 113-114; Computer Science 105 or 120; Physics 109-110 or 111-112; and Economics 152.

Students planning to study forestry at Duke take Biology 230. Those planning for an M.E.M. in resource ecology with a specialization in ecotoxicology may take Chemistry 211-212 in lieu of Physics 111-112 and are encouraged to select Biology 265, 350, and 351 as electives.

## NEUROSCIENCE

Director: Cecilia M. Fox

Neuroscience represents a relatively new but rapidly expanding area of study that brings together a variety of disciplines to explore the development, structure, functional activities and behavioral consequences of the nervous system. The neuroscience major at Moravian College emphasizes a collaborative multidisciplinary approach to understanding the intricate neural mechanisms underlying human and animal behavior. Students will experience a diverse yet integrated education focused on the relationship between biology and behavior from the introductory to advanced courses of study. Three areas of neuroscience emphasis have been developed (cellular neurobiology, behavioral neuroscience, and cognitive neuroscience) but all majors have a common core of courses.

As an interdisciplinary program, the neuroscience major draws upon the expertise of faculty in biology, psychology, philosophy, chemistry, physics, mathematics, and computer science. Completion of this program will culminate in a Bachelor of Science degree. Students considering post-graduate 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.

BIOL 112	Zoology
NEUR/BIOL 263	Neuroscience
NEUR 373	Introduction to Neuroscience Methodology
NEUR 373	Neuroscience Seminar
PSYC 120	Introduction to Psychology
PSYC 211	Experimental Methods and Data Analysis I
PSYCH 212	Experimental Methods and Data Analysis II

## Neuroscience Co-Requisite Courses

Seven (7) co-requisites are required for this major.

CHEM 113 & CHEM 114	General Chemistry
MATH 170	Analytical Geometry and Calculus I
or MATH 106 & MATH 166	Analytical Geometry and Calculus I with Review Parts 1 and 2
PSYS 109-110	Introductory Physics for the Life Sciences
CHEM 211-212	Organic Chemistry
or CSCI 120-121	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

BIOL 210	Genetics
BIOL 265 or BIOL 327	Cell Physiology or Biochemistry I
BIOL/CHEM 328	Biochemistry II

BIOL 342	Animal Development
BIOL 350	Human Physiology
BIOL 365	Molecular Genetics
NEUR 381-384	Independent Study
NEUR 386-389	Field Study
NEUR 400-401	Honors

### b) Behavioral Neuroscience

BIOL.PSYC 250	Animal Behavior
PSYC 320	Mind and Brain
PSYC 335	Conditioning, Learning, and Behavior
PSYC 362	Abnormal Psychology
NEUR 381-384	Independent Study
NEUR 386-398	Field Study
NEUR 400-401	Honors

### c) Cognitive Neuroscience

CSCI 260	Artificial Intelligence
PHIL/PSYC 251	Philosophy of Psychology
PSYC 315	Cognitive Psychology
PSYC 320	Mind and Brain
PSYC 376	Seminar in Experimental/Cognitive Psychology
NEUR 381-384	Independent Study
NEUR 386-389	Field Study
NEUR 400-401	Honors

Appropriate advanced courses offered by LVAIC institutions may be substituted for the above-mentioned electives with the prior approval of the neuroscience program director.

## Courses in Neuroscience

### 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 LBTGQ individuals in today's society as well as the different educational and emotional issues that they face. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender similarities and differences are examined. (U1)

### 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, Hoffman, Scholtz

Assistant Professors: Alexander, Brill, Dorney, Goodolf, Gotwals, Gray, Groller

Instructors: Colancecco, Farber, Grube, Halliday, Keeler, Mikovits, Sayenga

Adjunct Faculty: Albert, Broniec, Bryant-Winston, Cohen, DeFrancisco, Gencarelli, Griffin, Hanford, Hlavinka, Kunz, Mackie, McCorrick, Meier, Mertz, Newman, Peterman, Pochron, Post, Taff, Thompson, Wan, Wescoe.

The Department of Nursing offers an educational program leading to the Bachelor of Science in Nursing degree, a generalist professional program that prepares graduates for entry-level positions in nursing practice. The purpose of the program is to assist the student to achieve the knowledge, skills, and values necessary for professional nursing practice. It prepares the baccalaureate student to practice as an entry-level, self-directed professional, providing compassionate nursing care as practitioner, counselor, educator, advocate, and coordinator. It also serves as a basis for graduate study and provides a foundation for lifelong learning. Upon completion of the program, the nursing graduate is eligible to take the National Council Licensing Examination (NCLEX) leading to licensure as a registered nurse.

The prelicensure nursing curriculum consists of a 12-unit course sequence that begins in the first year. The sequence includes nursing theory and more than 1,000 hours of supervised clinical instruction. Students are assigned to practice in many Lehigh Valley area health agencies, clinics, and hospitals, to apply nursing theory to individuals and groups of all ages and states of health and illness.

### Program Accreditation

The prelicensure nursing program is approved by the Pennsylvania State Board of Nursing. The baccalaureate degree in nursing and master's degree in nursing programs at Moravian College are accredited by Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) Information on the accreditation process for nursing programs can be obtained from these agen-



cies or the School of Nursing office on campus.

Though the prescribed course curriculum has been designed to prepare the graduate in taking Pennsylvania's licensing examination for nursing, the College cannot and does not guarantee that the degree will assure the graduate's passing such licensing examinations or of satisfying any other state board requirements for licensure. Each Moravian College nursing graduate is responsible for meeting all state board requirements for licensure.

## Program Outcomes

The outcomes listed below are congruent with and extensions of Moravian College's mission. It is expected that the graduate will:

- Synthesize knowledge from the humanities, sciences, and nursing theory as a basis for making decisions in the practice of nursing;
- Provide holistic nursing care that contributes to safe and quality outcomes among individuals, families, and communities;
- Collaborate with other healthcare team members to foster optimal health of individuals, families, and communities;
- Provide culturally sensitive care with diverse populations in local, regional, national, and global settings;
- Plan and implement theory-based and evidence-based nursing interventions in the care of individuals, families, and communities;
- Exhibit civic and leadership behaviors grounded in a social justice framework to guide practice and foster the attainment of health outcomes for individuals, families, and communities; and
- Demonstrate professional accountability and advocacy in making ethical decisions through adherence to professional standards.

## General Education Requirements for Nursing Majors

Nursing majors must select Mathematics 107 to fulfill the Quantitative Reasoning (F2) requirement and Chemistry 108 for the Laboratory Science (F4) requirement.

## The Major in Nursing

To receive the B.S.N. degree, students must earn a total of 32 course units. The following program of nursing studies is prescribed (subject to change):

- First Year. First semester: 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 crimi-

nal 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 addi-

tional 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. The student must complete the Declaration of Major (pink) form (available in the Registrar's Office or the Nursing Department Office).

## Progression into the Major

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 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. Prereq-

uisites: 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 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. Prerequisites: NURS 324 (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. Prerequisites: Nursing 324, or permission of instructor.

#### NURS 333 Evidence-Based Nursing Practice

This course provides an introduction to evidence-based clinical practice, with a particular emphasis on clinical nursing inquiry. Students are introduced to methods that guide inquiry, including how to search for information on best practices, discern levels of evidence that guide practice, critically appraise research and formulate novel questions that may lead to additional research-based projects. (Writing Intensive Course). Theory 3 hours weekly, 25 project hours over the term. Prerequisites: Mathematics 107, Nursing 324, or permission of instructor.

#### NURS 334 The Professional Nurse as an Emerging Leader

This course provides the RN student with an

expanded view of the concepts of autonomy, interdependency, and collaboration as a professional nurse. Particular emphasis will be placed on developing leadership qualities based upon the Transformational Model of leadership. Students will learn essential competencies needed to succeed in a variety of nurse leader roles. Theory 2 hours weekly, 50 project hours over the term. Prerequisites: Nursing 324 or permission of instructor.

#### NURS 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

### 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 507.1 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. One graduate credit

#### 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, par-

ticipants 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; interna-

tional 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 sem-

inar 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 health-care, 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 op-

portunities 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 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](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.

Students must complete Level II fieldwork within 24 months following completion of the didactic portion of the program.

\* As a developing program, graduation rates, program graduates, and National Certification of Occupational Therapists (NBCOT) exam outcome data are not available at this time.

## 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
4. (school code: 2418 0618)
5. Two letters of recommendation
6. Written personal statement
7. Interview
8. 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 84 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):

15 Total Credits

- OT 515 Movement Analysis & Measurement (2)
- OT 516 Movement Disorders in Everyday Occupations (1)
- OT 541 Occupational Performance I: Pediatrics (4.5)
- 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):

16 Total Credits

- OT 605 Management of Therapy Services (2)
- OT 612 Evidenced-Based Practice II (1)
- OT 620 Advocacy and Occupational Justice (2)
- OT 630 Advanced Professional Ethics in Occupational Therapy (2)

- OT 642 Occupational Performance II: Adults (4.5)
- OT 654 Level I Fieldwork D (.5)
- OT 664 Interprofessional Development & Reflection IV (1)
- OT 671 Research Mentorship in Occupational Therapy I (3)

Term 5 (Fall):

15 Total Credits

- OT 606 Advanced Management in Occupational Therapy (2)
- OT 625 Applied Advocacy & Community Action (2)
- OT 643 Occupational Performance III: Contextual Applications (4.5)
- OT 655 Level I Fieldwork E (.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 (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 Occupation-



al 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 Movement Analysis & Measurement

Students will gain competency in the measurement of movement as it relates to joint range of motion and manual muscle testing. Students actively participate in and will show competency in the accurate assessment of these body structures. Prerequisite: OT 510; Co-requisite: OT 516. Two graduate credits.

#### OT 516 Movement Disorders in Everyday Occupations

The focus of this course is to relate the impact of movement disorders to participation in everyday occupations. Students actively participate in and will show advanced competency in the accurate reporting of clinical observations, abnormal movement analysis, and other selected movement assessments relevant to participation in meaningful occupations. Prerequisite: OT 510; Co-requisite: OT 515. One graduate credit.

#### OT 520 Development of Occupational Participation)

This course emphasizes the development of occupational performance across the lifespan, integrating concepts from developmental psychology into the study of human occupation. Students gain in-depth knowledge about the influence of meaningful activity on human development as well as the manner in which human development shapes the acquisition of everyday occupations throughout an individual's life. Students examine the developmental milestones not typically studied in a developmental psychology course, including grasp, the sucking and swallowing, and reflex inhibition as they relate to writing, eating, and other purposeful movements which are necessary to engage in everyday living. Prerequisite: Admission into the Occupational Therapy Program. 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 and OT 502. 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-and-a-half 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

Students gain an in-depth knowledge of evidence-based practice as a collaborative endeavor to involve the client and as a foundation to clinical decisions such as the selection of occupational therapy evaluation instruments. Students will complete a critically appraised topic around an occupation based question integrated from their Level I Fieldwork experience to apply foundational knowledge from Evidence-Based

Practice I to a real life question. Prerequisite: OT 611/HLAT 511. One graduate credit.

#### OT 620 Advocacy and Occupational Justice

Students gain an in-depth knowledge about advocacy and equitable access to occupational engagement for individuals and populations in order to promote health and well-being which will prepare the student for transformative leadership roles. Barriers to engagement in meaningful occupations will be explored as students gain the knowledge to be politically competent practitioners. Prerequisite: OT 500. 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-and-a-half 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-and-a-half 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. Three graduate credits.

#### OT 672 Research Mentorship in Occupational Therapy II

This is the second course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the collection, interpretation, and dissemination of data. Prerequisite: OT 671. 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

## PHILOSOPHY

Chair: Professor Bernie Canteñs

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 is 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 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 morality, 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

The program in physical education is designed to provide contemporary information about the beneficial effects of a positive, healthy lifestyle, as well as how to implement and live such a lifestyle. Students receive credit towards graduation for physical education courses (exception: PHED 236). In addition, there will be fitness classes offered throughout the semester. Students are encouraged to participate in fitness classes to meet their personal health, wellness, and fitness needs. Contact the athletic department for further information.

## Courses in Physical Education

107.2. Concepts of Fitness and Wellness

Provides cognitive and behavioral skills needed for a healthy lifestyle, based on personal needs, to promote lifetime health, fitness, and wellness. Veterans who have successfully completed Basic Training in any branch of the service receive credit for Physical Education 107.2

## 236. Health and Safety

For prospective teachers. Aspects of health and safety in the classroom. Topics: safety, child abuse, HIV/AIDS, substance abuse, suicide prevention. For junior and senior education students. 190-199, 290-299, 390-399. Special Topics.

381-384. Independent Study.

386-388. Internship.

## PHYSICS AND EARTH SCIENCE

Chair: Associate Professor Kriebel

Associate Professor: Malenda, Roeder

Adjunct Faculty: Becker, Brandes, Deterline, Edinger, Jackson, Patrick

## Mission Statement

The mission of the Department of Physics and Earth Science 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 and Earth Science

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 Phys-



ics 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 and Earth Science Department offers two degree options for students wishing to pursue the physics major: The bachelor of arts (B.A.) and the bachelor of science (B.S.). The requirements for each degree option are listed below.

### The Bachelor of Arts with Major in Physics

The bachelor of arts with a major in physics consists of 7 course units in physics (Physics 111, 112, 222, 331, 345, and two additional 300-level courses) plus four course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, and 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 Major in Geology (cooperative)

A major in geology consists of Mathematics 170 and 171, Computer Science 120, Chemistry 113-114, Physics 111-112, Earth Science 110, and seven additional geology courses to be taken at Lehigh University, one summer at a geology field camp (to be taken at an approved college or university field camp), and two courses in further science or mathematics selected with the approval of the major advisor.

## The Minor in Earth Science

The minor in earth science consists of five course units: Earth Science 110, 120, and 130, plus two courses that may be taken through independent study or cross-registration.

## The Interdepartmental Major in Earth Science

Set I requirements include Earth Science 110 at Moravian and five earth science courses, selected with the approval of the Set I advisor, at Moravian or Lehigh University. Students who plan an interdepartmental major should keep in mind that the earth sciences require a well-rounded background in mathematics and the basic sciences.

### Departmental Recommendations

A student planning a major or an interdepartmental major in physics should discuss career plans with the department chair, because such plans influence the choice of the elective physics courses, the modern language courses (French, German, or Russian is recommended), elective mathematics courses, and any other elective courses (e.g., astronomy, geology, chemistry, or biology). These considerations are especially important for a student planning graduate work in physics or teaching at the secondary level.

Students seeking secondary school teacher certification in physics follow either the requirements for the physics major or those for the interdepartmental major, with physics constituting Set I and mathematics constituting Set II. Students also must take Chemistry 113. Those interested in combining physics and general science certification should consult the requirements for such certification under science education. All students seeking certification in secondary education should consult the Education Department.

## Courses in Physics

### 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.

## Courses in Earth Science

### EASC 110. Introductory Geology

Earth processes and their effects on materials, structure, and morphology of Earth's

crust. Laboratory includes fieldwork, computer simulations, study of minerals, rocks, photographs, and maps. Fall & Spring. Three 50-minute periods, one 3-hour laboratory. (F4)

### EASC 120. Meteorology

Physical processes and properties of the atmosphere, elements of weather analysis and forecasting, effects of atmosphere on people and activities. Laboratory includes weather instruments and observation, weather-map construction and analysis, experiments, scale models, and computer application. Spring. Three 50-minute periods, one 3-hour laboratory. (F4)

### EASC 130. Astronomy

Methods and results of astronomical exploration of the solar system, our stellar system, galaxies, and universe. Laboratory includes telescope observation, optics, analysis of astronomical photographs, and computer simulations. Fall & Spring. Two 3-hour periods. (F4)

### EASC 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. Fall and Spring. (F4)

### EASC 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.

EASC 190-199, 290-299, 390-

399. Special Topics.  
EASC 286, 381-384. Independent Study.  
EASC 288, 386-388. Internship.  
EASC 400-401. Honors.

## POLITICAL SCIENCE

Chair: Professor Haddad  
Professors: Reynolds  
Assistant Professors: Kato  
Faculty Associate: Lalande (French)  
Adjunct Faculty: Farbod

The program in political science is designed to provide opportunities to understand politics as art, science, and philosophy. 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 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 - Politics of the Mid East
- POSC 247 - Introduction to Chinese Politics
- POSC 248 - Will China Rule the World?
- POSC 255 - The Political Wisdom of the East
- POSC 327 - Topics in Comparative Politics
- 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. 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, 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 247. Introduction to Chinese Politics

An introduction to contemporary Chinese politics. Using scholarly articles, literature, journalistic accounts, and films, the course presents an overview of China in world history and then moves on to issues, groups, and individuals that animate current Chinese politics, including economic and political reforms, social and cultural problems, quality of life dilemmas, the new generation of leaders, foreign policy, and China's future. (M5)

#### 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. Fall. Two 70-minute periods.

#### 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. Topics in Comparative Politics

This seminar covers the politics of Latin America, Asia, and Africa through reading and research. Provides the means and the methods to understand and analyze other countries. Topics change by semester and will include: women in the developing world, the politics of human rights, contentious politics, comparative revolutions, democratization and authoritarianism, states and social movements, comparative political transitions. (M5)

#### POSC 330. WI:strong>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.

## PRE-MEDICAL PROGRAM

### Curriculum

Students preparing to apply to medical and/or osteopathic medical schools may select any major, including a non-science major. Pre-medical students are expected to complete a core curriculum (courses required by nearly all medical/osteopathic medical schools) and are encouraged to complete additional courses that are either recommended or required by most schools.

The core curriculum consists of:

- General (or inorganic) chemistry, 2 semesters with laboratory (Chemistry 113-114)
- Organic chemistry, 2 semesters with laboratory (Chemistry 211-212)
- Physics, 2 semesters with laboratory (Physics 109-110 or Physics 111-112)
- Biology, 2 semesters with laboratory (in general, Biology 112 and either Biology 119 or Biology 210)
- Calculus, 1 semester (either Mathematics 170 or Mathematics 106-166)
- English, 2 semesters (Writing 100 or Learning in Common 101 and one literature course chosen from English 101-105)

Among the additional courses, biochemistry is strongly recommended. In general, some additional biology courses, statistics, introductory courses in sociology and/or psychology, and medical ethics are recommended, regardless of major. Individual schools may have specific requirements.

### Advising

Moravian College maintains a Health Professions Office which offers advising and resources. Premedical students are encouraged to register with the Health Professions office and to begin meeting with the health professions advisor during their first year at Moravian College. This will help ensure that all necessary courses are taken and properly sequenced and that students receive up-to-date information on preparing for medical school, including opportunities to gain clinical and research experience as well as advice on how to build a strong application.

### The Health Professions Advisory Committee

The Health Professions Advisory Committee (HPAC) is responsible for providing the institutional letter of recommendation for students applying to medical school. The HPAC interviews students who request an institutional recommendation letter; reviews each student's application credentials, determines the recommendation level, and identifies specific issues to be included in letter. Pre-med-



ical students who wish an HPAC letter must be registered with the Health Professions Office.

## Pre-Health Professions Club

The Pre-Health Professions Club is an engaging and motivating campus organization which encourages students preparing for any of the health professions to join. The Pre-Health Club typically meets every other week and participates in a variety of activities throughout the year. Meetings may host health care practitioners as guest speakers or focus on issues of broad interest, such as preparing for the MCAT and similar exams. Club members may visit health professions schools and exhibits, as well as participate in community service projects. Meetings are primarily student organized and led, with guidance from the health professions advisor, Erin Durkin.

## St. Luke's Pre-Med Observer Program

Moravian College pre-med students have an opportunity to be involved in this internship experience directed by St. Luke's Hospital. Students must be of junior or senior year standing with an overall GPA of at least 3.2 to participate in the program. Students shadow physicians in obstetrics/gynecology, internal medicine, and surgery. They learn how the various departments contribute to the overall hospital system. Students develop essential skills of professionalism as well as an appreciation for the demands of pursuing a career in the medical field. All interested students should speak with Virginia O'Connell in the Department of Sociology to apply for these competitive field study opportunities.

## Temple-St. Luke's Early Assurance Program

Qualified Moravian College pre-medical students who wish to attend medical school in the Lehigh Valley have an outstanding opportunity through the Temple-St. Luke's Early Assurance program. Students admitted to this program will spend the first year of medical school at the main Temple University Medical School campus in Philadelphia, then return to the Lehigh Valley where they will take their second-year classes and third- and fourth-year clerkships at the new Temple-St. Luke's Medical School. Prospective EAP candidates must,

by the end of the junior year, have completed the minimum science pre-requisites and have at least a 3.5 GPA (overall and science). They must also have earned a competitive score on the MCAT by May of their junior year. Interested students should see the health professions advisor, Erin Durkin, for details.

## PSYCHOLOGY

Chair: Professor Dunn

Professors: 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 of 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
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PSYC 361	Personality Psychology
PSYC 367	Health Psychology

Cluster D: Developmental cluster (1 course)

PSYC 370	Infancy and Childhood
PSYCH 371	Adolescence, Adulthood, and Aging

Students must choose one of the following seminar courses:

PSYC 375	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 213	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.

### PSYC 315. Advanced Courses in Psychology

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	Intro to Public Health (M4)
HLTP 218	Writing About Health (WI) 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 or HLTH 322	Global Health (M5) or Populations at High Risk for Health Problems (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)

Bachelor of Arts Public Health (BAPH)

Public Health Core Courses (10 units)

HLTP 110	Intro to Public Health (M4)
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HLTP 218	Writing About Health (WI) 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)
HLTH 322	Populations at High Risk for Health Problems (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): BSPH students will complete five units from the following.

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\*) or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- HLTP 185 Service in Public Health HLTP 340 Health Program Planning and Evaluation
- Other HLTP classes as approved by

the public health program director

## Courses in Public Health

### HLTP 110. Introduction to Public Health

This course will explore the multidimensional aspects of public health in the United States from a historical aspect, current practices and potential future needs. Public health professional practice is diverse due to multiple cultures, environments, and health care delivery systems in the 21st century United States. Prerequisite: none.

### HLTP 185. Service in Public Health

Partnering with the Moravian College Center for Career and Civic Engagement, students will contribute to the health and well-being of individuals and populations by serving community-based organizations and initiatives. As an integral part of service learning, students will reflection and present on their experiences and share ideas for capacity building and service improvements. Prerequisite: Approval of the public health program director.

### HLTP 189 Biostatistics

This course 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 health-care 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. Health Program Planning and Evaluation. (also Nursing 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

## RELIGION

Chair: Associate Professor Radine  
Associate Professor: Denton-Borhaug

Assistant Professor: Naraghi, Cheung  
Faculty Associates: Gal, Peucker

In the Department of Religion, faculty and students study the religious traditions of the world and explore the nature and function of religion in human experience. Through multidisciplinary methods engaging sacred texts, theology, ritual, belief, culture, history and more, we investigate the ways religion enriches and complicates the lives of people as a major source of people's values, ideals, and practices. Students acquire skills in thinking and reading, speaking and writing, and learn how to approach and understand cultures radically different from their own.

### The Major in Global Religions

As a Major in Global Religions, you will develop a working knowledge of major religious traditions in the world. This requires taking courses in the following areas: Multireligious Studies, Judaism, Christianity, Islam and Asian Traditions. The Major is comprised of NINE courses in all, including the senior seminar and an independent study/capstone. Your courses will include:

- 3 survey courses (generally 100 level), each from a different tradition/category;
- 4 advanced courses (generally 200 level), with at least three from different traditions.
- Religion 370: The Senior Seminar (offered every year in the fall).
- Religion 385: Directed Reading (this is the Independent Study/Capstone, offered every spring). Students will present the results of their independent research with a presentation or poster at the spring Student Scholarship Day.

Advanced courses do not have prerequisites; you may take any of them without prior background in Religion. Beyond these nine courses, students are free to select any additional religion courses according to their own interests. You will work with an advisor to assist you to develop your own individualized program of study, including:

- exposure to a variety of religious traditions. We offer courses in Multireligious Studies, Judaism, Christianity, Islam and Asian Traditions.

- opportunities for study with all the departmental faculty; and
- learning and practice of diverse methods of religious study.

### SELF-DESIGNED PATHWAYS in the Major

In addition to studies in diverse religious traditions, students may choose various self-designed pathways in the major. The list below offers various tags you may click for a list of different offerings in these specific areas.

- Introductions
- Sacred Texts
- History
- Culture
- Philosophy and Theology
- Ethics and Justice
- War and Peace
- Health and Science

The tags above may be used to help you craft your own focus; for example, if you wished to focus on Sacred Texts, you could possibly study sacred texts in almost every religious tradition we teach. We cannot guarantee, however, that the courses you're looking for will be offered every semester; you'll need to plan ahead and work with your advisor on these issues. The tags also can help you navigate our offerings, choose courses that interest, and plan for options that involve cross-listing courses, since many of the courses ALSO satisfy requirements for the Ethics minor, the Peace and Justice Studies minor, the Gender Studies minor, etc.

### The Minor in Religion

The minor in religion consists of Religion 370 plus four course units selected with the approval of an advisor. No more than two 100 level courses may count towards the minor. A student who minors in religion has the option of taking Religion 385: Directed Study in Religion, as one of their four courses.

### The Interdepartmental Major

The six courses of Set I of the interdepartmental major include Religion 370 plus five other

courses. These five religion courses and the six courses of Set II are selected by the student with the approval of the advisor. Two distribution areas in addition to advanced studies in religion must be studied in Set I.

### Opportunities: Additional Study and Careers

Students may enroll for religion courses at other LVAIC institutions or take additional classes at Moravian Theological Seminary.

Religion majors and minors go on to become teachers, pursue law, diplomatic, social and counseling services, journalism and business, while others pursue careers as religious leaders or become active in the non-profit sector. Some pursue graduate studies in religion or other fields.

### Courses in Religion

#### 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 teach-



ings 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 examine 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 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 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 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 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

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 Theology

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 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 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. WI: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 International Languages and Literatures

## SCIENCE EDUCATION

Advisor: Kelly Kriebel, Dept. of Physics & Earth Science

Moravian College offers approved programs leading to secondary-school teacher certification in Pennsylvania and states with reciprocal agreements in

biology, chemistry, physics, and general science. Students in biology and chemistry complete a departmental major in the field. Students in physics may complete a departmental major in physics with a bachelor of science or complete Set I of an interdepartmental major in physics and Set II in mathematics. Consult the appropriate departmental listing for details. The general science major at the secondary and middle level is described below.

All students interested in the secondary program must select courses with the approval of the major advisor and science education advisor and must satisfy requirements for secondary teacher certification described under education. These requirements include Education 378 during the student-teaching term. In addition to general principles of secondary-school teaching, this course emphasizes development of effective teaching techniques and materials in the sciences and includes review of current science curricula, resources available to science teachers, and application of educational research to the teaching of science.

### The Major in General Science/ Secondary Education

A student seeking Pennsylvania teacher certification in general science at the secondary level must take Chemistry 113 and 114; Physics 109 or 111 and Physics 110 or 112; Biology 119, Biology 100 or 112, and Biology 107 or Environmental 112 or Biology 360; Earth Science 110, 120, and 130; Interdisciplinary Studies 320.2; Mathematics 170 (or its equivalent sequence Mathematics 106-166); and three other course units in science. In the entire sequence, at least two courses from one department must be numbered 210 or above. When appropriate, students are encouraged to be laboratory assistants in one of the science areas. Students also complete requirements for secondary teacher certification under education, including Education 378 as described above. Students should check with the Education Department about specifics regarding this program.

### The Major in General Science for Middle Level Education

Students seeking Pennsylvania certification in



middle level education with an interdisciplinary program in general science complete nine science courses including: Biology 100 or 112 or 119; Biology 107 or Environmental 112; Chemistry 108 or 113; Physics 109 or 111; two courses from Earth Science 110, 120, or 130; and three science electives. In addition the students complete the Learning in Common (LinC) curriculum, Mathematics 107, and Interdisciplinary Studies 320.2 as their Writing Intensive course. For LinC requirements students must select Mathematics 125 to fulfill the requirement in the Quantitative Reasoning (F2) category and Biology 107 or Environmental 112 to fulfill the lab science requirement (F4). In the Multidisciplinary categories, they must take History 113 to fulfill the requirement in Historical Studies (M1); Education 131 to fulfill the requirement in Literature (M2); Education 160 to satisfy the Ultimate Questions (M3) category; Political Science 110 to satisfy the requirement in Economic, Social, and Political Systems (M4); and Interdisciplinary Studies 110 to fulfill the Cultural Values and Global Issues (M5) category. The Aesthetic Expression (M6) requirement is waived for these students. Middle level education students must complete only one of the Upper-Division category requirements.

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

Education 100.2	Taken in the fall of the freshman year
Education 160	Taken in the spring of the freshman year
Education 130 & 140.2	Taken in fall of the sophomore year
Education 131	Taken in the spring of the sophomore year
Education 244	Taken in the fall of the junior year
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: Professor Debra Wetcher-Hendricks  
 Professor: Daniel Jasper  
 Associate Professors: Virginia O'Connell, Akbar Keshodkar  
 Assistant Professor: Allison Bloom  
 Professor of Practice: Joyce Dougherty  
 Faculty Associate: John Reynolds (Political Science)  
 Visiting Instructor: Ariel Otruba  
 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

SOC 115	Introductory Sociology
SOC 246	Basic Research Methods
SOC 335	Sociological Theory
SOC 346 or 347	WI: Advanced Research in Sociology or WI: Advanced Research in Anthropology
SOC 258, 355, or 357	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 require-

ment 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.

## 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 Sociology

SOC 111. Human Communications.  
(Also COMM 111)

This course focuses upon the functions and processes of communication as well as the various communication techniques used in modern society. Students explore basic theories and examine the characteristics and social effects of verbal and non-verbal human interaction. Application of theoretical concepts include observation and analysis of communication methods used in interpersonal, group, and media forums. (M4)

SOC 113. Cultural Anthropology

An introduction to the ways that anthropologists

analyze cultures to understand the diversity of human social forms. Using both cross-cultural comparisons of major social institutions and practices and the intensive examination of selected specific cultures, it seeks to promote students' understanding of human cultural diversity. (M4)

#### 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. (Also POSC 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.

#### 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 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 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 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 International 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.

## Accreditation

The Master of Science program in Speech-Language Pathology at Moravian College is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a “preaccreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

## The Major in Speech-Language Pathology

Course Number	Course Title (credit hours)
SLP 500	Neuroanatomy & Neurophysiology (3)
SLP 551	Foundations of Speech-Language Pathology (5)
SLP 510	Professional Issues (1)
SLP 561	Clinical Education I (1)
SLP 552	Developmental Communication Disorders (5)
EDUC 502*	Language Acquisition & Development (2)
Elective*	Educational Elective (2-3)
SLP 511*	Evidence Based Practice (EBP) I (1)
SLP 521	Clinical Skills: Evaluation (1)
SLP 562	Clinical Education II (2)

SLP 553	Acquired Communication Disorders (5)
SLP 502	Medical Speech-Language Pathology (3)
SLP 522	Clinical Skills: Technology in SLP (1)
SLP 563	Clinical Education III (2)
SLP 654	Complex Cases in Speech-Language Pathology I (5)
SLP 612	Interprofessional Development & Documentation (1)
SLP 623	Clinical Skills: Aural Rehabilitation (1)
SLP 624	Clinical Skills: Advanced Linguistic Analysis (1)
SLP 664	Clinical Education IV (2)
SLP 655	Complex Cases in Speech-Language Pathology II (5)
SLP 680	Colloquium (1)
Elective*	Healthcare Elective (2-3)
SLP 613*	EBP III (1)
SLP 665	Clinical Education V (2)
SLP 681	Thesis (2)
SLP 666	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 disorders 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 poli-

cy, 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 offering

#### 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 offering

### 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-Lan-

guage 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 1 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

- INTRODUCTION TO THE DISCIPLINE (one unit)
  - THEA 232/ENGL 232. ART OF THEATRE
- STUDY OF THEATRE PRODUCTION (one unit)
  - (Directing, Design, Performance, Playwriting, Stage Management, etc)

One unit in directing, design, performance, playwriting or stage management, to be chosen from courses offered at Moravian or another LVAIC institution. Special topics, independent study or internship courses may be included, with approval of the program director.

- STUDY OF DRAMATIC LITERATURE OR HISTORY (one unit)

Choose 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.

- ELECTIVE (one unit)

Choose 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.

- 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.

- 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 TRUSTREES

### Elected Members

Curtis H. Barnette  
Bethlehem, PA  
Attorney (Retired)

Ray S. Bishop, Jr. '81  
Nazareth, PA  
President & Owner, Team Imaging

C.J. Brown '96  
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Gregory Christensen  
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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

Maggie Jones '20  
Morristown, NJ  
Student, 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.

A. Reed Raymond '74  
Sicklerville, NJ  
Vice President and Chief Administrative Officer, Federal Reserve Bank of Philadelphia

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, TrustARC

David Zinczenko '91  
Bethlehem, PA  
President and CEO, Galvanized

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Calgary, Alberta Canada  
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Bethlehem, PA

Chair Emerita

Principal and Executive Consultant (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.

## 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

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Sue Cyliax

Katie Desiderio

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Daniel O'Connor

James Ravelle

Linda Ravelle

Sabrina Terrizzi

Barbara Vinciguerra

James West

### Education

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Tristan Gleason

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Joe Shosh

Yosung Song

Huijing Wen

### English

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Theresa Dougal

Crystal Fodrey

Joyce Hinnefeld

Robert LaRue

Meg Mikovits

Belinda Waller-Peterson

Nicole Tabor

### 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

Carmen Ferrero  
Axel Hildebrandt  
Jean-Pierre Lalande  
Nilsa Lasso-von Lang  
Joanne McKeown  
Claudia Mesa  
Franca Roibal Fernandez  
Lynnet Sanchez  
Erica Yozell

## Music

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Carl Hess  
Larry Lipkis  
Carole Lutte  
Neil Wetzel  
Paula Zerkle

## Philosophy

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Carol Moeller  
Arash Naraghi  
Leon Niemoczynski

## Physical Education

Mary Beth Spirk

## Political Science

Khristina Haddad  
Yayoi Kato  
Faith Okpotor  
John Reynolds

## Psychology

Robert Brill  
Dana Dunn  
Aleena Hay Wickham  
Dietlinde Heilmayr  
Sarah Johnson  
Michelle Schmidt  
Stacey Zaremba

## Sociology & Anthropology

Alison Bloom  
Joyce Dougherty  
Akbar Keshodkar  
Virginia O'Connell  
Ariel Otruba  
Debra Wetcher-Hendricks

## Theatre

Christopher Shorr

## School of Natural and Health Sciences

Dean: Diane White Husic

## Biological Sciences

Andrea Bortz  
Cecilia Fox  
Frances Irish  
Christopher Jones  
Joshua Lord  
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  
Elise Colancecco  
Cathy Coyne  
Paulette Dorney  
Janice Farber  
Dawn Goodolf  
Beth Gotwals  
Kathleen Gray  
Karen Groller  
Taylor Grube  
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

Sara Benham  
Mary Culshaw  
Barbara Fralinger  
Monica Kaniamattam  
Louise C. Keegan  
Susanna Keller  
Jennifer Maloney  
Jennifer Ostrowski  
Ellen Payne  
Ann Marie Potter  
Mary Anne Riopel  
Allison Roll  
Krista Rompolski  
Eric Sanders  
Michael Steimling  
Jay Scifers  
David Wilkenfeld  
Kimberly Wynarczyk

## SEMINARY FULL-TIME FACULTY

Rev. Dr. Deborah Appler  
Professor of Old Testament/Hebrew Bible  
Rev. Dr. Craig Atwood  
Interim Dean  
The Charles D. Couch Chair of Moravian Theology  
Director of Center for Moreavian Studies  
Rev. Dr. Frank Crouch  
Professor of New Testament  
Rev. Dr. Nelson Rivera  
Associate Professor of Theology  
Dr. Michelle Santiago  
Assistant Professor of the Clinical Practice of Counseling  
Rev. Dr. Beth Toler  
Assistant Professor of Clinical Counseling

Rev. Dr. C. Riddick Weber  
Associate Professor of Pastoral Ministry  
Seminary Chaplain  
Dr. Audrey West  
Visiting Associate Professor, New Testament

## ARTIST-LECTURERS IN MUSIC

Dr. Deborah Andrus - Clarinet; Clarinet Choir, Woodwind Trio  
John S. Arnold - Guitar, Classical; Guitar Ensemble  
Eduardo M. Azzati - Voice, Classical; Women's Chorus  
Sarah Baer - Oboe  
Justen Blackstone - Voice Teacher, Classical and Musical Theatre; Vocal Coach; Broadway and Opera Workshop Ensemble Director  
John Bottomley - Bagpipes  
Ralph Brodt III - Trombone; Trombone Ensemble  
Jonathan D. Clark - Horn  
Dan DeChellis - Piano, Classical and Jazz; Non-idiomatic Improvisation  
Anthony DeSantis - Trumpet, Jazz Trumpet  
David Diggs - Oboe  
Joseph Doucette - Suzuki Violin and Viola  
Inna A. Eyzarovich - Violin  
Allen Frank - Tuba  
Anthony Gairo - Saxophone, Jazz Arranging, Combo I  
Frank Giasullo - Piano, Jazz  
Alison Gillespie - Celtic Fiddle; Celtic Ensemble  
Dr. Arianna Goldina - Piano, Classical; Piano Trio  
Ryan Harding - Audio Recording  
Bryan Holten - Organ  
Lori Huth - Suzuki, Piano  
Robin Kani - Flute, Flute Ensemble  
Kelsey Kish - Voice  
Linda Kistler - Violin, Baroque Violin  
Thomas Kozic - Jazz Guitar  
Rebecca Leboe - Organ

Zach Martin - Drum Set  
Steven Mathiesen - Percussion, Percussion Ensemble  
Joseph Mixon - Guitar  
Michael Montero - Violin, Viola  
Chase Morrison - Composition, Cello  
Gregory Oaten - Voice, Classical  
Najwa Parkins - Voice, Jazz  
Stephen Reisteter - Clarinet  
Paul Rostock - Double Bass (classical and jazz); Bass Ensemble  
David Roth - Piano, Jazz; Combo II  
Dr. Martha Schrepel - Piano, Classical  
Kimberly Seifert - Bassoon  
Audrey Simons - Cello, Cello Pedagogy, Cello Literature  
Melissa Socci - Suzuki Cello  
Nancy Terlaak Poot - Suzuki, Violin and Viola  
Dr. Barbara Thompson - Piano, Classical  
Dr. Debra Torok - Piano, Classical  
Dr. Scott Watson - Composition  
Eileen Wescoe - Accompanying  
Denise Williams - Piano  
Skip Wilkins - Jazz Piano  
Andrea Wittchen - Harp (Classical and Celtic)  
Lawrence Wright - Trumpet, Classical; Brass Ensemble

## ADMINISTRATION

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## COMMITTEES

### 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 Academ-

ic 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 commit-

tee 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 ap-

pointed 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

## 2020-2021 ACADEMIC CALENDAR

Fall Term (16 Weeks)

Classes Begin: Mon. August 24, 2020

Add/Drop Ends: Fri. August 28

Labor Day (Classes held,

Offices open): Mon. September 7

Midterm Grades Due: Fri. October 16 by 12pm

Spring/Summer '21 Priority Registration Opens: Mon. October 26

Last Day for Course Withdrawal 'W': Fri. November 6 by 4:30pm

Thanksgiving Break (No Classes Held): Wed. November 25 -- Sun. Nov. 29

\*All undergraduate classes now Online\*: Mon. November 30--Thu. Dec. 10

Classes End: Sat. December 5

Reading Day: Sun. December 6



Final Exams: Mon. December 7 -- Thur. Dec. 10  
Final Grades Due: Mon. December 14 by 12pm

#### Winter Session (2 Weeks)

Classes Begin: Mon. January 4, 2021  
Add/Drop Period: First day of each course  
Last Day for Course Withdrawal 'W': Fri. January 8  
Classes End: Sat. January 16  
Final Grades Due: Mon. January 18 by 12pm

#### Spring Term (16 Weeks)

Classes Begin: Mon. January 18, 2021  
Add/Drop Engs: Fri. January 22  
Spring Break: Sun. February 28- Sun. March 7  
Mid-Term Grades Due: Fri. March 12 by 12pm  
Fall '21/Winter'22 Priority Registration Opens: Mon. March 22  
Easter Recess (No Classes held, Offices closed): Fri. April 2 -- Sun. April 4  
Last Day for Course Withdrawal 'W': Mon. April 5 by 4:30pm  
Classes End: Sat. May 1  
Final Examinations: Sun. May 2 -- Wed. May 5  
Baccalaureate: Fri. May 7 at 5pm  
Commencement: Sat. May 8  
Final Grades Due: Tue. May 11 by 12pm

#### May Term (3 Weeks)

Classes Begin: Mon. May 10, 2021  
Add/Drop Period: First Day of Each Course  
Last Day for Course Withdrawal 'W': Fri. May 14 by 4:30pm  
Classes End: Sat. May 29  
Final Grades Due: Tue. June 1 by 12pm

#### Summer Session I (6 Weeks)

Memorial Day (No Classes held, Offices closed): Mon. May 31  
Classes Begin: Tue. June 1, 2021  
Add/Drop Period: First Day of Each Course  
Last Day for Course Withdraw-

al 'W': Fri. June 25 by 4:30pm  
Classes End: Sat. July 10  
Final Grades Due: Tue. July 13 by 12pm

#### Summer Session II (6 Weeks)

Classes Begin: Mon. July 12, 2021  
Add/Drop Period: First day of each course  
Last Day for Course Withdrawal 'W': Fri. August 6 by 4:30pm  
Classes End: Sat. August 21  
Final Grades Due: Tue. August 24 by 12pm

## 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.

### 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.