

MORAVIAN COLLEGE

Course Catalog

2018-2019



CATALOG DESIGNED BY MORGAN FEHNEL

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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
Spanish: españolinfo@msche.org

Pennsylvania Department of Education

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

Committee on Professional Training

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

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21
Reston, VA 20190
Phone: (703) 437-0700
FAX: (703) 437-6312
e-mail: info@arts-accredit.org

American Association of Colleges of Nursing Commission on Collegiate Nursing Education

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

The Accreditation Council for Business Schools and Programs (ACBSP)

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

Notice

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

Emergency Procedures

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

Federal Compliance Statements

Program Integrity Statement

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

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. If you have concerns related to student and campus life, or residence life, please contact the Office of Student Affairs at (610) 861-1503 or studentaffairs@moravian.edu. If you have concerns related to admissions eligibility or financial aid, please contact the Office of Admissions and Financial Aid at (610) 861-1320 or admissions@moravian.edu. For concerns regarding programs, policies, or procedures at Moravian Theological Seminary, please contact (610) 861-1516 or seminary@moravian.edu. If you have concerns related to programs, policies, and procedures offered in Moravian College's Graduate and Adult Studies, please call 610.861.1400 or email us at graduate@moravian.edu. If you are not certain where to direct your concern, contact the Office of the Provost, and someone there will redirect you appropriately.

It is expected that students will fully utilize any/all of the College's administrative

procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns identified under the Program Integrity Rule. In those select cases, the following independent procedures are provided:

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, and the Annapolis Group.

Moravian College is one of the six institutions that constitute the Lehigh Valley Association of Independent Colleges (LVAIC). The other members of the consortium are Cedar Crest College, DeSales University, Lafayette College, Lehigh University, and Muhlenberg College. Under the leadership of a board of directors and an executive director, LVAIC's mission is to broaden educational opportunities for students, offer professional development for faculty and staff, achieve greater economy and efficiency of operation, establish a structure for regional planning, and provide a vehicle for relating to the community. Collaboration permits smaller colleges and universities to retain the many advantages that flow from humanly scaled institutions while providing many services and opportunities often associated with larger but less personal schools. LVAIC administers a cross-registration policy that makes it possible for students, faculty, and staff to take courses at other member institutions at no additional tuition charge. It coordinates a women's studies program and a continuing studies program in the humanities. LVAIC promotes reciprocity in student admission to many campus events and programs, sponsors a consortial professors program that enables faculty to teach at other member schools, and offers summer foreign study in language and culture at five locations. The consortium operates an interlibrary loan service and shared administrative services and purchasing initiatives. More than 35 groups and committees with representatives from the member institutions meet with LVAIC staff on a regular basis to share in consortial planning and programming.

The Moravian Campus

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

number of corporations and businesses in service and technology fields.

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

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

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

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

The Priscilla Payne Hurd Academic Complex, at the center of the Main Street campus, opened in 2003. Connected to Collier Hall of Science, this 55,100-square-foot complex

features two tiered classrooms, six 48-seat classrooms with flexible seating, two computer classrooms, a computer science laboratory, a data and statistics laboratory, a psychology observation cluster, an experimental teaching classroom, three seminar rooms, and student research areas. It contains faculty and staff offices for the Departments of Education, Mathematics and Computer Science, Psychology, and Sociology.

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

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

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

The College's Athletics and Recreation Center includes Johnston Hall and the Timothy M.

Breidegam Field House. Johnston Hall's gymnasium is the focal point for indoor athletic events, including home games of the Greyhound men's and women's basketball teams. Its 1,600-seat indoor arena also is used for convocations, concerts, and a variety of other campus and community events. It contains a weight-lifting room. Breidegam Field House, adjoining Johnston Hall, includes an indoor track, a weight room and fitness center, an aerobics and dance studio, and four regulation multipurpose courts for intramural and recreational sports. Outdoor athletics facilities at the nearby Steel Field complex include football fields and stadium, an all-weather track, baseball and softball diamonds, tennis courts, and a field house. Additional fields for intercollegiate competition, intramurals, and informal play are located near College residence halls.

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

students on the Hurd Campus: Main Hall (all women), Clewell Hall (all men), and the HILL (a co-ed residence built in 2009); and two dining facilities (Clewell Dining Hall and the Root Cellar Café).

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

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

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

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. Here's how.

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**, course-specific peer tutoring, is available either by appointment or drop-in tutoring. Learn more about Greyhound Tutoring by clicking [here](#).
- **Accessibility support** is available to students with documented disabilities who require classroom and other accommodations, as outlined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Contact AASC for detailed information about documentation requirement and accommodations by clicking [here](#).
- **Academic coaching** is available for help with identifying personal strengths and achieving other goals related to

individual academic achievement and success.

- **Extended absence** notification is sent to faculty when a student must miss two or more days of class for reasons of illness, injury, or family emergency. It is the responsibility of the student to notify the Academic & Accessibility Support Center in the event of an extended absence and to communicate directly with faculty about completing missed assignments. Read more on extended absences by clicking here.
- **Referrals** to other campus support services.

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 ADAAA 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., Woodcock-Johnson 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 the 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.

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.

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](#).

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 persons 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
saturen@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 FA18" if you would like to schedule an individual or small group appointment in advance
- Choose "Drop-In FA18" to see when tutors are available for drop-in (no prior appointment needed)

After you select a schedule, select the course you are seeking tutoring in from the "Limit to:" menu. This will filter the

schedule to only show tutors who tutor the course you select.

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

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

Benefits of being a Tutor:

As peer tutor, you will:

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

Position Requirements:

- Written recommendation(s) from faculty/instructor(s) of the course(s) you wish to tutor (can be submitted through form or through e-mail from professor)
- Earned an 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

Peer Tutor Application:

https://docs.google.com/forms/d/e/1FAIpQLSdfNXOLVTQy8G6UYP5kxHfXHEEDLHI3vBbK81heeyRSSgrLZw/viewform?usp=sf_link

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.

If you have questions:

If you have any questions, please contact Barry Saturen (saturen@moravian.edu) or stop by Reeves Library Room 213 for more information.

TAB - Tutor Advisory Board

Who can join?

- Tutors.
- Tutees.
- Anyone interested in supporting Greyhound Tutors!

What is TAB?

- An organization of volunteer students who help develop various Greyhound Tutoring documents, coordinate drop-ins and residence hall tutoring, maintain the Tutor Talk Board, plan the Spring Tutor Appreciation Ceremony, and just help keep everything running smoothly.

When & Where Does TAB Meet?

- Tuesdays at 4pm
- Reeves 212

But Why?

- TAB believes in the program and works extra hard to maintain its effectiveness.
- It also is a great opportunity to build skills applicable to future employment (i.e. leadership, communication, programming, just to name a few).

If you're interested, reach out to a current TAB member or contact the Coordinator of Tutoring and Academic Support (Barry Saturen, saturen@moravian.edu).

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.

Tuition & Fees

TUITION & FEES 2018-2019

Tuition Refund Policy

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

Comprehensive Tuition and Fee Refund Schedule –Undergraduate DAY Program

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

The above schedule only applies to full-time students OR part-time students [in the undergraduate day program] as of the last day to drop/add, and are based on the standard academic calendar for Fall and Spring semesters. Full-time students who fall below full-time status by dropping or withdrawing

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

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

- Matriculation Fee
- Housing/Room Fee (see full policy at <https://www.moravian.edu/rh/policies-and-procedures>)
- Tuition Overload Fees
- Lab Fees (Chemistry, Biology, Physics, Art, etc.)
- Art Kit Fees
- Course Fees (Nursing, Music, Education, etc.)
- Private Lesson Fees
- Departmental Fees (Health Center Fees, ID Replacement Fees, etc.)
- Student Health Insurance
- Audit Fees
- Fines (Parking, Library, etc.)
- Technology Fee and Lab Fees are not refundable for students billed by credit hour or unit.

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

Administrative Withdraw or Withdraw by College

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

Tuition Refund Policy for Students Billed by Credit Hour or Unit

Includes the following (but is not limited to):

- Undergraduate DAY Students enrolled in Winter or Summer Terms
- Graduate Students in Education, Business, or Nursing
- RN to BSN
- Adult Undergraduate or Adult Post-Bac Students
- Graduate Students in the Moravian Seminary Program

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

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

Policy On Academic Code Of Conduct

Moravian College expects its students to perform their academic work honestly

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

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

Recording In Class

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

Academic Code Of Conduct

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

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

In an academic community, students are encouraged to help one another learn. Because no two students learn in exactly the same way or absorb exactly the same things from a lecture, students are encouraged to study together. The boundaries on what is or is not acceptable work may not always be clear; thus, if at any point in academic work at Moravian, students are uncertain about their responsibility as scholars or about the propriety of a particular action, the instructor should be consulted. Students can violate the academic code of conduct without intending to do so; it is therefore important that they familiarize themselves with both institutional definitions and expectations (as defined in the policy below) as well as departmental, program, and instructor expectations. The Committee does not consider intent when reviewing alleged violations of policy.

Respect For Academic Honesty

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

- Plagiarism
- Cheating
- Helping or hindering others
- Falsification
- Violations of copyright law
- Damage to academic resources

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

Plagiarism

Plagiarism is defined as the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used

and credited to the original author. This principle applies to professional scholars as well as to students.

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

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

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

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

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

Students may not submit or present work prepared in whole or in part to fulfill course requirements for more than one course, unless expressly permitted to do so by all instructors involved. This includes work submitted for courses at other institutions as well as in previous semesters at Moravian College or Moravian Theological Seminary. Students must keep all notes, drafts, and materials used in preparing assignments until a final course grade is given. For work in electronic form, they may be asked to keep all intermediate drafts and notes electronically or in hard copy until final grades are given. All such materials must be available for inspection by the instructor at any time.

Cheating

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

Students may not provide or receive unauthorized help in taking examinations,

tests, or quizzes, or in preparing any other requirements for a course. Such restrictions are illustrated by but not limited to the following:

- Using unauthorized material in an examination, test, or quiz.
- Using notes in any form, regardless of who prepared them, unless authorized by the instructor.
- Using calculators or any other electronic devices unless authorized by the instructor. The instructor has the right to insist that electronic devices must be turned off, put away, or collected until the conclusion of the assessment.
- Using e-mail or text-messaging during any exam without the permission of the instructor.
- Stealing, using, or transmitting in writing, electronically, or verbally, actual examinations, tests, quizzes, quiz banks, or portions thereof prior to, during, or following an exam.
- Reading or observing another student's work without that student's consent and the instructor's consent, whether that work be on paper, in electronic form, or in any other medium.
- Sharing of electronic documents or notes during the exam, including during take-home exams, without prior permission of the instructor.
- Soliciting or using a proxy test-taker or acting in that capacity.
- Posting to a public or private website any course materials without the instructor's permission.

Helping or Hindering Others

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

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

Falsification

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

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

Violation of Copyright Law

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

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

Damage to Academic Resources

Damage to or abuse of library, media, computing, or other academic resources

is prohibited by the laws of the Commonwealth of Pennsylvania.

FILING OF VIOLATIONS OF THE ACADEMIC CODE OF CONDUCT

Any student currently enrolled at the institution may be charged with a violation of the Academic Code of Conduct, even where the violation is not tied to a specific course. Alleged violations of the Academic Code of Conduct are normally submitted by a faculty member and are generally tied to a specific course. However, the initial suspicion of a violation may be identified by anyone on campus, from other students to other faculty/advisors, to members of the administrative or support staff; such suspicions should be brought to the course instructor or vice provost. When charges are tied to a specific course, the penalty is decided by the instructor, in accordance with the consequences listed below. When the student is charged without tied to a specific course, the Academic Standards Committee can determine the penalty or may refer the case to Student Development for potential adjudication in accordance with the Student Code of Conduct. Students, faculty, or staff who bring forth charges may not do so anonymously if they wish for the charge to be processed and potentially adjudicated, through they may make their initial conversation with a faculty member private and confidential.

PROCEDURES FOR AND CONSEQUENCES OF VIOLATING THE ACADEMIC CODE OF CONDUCT

An instructor who suspects a student of violating the academic code of conduct with regard to an assignment, requirement, examination, test, or quiz will consult with the department chair or another full-time faculty member in the department, using a blind copy of the work in question, to verify the violation. If they agree that a violation has taken place, the instructor will, in almost all cases, assign either a grade of 0 to the work

in question or a failing grade in the course in which the violation occurred. In cases of plagiarism, the instructor can request to the Academic Standards Committee that the student be allowed to redo an assignment for a lesser grade (but not zero), for educational purposes. The Committee can decline to allow this lesser penalty without disclosing their reasons. This path does not prevent the student from submitting an appeal of the charge through the normal processes.

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

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

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

The institution strongly recommends that any finding of academic impropriety be disclosed to the student's faculty advisor, to assist the student in understanding the implications of the finding and to assist the advisor in counseling the student. The vice provost or

Seminary dean may notify the advisor without specific permission from the student, in compliance with FERPA.

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

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

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

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

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

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

Students charged with a second violation of the Academic Code of Conduct will be referred automatically to the Committee after the faculty member assigns the initial penalty. As with student appeals of charges or penalties, the faculty member and the

student in question will submit a written explanation of the situation. If the charge is found to be valid, the committee will determine whether the penalty was sufficient and reasonable. At this point, the student could be suspended or expelled.

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

In the event of a third charge, the case will be automatically referred to the Committee for a formal hearing, following the procedure described above. Should the committee determine that a student has violated this code of conduct for the third time, the result is typically immediate expulsion; for students at Moravian Theological Seminary, this action occurs without the necessity of a Seminary faculty vote. Students wishing to appeal must make their request in writing. Appeals of an expulsion or suspension must be received by the provost within five class days of receipt of the original hearing verdict. The provost shall evaluate the written appeal so as to determine whether grounds exist. Once the process (including appeals) for suspension or expulsion is finalized, the student's transcript is updated to show

suspended or expelled, as appropriate.

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

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

CONSEQUENCES OF CHARGES AFTER CONFERRAL OF THE DEGREE

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

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

Students have the right:

- To have the alleged violation and penalty described in writing.

- To see the evidence of the charge collected by the faculty member.
- To discuss with the instructor the alleged violation and penalty, though official appeals of charges may only be adjudicated by the Academic Standards Committee.
- To know all of the names of the persons accusing them of violations of the academic code of conduct.
- To review all material submitted to the Committee before it makes its determination. Response to the material may be made orally or in writing. If the instructor provides a written response to the student's appeal, the student may view that response and provide one additional submission to the committee, if the student chooses to do so.
- Within one month of the filing of the alleged violation, to appeal in writing the alleged violation or penalty to the Committee.
- To receive assistance from the academic advisor in preparing an appeal to the Committee. In addition, members of the current student body and current full-time employees may assist the student in preparing an appeal or defense.
- To receive a decision from the Committee within a reasonable time.
- To have all record of the alleged violation removed from the student's file in the event of an acquittal.
- To have at the hearing a member of the faculty, administration, or student body to provide support to the student but not participate in the proceedings. Individuals other than those listed above (including but not limited to family members and attorneys) will not be admitted.
- To appear in person and present information on their own behalf, to call witnesses, and to ask questions of anyone present at a hearing. In determining

the validity of and responsibility for the alleged violation, the Committee will permit witnesses of fact but not character.

- To refuse to answer or make a statement. Decisions will be based on the available evidence.
- To elect not to attend a hearing, without penalty, in which case the hearing will be conducted in students' absence with the evidence available, and decisions will be based on that evidence.
- To request that a previous record of a charge be sealed; for legal reasons, however, the institution may be obligated to report sealed charges.
- To receive written documentation of the outcome of a hearing and any sanctions imposed.
- To request an appeal of the process of any hearing by the Committee. Appeals will be heard by the provost, who will determine whether proper procedures have been followed and return the case to the Committee if appropriate. Appeals to the provost must be submitted in writing within 2 weeks of receipt of the decision of the Academic Standards Committee.

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

The faculty member filing the violation has the right:

- To have the chair or other faculty member present in meetings with the student.
- To confer with the vice provost or Seminary dean on an appropriate penalty for the alleged violation.
- To negotiate with the vice provost or Seminary dean an alternative penalty if the instructor feels there are mitigating circumstances.
- To submit to the Committee any materials relevant to the decision.

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

Grades And Quality Points

Academic achievement is designated by letter grades, distinguished by plus and minus, to which numerical quality points are assigned. Students are expected to attain certain quality-point averages to meet various academic standards. For graduation, as an example, the cumulative GPA must be no less than 2.00 in all courses for undergraduates and 3.00 for graduate students. The requirements and quality points assigned for each grade are as follows:

A: 4.00 points and **A-:** 3.67 points. These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.

A (Honors): 8.0 points. This grade, given for the two course units in senior Honors, merits the degree citation with Honors in the field of study.

B+: 3.33 points, **B:** 3.00 points, and **B-:** 2.67 points. These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.

C+: 2.33 points, **C:** 2.00 points, and **C-:** 1.67 points. These grades are given when the student has devoted a reasonable amount of time, effort, and attention to

the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.

D+: 1.33 points, **D:** 1.00 point, and **D-:** 0.67 point. These grades indicate unsatisfactory work, below the standard expected by the College, in which one or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation if balanced by superior work in other courses.

F: No points. This indicates failure.

P: No points. Indicates Pass in courses taken on a Pass/No Credit basis. Does not affect the GPA.

NC: No points. Indicates failure in courses taken on a Pass/No Credit basis. Does not affect the GPA.

W, WF: No points. These designations indicate withdrawal from a course before completion. W is assigned for all withdrawals prior to the official withdrawal deadline, normally before the last four weeks of the term; WF is assigned if withdrawal takes place after the official withdrawal deadline, except that in cases of illness or other extenuating circumstances the Office of the Provost may authorize a grade of W. A WF is computed in the quality-point average as an F. W does not affect the GPA.

AUD: No points. The designation Audit is used for students granted permission to attend classes for the benefit they can derive from lectures and discussions but who are not taking the course for credit. An audit designation indicates attendance at a minimum of two-thirds of the class meetings of the course.

INC: No points. An incomplete is assigned only when, in the judgment of the instructor, circumstances beyond the student's control prevented completion of the work of the course within the term or session. **Instructors should not make this judgment alone, but rather must consult with the associate provost, appropriate school dean, dean of student student or professional staff in the Academic and Accessibility Office. This consultation is required to ensure fair and equitable treatment of students, as well as alignment with institutional and federal laws regarding students with disabilities.** (Permission of the Office of the Provost, however, is required to postpone a final examination.) Under such circumstances, a student is given 42 calendar days from the last day of examinations to complete the course. **(Instructors must provide the student, in writing, with a list of missing assignments and a timetable for completion.)** At the expiration of **the 42 calendar day period**, the INC will be replaced by a grade assigned by the instructor or, if the work has not been completed, by an F. Because of the accelerated nature of **Winter Term**, May term and summer courses, incompletes normally are not permitted for classes taken during these sessions, **except where ADA regulations would apply. A grade of incomplete is never to be given when the instructor needs more time to grade, to allow a few extra days for students to finish an assignment, or because a student has stopped attending class.**

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

Pass/No Credit

In order to counteract excessive preoccupation with grades and to encourage students to take advanced courses outside their major areas of study, courses may be taken on a

Pass/No Credit basis subject to the following limitations and regulations:

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

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

Repeating A Course

A repeated course is one in which the student received a passing grade (D– or better) but decides to retake the course with the hope of improving the grade. In this case, the student may receive credit for the course only once (exception: music performance and ensembles). Both grades factor into the overall quality-point average, but only the higher grade counts in the student's major (if applicable).

There is no limit on the number of times a student may repeat a course, but under no circumstances will the credit be awarded more than once toward graduation. Students who have passed Writing 100 may not enroll in it again as a repeated course. Students may not repeat any physical education course in which they have already earned a P grade. A student may retake any course in which the student has received a F (Failing), W (Withdrew), WF (Withdrew Failing), WP (Withdrew Passing) or NC (no credit) grade. Credit is earned only once.

Auditing

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

an intensive winter or summer session. Instructor permission must be sent, in writing, to the Office of the Registrar.

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

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

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

Credit By Examination

Moravian College recognizes the concept of "course equivalency," which permits the College to certify the educational value of private study and other out-of-class experiences and, following appropriate evaluation by the College, enables the student to receive academic credit toward a degree. Some ways by which students may

receive advanced placement and credit by examination are detailed in the following tables. A maximum of 8 course units for credit by examination, in any combination, may be applied to a Moravian College degree.

Advanced Placement Examination

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

Minimum Scores for AP Examinations

Art History	4
Art (studio)	4
Art (studio): 2-D Design	4
Art (studio): 3-D Design	4
Art (studio): Drawing	4
Biology	4
Chemistry	4
Chinese Language and Literature	3*
Comparative Government and Politics	4
Computer Science	4
English Language and Composition	4
English Literature and Composition	4
Environmental Science	4
European History	4
French Language	4
German Language	4
Human Geography	4
International English Language	4
Japanese Language and Literature	3*

Latin: Literature	3*
Latin: Virgil	3*
Macroeconomics †	4
Calculus AB	4
Calculus BC	4
Microeconomics †	4
Music Theory	4
Physics B	4
Physics C	4
Psychology	4
Spanish Language	4
Spanish Literature	4
Statistics	4
U.S. Government and Politics	4
U.S. History	4
World History	4

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

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

International Baccalaureate

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

College Level Examination Program

Moravian College awards credit to students who have passed at an acceptable level various tests of the College-Level Examination Program (CLEP), Excelsior College Examinations

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

Minimum Scores for CLEP Subject Examinations

1 unit/4 credits per test	
American Government	50
American Literature ‡	55*
Analyzing and Interpreting Literature ‡	55*
Calculus with Elementary Functions	50
College French I/II	50/62
College German I/II	50/62
College Spanish I/II	50/62
English Literature ‡	55*
Freshman College Composition ‡	50
General Biology	55
General Chemistry	55
Introduction to Psychology	55
History of the U.S. I	55
History of the U.S. II	55
Human Growth and Development	50

Introduction to Educational Psychology	50
Principles of Management	50
Principles of Accounting	50
Introductory Business Law	51
Principles of Macroeconomics	50
Principles of Marketing	50
Introductory Sociology	50
Western Civilization I	55
Western Civilization II	55

Minimum Scores for CLEP General Examinations

1 unit/4 credits per test	
Natural Sciences	50
College Composition Modular with Essay ‡	50
Humanities	50
Social Sciences/History	50
College Mathematics	50

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

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

‡ Essay required.

- Students who are majoring in biology, biochemistry, neuroscience, or environmental studies may not take the Natural Sciences CLEP exam.
- Students who have completed any

100-level course in biology may not take the Biology CLEP exam.

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

Minimum Scores for DSST Examinations

(4 credit hours awarded unless otherwise noted)

Business

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

Humanities

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

Mathematics

Principles of Statistics	48/410
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Physical Science

Astronomy	52
Here's to Your Health ‡	48/400
Environment and Humanity: The Race to Save the Planet	50
Principles of Physical Science I	52
Physical Geology	50

Social Science

Foundations of Education §	49
Lifespan Developmental Psychology	50
General Anthropology	50
Introduction to Law Enforcement	50
Criminal Justice	49/410
Fundamentals of Counseling	50

* 2 credits.

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

‡ Course equivalency and credit determined by physical education chair.

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

Proficiency Examinations

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

If a student decides to take one or more proficiency examinations, he or she should obtain a Proficiency Exam (Challenge Exam) Form in the Office of the Registrar and pay a fee of \$85 for each examination to the Student Accounts Office.

A student who passes a proficiency examination will be given credit for the course but no grade will be recorded. A student who fails a course may not take a proficiency

examination for that course in the term immediately following the failure.

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

Course Schedules

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

It is undergraduate students' responsibility to consult their faculty advisor and secure "registration clearance" (granted by the advisor, through AMOS). Undergraduate students normally take four (4) course units in a term. In addition, they may schedule physical education activities, music ensembles (choir, women's chorus, orchestra, marching band, wind ensemble), music performance (private lessons), and certain other courses up to a maximum load of 4.5 course units.

With an advisor's approval, a student with sophomore, junior, or senior standing may schedule a fifth course unit in the Fall and/or Spring terms. An additional tuition charge will apply for a fifth course unit.

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

Course Drop Or Withdrawl

The Add/Drop period and official withdrawal deadlines are specified on the Academic Calendar for each term. No course may be added after the add/drop period. All course withdrawals will appear on the student's official transcript and carry a designation of W or WF.

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

Final Examinations And Reading Days

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

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

Cross-Registration

Moravian College, with Cedar Crest College, DeSales University, Lafayette College, Lehigh University, and Muhlenberg College, is a

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

1. A full-time day-session student of Moravian College in good academic standing who has earned at least six course units may enroll for up to two course units per term, to a total of eight course units, at any of the LVAIC institutions, provided:

- The student has submitted the cross-registration form online at www.lvaic.org.
- The student cannot schedule a course at another LVAIC institution if it is offered at Moravian the same semester.
- The student's total courseload for the term, including the cross-registered course unit, does not exceed 4.5 course units.

2. A course carrying three or more semester hours of credit at an LVAIC institution will be accepted at Moravian as a full course unit when taken as one course of a normal four-course-unit load during a fall or spring term.

3. All grades earned in courses taken through cross-registration at LVAIC institutions are entered on the Moravian transcript and computed in the cumulative GPA based upon grade equivalencies determined by the College.

4. Students who register for courses at other LVAIC institutions assume responsibility for the costs and means of transportation and accept the inconvenience of differing academic calendars.

5. Online cross-registration is not available for courses offered during summer or winter

terms. Cross-registration forms and additional information about policies and procedures for taking summer or winter courses at other LVAIC institutions are available at the Office of the Registrar.

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

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

Transfer Of Courses (Non-LVAIC Institutions)

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

in which case the fee is waived), and secure a recommendation from the dean of students at the institution he or she is currently attending.

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

Credit is granted for courses completed with a grade of C (2.0) or better at an institution accredited by regional or national accrediting body recognized by the United States Department of Education. The courses must be the equivalent of courses taught at Moravian or be judged by the College to be consistent with Moravian's curriculum. In some cases, a portfolio review or proficiency test may be required (for example, in art or music) to determine the transferability of a particular course.

A maximum of 80 total credit hours (20 total course units) may be transferred for credit:

- 64 credit hours (16 course units) maximum from a 2-year institution.
- 80 credit hours (20 course units) maximum from a 4-year institution.
- Students who have or will earn 16 or more course units towards a degree at Moravian College at the time of taking the transfer course must attend a 4-year institution (up to the maximum of 80 credit hours (20 course units)).
- Transfer credit is awarded for grades of "C" or better -- "Pass/No Credit" does not transfer.
- Grades from non-LVAIC institutions are not recorded on the student record; only course units earned (grades of "C" or better) will transfer.
- Credit hours from other institutions transfer to Moravian

College as course units:

4 credit hours = 1 unit

3 credit hours = 0.75 units

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

The final decision on transfer of credits rests with the Office of Registrar.

In order for transfer courses to count in fulfillment of most major requirements or in fulfillment of any Learning in Common course, the transfer course carry at least 3 credit hours (0.75 units). All degree candidates must complete with a passing grade at least one multidisciplinary (M) and one upper-division (U) course at Moravian College. A 3- or 4-credit hour course may be used to satisfy a LinC requirement with prior approval.

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

Courses taken while a Moravian College student is on a college-approved study abroad program are eligible for transfer to

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

Transfer students seeking AP, CLEP, or DSST/DANTES credit for examinations taken prior to matriculating at Moravian College must provide an original score report from the College Board. Credit for these examinations will not be granted based on a transcript from another institution.

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

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

Study Away/Study Abroad courses

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

Students who enroll for study abroad at a school using the ECTS system (European

Credit and Transfer Accumulation System) should be advised that ECTS credits count for half of a standard US credit. So, for example, a student who earns 6 ECTS credits will receive 3 US credits or .75 Moravian College units for successful completion of those credits.

Attendance Policy

At the beginning of each term, students must be present in class at least once during the drop/add period in order to be considered enrolled at the College and registered for a particular class. Exceptions to this policy are granted only by the dean of the faculty or associate provost. Absence from class during the drop/add period may be counted as excused or unexcused at the discretion of the course instructor.

Students are expected to attend classes regularly. If absences occur, it is the student's responsibility to make up the work missed. Permission to make up laboratory assignments, studios, quizzes, and period tests, but not final exams, may be granted at the discretion of the instructor. As a matter of courtesy, when students find it necessary to be absent from class, they should inform the instructor, in advance if possible. Students should notify the Academic Support Center in the event of an extended absence.

It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absences in the course. In many classes (e.g., seminars, laboratories, studios, physical education), participation in class constitutes a substantial part of the work of the course, in which case excessive absence will lower the student's grade. When a student's progress is seriously impeded by excessive absence from class or by other difficulties, the instructor may refer the student to the Academic Support Center.

Students who frequently fail to attend classes or miss enough classes to preclude successful completion of any academic course for the term may be removed from class with a grade of WF (withdrawal failing) by the Office of the Provost. Such action will be taken only after students have had an opportunity to discuss their situation with the associate provost.

Students might occasionally miss class due to participation in College-sponsored athletic competitions and other College-sponsored activities. Student participation is, however, a privilege and not a right. The College sponsors these activities as a part of the students' educational and personal development. Faculty and staff members will make every effort to support and encourage student participation, at the same time recognizing that students have the responsibility to put forth their best effort in both their coursework and their chosen co-curricular activities. A student's failure to meet academic responsibilities could lead to a forfeiture of his or her participation in the activity, as well as course failure.

Health Center Excuse Policy

The policy presented below is congruent with policies of those campuses nationwide that recognize the adult relationship between college students and their instructors. Attendance/participation policies related to specific courses should be outlined in class syllabi and communicated to students by their instructors. Sickness is only one of the many reasons that a student may not attend class. Ultimately, attending class is the responsibility of a student.

The health care providers at the Health Center will not write excuse notes for illnesses or problems of students for whom they have not provided care.

- Students sometimes have illnesses,

psychological conditions, or injuries that cause them to miss class. An excuse note will be written only when the student has been treated by a Health Center staff member and he or she has deemed it necessary for the student to be out of class for a particular date or dates. Under no circumstances will the diagnosis be placed on the note unless requested in writing by the student.

- If the medical condition extends more than three days, the Academic Support Center will be notified. Details will only be given by the Health Center to the ASC with the student's written permission.
- In the event that a note is required by the professor in situations other than the above, it is suggested that a "Statement of Absence from Class" form be completed by the student and given to his or her professors. Falsifying absence from class is a violation of the Moravian College Academic Honesty Policy, which states in part that "students may not offer a falsified excuse for an absence from an examination, test, quiz, or other course requirement, directly or through another source."

Individual Class Cancellations

Cancellations of individual class meetings will be posted on the College's web portal AMOS. To view all cancellations for a specific day, a student should click on the 'Class Cancellations' link found in the Quick Links section on the left-hand side of AMOS or go directly to the Class Cancellations page. Students can see their personalized lists by going to the same location, after logging in to AMOS. Students in the class should also receive an e-mail at their Moravian College e-mail account when an individual class is listed as cancelled on AMOS.

Inclement Weather Policy

Commuting students who are absent or late

for class are not to be penalized when the College has issued a 2-hour delay or when the U.S. Weather Bureau has issued any of the following notices:

- Traveler’s advisory
- Heavy snow warning
- Winter storm warning

In hazardous weather conditions, the College may be closed and classes cancelled, or the College may opt to run on a two-hour delayed schedule (see below).

To communicate delays or closures, Moravian College sends text and e-mail notifications via e2Campus (see below), sends a College e-mail message, posts on AMOS, and posts on the College webpage. Public announcements are also made via WFMZ (website and television).

e2Campus is the College emergency notification system. All students are strongly encouraged to opt in to this free service to receive text and e-mail messages for weather and other campus emergencies.

College-wide cancellations after the start of the class day will be announced on the public-address system of the HUB, the campus e-mail system, e2Campus, WFMZ, and AMOS and the College’s website.

It is important to note that students will not be e-mailed at their Moravian e-mail account if the College is closed for the entire day or if the start of the day is delayed due to inclement weather unless they have opted to be notified via e2Campus.

Two-Hour Delay

If the decision has been made to open with a two-hour delay, the day does not begin with third-period classes; it begins with first-period classes on a shortened schedule. When following the delayed schedule, there will be

no “a” or “b” periods. Morning and afternoon science labs and studio art classes have their own schedule. Music lessons and practices are cancelled for the day when the delayed schedule is in effect. The class schedule in these circumstances is as follows:

Two-Hour Delay Schedule

Regular	Beginning	2-Hour Delay	Begins	Ends
1st Period	7:30, 7:50, or 8:30 a.m.	1st Period	10:00 a.m.	10:40 a.m.
2nd Period	8:55 a.m.	2nd Period	11:00 a.m.	11:40 a.m.
3rd Period	10:10 or 10:20 a.m.	3rd Period	12:00 p.m.	12:40 p.m.
4th Period	11:45 a.m.	4th Period	1:00 p.m.	1:40 p.m.
5th Period	12:30, 12:45, or 1:10 p.m.	5th Period	2:00 p.m.	2:40 p.m.
6th Period	2:35 p.m.	6th Period	3:00 p.m.	3:40 p.m.
7th Period	4:30 p.m.	7th Period	5:00 p.m.	
A. M. Science Labs	8:30 a.m.	A. M. Science Labs	10:15 a.m.	12:30 p.m.
P. M. Science Labs	12:45 or 1:15 p.m.	P. M. Science Labs	1:45 p.m.	4:00 p.m.
A. M. Studio Art	8:45 a.m.	A. M. Studio Art	10:15 a.m.	12:05 p.m.
P. M. Studio Art	1:15 p.m.	P. M. Studio Art	2:00 p.m.	3:50 p.m.

Grade Appeals Procedure

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

Grade appeals start with the course instructor. If the instructor does not believe a change of grade is warranted, the student goes to the department chair. If the department chair does not believe the change of grade is warranted, the student takes his/her appeal to the Academic Standards Committee. (If the department chair is the course instructor, then the student will skip the appeal to the chair.) While the student reserves the right to speak to the Academic Standards Committee in person, all appeals must be presented in writing to the committee.

Grade Changes

Under normal circumstances, a change of grade after the end of the incomplete period (6 weeks after the end of a fall or spring term) may be submitted by the course instructor only to correct an error in the original grade, or as a result of a successful grade appeal by a student to the Academic Standards Committee.

Student-initiated requests for changes in a final course grade must be submitted to the appropriate Dean not more than one calendar year after the original grade was submitted. Such a time period allows for individuals to appeal grades if they have been away from campus for study abroad, leave of absence, or other separations from the College. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students.

Class Standing

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

Freshman: 0- 6.74 earned course units.

Sophomore: 6.75-14.74 earned course units.

Junior: 14.75-22.74 earned course units.

Senior: 22.75 or more earned course units.

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

Academic Standing

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

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

Academic Probation: When grades at the end of a term indicate that a student is not meeting minimum requirements, the student is placed on academic probation. The record of a student on probation is evaluated at the end of each term until the cumulative GPA is above the minimum requirement for graduation (2.00 for undergraduate programs; 2.75 for graduate programs at Moravian Theological Seminary; and 3.00 for all other graduate programs). After examination of a student's academic record at the end of a term, the Academic Standing Review Board (the academic deans, the Dean of Student Success, and Director of Advising) may take any of the following actions:

- Place on probation.
- Continue on probation for an additional term.
- Remove from probation.
- Require withdrawal from the College for one or more terms with the opportunity to request reinstatement at a future date.
- Discontinue for failure to meet academic standards. Students who are discontinued will be provided an opportunity to appeal to the Academic Standing Review Board.

Students who receive financial aid may be subject to different course completion requirements and academic standards for continuation of aid. See the section on financial aid earlier in this catalog.

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

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

Whether or not a student is discontinued, he or she becomes ineligible for financial aid if

any of these GPAs is not reached.

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

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

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

Graduate students are permitted one term of probation, which occurs when the student's overall GPA drops below the GPA required

for graduation in that program. A graduate student on probation who fails to return to good standing after the next term of study is subject to dismissal from the program. The student may appeal for an extension of probation, which is reviewed by the appropriate graduate program director and dean.

Advising

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

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

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

Declaration of Major

In order to ensure better advising within the major and to allow departments to plan courses a year in advance, students are required to declare a major after earning 16 course units. Students who do not do

so will be blocked from course registration. (Add-Venture students are exempted from this requirement.) Students who transfer to Moravian with 16 or more units will be permitted to register once without a declared major, but must declare a major before their second term of enrollment at the College. Registration holds may be lifted due to extenuating circumstances. Such holds may only be removed by the Associate Provost or the Director of Academic Advising.

To declare a major, students must submit a completed declaration of major form to the registrar's office. While first-year students enter the College as Undeclared, they may submit the completed Declaration of Major form starting in the Fall of their first year.

Withdrawal From The College

Students who for any reason find it necessary to withdraw from the College and do not plan on returning, should inform the director of student success. The decision to withdraw is a serious one. Moravian College requires students to discuss withdrawal plans and decisions with their academic advisor.

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

Students who do not attend classes by the end of the drop/add period of a given term, or who attend but do not register for classes, are considered withdrawn from the College. Exceptions to this policy may be granted only by the associate provost or dean of the faculty.

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

Students are strongly encouraged to follow the withdrawal procedures in a timely manner. Each day of delay may affect their refund.

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

- Student contacts the director of student success to inform him or her of his or her intention to leave the College. The director will provide the student the web address where he or she can access the step-by-step withdrawal instructions and forms. Note that the student's transcript will not be released until all steps of the withdrawal process are completed.
- Student completes and submits the withdrawal form electronically. Upon the student submitting the form, a signature form will be generated and the student is to print and sign that form.
- Student meets with each of the following and subsequently obtains their signature on the withdrawal signature form:

Required signatures:

- Academic Advisor
- Business Office (Student Accounts)
- Student Affairs Office
- Center for Information and Technology (if College issued laptop/iPad)

Required signatures, if applicable:

- Financial Aid (if student receives financial aid)
- International Studies (for international students)
- Athletics (for varsity athletes)
- Student returns the completed signature form to the director of student success and participates in an exit interview with the director.
- Student must return all computer equipment, including accessories. The

student may incur additional charges if equipment is damaged or missing.

- Student returns room keys, locker keys, and all other College property.

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

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

If a student withdraws from the College within the 60% point of the semester, charges and financial aid will be adjusted according to the following schedule:

- On or before the first day of classes, 100% of tuition, room, board, and other fees will be cancelled. However, enrollment and room deposits, where applicable, will be retained by the College.
- After the first day of class but within the 60% point of the semester, tuition and fees will be adjusted based on the number of calendar days remaining in the semester; room and board refund policies are outlined below.
- After the 60% point of the semester, no adjustment is made in tuition and fees.

Note: The last day for any adjustment of charges for Fall 2016 is October 31, 2016; for Spring 2017, it is March 24, 2017.

Tuition and Fees: The adjustment will be made to tuition and fees included in the comprehensive

fee (e.g., student activity fee, technology fee, Health Center fee). No adjustment will be made to other fees such as those associated with courses, labs, and physical education (i.e., after the first day of classes there will be no reimbursement of these fees).

Room Fees: Residence hall rooms are rented on an annual basis. A student who signs a room contract is expected to reside in College housing for the full academic year. After the first day of classes, in the event that a student withdraws from the College, he or she forfeits the housing deposit and will receive a pro rata refund of room charges only if the residence hall lease can be transferred by the director of housing to another student for whom no other College accommodations exist. If this condition does not exist, the student will be held liable for the full amount of the contracted housing charges for the term in which the withdrawal was initiated.

Board Fee: Board fees will be adjusted on a pro rata basis, based on the remaining number of unused weeks remaining in the semester. Unused dining dollars will be forfeited.

Financial Aid Reimbursement

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

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

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

Reimbursement to Student

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

Refund Policy

1. The effective withdrawal date is the date on which the student began the formal withdrawal process by notifying the director of student success of his or her intention unless the student indicates the withdrawal is effective at the end of a term.
2. Students required to withdraw from classes or from College housing for disciplinary reasons are not eligible for any refund, except pro-rated board, unless required by federal,

state, or other regulations.

3. Upon request, a detailed official policy with examples of application of the College's refund policy is available in the Financial Aid Office and the Office of Student Accounts.
4. Dropping out of some classes, but not all classes, is not considered withdrawal; however, adjustments to financial aid still may be required. See Dropping Courses.
5. If funds are released to a student because of a credit balance on the account prior to withdrawal or change in registration status, then the student may be required to repay some of the financial aid that contributed to that credit balance.
6. Refunds will be determined, processed, and paid within 30 calendar days of the determination of the date of withdrawal.

Questions about the College's refund policy and its application in particular cases may be addressed to Dawn Snook, director of student accounts, Colonial Hall. Appeals concerning the application of this refund policy may be made in writing to Mark F. Reed, vice president for finance and administration, Colonial Hall, for final determination.

Withdrawal By The College

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

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

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

The College (not the student) must document both that an activity is academically-related and that the student participated in the activity. Examples of academically-related activities include taking examinations, quizzes, tutorials, or computer-assisted instruction; receiving academic advising; attending academic conferences; completing an academic assignment, paper, or project; or attending a class or study group where attendance is verified. Examples of activities that are not academically-related include

living in institutional housing, participating in the College's meal plan, participating in an athletic activity, participating in a music-related activity that is not required for class, and working on campus.

Administrative Withdrawal From Class

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

Leave Of Absence

Students who find it necessary to leave the College but who plan to return within one year may request a leave of absence. The decision to take a leave of absence is a serious one. Moravian College policy requires students to discuss leave-of-absence plans and decisions with their academic advisor.

The effective date of an approved leave of absence and associated adjustment of tuition, fees, and financial aid is determined as the date on which the student began the formal leave of absence process by notifying the director of student success of his or her intention. Though a leave of absence for up to two academic terms will protect students against changes in academic requirements and will facilitate their return, there is no guarantee that financial aid will be continued.

Once the leave of absence process is initiated, a student who changes his or her mind about taking a leave from the College may do so by rescinding the leave in writing to the director of student success. If the separation is to take effect at a time when classes are in session, the rescission must occur within ten calendar days from when the process is initiated.

Students on a leave also should be aware that courses taken during the leave at other colleges or universities may affect their academic standing at the College. Students planning to take college courses while on a leave should consult with the director of student success. In order to return to the College, students must contact the director of student success and apply for readmission. The readmission process will initiate the student's course registration and arrangements for housing. Students who fail to return after the approved leave period will be withdrawn from the College.

To request a leave of absence, students must follow the following procedures:

- Student contacts the director of student success to inform him or her of his or her intention to leave the College. The director will provide the student the web address where he or she can access the step-by-step leave of absence instructions and forms. Note that the student's transcript will not be released until all steps of the leave of absence process are completed.
- Student completes and submits the leave of absence form. Upon the student submitting the form, a signature form will be generated and the student is to print a hard copy of that form.
- Student meets with each of the following and subsequently obtains their signatures on the leave of absence signature form:

Required signatures:

- Academic Advisor

- Business Office (Student Accounts)
- Student Affairs Office

Required signatures, if applicable:

- Financial Aid (if student receives financial aid)
- International Studies (for international students)
- Athletics (for varsity athletes)
- Student returns the completed signature form to the director of student success and participates in an exit interview with the assistant dean.
- Student returns room keys, locker keys, and all other College property.

Graduation with Honors

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

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

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

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

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

Commencement Participation Policy

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

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

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

Students with an approved petition form must register and pay for the required summer-session courses prior to the Commencement Participation Petition form deadline. The Moravian College Tuition Refund Policy applies. Any full-time day-session student who deliberately “under-registers” (takes fewer than 4 course units) in the term prior to Commencement may not apply to be a “walker.” “Walkers” do not receive public or printed recognition of honors (cum laude, etc.) in the Commencement program.

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

Prizes, Awards, Honor Societies

Prizes and Awards

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

The Charles A. Albrecht Memorial Award

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

The Alumni Prize for Outstanding Achievement in Humanities

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

The Alumni Prize for Outstanding Achievement in Social Sciences

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

The Alumni Prize for Outstanding Achievement in Natural Sciences

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

The Alumni Prize for Outstanding Achievement in Interdisciplinary Studies

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

Alumni Fellowships

Awarded by the Alumni Association to five students each year on the basis of scholarship, active participation, and leadership in college and/or community service. To be eligible for nomination, the

applicant must be a full-time student, have been enrolled at least one class year prior to application, and have attained a minimum cumulative GPA of 3.00 for the class year prior to application.

The American Chemical Society Award

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

The American Institute of Chemists Award

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

The American Sociological Association Departmental Student Achievement Award

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

The Irving S. Amrhein Prizes in Modern Languages

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

The Louis and Esther Bader Memorial Scholarship Prize in Chemistry

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

The Willis N. Baer Award

To the junior economics and business student who has shown the greatest improvement

over a period of five terms. Established by the Epsilon Beta Alpha Society in honor of the first chairman of the Department of Economics and Business at Moravian College.

The James M. Beck Oratorical Prize

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

The James M. Beck Shakespeare Essay Prize

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

The Biochemistry Prize

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

The Biological Sciences Prize

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

The Timothy M. Breidegam Memorial Student Service Award

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

The Delta Kappa Gamma Society Delta Chapter Award

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

The English Prize

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

The Patricia Erskine Memorial Award

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

The Fab MAB Pass-It-On Award

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

The Albert Ferkel Jr. Memorial Prize

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

The Judith Green Memorial Prize

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

The History Prize

To the history major who, in the judgment of the History Department, has demonstrated excellence in historical scholarship and shows the most promise of future achievement.

The Priscilla Payne Hurd Prize in Nursing

To a nursing student selected on the basis of "best of the class" in overall outcomes

of academics, professionalism, student involvement in campus programming, athletics, and community care.

The Stuart S. Kulp Scholarship Prize in Chemistry

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

The George Diamond Prizes

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

The Leon Prokofy Leonovich Memorial Prize

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

The Eugene Daniel Lucas Accounting Awards

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

The Pennsylvania Institute of Certified Public Accountants Award

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

The Psi Chi Service Award

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

The Marlyn A. Rader Memorial Prize in Mathematics

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

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

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

The E. C. Schultz History Prize

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

The Augustus Schultze Greek Prize

To the best student of second-year Greek.

The T. Edgar Shields Memorial Prize in Music

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

The Edwin L. Stockton Prize in Economics and Business

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

The Ronald J. Stupak Award

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

The Daniel W. Tereshko Memorial Prize in Studio Art

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

The George Tyler Award

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

The Steven K. Van Auken Memorial Prize in Music Performance

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

The Zeta Psi Award

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

The Zinzendorf Award

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

Honor Societies

Alpha Alpha Alpha: First Generation Honor Society

Advisors: Carol Traupman-Carr and Amy Saul

Alpha Kappa Delta: International Sociology Honor Society

Advisor: Debra Wetcher-Hendricks

Alpha Psi Omega: National Honorary Theater Society

Advisor: Bill Bauman

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

Advisor: 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

Africana 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 printmaking are offered; the studio art photography/media concentration allows students to specialize in this area. The study of art history integrated into the studio experience is an essential element for creative and intellectual growth; students may also pursue the track in art history and criticism. Art education students take courses in art and education and spend a semester in supervised student teaching in order to receive Pennsylvania Department of Education teacher certification. Art education activities support and challenge the cognitive, artistic, and social development of all children and adolescents. Studio majors create and develop a cohesive body of work that becomes their thesis, and exhibit their work on and off campus. Graphic and interactive design students pursue advanced coursework that focuses on professional creative work and complete an internship in their field.

The Major in Art

Moravian College offers programs in Studio Art; Studio Art, Photography-Media Concentration; Graphic and Interactive Design; Art History and Criticism; and Art Education. The BA is available in all art programs (tracks), and the BFA is available in Studio Art; Studio Art, Photography-Media Concentration; or Graphic and Interactive Design. The BFA requires 17 course units in Art. The BA in art consists of 10 to 13 course units in art, depending on the track. Both the BFA and BA, in all art tracks, utilize a common core of four courses that emphasize the historical traditions of art, introduce the elements of design and principles of composition, and develop skills in drawing and painting. These courses are ART 113,

142, 170, and 180. The student then selects one of the art tracks:

- Studio Art. 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)
Ciganick, Kearns, Radycki

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

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)
Torok

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)
Radycki

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.
Hurwitz

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)
Kearns

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.
Radycki

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.
Baxter

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.
Baxter, Kearns, Radycki

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.
Radycki

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)
Baxter

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.
Galbiati, Murphy

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.
Amin, Kuhn, Zucco

ART 146.2. Printmaking and Book Arts. This half-semester course introduces materials, tools, and procedures of printmaking and may include linocut, woodcut, intaglio, solarplate, and paper-making. Final project may include a book designed, produced, and bound by the student. Fall.
Zucco

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.
Zucco

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

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. Faggioli

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. Hurwitz

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) Fraleigh, Kuhn, Zucco

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

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. Murphy, Rhoads

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. Murphy, Myers

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. Galbiati, Murphy

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. Zucco

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. Morelock

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. Staff

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. Hurwitz

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) Hurwitz

ART 267. Photography 2. This course will introduce advanced darkroom and camera techniques. Emphasis will be placed on the formation of a personal point of view. Historic precedents and contemporary examples will be explored as well as issues pertaining to form, content and craftsmanship. Hurwitz

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. Morelock, Wynne

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

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

ART 331. Graphic Design: History and Practice. Students refine visual and problem-solving skills in design through research and writing, using text- and image-based design programs. 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.
Murphy

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.
Colegrove

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.
Staff

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.
Morelock.

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.
Colegrove

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.
Myers

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.
Hurwitz

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.
Hurwitz

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.

Morelock.

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.
Fraleigh, Amin

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.
Fraleigh

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.
Fraleigh

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.
Murphy

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.
Murphy

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.
Fraleigh

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. Fraleigh, Amin

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

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

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

- A baccalaureate degree from a regionally

accredited four-year institution

- Official Transcripts from all institutions listed in the Educational History section of the application
- Preference is given to students with an overall GPA of 3.00 or higher
- Official Graduate Record Examination (GRE) Scores
- Documentation of clinical observation under the supervision of a certified / licensed athletic trainer
- Completion of the following courses (or their equivalents) with grades of C or better:

Anatomy & Physiology 1

Anatomy & Physiology 2

Statistics

- At least 3 of the following courses (or their equivalents):

Exercise Physiology

Prevention and Management of Sports

Injuries

Kinesiology

Physics

Chemistry

Biology

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

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

IELTS: 6.5 or higher

TOEFL Paper: 577 or higher

TOEFL Computer: 233 or higher

TOEFL Internet: 90 or higher

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

Admission is determined based on the following:

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

Each cohort in the MSAT program is limited to 24 students

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

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

Accreditation

Moravian College is currently seeking accreditation for their new athletic training program and is not accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The institution will be submitting a self-study to begin the accreditation process on July 1, 2017.

Submission of the self-study and completion of a site visit does not guarantee that the program will become accredited. Students that graduate from the program prior to accreditation WILL NOT be eligible to sit for the credentialing examination for athletic trainers and will not be eligible for licensure in most states. The program anticipates a spring 2018 accreditation site which, if successful, would allow students to be eligible to sit for the Board of Certification to become a certified athletic trainer.

Biochemistry

Co-coordinators: Christopher Jones and Carl Salter

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

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

struggle with patent issues in the courts, and advise politicians and the public on the science behind many of today's major issues.

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

The Major in Biochemistry

The major in biochemistry includes 14 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 Jones

Professors: Bevington, Fox, Husic, Irish;

Assistant Professors: Mosovsky, Thévenin;

Visiting Assistant Professors: Proud;

Faculty Associates: Cheever (nursing), Johnson (psychology)

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

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

journalism and law; professional fields such as medicine, veterinary medicine, dentistry, and optometry; allied health areas such as physical and occupational therapy; and graduate study.

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

The Major in Biology

The major in biology consists of nine (9) total course units.

Five (5) Core Course Units:

BIOL112

BIOL119

BIOL 210

BIOL 265 or 328

BIOL 370

Four (4) Biology Elective Units:

The remaining four (4) biology electives are selected by the student in consultation with the major advisor; at least three (3) 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 of the student's biology elective courses must have an associated laboratory and/or scientific research component. Only one external internship can count as a biology elective.

Math and Chemistry Units (biology majors must take):

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 112 or 119

and four (4) additional BIOL courses; three 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 112 or 119. The remaining courses in biology and the six courses of Set II are selected by the student with the approval of the advisor.

Departmental Recommendations

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

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

Courses in Biology

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)
Biology faculty

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)
Henshue

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.
Fox, Christensen

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.]
Fox, Christensen

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)
Lord

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)
Irish

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)
Bevington

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)
Bevington

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.
Cheever, Staff

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.
Mosovsky

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)
Bevington

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: Sophomore standing. Fall. Three 70-minute periods, one 3-hour laboratory.
Jones, Thévenin

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 112. Three 50-minute periods, one 3-hour laboratory.
Staff

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. Bevington

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 112 or 119 and CHEM 113 and 114. Fall. Three 50-minute periods, two 2-hour laboratories. Mosovsky

BIOL 245. Histology. The study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their functions. Students will be introduced to various histological techniques for preparing mammalian tissues for microscopic study in the laboratory. This is a lab-intensive experience accompanied by discussion meetings. Prerequisites: BIOL 112 and CHEM 113 and 114, or permission of instructor. May Term. (F4) Fox

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 112 or PSYC 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory. Staff

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: BIOL112. Fall. Three 50-minute periods, one 3-hour laboratory. Fox

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 112 or 119; CHEM 113 and 114. Spring. Three 50-minute periods, one 3-hour laboratory. Bevington

BIOL 310. Vertebrate Anatomy. An in-depth exploration of the structure and function of vertebrate animals in an evolutionary context. Laboratory exercises examine the structural diversity of vertebrate organ systems through dissection of representative vertebrate classes. This course is designed to provide a strong foundation in vertebrate anatomy for students going on to graduate school or a professional school in the human health or veterinary sciences. Prerequisites: BIOL 112. Fall. Irish

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 112 or 119 and CHEM 212 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory. Sh. Dunham

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. Thévenin

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. Lord

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. Fox

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. Bevington

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 112 or 119 or permission of instructor. Fall. Three 50-minute periods, one 3-hour laboratory.
Staff

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.
Jones

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. Spring, alternate years. Three 50-minute periods, one 3-hour laboratory.
Jones

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.
Biology faculty

BIOL 375.2. 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.
Staff

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)
Staff

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)
Floyd

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)
Sh. Dunham and St. Dunham

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.
Holliday

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.
Bertucci

CHEM 220.2. Methods in Chemical Research. Introduction to computer use in chemical experimentation and research, including spreadsheets and statistical programs to solve problems in chemical equilibrium and chemometrics. Real-time data acquisition hardware and software will be used to gather data for analysis in spreadsheets. Course also covers on-line searches of chemical literature using Chemical Abstracts and the Science Citation Index. Writing-intensive. Prerequisites: CHEM 114 and MATH 170. Fall. One weekly 3-hour lab period.
Salter

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.
Holliday

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.

Holliday

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.

Staff

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.

Bertucci

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.

Bertucci

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 112 or 119 and CHEM 212 or permission of instructor. Fall. Two 70-minute lectures, one 70-minute problem session, and one 3-hour laboratory.

Sh. Dunham

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.

Thevenin

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. Salter

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. Salter

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. St. Dunham

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. Staff

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. Staff

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

Earth Science

See Physics and Earth Science

Economics And Business

Department Chair: Associate Professor Vinciguerra

Chair of Graduate Programming and

Accreditation: Associate Chair Kleintop

Executive Director, Graduate Business Programs:

Associate Professor Desiderio

Professors: Kaskowitz, Leeds, Marabella,

J. Ravelle, West; **Associate Professors:** Aziz, Egan, L. Ravelle, Rossi, Terrizzi; **Professor of Practice:** O'Connor; Visiting Assistant Professors: Elhussini, Koscinski; **Adjunct Faculty:** Bartkus, Berkow, Best, Gerhart, Goch, Huff, Kar, Klatchak, Kline, Kowitz, Krohn, Kubel, Law, McDevitt, Orlando, Ramson, Schmidt, Sclafani, Stewart, Szmania, Taschler.

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.

The Major in Management

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

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

are required in the management major. The management major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in management are listed below.

The Minor in Management

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

The Major in Economics

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

Courses in economics are listed below.

The Minor in Economics

The minor in economics consists of five course units: Economics 152 plus four additional economics courses, three of which must be at the 200-level or above. Students

cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in Environmental Policy and Economics

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

The Major in Management

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

Students choose one of three tracks: marketing, organizational leadership, or sports management. All three tracks require Accounting 157, Economics 152, 156, and 225; and Management 223. In addition, the track in marketing requires Management 251, 256, 311, 365, one of the following controlled electives: Management 227, 228, 250, or 333; and one free management elective. The track in organizational leadership also requires Management 253, 342, 365; three of the following controlled electives: Management 226, 227, 231, 251, 310, 324, or 333; (or another course approved by the advisor). The track in sports management requires Economics 312; Management 255, 286 or 386, and 365; Philosophy 228 or a course on sociology and

sports (both are writing intensive); and a controlled elective, chosen from among the following: Management 231, 251, 253, 256, 311, 342, or Psychology 260. College-level algebra and calculus (Mathematics 106-166, 108, or 170) are required in the management major. The management major is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Courses in management are listed below.

The Minor in Management

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

The Major in Accounting

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

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

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

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

Accounting courses are listed below.

The Minor in Accounting

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

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

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

This program requires a semester abroad in which one business-related course and one foreign language course must be taken. All students interested in this major should consult with James P. West and Nilsa Lasso-von Lang (Spanish), Jean-Pierre Lalande (French), or Axel Hildebrandt (German). A student wishing to elect a major in international management with a language not listed should consult with Professor Lalande.

There is no minor offered in international management.

The Major in Environmental Policy and Economics

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

Notes for Majors and Minors in Economics and Business

- Students majoring in programs in the Department of Economics and Business are expected to be computer-literate and acquainted with applications in word-processing, spreadsheets, and statistical analysis.
- Algebra and calculus are required in the economics, management, and accounting majors. The algebra requirement ordinarily is met by the completion of three years of secondary mathematics; the calculus requirement by taking Mathematics 108 or 170 (or its equivalent sequence, Mathematics 106-166).
- Transfer students may satisfy the calculus prerequisite through courses taken at other institutions on approval of the Economics and Business Department chair. Students are advised that such courses might not satisfy the College's F2 requirement.
- Mathematics 107 may be substituted for Economics 156 in the major or minor in economics, management, international management, or accounting; but those

students who have taken or are taking concurrently Mathematics 107, 231, or 332 will not receive credit for Economics 156. Students intending graduate work in economics are encouraged strongly to take Mathematics 171 and 220.

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

The Interdepartmental Major

The six courses of Set I include Economics 152 and 156, Accounting 157, and three other courses in economics, accounting, or

management. These three elective courses and the six courses of Set II are selected by the student with the approval of the advisor.

The M.B.A. Program

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

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

- Accounting
 - Management 552
 - three Management 500-level elective courses.
- Business Analytics
 - Management 553, 556, 557
 - one Management 500-level elective course.
- Healthcare Management
 - Management 532, 534, 536,
 - one Management 500-level elective course.
- Human Resource Management
 - Management 563 and
 - three Management 500-level human resource management courses OR

Management 569, 572, and one Management 500-level elective course.

- Supply Chain Management
Management 545, 547, 549, one Management 500-level elective course.
- General Management
Management 523
three Management 500-level elective courses.

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

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

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

The Master of Science in Human Resource Management (MSHRM)

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

The MSHRM program develops students' competencies in critical areas in HR and business that will enable graduates to bring a competitive advantage to employers.

All MSHRM students take core courses in leadership and advanced HR topics, including Management 511, 513, 521, 561, 562, 565, 567, 571, and 579.

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

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

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

Master of Science in Predictive Analytics (MSPA)

The Master of Science in Predictive Analytics (MSPA) program is a graduate program in data science. Courses cover business management and communications, information technology, and modeling. Small class sizes promote extensive interaction among students and our faculty. Students gain critical skills for succeeding in today's data-intensive world, including business case studies, data analysis, and making recommendations to management. They learn how to utilize database systems and analytics software, including Excel, SPSS, and R. Students learn how to make trustworthy predictions using traditional statistics and machine learning methods. With a wide range of elective courses to choose from, students can customize their studies across a variety of data science disciplines, including marketing analytics,

web analytics, data visualization, healthcare analytics, and supply chain analytics. Special topic electives are offered providing additional study opportunities, including decision analytics, financial market models, time series forecasting, sports analytics, operations management, mathematical programming, simulation methods, and analytics for total quality management.

The Master of Health Administration (MHA)

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

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

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

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

The Five-Year Combined Degree Programs

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

Business Department, Lizabeth Kleintop for further information about the Five-Year Combined Degree Programs.

Graduate Professional Certificate Programs

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

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

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

The concentrations offered are

- Business Analytics
 - Management 553, 556, 557
 - one Management 500-level elective course
 - Prerequisites include micro and macroeconomics, and statistics.
- Healthcare Management
 - Management 532, 534, 536,
 - one Management 500-level elective course
- Human Resource Management
 - Four Management 500-level courses in human resource management
 - Prerequisites include micro and macroeconomics,

financial management, and human resource management.

- Supply Chain Management Management 545, 547, 549, one Management 500-level elective course
Prerequisites include micro and macroeconomics, statistics, and management information systems.

Undergraduate Courses in Economics

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

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

210. The Economics of Crime. Does crime pay? Of course! How crime and criminals are dealt with in tribal and

non-Western societies; considerations of crime by political scientists, psychologists, sociologists, and economists; recommendations for controlling crime. Topics include crimes of theft and violence, white-collar crime, capital punishment. Open to all students with sophomore or higher standing. Counts as an elective for economics majors. Writing-intensive. Staff

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

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

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

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

228. Economic Development. An integrative approach to theories and challenges of economic development in developing countries. Topics include population growth, education and health, capital formation and technology, socio-cultural foundations of development, trade, and the role of domestic and international institutions, especially the World Bank. Case studies are used from around the world. Prerequisite: Economics 152. Alternate years Spring. Leeds, West

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

Leeds, L. Ravelle

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

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

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

256. Applied Econometrics. (Also Management 256) An introduction to regression-based modeling as applied to economic, management, marketing, and other business-related examples. Emphasis is on how to use econometrics to inform decision-making: to formulate, model, and interpret results of real-world problems based on data. In addition to learning various modeling techniques, the course focuses on often encountered data problems such as multicollinearity and serial correlation of errors. As an applied course,

there is significant emphasis on correct specification of models and interpretation of results. Students will learn to use econometric software to estimate models and detect and address common challenges inherent in data. Prerequisites: Economics 152 and 156. Aziz, Leeds, Terrizzi

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

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

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

327. Industrial Organization. This course applies economic theory to the pricing practices of firms under varying degrees

of competition. Analysis covers different industries and also firms' decisions regarding quality, advertising and other business choices. Topics include: technological innovation, the role of information and advertising, and the dynamics of oligopoly and monopoly pricing. Prerequisites: Economics 152, 156, and 225. Alternate years Fall. Terrizzi

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

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

335. Current Topics in Finance. Assesses contemporary issues in financial markets and institutions, corporate finance, investments, and the global economy. Topics will vary and be chosen to reflect the dynamic and often revolutionary nature of financial markets in a globalizing and technologically sophisticated environment. The regulatory and ethical environment of finance will be included among the issues studied. This course is designed for upper-level economics-finance majors as well as others with appropriate course background

and interest, with approval of the instructor. The course will also serve as one of the controlled electives in the economics-finance track. Prerequisites: Economics 225. Recommended: Economics 220.
Staff

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

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

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Undergraduate Courses in Management

211.2. Applied Information Management.

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

Best

90

216. Information Systems for Management.

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

223. Management and Organizational Theory.

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

226. Legal Environment of Business. (Also

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

J. Ravelle

227. Consumer Behavior.

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

and attitude change in consumers.
Recommended: Management 251. Fall.
Kaskowitz

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

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

250. Moral Marketing - Serving the World's Poor. (Also Interdisciplinary 250) How the ideas of tzedek (“justice”) and charity (“love”) apply to marketing to the world’s poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American secular traditions. Each of these three perspectives has

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

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

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

255. Mindfulness in Sport. Using Csikszentmihalyi’s theory of flow as the theoretical framework to guide this course, we will explore mindfulness and flow in the context of optimizing performance in sports

organizations. Together, we will discover how leaders make meaning of their behaviors in the context of doing good business in the sports industry. We will explore ways of thinking, reactions to our readings, self-reflection, and how to express responses in an analytical and thoughtful way. In an effort to create awareness for happiness at work, we must understand the cultural implications that stimulate our lives. Using a sports management lens, let's explore how "... leaders and managers of any organization can learn to contribute to the sum of human happiness, to the development of an enjoyable life that provides meaning, and to a society that is just and evolving" (Csikszentmihalyi, p. 5, 2003). Prerequisite: Management 223. Desiderio

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

310. "Doing Good" at Work. (Also Interdisciplinary 310) "Doing good" is philanthropy, ethical codes of conduct, voluntarism, social responsibility, and environmental stewardship. "Doing good" at work is not only the morally correct thing to do for the individual employee, but the more individuals in the organization who "do

good," the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will learn about the philosophy, history and practice of "doing good" at work, and integrate what they have learned and what they believe to develop their own model for "doing good" that they can work and "live with." Prerequisite: junior or senior class standing. (U2) Marabella

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

324. Operations Management. Introduction to managing the supply side of profit and not-for-profit organizations, and their production of goods and services. Includes process improvement, scheduling, materials management, and quantitative methods for operations management. Prerequisites: Economics 156 and two of the following: Accounting 213, Management 231, 251, 253. Spring. Egan

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

333. International Issues in Management. Issues in international business and management from a world-system perspective; development of management

as it influences and is influenced by multinational network of organizations, governments, and business enterprises. Theory and practice of global management, requiring perspective compatible with changing nature of international relations. Prerequisite: Management 223 or permission of instructor. Alternate years. West, Marabella

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

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

365. Management Seminar. Senior seminar for management majors that presents classic and emerging management strategy theory, integrates functional aspects of business including marketing, human resources, finance

and operations, and gives students opportunities to apply these concepts and principles to the effective leadership and management of business and not-for-profit organizations. Prerequisites: Senior standing; Management 223; one controlled elective; and either MGMT 251 or MGMT 253. Spring. Marabella

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

Undergraduate Courses in Accounting

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

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

218. Intermediate Accounting I. Environment and theoretical structure of financial accounting, including income statements and statements of cash-flows, income measurement, the balance sheet, financial disclosures, time value of money concepts, cash and receivables, inventories, operational assets, investments. Application of accounting and economic concepts to analysis of a company's financial position and performance, as shown

in published information, primarily financial statements. Prerequisite: Accounting 157. Fall.
Rossi, Vinciguerra

219. Intermediate Accounting II.

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

258. Computers and Accounting Information Systems.

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

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

322. Advanced Accounting. A comprehensive study of the equity and cost methods of accounting for investments in common stock and business combinations, including consolidated financial statements. Special topics such as accounting for partnerships,

segment and interim reporting, foreign currency, and international accounting issues, including global accounting standards and diversity. Prerequisite: Accounting 218 with a grade of C or better or permission of instructor
Rossi

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

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

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

352.2. Tax Planning for Business Entities.

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

Rossi

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Graduate Courses in Management

502. Epidemiology and Bioinformatics. This is an epidemiology methods course designed with the broad perspective required for determination of the distribution and determinants of health and illness in human population groups. One focus is on the information systems, data sets and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Knowledge required for being a critical consumer of research reports in professional literature is an additional focus. Designing health promotion and disease prevention programs for important global and local health problems is also stressed. 3 graduate credits. Prerequisite: MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, or permission of instructor. Kohler, Hoffman

504. Policy, Quality and Safety. This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may not result

in improvement of health of the public and of specific subsets of patients. 3 graduate credits. Prerequisite: None.

Groller

511. Developing Leadership Competencies.

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

Desiderio, Orlando, Law

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.
Law

513. Leading People in Organizations. Leaders and managers achieve goals working with and through others. They must be skilled in developing individuals to work in teams, in facilitating teams, and in managing conflict. Leaders and managers must understand organizational and national cultures and how they affect the achievement of goals. They must not only hold strong ethical values, but also model them. This course examines the role of managers as leaders in organizations and develops knowledge and skills needed by managers in today's business environment to successfully achieve organizational goals. This course focuses on who leaders are and what leaders do. It is important to know what accounts for effective leadership and how one can become an effective leader. Subsequently, course material will focus upon fundamental principles of leadership and how these principles relate to becoming an effective leader. Emphasis will be placed on self-reflection and analysis in regard to developing one's own leadership skills. 3 graduate credits. Prerequisite: None.
Desiderio, Kleintop

515. Microeconomic Foundations for Strategic Management. In this course, participants explore the role of economic theory and analysis in the formation of business strategy and policy. The course examines the importance of understanding the competitive environment, including market structure, strategic interactions among competitors, and government antitrust policies, as well as economic forces internal to the firm such as costs. The course emphasizes the importance of economic reasoning in the strategic management process. 3 graduate credits. Prerequisites:

CCBU or ECON 152 Principles of Economics or equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent, MGMT 231 Managerial Finance, or equivalent, or permission of instructor.
Egan

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

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

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

520. Financial Management in Health Care

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

Ramson

521. Ethics, Law, & Social Responsibility.

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

Taschler

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

Cheever

523. Marketing Management and Strategy.

This course focuses on the role of marketing in establishing and maintaining the relationship between the organization and its internal, domestic and global customers. Emphasis is placed on the analysis of market opportunities, customer behavior and competitive conditions leading to the development of strategic marketing plans for building and strengthening customer relationships. Specific topics include product and service strategy, pricing, promotion and management of channels of distribution including the role of the Internet and electronic commerce. 3 graduate credits. Prerequisites: ECON 152 Principles of Economics, or equivalent; MGMT 251 Marketing Management, or equivalent; or permission of instructor.
Kaskowitz

524. Strategic Planning in Health Care

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

Hitchings, Hoffman

532. Managing Healthcare Organizations.

This course examines the unique environment of healthcare and the challenges confronting managers in that environment. Topics examined include marketing healthcare services, recruiting and retaining staff necessary for meeting mission, the strategy of

healthcare services delivery, healthcare informatics, and decision making in the healthcare marketplace. 3 graduate credits. Prerequisites: None.
Ramson

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

536. Law, Regulations, and Ethics in the Healthcare Environment. This course provides an overview of legal issues associated with healthcare, including HIPAA and Medicare fraud and abuse, and the regulatory and accreditation environments of Medicare, Medicaid, JCAHO, and OSHA. Ethical issues associated with the practice of medicine and decision-making in the healthcare environment are also examined. 3 graduate credits. Prerequisites: None.
Schmidt

545. Procurement and Sourcing Strategy. This course examines the fundamental concepts of supply chain management. Topics include the roles and responsibilities of the purchasing function, supplier relationship management and development, contract development, negotiations, and management, strategic sourcing, strategy, purchasing ethics, and more. Prerequisites: ECON 152 Principles of Economics, or equivalent; MGMT 216 Information Systems for Managing, or

equivalent; MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or permission of instructor. 3 graduate credits.
Goch

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

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

552. Management Accounting. This course is designed to introduce students to the variety of ways in which management accounting information is used to support an organization's strategic objectives. The role of

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

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

553. Big Data Management. This course covers fundamental issues in large-scale data management. The course examines issues related to data organization, representation, access, storage, and processing. Discussion includes open source and commercial solutions, with special attention being paid to large distributed database systems and data warehousing. The course introduces

technologies and modeling methods for large-scale, distributed analytics. 3 graduate credits. Prerequisites: MGMT 216 Information Systems for Managing.
Kar

554. Intellectual Property Asset Management.

It is widely commented that physical assets are on a broad decline in relative importance across many industries while intangible assets, particularly intellectual property assets (e.g.: staff know how, brands, patents, proprietary software, and data), are ascending rapidly in importance as main sources of strategic advantage and earnings generation potential. Intellectual Property Asset Management will provide students with a full appreciation of the use of their organization's intellectual property assets. A considerable amount of complex negotiations with other firms is frequently required to assemble and utilize intellectual property asset portfolios effectively, both as stand alone assets and as integral parts of partnership and joint venture arrangements. Therefore, the course also provides managers with negotiations skills training, including both concepts and workshop mode negotiation practice. Prerequisites: ECON 152 Principles of Economics, or equivalent; ACCT 157 Financial Accounting, or equivalent; MGMT 251 Marketing Management, or equivalent; MGMT 231 Managerial Finance, or equivalent; or permission of instructor. 3 graduate credits.
Egan

555: Business Research Methods. Good business decisions and strategy depend on drawing inferences from data. Today businesses gather and store vast amounts of data on customers, markets, and the business itself. In this course students will learn how to predict and explain phenomena in the environment through the gathering, analyzing, interpreting, and reporting of information that makes business decision makers more

effective. The course focuses on methods of conducting business research, including data collection and sampling, measurement, hypothesis testing, basic quantitative analysis, and multivariate statistical techniques. Students will design and execute their own analysis of data in a business discipline of their choice. Excel is used extensively in the course as an analysis tool. Prerequisites: MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or equivalent course, and familiarity with the use of Microsoft Excel, or permission of the instructor. 3 graduate credits.
Kleintop

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 Carlo simulations, Bayesian analysis scenario planning, and others will be discussed. Prerequisites: ECON 152 Principles of Economics, and MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or their equivalents, and familiarity with the use of Microsoft Excel, or permission of the instructor. 3 graduate credits.

Egan

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

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

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: MGMT 253 Human Resource Management, or permission of instructor.
Kleintop, Kubel

563. Current Legal Issues in HR Management.

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

Stewart

565. Global Talent Management. Various methods for acquiring the critical skills needed to produce products and services are examined in this course. In addition to the traditional staffing topics of recruiting, selecting and retaining employees, outsourcing and importing human resources to meet organizations' strategic skill and knowledge needs will be examined. Other

topics may include equal employment opportunity, human resource planning, determination of staffing needs, internal and external recruitment strategies, selection interviews, tests and assessment procedures, placement, promotion, transfer policies and retention strategies. Prerequisite: MGMT 253 Human Resource Management, MGMT 561 Measurement Strategies & Methods in HR Management, or their equivalents, or permission of instructor.

McDevitt, Kleintop

567. Managing Compensation and Benefits.

This course examines the goals of the organization in its employment of human resources including the use of reward systems, monetary and non-monetary, intrinsic and extrinsic, in the motivation of goal-oriented behavior as a major factor in influencing people's actions in the workplace. The effects of reward systems on recruiting, performance, satisfaction and tenure are examined. The course also explores pay system components such as entry position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects of reward systems, such as federal wage and hour laws and the Employee Retirement Income Security Act, are examined. The value of healthcare benefits to organizations and employees is also discussed. Prerequisites: MGMT 152 Principles of Economics, MGMT 253 Human Resource Management, and MGMT 565 Global Talent Management, or their equivalents, or permission of the instructor.
Gerhart

569. Training and Development Systems. This course is an introduction to behavioral concepts and organization best practices related to training and developing human resources. Emphasis is placed on the investigation and development of proactive strategies to align the knowledge and skills of the organization's employees with those

needed to realize the organization's strategic goals. Learning technologies for delivering training content are explored within the context of aligning training and development strategy with organizational needs.

Prerequisite: MGMT 565 Global Talent Management, or permission of the instructor.
Law

571. Leading Change in Organizations.

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

Prerequisite: Final semester status, or permission of instructor.
Kleintop

572. Managing Performance: Motivating,

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

513 Leading People in Organizations or permission of instructor.

Kleintop, Law

577. Project Planning and Management.

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

579. Strategic Human Resources Management.

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

590-599. Special Topics

581-582. Independent Study.

586-588. Internship.

MGMT 602. Regression, Factorial, and Cluster Analysis. This course is focused on methods concerned with relations among variables and/or significant group differences. Multiple regression will be covered. Other techniques such as principal components analysis (PCA), exploratory factor analysis (EFA), which examines the interrelation between variables, and cluster analysis (CA) and discriminant analysis (DA), which are both concerned with the interrelations between cases or groups will also be covered. Prerequisites: MGMT 555 Business Research Methods and MGMT 557 Big Data Analytics.

MGMT 605. Generalized Linear Models. This course extends linear OLS regression by introducing the concept of Generalized Linear Model (GLM) regression. The course reviews traditional linear regression as a special case of GLM's, and then continues with logistic regression, poisson regression, and survival analysis. The course is heavily weighted towards practical application with large data sets containing missing values and outliers. It addresses issues of data preparation, model development, model validation, and model deployment. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 608. Advanced Modeling Techniques. Drawing upon previous coursework in predictive analytics, modeling, and data mining, this course provides a review of statistical and mathematical programming and advanced modeling techniques. It explores computerintensive methods for parameter and error estimation, model selection, and model evaluation. The course focuses upon business applications of statistical graphics and data visualization, treestructured classification and regression, neural networks, smoothing methods, hybrid models, multiway analysis, and hierarchical models. This is a casestudy

and projectbased course with a strong programming component. Prerequisite: MGMT 605 Generalized Linear Models.

MGMT 612. Marketing Analytics. This course provides a comprehensive review of predictive analytics as it relates to marketing management and business strategy. The course gives students an opportunity to work with data relating to customer demographics, marketing communications, and purchasing behavior. Students perform data cleansing, aggregation, and analysis, exploring alternative segmentation schemes for targeted marketing. They design tools for reporting research results to management, including information about consumer purchasing behavior and the effectiveness of marketing campaigns. Conjoint analysis and choice studies are introduced as tools for consumer preference measurement, product design, and pricing research. The course also reviews methods for product positioning and brand equity assessment. Ethics and legal considerations of marketing analytics are discussed. This is a casestudy and project-based course involving extensive data analysis. Prerequisite: MGMT 605 Generalized Linear Models.

MGMT 615. Web Analytics. A central part of ecommerce and social network applications, the World Wide Web is an important channel and data source for online marketing and customer relationship management. This course provides a comprehensive review of Web analytics, including topics in search marketing, social network marketing, social media analytics, user generated content management and marketing, mobile advertising and commerce, and CRM strategy. The course examines the use of Web sites and information on the Web to understand Internet user behavior and to guide management decisionmaking, with a particular focus on using Google Analytics. Topics include measurements of enduser

visibility, organizational effectiveness, click analytics, log file analysis, and ethical issues in analytics. The course also provides an overview of social network analysis for the Web, including using analytics for Twitter and Facebook. This is a casestudy and 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 webbrowserbased presentations. This is a projectbased course with programming assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 622. Healthcare Analytics. This course focuses on developing skills in analyzing and improving healthcare systems and processes by integrating systems analysis, quality management, operations research techniques, exploratory data analytics and data visualization. Emphasis is placed on the use of organizational data, especially timestamp data, to study processes and outcomes of care, particularly as it relates to flow analysis and improving work flow. The course relies heavily on handson use of computer-based modeling tools. Emphasis will be placed on formulating, designing, and constructing models, drawing conclusions from model results, and translating results into written enduser

reports to support process improvement and quality improvement efforts. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 625. Supply Chain Analytics. This course explores how firms can better organize their operations so that they more effectively align their supply with the demand for their products and services using analytics applied to enhance competitiveness. The course provides both tactical knowledge and high-level insights needed by general managers and supply chain management consultants. The course focuses on managing uncertain demand, both within the firm and across the supply chain. Prerequisite: MGMT 555 Business Research Methods.

MGMT 628. Text Analytics. This course is focused on incorporating text data from a wide range of sources into the predictive analytics process. Topics covered include extracting key concepts from text, organizing extracted information into meaningful categories, linking concepts together, and creating structured data elements from extracted concepts. Students taking the course will be expected to identify an area of interest and to collect text documents relevant to that area from a variety of sources. This material will be used in the fulfillment of course assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 671. Capstone Project. The capstone course focuses upon the practice of predictive analytics. This course gives students an opportunity to demonstrate their business strategic thinking, communication, and consulting skills. Students work individually on projects that can be workrelated or part of a consultative effort with an organization. Students will present their project online to faculty and peers. Prerequisite: Completion of a minimum of 30 credits toward the degree and permission of the instructor

Education

Chair: Associate Professor DesJardin
Professor Shosh; **Assistant Professor:** Gleason;
Assistant Professor: Gleason, Kahn, Mitten;
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 successfully complete basic skills assessments in reading, mathematics and writing. Currently there are two testing options. You may take either the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

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

Candidates are encouraged to take the PAPA or CORE exams prior to or during the sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to admission into the teacher certification program and participation in any Stage 3 Field Experiences.

Content Area Exams

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

Middle Level Candidates must pass the Pennsylvania Grades 4-8 Core Assessment: Pedagogy, English Language Arts and Social Studies, Mathematics and Science test prior to being granted certification. In addition, they must pass the appropriate Middle Level Subject Concentration (Citizenship Education 4-8, English 4-8,

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

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

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

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

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

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.

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

Education 211, 214.2, and 216 Taken in the spring term of the sophomore year.

40-hour field experience in that semester; clearances and other documents for fieldwork required. Overall GPA of 2.70 required to enroll.

Education 312, 323, 324, and 358.2
Taken in fall of the junior year; 75-hour field experience required; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 213.2, 218.2, 321, 322, and 358.2
Taken in spring of the junior year; 75-hour field experience required; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 370 and 375-377
Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 3.0 required to enroll; passing PAPA tests and approval of the Teacher Education Committee are required to enroll. EDUC 160 is a pre-requisite and EDUC 210 is a co-requisite for EDUC 244. A lab science (F4) course with a grade of C or better is required prior to enrolling in Education 323. Mathematics 125 with a grade of C or better is the prerequisite for Education 322, and an American history course with a grade of C or better is the prerequisite for Education 324.

Middle Level Education

Students seeking certification in middle level education (grades 4 through 8) must complete a major in mathematics, general science, English, history, or historical studies, or they may complete a pre-approved interdepartmental major in mathematics/general science, mathematics/English, or general science/English. See the Interdisciplinary Programs section for specific requirements for majors in general science and historical studies and for pre-approved interdepartmental majors. Students must also

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

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

Education 130 and 140.2
Taken in the fall of the sophomore year; clearances and other documents for fieldwork required.

Education 131
Taken in the spring term of the sophomore year.

Education 244
Taken in fall of the junior year; overall GPA of 2.70 required to enroll.

Education 332, 333 and 358.2
Taken in spring of the junior year; clearances

and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 232.2, 330, 331, and 358.2
Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

Education 371 and 375-377
Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 3.0 required to enroll; passing PAPA tests and approval of the Teacher Education Committee are required to enroll.

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

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

Secondary Education

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

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

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

Special Education and English as a Second Language

Students pursuing teacher certification in early childhood, middle level, or any secondary (7-12) or K-12 certification area listed above, and who maintain an

academic record above the minimum requirements for certification (in the major, in education courses, and overall) may request permission to pursue an additional certificate in special education or English as a second language (ESL). Students approved for ESL supplemental certification enroll in a set of five additional graduate courses offered for advanced undergraduate students:

EDUC 410.3 (= graduate 670) Language Acquisition and Development

EDUC 411.3 (= graduate 671) ESL Curriculum and Instruction

EDUC 412.3 (= graduate 672) ESL Learner and Community

EDUC 413.3 (= graduate 673) ESL Assessment and Support

EDUC 414.3 (= graduate 674) ESL Program Specialist

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

EDUC 420.3 (= graduate 610) Differentiating Instruction

EDUC 421.3 (= graduate 617) Special Education Identification and Intervention

EDUC 422.3 (= graduate 618) Effective Inclusionary Practices

EDUC 423.3 (= graduate 623) Special Education Processes and Procedures

EDUC 424.3 (= graduate 624) Educating Students with Disabilities and Exceptionalities

EDUC 425.3 (= graduate 626) Comprehensive Literacy Pre-K to 4

EDUC 426.3 (= graduate 660) Literacy and Resistance/Secondary Schools

EDUC 410.3 (= graduate 670) Language

Acquisition and Development

EDUC 427.3 (= graduate 676) Literacy Assessment and Evaluation

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

The Minor in Education

The minor in education for students not seeking teacher certification consists of five course units: Education 130, 210, or 211; Education 160; Education 244; and two additional course units in education, selected with the advisor's approval. Students seeking certification in one or more of the approved areas of secondary education will have a minor in education if they complete requirements for certification.

Interdepartmental Majors Including Education

Students whose personal objectives include study in education without teacher certification may develop an interdepartmental major with a Set II concentration in education. Such programs must be developed and approved by the Interdisciplinary Programs Committee as outlined under interdepartmental majors in the educational programs section of this catalog.

The Master of Education in Curriculum and Instruction (M.Ed.) & Master of Arts in Teaching (M.A.T.)

The Education Department offers a Master of Education degree in curriculum and instruction for practicing teachers. Each course in this 36-credit program is immediately applicable to the classroom, with

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

Undergraduate Courses in Education

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

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

100.2. Introduction to Education of English Language Learners. Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies.

Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success. Fall. DesJardin, Sillivan

130. Student Development and Instructional Design. The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective classroom instruction. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and spring. Dilendik

131. Young Adult Literature. Introduces students to reader response, socio-cultural, and New Historicist lenses for making meaning of a variety of traditional and emerging texts from the amorphous body of American literature written specifically for young adults. As participants examine classic and contemporary young adult texts, they construct blogs, wikis, and a literary analysis essay with hyper-textual links to articulate a philosophy for the inclusion of young adult literary texts in the secondary school curriculum, both individually and in tandem with canonical texts. (M2) Spring. Shosh, Richmond

140.2. Computer Technology in the Classroom. Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The Internet as a teaching/learning resource. Students will design lesson plans and demonstrate proficiency with technology specific to their academic disciplines. Two 2-hour periods. Zigenfuss, Fuini-Hetten

158.2. Early Field Experience. Designed for students who need stage 1 & 2 early field experience in the K-12 classroom before stage 3 pre-student teaching. Students will be supervised by a teacher in a local school and spend a minimum of 40 hours in the classroom. They also will meet weekly for seminar with education faculty. Minimum of one education course taken at Moravian and permission of department chair required. Clearances and other documents for fieldwork required. Modjadidi

160. Culture, Community, and Diversity: Introduction to Critical Teaching. Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. (M3) Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring. DesJardin, C. Evans

210. Child Development and Cognition I: Pre-natal to Five. This course is devoted specifically to child development from pre-birth to age five. This course will begin with an overview of child study in contemporary contexts and the role teachers play in early childcare settings. Major developmental theories will be addressed as they relate to physical and motor, social and emotional, and cognitive domains. The course will also focus

on the application of knowledge to teaching and working with very young children and their families. Strategies and activities will be learned to work with young children from diverse populations. The concepts will be foundational for all of the courses in early childhood education. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Fall. DesJardin

211. Child Development and Cognition II: Six to Nine Years. This course is a continuation of the study of development of young children from six through nine. This course will begin with research and contemporary issues in learning and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with early school age children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Spring. DesJardin

213.2. Imagination and Creativity in Young Children. This course examines why art experiences are valuable in young children's development and how to incorporate meaningful art activities across the preK-4 curriculum. Students in this hands-on class will make process-based artworks using a variety of art materials and learn how to adapt art instruction to ensure all children succeed, including diverse learners such as ELL's and children with disabilities. Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: GPA of 2.70. Prerequisite or Co-requisites EDUC 100.2,

EDUC 160. Fall and spring. Baxter

214.2 Music and Movement. This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed. Pennsylvania's standards for the arts and humanities will also be addressed. (Note: In combination with Education 213.2, this course fulfills the Learning in Common M6 requirement.) Prerequisites: GPA of 2.70, Education 100.2 or 160. Fall and spring. Aragona-Young

216. Early Childhood Education Theories, Practices, and Family Partnerships. This course presents a broad foundational overview that focuses on the concepts and issues of early childhood education. Students will develop a historical perspective as well as a contemporary view of issues and public policies. Theories of learning and development, which are applied in practice, will be explored along with new directions in cognitive development. The concepts of High Scope and Reggio Emilia programs are examples of the many being analyzed. Other topics such as family and community involvement, technology, guidance, play, assessment, diversity, special needs, ethics, and developmentally appropriate practices will be explored. Prerequisites: GPA of 2.70; Education 100.2 and 160. Spring. Unger

218.2. Movement, Health, and Safety Education for Young Children. This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention

will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisites: Education 100.2 or 160; GPA of 2.70; no freshmen (sophomore standing or higher). Fall/Spring.

Ketterman-Benner

222. Emerging Language and Literacy, Pre-K to 4th Grade.

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers.

Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making 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
Unger

232.2. Interventions for Middle Level Learners.

The purpose of this course is threefold. First, it is to prepare the pre-service teacher to develop an inclusive learning environment, which specifically addresses the needs of the middle school learner. Second, it is to design and implement research-based interventions and instructional strategies, which address the needs of the middle school learner. These

strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students' abilities and diversity. Third, it is to prepare the pre-service teacher to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote on-going student success. Topics will include, but are not limited to, strategies specific to the diverse learner, collaboration techniques, research-based strategies and interventions, Response to Intervention, the Systematic Approach for Assessing/ 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.

Modjadidi

244. Including Students with Disabilities.

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies.

Prerequisites: Education 160; Co-requisite Education 130 or 210; GPA of 2.70; sophomore standing or higher. Fall and spring.

Modjadidi

250. Art and Child Development. This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts.

This class meets requirements for the Pennsylvania Department of Education,

including teaching instructional strategies for making Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners. (M6)
Baxter

260. Reflective Teaching in Secondary Schools.

Introduction to general research-based techniques for use in secondary classrooms, from teacher-centered strategies (direction instruction) to student-centered strategies (cooperative learning, group discussion), and introduction to essential skills in instructional design for diverse learners. Through videotaped lessons presented to peers, students design instruction employing these strategies and learn how to self-critique their teaching. Prerequisites: Education 150 or 160; and 130; 244; or permission of instructor; GPA of 2.70. Two 70-minute periods. Forty-hour field experience. Clearances and other documents for fieldwork required. Fall.
Gleason, Shosh

312. Data Driven Analysis and Decision Making in Early Childhood Education.

This comprehensive course shows assessment as a process early childhood educators use to improve instruction and ensure learning. It will provide students with the most current research, best thinking and practical guidance to integrate assessment with effective teaching. Students will learn how to interpret and use many forms of assessment that will inform learning for educators, parents, learners and accountability requirements. Assessment is a comprehensive, reliable, and valid data-driven analysis that paves the way for meaningful, relevant, and engaging learning opportunities for children. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Fall.
DesJardin

321. Language Arts for Children, Pre-K to 4th Grade.

An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience. Co-requisites: Education 322, 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; passing scores on PAPA Reading, Writing, and Mathematics. Clearances and other documents for fieldwork required. Spring.
Staff

322. Pre-K to 4 Instructional Strategies for Math Thinking.

Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math

is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Co-requisite: Education 321, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; Passing score on PAPA Reading, Writing, and Mathematics; Mathematics 125 with a grade of C or better. Spring Staff

323. Pre-K to 4 Instructional Strategies for Scientific Reasoning. The aim of this course is to inform pre-service early childhood educators in science as a discipline. Students will learn how to make learning science both valuable and enjoyable for young children. Students will begin with an understanding of child development, interrelated math, literacy and science processes. Students in the field experience will use concept exploration design. Students will gain a solid understanding of scientific topics, while they are learning how to implement activities with children using constructivist and inquiry-based methods. Co-requisites: Education 324 and 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; F4 science course with a grade of C or better; passing scores on PAPA Reading, Writing, and Mathematics. Fall. Gleason

324. Pre-K to 4 Social Studies. Students learn a multitude of practical ideas, strategies, and activities that early childhood educators can use to both interest young children in social

studies and integrate social studies with other sciences, art, literature, math, reading, and writing. Since play is the basic way children learn, this course offers strategies to incorporate “play” into its materials. Students will develop a full thematic unit as a major project in the course. Co-requisite: Education 323, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2 and 160; History 113 or 114 with a grade of C or better; passing score on PAPA Reading, Writing, and Mathematics. Fall. Dilendik

330. Social Studies for Middle Level Learners. The purpose of this course is to introduce pre-service teachers through practical example to the “methods of mind” which children need to develop to become scholars, social scientists, problem-solvers, and citizens. The goal is to have students design a series of activities and experiences that incorporate the most important of these methods. Most class sessions will involve discussion of the material, small-group problem solving, or the presentation of learning experiences for children. Co-requisite: Education 331, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244; History 113; Interdisciplinary Studies 110; Political Science 110; passing scores on PAPA Reading, Writing, and Mathematics. Fall. Dilendik

331. Science for Middle Level Learners. A course designed to help prospective teachers interpret middle school students' science experiences and guide their understanding of scientific concepts. The course involves application of science content through hands-on, inquiry-based activities. Co-requisite: Education 330, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244; and Environmental Science 112. Passing scores on PAPA Reading, Writing,

and Mathematics. Fall.
Gleason

332. Mathematics for Middle Level Learners.

This course is designed to prepare pre-service teachers to work with students in grades 4 through 8 to help them learn important mathematical concepts, skills, and problem-solving techniques. In the process, it is hoped that thinking will be challenged and interest in mathematics stimulated. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244; Mathematics 107 and 125 with a grade of C or better; passing scores on PAPA Reading, writing and Mathematics. Fall.

Staff

333. Literacy for the Middle Level Learner.

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 131, 160, 140.2 and 244; Writing 100 or FYS; passing scores on PAPA Reading,

Writing and Mathematics. Spring.
Staff

358 (or 358.2). Pre-Student-Teaching Field Experience.

The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: GPA of 2.70; completion of Education 100.2, 130, 160; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

Frey

360, 361, 362, 364, 365. Curriculum and Instruction in the Secondary Content Areas.

Explores the unique nature of subjects (English, world language, mathematics, science, citizenship education/social studies) as they relate to the fundamentals of pedagogy and planning within those content areas in preparation for student teaching. Major course requirement to design and then implement a unit plan in the field. Also examines avenues such as professional organizations for professional growth (organizations, publications). Required for all students seeking secondary certification. Students should register for the course that corresponds with their certification area. Prerequisites: Education 260 (may be taken together with Education 360-365), and GPA

of 2.70; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

360. English Shosh

361. World Languages Jacoby

362. Mathematics Donaher

364. Science Gleason

365. Social Studies Massey

366. Curriculum and Instruction in Art Education. While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: Education 160 and 130; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. One 3-hour period. Supervised 150 hours of fieldwork. Writing-intensive. Baxter

367. Teaching Music to Children. Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: Music 130.1, 136.1, and 322.2, Education 160; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Spring. Three 70-minute periods; fieldwork.

368. Teaching Music to Adolescents and Adults. Continuation of Education 367. Techniques of motivation and relevance, conducting middle- and high school ensembles. Prerequisites: Education 367; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

Fall. Three 70-minute periods, fieldwork.

370. Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration. This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: GPA of 3.0; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Frey

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

Education 375, 376, and 377. Spring.
Staff

375-377. Student Teaching. Three course units. Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their areas. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 378. Pass/No Credit grade.
Staff.

378. Seminar in Secondary Teaching. Scheduled concurrently with student teaching. Students meet with subject area supervisors and Education Department supervisors on alternate weeks. Provides opportunity for student teachers to analyze their experiences in the field in relation to theory learned in previous courses. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375-377. One 2-hour period.
Gleason

379. Seminar for Art Student Teachers. Weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Prerequisites: QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and

Mathematics. Co-requisite: Education 375-377. One 2-hour period.
Baxter

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors. Honors are normally taken fall and spring of the senior year. Because teacher certification students fulfill their full-time student-teaching requirement one semester of the senior year, they will need to complete their Honors work during the spring of the junior year and one semester of the senior year. Students interested in Honors need to plan for this early in their junior year.

Graduate Courses in Education

EDUC 500 The Teacher as Inquirer

The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, with an emphasis on developing essential questions related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. (Three credits; Fall; Ziegenfuss)

EDUC 506 The Teacher as Researcher

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: EDUC 500 with B or higher. (Three credits; Spring; Shosh.)

EDUC 508 The Teacher as Evaluator

This course prepares teachers to select, administer, and interpret assessment instruments in an informed and

responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer; Ziegenfuss.)

EDUC 600 Best Practices in Online Teaching

Best Practices in Online Teaching introduces the primary research-based concepts and structures necessary for effective instruction in blended and online learning environments. Through a variety of embedded projects in the field, registrants will design and deliver blended and online experiences, developing skills in the utilization of communications technologies in a variety of media to effectively communicate ideas and information. (Three credits; Summer; Fuini-Hetten.)

EDUC 601 Online Teacher as Instructional Designer

The Online Teacher as Instructional Designer provides opportunities for registrants to develop learning modules for both blended and online learning. Utilizing a variety of available technology tools, students will create content modules, assessments and opportunities for learners to engage synchronously and asynchronously with other learners. Registrants will demonstrate effective online instruction as appropriate through the Educator Effectiveness model of teacher supervision and evaluation (adopted by the Pennsylvania Department of Education). As an online teacher,

registrants will also learn the value of effective student feedback, accommodating diverse learners through the assessment process and implementing various research-based online assessment strategies, both formative and summative. (Three credits; Summer; Ziegenfuss.)

EDUC 602 Online Teaching for the Online Learner

Online Teaching for the Online Learner examines the conditions necessary for an effective online or blended learning environment. Registrants will explore issues of teacher and student ethics, including acceptable use, digital citizenship, legal issues with online education, confidentiality procedures/protocols, copyright, academic honesty, and strategies for communicating and collaborating with others in a global environment. The course also focuses on the ethical professional responsibilities of meeting the needs of diverse learners including students with IEP and ELL supports. (Three credits; Fall; Ziegenfuss.)

EDUC 603 The Online Endorsement Capstone Practicum

This capstone course in the Online Instruction Endorsement Program sequence explores the professional role of the online teacher and includes a 60-hour practicum under the mentorship of a certified classroom instructor and college supervisor. Registrants will articulate a personal philosophy of teaching and learning in an online environment, conduct action research in the blended/online classroom and collaborate with school instructional and technology staff as they design and implement online/blended learning to meet the varied needs of diverse learners. Acting as an online instructor, registrants will demonstrate their abilities to plan, deliver, and assess instruction in a blended/online learning environment. (Three credits; Spring; Ziegenfuss.)

EDUC 604 Online Curriculum Development

This course will provide educators with an opportunity to work with online resources that are available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. (Three credits; As Needed; Ziegenfuss.)

EDUC 605 Media Production: The Power of Digital Publication

Using a framework for network literacies, this course will focus on digital participation and the development of persuasion, curation, discussion and self-presentation skills through media production and digital publication. A variety of publication tools related to print, web, video, audio and interactives will be used to fully explore what it means to publish on the web and engage in participatory culture. (Three credits; As Needed; Ziegenfuss.)

EDUC 606 Reading and Writing across the Curriculum

Participants will explore a variety of process-based reading and writing strategies in the content areas, including shared and guided paths to independent reading, literature circles, and representing-to-learn activities. The specific needs of students with disabilities and English language learners will be addressed in the context of universal design of instruction and meaningful content area literacy in K-12 classrooms within a reading and writing workshop setting. (Three credits; Fall of Odd-Numbered Years; Conard.)

EDUC 607 Digital Alternatives to Test Preparation

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based

drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. (Three credits; As Needed; R. Ziegenfuss.)

EDUC 609 Teaching Grammar in the Context of Writing

How do teachers help students attend to matters of grammar, usage, and mechanics within the context of a process approach to writing? This course is designed to answer this question by applying research in the field of language education directly to participants' classrooms. Teachers will plan and implement contextually based language mini lessons as part of a study of their teaching practice. (Three credits; As Needed; Shosh.)

EDUC 610 Differentiating Instruction

This course will emphasize strategies of organizing learning opportunities of all students in today's classrooms. Participants will develop real lessons and handouts that utilize various strategies of differentiation. (Three credits; Fall of Odd-Numbered Years; Modjadidi.)

EDUC 612 Literacy Seminar in New Zealand

This study-abroad seminar is designed to develop the knowledge and skills pertaining to the nature of the reading process and the teaching of reading. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning in New Zealand and in the United States. (Three credits; As Needed; Unger.)

EDUC 614 English Education in London, Oxford, Stratford-on-Avon, and York

Explore strategies for the effective teaching of English language and literature within the largest European capital, England's oldest

university city, and Shakespeare's hometown in rural Warwickshire. Participants will examine the British public and private school system and visit key sites of interest to English teachers, including the reconstructed Globe Theatre on the South Bank of the Thames, Westminster Abbey, The National Gallery, the National Theatre of Great Britain, The British Museum, Oxford University, the Royal Shakespeare Company, the Shakespeare's birthplace, grammar school, and parish church. Written projects include a journal, theatre critique, and English language and literature unit plan. (Three credits; As Needed; Shosh.)

EDUC 615 High Achieving Learners in the Regular Classroom

How do classroom teachers best meet the needs of all learners, including those designated gifted and talented or those who consistently meet and exceed classroom expectations? This course will examine the research base as well as specific strategies and techniques that classroom teachers can use to promote student engagement and achievement of gifted, talented, and other high achieving learners in the regular classroom. (Three credits; As Needed; Finger.)

EDUC 616 Drama in Education

Participants will explore the use of drama to facilitate student learning in the content areas, K-12, and will construct thematically-based curricula that incorporate drama-in-education principles. Theories of dramatic art and historical uses of drama and theatre to promote mindful learning will be examined. (Three credits; Summer of Odd-Numbered Years; Finlay.)

EDUC 617 Special Education: Identification & Effective Intervention

This course examines the reasons for over-representation of culturally and linguistically diverse students in special education programs and examines

evidence-based practices to build on students' strengths to ensure academic engagement and achievement. Effective strategies for data collection and analysis will be employed in an action research context. (Three credits; Fall of Even-Numbered; Modjadidi.)

EDUC 618 Effective Inclusionary Practices

Major topics include a history of special services to students with disabilities, emerging trends and important legal issues related to students with special needs. The primary focus of the course, however, is the design and application of strategies for effectively teaching these students. (Three credits; Spring of Even-Numbered; Modjadidi.)

EDUC 620 A Constructivist Approach to Teaching Mathematics

Participants will explore mathematical content and processes outlined in the NCTM Standards using a problem-solving approach. Teachers will collect and analyze their own students' work, read and discuss recent research findings, and design a teaching unit. (Three credits; As Needed; Staff.)

EDUC 622 School Law and Professional Ethics

This course focuses on the development and field-testing of a Policy Alignment Action Plan, entailing an examination of federal and state curriculum regulations and an analysis of the subsequent alignment of board curriculum policies and procedures. Also, four position papers are required addressing ethics and professional conduct, curriculum policy alignment recommendations, school policies and student success, and the over-representation of diverse learners in special education. (Three credits; Fall of Even-Numbered Years; Grove.)

EDUC 623 Special Education Processes & Procedures

Special Education Processes & Procedures

will use the seminar format. The course will cover a 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; Modjadidi.)

EDUC 624 Educating Students with Disabilities and Exceptionalities

This course addresses the six interrelated elements of the standards-based system adopted by the Pennsylvania Department of Education: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Within this course, you will be expected to demonstrate your knowledge of how to effectively adapt or universally design curriculum and instruction for students with disabilities and students who are gifted. This will be accomplished by articulating the present level of performance for such students and by applying the instructional and curricular concepts from course readings and in class activities. Determining appropriate interventions and assessments will constitute important foci of this course as well. Students enrolled in EDUC 624 will be expected to enhance their practice knowledge related to effective teaching for students with disabilities by connecting that knowledge to theoretical constructs and research-based interventions. The examination of one's current practice as a teacher, in light of the material covered in class, will be expected. (Three credits; Fall of Even-Numbered Years; Hogan)

EDUC 625 Making History Live: New Approaches to History Teaching

How can we teach our students in grades 5 to 12 to think like historians and at the same time bring history to life for them? This course will explore answers to this question by examining an exciting and continually developing research base which suggests that students of all ages can be guided to think historically. (Three credits; As Needed; Mayer.)

EDUC 626 Comprehensive Literacy Practices for Grades PreK-4

This course is designed to prepare teachers to utilize evidence-based literacy assessment and instructional strategies effectively in their classrooms. Teachers will investigate a variety of ways to thoroughly assess various components of a well-balanced, research-based literacy program for children from pre – K to 4th grade. They will learn literacy assessment tools and techniques to identify students' strengths and needs and strategies to monitor students' progress and to plan effective interventions that will enhance literacy development, especially for ELLs and special needs learners. Empirically-based literacy teaching practices will be explored with references to the Pennsylvania Literacy Framework. (Three credits; Spring of Odd-Numbered Years; DesJardin.)

EDUC 627 Comprehensive Literacy Practices for Grades 4-8

Teachers will actively explore current practice and investigate contemporary research on literacy development. Participants will share literature for the intermediate grades and examine a variety of topics including comprehension, response to literature, word analysis, process writing, the Pennsylvania Literacy Framework, and classroom management. (Three credits; Fall of Even-

Numbered Years; Matz.)

EDUC 628 Literature Circles

What are literature circles and what does reading research suggest about their role in classroom literacy instruction? Participants will examine a variety of models as they examine how to design, implement, and manage literature circles that support Pennsylvania academic standards for reading, writing, listening, and speaking. (Three credits; As Needed; Unger.)

EDUC 629 The Literacy Specialist

This course provides reading specialist candidates with an opportunity to put into practice theories of reading diagnosis and remediation, selection of materials and resources, and development of instructional plans for students. Under the supervision of the Instructor and an additional certified Reading Specialist, candidates will determine strengths and needs of individual students, including students with disabilities and English language learners, who are experiencing difficulties in reading; develop and implement intervention plans; and prepare professional case study reports. Additionally, both in the classroom and in the clinical setting, registrants will examine the role of the literacy specialist, focusing on emergent literacy and the experiences and environments that support it, the causes and characteristics of reading and writing difficulties, and the reading specialist's role as the coordinator of the multidisciplinary process and in the early identification of special needs, including those of students with disabilities and English language learners. (Three credits; Summer of Even-Numbered Years; Conard)

EDUC 630 Managing the Constructivist Classroom

How do teachers manage the transition from being the "sage on the stage" to the "guide on the side" when helping students

to construct knowledge for themselves rather than receiving it ready-made from others? This course examines contemporary views of cognition that suggest learning is negotiated, distributed, situated, constructed, developmental, and affective. It simultaneously explores the research base for managing transactional classrooms. (Three credits; As Needed; Staff.)

EDUC 633 Teaching Mathematics K-8 with a Problem Solving Approach

This course is designed to help elementary and middle level teachers discover how to teach mathematics through real problem solving activities. Participants will review current literature in mathematics education and examine the Focal Points of NCTM and the Big Ideas from the PA Standards. Activities from the NCTM Navigation Series will be explored. Teachers using the 2nd editions of Investigations and CMP will explore units from these programs and gain sufficient understanding for successful implementation in their classrooms. (Three credits; As Needed; Staff.)

EDUC 635 Assessment in Mathematics K-6

Teachers will analyze their current practices while exploring related research on assessment. Teachers will design assessment tools to coincide with their curriculum. Performance assessment, rubric creation, and observation techniques will be especially stressed. (Three credits; As Needed; Staff.)

EDUC 637 Making Meaning in Mathematics

Many people admit freely their inability to understand mathematics while asserting their need to use it as part of their professional lives. This course will address numeric topics, algebra, geometry, and statistics so that participants can analyze the underlying principles of these fundamental processes. A constructivist approach will ensure that participants build

a conceptually sound basis for their mathematical thinking, enabling them to use math confidently and apply its tools successfully. This course is especially relevant for science teachers who want to strengthen the math areas that are integrated into many science topics. (Three credits; As Needed; Staff.)

EDUC 640 Environmental Science Education

Teachers enrolled in this seminar will participate in a hands-on approach to the teaching of environmental science with an emphasis on the opportunities for environmental education that abound in and around school settings. An inquiry approach and outdoor fieldwork will be utilized to help participants develop practical experiences in environmental education for use in their respective school programs. (Three credits; As Needed; Evans.)

EDUC 650 Sociology of Education

This course will explore the dynamics of education and the socio-cultural narratives that emerge from rigorous governance of both content and pedagogy. Of particular importance is the role that textbooks and other forms of educational material plays in managing public ideologies and the cultural linkage that underscore everything from national mythologies to socialization schemes as informed through a wide range of educational processes. (Three credits; As Needed; Rosen.)

EDUC 653 Transforming Classroom Instruction through Curriculum Mapping

Curriculum mapping has evolved as an invaluable communication, planning, and teaching tool. Using this dynamic method, educators can document what is being taught, what students are learning, how well they are learning, and how closely the curriculum reflects local and national standards. (Three credits; As Needed; Staff.)

EDUC 655 Standards-Based Curriculum Design

This course provides a systemic focus to the alignment of academic curriculum standards to student achievement through the development and implementation of an action research standards-based curriculum design school improvement project. The action plan for this project will integrate federal, state and district policies that address curriculum alignment, staffing, scheduling, budgeting, learning environment, and student capacity. (Three credits; Fall of Odd-Numbered Years; Grove)

EDUC 658 Building A Culture of Learning

This course investigates processes and strategies for inclusively building a school culture of learning with multiple stakeholder groups, both inside and outside the organization. An action research project focused on improving student achievement is required. The action plan for this project will address effective communication, collaborative school improvement, teacher leadership, family involvement, and the professional learning community. (Three credits; Spring of Odd-Numbered Years; Conard)

EDUC 660 Literacy and Resistance in Secondary Schools

What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? How do learning disabilities and language issues affect students' reading skills and desire and motivation to read? Participants will examine specific strategies to help adolescents develop reading comprehension, vocabulary, fluency, and word recognition. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. (Three credits; Spring of Even-Numbered Years; Conard.)

EDUC 667 Teacher Supervision & Evaluation

This course focuses on a research and standards-based instructional systems model of performance-based teacher supervision and evaluation. Registrants will develop and field test component action plans for effective instruction, differentiated supervision, action research as professional development, and student behavior interventions that promote an effective organizational and classroom climate. (Three credits; Spring of Even-Numbered Years; Resende)

EDUC 668 Data-Driven Instructional Systems

Students will design and field-test a Student Achievement and Tools Action Plan, demonstrating how to access data and compile reports, how to analyze and report on student performance data, how to use student performance data in various planning scenarios, how to align curriculum and instruction with student performance data, how to use data to support systemic planning, and how to report results to multiple audiences. A variety of administrative tools, including those recommended by the Pennsylvania Department of Education, will be utilized to access, analyze, and report on student performance and related data. (Prerequisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer of Odd-Numbered Years; Ziegenfuss)

EDUC 670 Language Acquisition and Development

Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine

best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Summer; Sullivan.)

EDUC 671 ESL Curriculum and Instruction

Learn how to meet the educational needs of your English Language Learner (ELL). This course examines various ESL methods and teaching strategies to facilitate language acquisition. Participants will develop standards-based ESL lessons and instructional materials and explore strategies for adapting classroom activities according to the proficiency level of the language learner. An emphasis will be placed on current research and resources available to maximize the process of acquiring English and developing language skills. Additional topics will include the role of classroom management, multicultural materials, and the ELL acculturation process in planning and instruction. (Three credits; Spring; Correll.)

EDUC 672 ESL Learner, Family, and Community

This course will examine behaviors, belief systems, and attitudes of multicultural and multilingual learners, their families, and school personnel in promoting a culturally sensitive learning environment and community. Research-based best practices will be explored, and emphasis will be placed on classroom/school implementation of strategies and techniques through action research methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored. (Three credits; Summer; Modjadidi.)

EDUC 673 ESL Assessment and Support

Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom

instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition and content learning. This course will combine readings, lecture, small group cooperative activities and hands-on assessment with English language learners. (Three credits; Fall; Goldberg.)

EDUC 674 The ESL Specialist

This capstone course in the ESL program specialist certification sequence explores the professional role of the second language teacher and includes a 60-hour practicum under the mentorship of a certified ESL classroom teacher and a college supervisor. Registrants will articulate a personal philosophy of second language teaching and learning, conduct action research in the ESL classroom, create a professional development plan and collaborate with general and special education school staff as they design and implement instruction commensurate to the ELLs' proficiency levels. Taking on the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies. (Three credits; Summer; Sullivan.)

EDUC 675 World Language Curriculum and Instruction

This course is designed to help foreign language teachers employ the ACTFL's proficiency and performance guidelines to teach reading, writing, listening, and speaking in contextualized ways. Methods of integrating instructional technology, managing the classroom, and assessing student performance, both oral and written, will be addressed. (Three credits; As Needed; Conard.)

EDUC 676 Literacy Assessment & Evaluation

This course is designed to prepare teachers

to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will also learn to align instruction with PSSA testing data and examine how to develop interventions and instructional strategies for students with literacy-related learning difficulties, including students with disabilities and English language learners. Additionally, registrants will learn about the multi-disciplinary team process and the reading specialist's role in the early identification of students with learning difficulties that may be related to specific learning disabilities or to the unique needs of English language learners. Finally, participants will explore strategies for communicating assessment data effectively to students, parents, and other school personnel. Students will gain clinical experience and practice through one-on-one and small group work with participants in the summer reading clinic. (Three credits; Summer of Odd-Numbered Years; Conard.)

EDUC 680-681 Independent Study

EDUC 690-699 Special Topics in Education

EDUC 700 Curriculum Development and Action Research

This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree Candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. (Three credits; Spring; Grove.)

EDUC 701 Writing a Review of Educational Research

Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with B or higher. (Three credits; As Needed; Shosh, Gilson)

EDUC 702 Reflective Practice Seminar

This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. Prerequisite: EDUC 700 with B or higher. (Three credits; Fall; Shosh.)

EDUC 704-705 Action Research Thesis

Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. Prerequisite: EDUC 702 with B or higher. (Three credits each; Spring; Shosh, Dilendik, and Grove.)

EDUC 710 Writing Educational Research for Publication and Presentation

Teacher research has the potential to improve teaching and learning beyond the individual teacher researcher's classroom only when it is disseminated to and critiqued by a wider audience of professional educators. This course is designed to help master teachers prepare their research for publication in a

professional peer-reviewed journal and for presentation at a local, state, national, or international conference. Using their master's degree thesis data and analytic framework, registrants will design a conference poster, prepare a multi-media presentation, and draft a manuscript for submission to a professional journal. (Three credits; As Needed; Shosh. Pre-Requisite: Successful Completion of EDUC 704-05 or equivalent.)

EDUC 713 Facilitating School Improvement

Supervisory certification candidates enrolled in this course will develop a School Improvement Case Study; analyze context and student performance data; construct a consensual vision with stakeholder participants; conduct school improvement research appropriate to the specific school improvement initiative; align challenges, vision, program and school improvement strategy; and both implement and critique an action plan for the project. (Pre-requisites: Admission to Supervisory Certification Program; no grade in certification program of less than a B; an up-to-date coursework portfolio approved by the Administrative Certification Officer. Three credits; Summer; Grove.)

EDUC 714 Supervisory Practicum I

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include identifying staff development needs and resources, planning activities to address the needs of the educational program, integrating curriculum across multiple disciplines, and budgetary planning for curriculum and personnel development. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the supervisory coursework standards is a

requirement needed prior to registration for EDUC 714. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Co-Requisite: Supervisory Certification Candidacy and final fall 600-series course with no grade lower than B. Three credits; Fall; Villani.)

EDUC 715 Supervisory Practicum II

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include designing curriculum scope and sequence, evaluating instructional methodologies and strategies, monitoring and developing alternative forms of student assessment, and assessing instructional service delivery. (Co-Requisite: Supervisory Certification Candidacy and final spring 600-series course with no grade lower than B. Three credits; Spring; Villani.)

EDUC 723 Organizational Leadership

Students enrolled in this course will develop a School Improvement Case Study, including a stakeholder analysis and invitation to participate; school context and student performance data analysis; construction of a consensual vision with stakeholder participants; school improvement research appropriate to the specific school improvement initiative; alignment of challenges, vision, program and school improvement strategy; and the implementation and critique of an action plan for the project. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the PiL standards is a requirement needed prior to registration for EDUC 723. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Pre-requisite: Admission to

Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer; Grove)

EDUC 724 Principal Certification Practicum I

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects include a school district case study focusing on student achievement, a multiple measures of data project linked to school reform, and an instructional tools project linked to classroom practice. (Pre-requisite: Admission to Principal Certification Program and completion of required 600-series courses with no grade of less than a B. Three credits; Fall; Villani.)

EDUC 725 Principal Certification Practicum II

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects focus on improving student achievement and include an action-based research project and the development and implementation of a curriculum project including scheduling and budgeting that integrates federal, state, and district requirements and policies. (Pre-requisite: Admission to Principal Certification Program and completion of EDUC 724 with B or higher. Three credits; Spring; Villani.)

Graduate Education – MAT Courses

EDUC 501 Young Adult Literature (MAT)

Introduces students to reader response, socio-cultural, and New Historicist lenses for making meaning of a variety of traditional and emerging texts from the amorphous body

of American literature written specifically for young adults. As participants examine classic and contemporary young adult texts, they construct blogs, wikis, and a literary analysis essay with hyper-textual links to articulate a philosophy for the inclusion of young adult literary texts in the secondary school curriculum, both individually and in tandem with canonical texts. Spring. Undergraduate cognate: EDUC 131.

EDUC 502.2 Introduction to Education English Learners (MAT)

Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success.

EDUC 503 Student Development and Instructional Design (MAT)

The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective classroom instruction. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and spring. Undergraduate cognate: EDUC 130.

EDUC 507 Culture, Community and Diversity: Introduction to Critical Thinking (MAT)

Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will

be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring. (Undergraduate cognate: EDUC 160).

EDUC 511 Child Development and Cognition II: Six to Nine Years (MAT)

This course is a continuation of the study of development of young children from six through nine. This course will begin with research and contemporary issues in learning and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with early school age children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: QPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 211.

EDUC 513.2 Creative Expression (the Arts) (MAT)

In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into homes and families. National standards will also be addressed. Prerequisite: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 213.2

EDUC 514.2 Music and Movement (MAT)

This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed. Pennsylvania's standards for the arts and humanities will also be addressed. Note: In combination with Education 513.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 214.2

EDUC 518.2 Movement (MAT)

Health and Safety Education for Young Children

This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisite: Education 507; QPA of 2.70. Fall/Spring. Undergraduate cognate: EDUC 218.2

EDUC 521 Language Arts for Children, Pre-K to 4th Grade (MAT)

An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification

strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience. Prerequisites: QPA of 2.70; Education 503; passing score on PAPA or PPST Reading and Writing. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 321

EDUC 522 Emerging Language and Literacy, Pre-K to 4th Grade (MAT)

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making process in reading-related skills and early reading. Students will also learn how to work with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. Co-requisite: Education 510. Prerequisite: Education 502.2 and

507; QPA of 2.70. Clearances and other documents for fieldwork required

EDUC 525 Pre-K to 4 Instructional Strategies in Math Thinking (MAT)

Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Prerequisites: QPA of 2.70; Education 503; Passing score on PAPA or PPST Mathematics; Mathematics 125 with a grade of C or better. Spring. Undergraduate cognate: EDUC 322

EDUC 530.2 Computer Technology in the Classroom (MAT)

Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The Internet as a teaching/learning resource. Students will design lesson plans and demonstrate proficiency with technology specific to their academic disciplines. Prerequisites: QPA of 2.70; Education 503 and 507. Two 2-hour periods. Undergraduate cognate: EDUC 140.2

EDUC 534 Including Students with Disabilities (MAT)

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

EDUC 553 Literacy for the Middle Level Learner (MAT)

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

EDUC 558 Pre-Student Teaching Field Experience (MAT)

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

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

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

EDUC 567 Teaching Music to Children (MAT)

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

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

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

EDUC 571 Issues in Middle Level Education (MAT)

This course is designed to support the student during the semester of student teaching. The course meets weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. The student's presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies. The goal of this course is to develop the understanding, skills, and attitudes of the professional teacher – the teacher who acts with reflective consideration

of principles, practices, and policies. The student will demonstrate evidence of professional knowledge and practice in the following areas: planning and preparation; classroom environment, instructional strategies, and professionalism. Prerequisites: QPA of 3.0, completion of all middle level education courses, except student teaching, with grades of C or better. Admission to student teaching. Passing scores on PPST or PAPA in Reading, Writing, and Mathematics. Co-requisite: Education 595-597. Spring. Undergraduate cognate: EDUC 371

EDUC 575 Student Teaching (MAT)

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

EDUC 576 Student Teaching (MAT)

Students approved by Teacher Education Committee work with qualified teachers in local Pennsylvania elementary and secondary schools for one entire academic semester. Scheduling and length of experience will vary according to grade level and teaching field. Under guidance of cooperating teachers and College supervisors, students have direct learning experiences in their

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

EDUC 577 Student Teaching (MAT)

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

EDUC 578 Seminar in Secondary Teaching (MAT)

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

(Undergraduate cognate: EDUC 378).

EDUC 579 Seminar for Art Student Teachers (MAT)

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

EDUC 586.2 Early Field Experience (MAT)

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

Engineering

Advisor: Kelly Kriebel

3/2 Undergraduate Program

In cooperation with Washington University, St. Louis, Missouri, Moravian College offers the following cooperative engineering programs:

- Biomedical Engineering
- Chemical Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Mechanical Engineering
- Systems Science and Engineering

Upon successful completion of three years at Moravian College and upon recommendation of the College, a student in the cooperative engineering program may apply for transfer to the appropriate engineering department of

Washington University. Following completion of the engineering program, the student is awarded the Bachelor of Arts from Moravian and the Bachelor of Science in engineering from Washington University.

4/1 Graduate Program

A combined bachelor's and master's degree program in physics and mechanical engineering or mechanics is offered in cooperation with Lehigh University. This program enables qualified students to earn a Bachelor of Science in physics from Moravian College and a Master of Science in mechanical engineering or mechanics from Lehigh University with an average time of 5.5 years of full-time study.

The Major Requirements

Cooperative 3/2 engineering students complete the Learning in Common curriculum (with some exceptions). They are exempt from the Foreign Language (F3) requirement, and they complete the Quantitative Reasoning (F2) requirement with Mathematics 170 and the Laboratory Science (F4) requirement with Chemistry 113. In addition, they need complete only five of the six Multidisciplinary categories and one of the two Upper-Division category requirements.

In addition to the general requirements described above, 3/2 engineering students take four mathematics courses (170, 171, 211, 221), four science courses (Chemistry 113-114 and Physics 111-112), and four advanced courses to be chosen with the approval of the engineering advisor. All 3/2 engineering students, except those interested in chemical engineering, schedule Physics 111-112 and Mathematics 170-171 in the first year. Chemical engineering students schedule Chemistry 113-114 in the first year.

English

Chair: Professor 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, Ward.

The Major in English

The field of English studies is one of the cornerstones of a liberal arts education and also offers a variety of approaches to specialized study. At Moravian College, students are invited to explore the rich, multi-dimensional nature of English studies through their engagement with creative expression and the study of culture and history, linguistics, literature, rhetoric, theatre and performance, and multimodal writing.

The English major consists of ten courses: a five-course core, four major electives, and a capstone experience.

Core (five courses):

- English 225 (writing-intensive)
- One of the 200-level writing courses that are designated as options for the required second English WI course
- Two literary period courses
 - (British/Transatlantic or American)
 - (British/Transatlantic: English 240, 351, 352, 354, 355)
 - (American: English 340, 341, 342, 344)

Or a special topics course approved by the major advisor

Note: one of the two period courses must be pre-20th century

(English 340, 341, 351, 352, 355)

- One genre course:
 - Drama (English 232, 233,

234, 360, 361)

Fiction (English 343, 353)

Poetry (English 320)

Or a special topics course approved by the major advisor

- Four electives, numbered at the 200 level or above
- Capstone experience: at least one of the following:

Senior Seminar (English 371)

Student teaching in an education certification program

Teacher certification students follow modified versions of the requirements listed above. Refer to the Teacher Certification in English section below.

Notes on the Major in English

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 (English 288 and 386-388) and study abroad strongly encouraged for all majors; an internship is required for all students completing the English major with Writing Arts Certification. Students should consult with Dr. Hinnefeld (English Department chair) regarding internships and with the Office of International Studies regarding study-abroad opportunities.
5. Writing 100, Learning in Common 101, and the general literature courses (English 101, 102, 103, 104,

and 105) may not be used to satisfy requirements for the major, minor, or interdepartmental major programs of the English Department. The general literature course restriction, however, does not apply to English majors pursuing early childhood, middle level, or secondary education certification programs.

English majors are encouraged to supplement required courses with elective courses in English, minors complementary to English Studies, independent studies, related courses from the Learning in Common curriculum, internships, and study abroad, as well as co-curricular involvement in theatre, The Manuscript, The Comenian, SOAR/ undergraduate scholarship, and other relevant opportunities. Students are strongly advised to register for ENGL 225 early in their study.

The Minor in English

The minor in English consists of five courses: English 225; English 211 or 212 (or another course approved by the English major advisor or English Dept. chair); one literature course (200- or 300 level); and two electives (200- or 300-level).

The Interdepartmental Major

The six courses in Set I of the interdepartmental major include English 225, which should be taken in the year the student declares the major. The five other English courses, from the 200- and 300-level, and the six courses of Set II are selected by the student with the advisor's approval.

English Major with Writing Arts Certification

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

I. English Major Core

1. English 225 WI: Introduction to

English Studies

2. One of the 200-level writing courses that are designated as options for the required second English WI course*
3. One literary genre requirement
4. Two literary period requirements (one of which must be pre-20th century: English 340, 341, 351, 352, 355)

II. Internship Pre-Requisite

1. A departmentally approved course in digital writing, professional writing, or journalism.

III. English Internship (at least one; a second internship may count as one of the Writing Electives [section IV below])

1. 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.

1. 211 WI*: Creative Nonfiction
2. 212 WI*: Introduction to Creative Writing
3. 242: Environmental Writing
4. 263: Writing as Activism
5. 310: Business & Community Writing
6. 311: Fiction Writing
7. 312: News and Feature Writing in the Digital Age
8. 313: Poetry Writing
9. 386: Internship
10. Other special topics courses may be used to fulfill this requirement. Please consult with

an English advisor.

V. Capstone Experience

1. 371: Senior Seminar

*Note that Writing Arts certification students may NOT “double-dip” with their chosen WI course (that is, a course taken as the core WI course may not also be included as one of the four required writing courses).

**English majors seeking certification in Writing Arts will be required to have a cumulative QPA of 2.7 or higher before enrolling in the English Internship (in keeping with the College-wide policy for internships).

Teacher Certification in English

Students seeking a major in English and certification in **early childhood education (pre-K-grade 4)** follow a modified version of the major that requires English 225, two period courses (one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course), the capstone experience (for certification students, student teaching serves as the capstone), and four courses selected in consultation with the advisor.

Students seeking a major in English and certification in **middle level education (grades 4-8)** follow a modified version of the major that requires English 221, 225, two period courses (one British and one American, one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course), the capstone experience (for certification students, student teaching serves as the capstone), and three courses selected in consultation with the advisor.

Students seeking a major in English and certification in **secondary education (grades 7-12)** follow a modified version of the major that requires English 221, 225, and 230; 330 or 350; two period courses (one British and one American, one of which must be pre-20th century); a genre course; a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course); the capstone experience (for certification students, student teaching serves as the capstone); and one course selected in consultation with the advisor.

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

Courses in English

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

101. American Literature. Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral skills. (M2)
Comfort, Crooke

102. British Literature. Introduction to distinctive British works, emphasizing analytical and communication skills. (M2)
Black, Dougal, Tabor

103. Western Literature. Selected major works in the literature of the Western world, emphasizing analytical and communication skills through written and oral projects. (M2)
Staff

104. The Experience of Literature. Introduction

to major literary genres—fiction, poetry, and drama—from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects. (M2)
Black, LaRue, Tabor, Staff

105. African-American Literature.

Introduction to the poetry, non-fiction, fiction, and drama of the African-American tradition in literature from the beginnings of the Colonial period to the present day. Emphasis will be on identifying the uniqueness of this literature within the larger mainstream of American literature. (M2)
Waller-Peterson

210.2. Business Writing. Introduction to writing for the business sector (correspondence, reports, proposals, presentations, other forms of business writing). Prerequisite: LinC 101 or equivalent.
Staff

211. Creative Nonfiction. Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent. Spring.
Fodrey, Harris

212. Introduction to Creative Writing. Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6)
Hinnefeld

213.2. Tutorship I. One-half unit of credit given for completion of tutor training course: extensive practice with student writing samples, several writing assignments, full review of grammar. The practicum is three hours of tutoring per week, compensated at work-study wage. Interested students must apply to and be selected by the Writing Center director before registering.

Prerequisites: LinC 101 or equivalent, interview with director, and approval of director.
Mikovits

214.2. Tutorship II. One-half unit of credit given for self-guided study and four hours of tutoring per week. Student's written proposal for study must be approved by Writing Center director. Prerequisites: English 213.2, GPA of 3.00, and approval of director.
Mikovits

221. The English Language. Introduction to phonology, grammar, lexicon, and other aspects of English from its beginning to the present, with an emphasis on current language issues. Fall.
Black

224. Introduction to Journalism. An integrative journalism course in which students will learn how to report, write, edit and pitch news and features for a variety of media outlets; taught by an active media professional, with assistance and resources from Moravian College's Zinczenko Center for Integrative Media. Fall.
Staff

225. Introduction to English Studies. Introduction to various aspects of the discipline, including analysis of literature, bibliographic and research techniques, critical thinking and writing, various literary approaches, literary theory, and history of the field. Writing intensive. Strongly encouraged as a prerequisite for upper-level English courses. Fall and spring.
Black, Tabor

230. Public Speaking. Basic theory of public speaking with emphasis on developing skills essential to effective interpersonal communication in industrial, business, and academic settings. Fall.
Staff

232. Art of the Theater. Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years. Shorr

233. Modern Drama and Theater. Development of dramatic literature and theatrical practice in the 20th century. Tabor

234. American Drama and Theater. Development of dramatic literature and theatrical practice in America, 1665 to the present. Tabor

240. Post-Colonial Literature. Introduction to literature produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5) LaRue

242. Environmental Writing. This writing course will survey a broad spectrum of environmental literature, from Thoreau's *Walden* to Cheryl Strayed's recent bestseller *Wild*, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required. Harris

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. Tabor

261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World. (Also Interdisciplinary 261) Creators of science fiction often present dire warnings about the world to come in which science has subverted human values. By studying important developments in science and technology and significant works of science fiction, we can comprehend the nature of these warnings and attempt to formulate a civilized response to the dehumanizing forces afflicting the contemporary world. Prerequisite: Junior or senior standing. (U1) Staff

262. Literature and the Way We Live. (Also Interdisciplinary 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' *Antigone* to the present. Prerequisite: Junior or senior standing. (U2) Dougal

263/363. Writing as Activism. To what can extent can, or should, writing (and also reading) function as a kind of activism? Can written work change minds and hearts? Should it be designed to do so? Can writing be more than a hobby--but also more than a vocation? That is, can the acts of writing and reading be seen as moral acts, as part of

living a fully engaged life? In this course we will examine these and other questions as we read, view, discuss, and emulate both factual/documentary and imaginative works (ranging from op-ed pieces and documentaries to poems and short stories). Prerequisite: Junior or senior standing. (U2)

Hinnefeld

310. Business and Community Writing. Writing for business and nonprofit sectors with required community service/consulting component in targeted agencies. Prerequisites: English 211,212, or other 200-level writing course approved by the English major advisor or English Dept. Chair, and permission of instructor.

Hinnefeld

311. Fiction Writing. Focused study of contemporary fiction, writing of several complete fictional works. Workshop setting. Prerequisites: English 211,212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. Spring. (M6)

Hinnefeld

312. News and Feature Writing in the Digital Age. Building on the foundation of Introduction to Journalism (English 224), this course combines advanced hard news reporting skills with creative storytelling techniques of feature writing. Students will write and edit story packages for print, online, and mobile media, incorporate photos and video, and use the fundamentals of SEO and social media to promote the content they create. Prerequisites: ENGL 224 (Introduction to Journalism) or another 200-level English writing course approved by the English Department Chair. Alternate years.

Staff

313. Poetry Writing. Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting.

Prerequisites: English 211, 212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. Alternate years. (M6)

Hinnefeld

320. The Art of Poetry. Designed to provide the student of literature with theories and techniques for understanding, appreciating, and evaluating poetry. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

330. Shakespeare. The major plays. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.

Black

340. American Literature 1800-1865. A study of the range of literary voices that constitute "American literature" from 1800-1865, including works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better-known writers of the era—Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

341. American Realism. Development of realism in American literature from its late 19th-century beginnings to its height in the early to mid-20th century. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Waller-Peterson

342. 20th Century American Literature. Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.

Waller-Peterson

343. American Fiction after World War II. Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor. Alternate years.
LaRue

350. Chaucer. The Canterbury Tales and selected minor poems from the perspective of textual and source analysis, as well as feminist, psychological, and new historicist approaches. No previous study of Middle English required but English 221 recommended. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.
Black

351. British Renaissance and Neoclassicism. British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor. Alternate years.
Black

352. British Literature 1780-1830. A study of literature by men and women of varying ethnicities and social classes, and of primary documents that reveal major historical conditions and social and cultural movements to which these writers responded. Some emphasis upon major Romantic poets. Prerequisite: ENGL 225 or permission of instructor. Alternate years.
Dougal

353. The British Novel. A study of the English novel from its beginnings in the 18th century to the 20th century. Prerequisite: ENGL 225 or permission of instructor. Alternate years.
Tabor

354. 20th-Century British Literature. British and Irish poets and novelists, with some emphasis on writers who have gained recognition since World War II. Prerequisite: ENGL 225 or permission of instructor. Alternate years.
Tabor

355. Literature and Culture of Medieval Britain. Study of selected major and minor texts (mostly in translation) from Old English and Middle English literature, with corresponding interdisciplinary study of their cultural contexts. Examination of the evolution of literary genres, styles, and audiences. Exploration of the approaches and perspectives of contemporary scholarship to topics and issues in medieval studies, with a consideration of the links between contemporary and medieval cultures. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.
Black

360. Dramatic Literature and the Moral Life 1580-1642. Investigates issues of race, ethnicity, religion, and gender in the dramatic literature of the early modern period in England. Special attention to the plays of Shakespeare for their sensitivity to the diversity of the human condition. Earlier and later playwrights attuned to these issues will also be studied. Prerequisite: junior or senior standing; ENGL 225 or permission of instructor. Fall. (U2)
Staff

361. Dramatic Literature and the Moral Life 1875-Present. Examines moral problems and resolutions in modern and postmodern dramatic literature. Issues of race, ethnicity, religion, and gender, as well as other concerns that are part of the modern moral life. Prerequisite: Junior or senior standing; ENGL 225 or permission of instructor. (U2)
Staff

370. Seminar. Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.
Staff

371. Senior Seminar. This course will synthesize and expand upon what students

have learned throughout their major. Weekly meetings will consist of readings, discussion, and writing on topics within English Studies. Course requirements will include an extended written work in a student's chosen genre, as well as a portfolio. Prerequisite: ENGL 225 or permission of instructor. Fall and Spring. Staff

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

286, 381-384. Independent Study.

288, 386-388. English Internship. Practical field experience in writing for mass media, business, industry, or nonprofits. Designed in consultation with director of internship program and field supervisor. By arrangement. Prerequisites: Junior or senior standing; for 288: 200-level writing course approved by the English major advisor or English Dept. Chair; for 386-388: 200-level writing course approved by the English major advisor or English Dept. Chair; plus one additional English course.

400-401. Honors.

Environmental Studies And Sciences

Interim Director: Diane White Husic

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

will share important common experiences, including a unique capstone course in which they will work in teams to investigate environmental issues.

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

Coursework

As prerequisites to the program, all students must take Economics 152 and a course in statistics (Mathematics 107 or Economics 156), preferably before the spring term of the sophomore year. Additional coursework in mathematics is recommended, especially for those students interested in pursuing graduate education.

The Common Environmental Studies and Sciences Core

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

All students majoring in environmental studies and sciences must take the following

courses in the common environmental studies core.

Environmental 110 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
Chemistry 205	Environmental Chemistry
Earth Science 210	Introductory Geographic Information Systems

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

Biology 225	Invertebrate Zoology
Biology 235	Microbiology
Biology 250	Animal Behavior
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 120	Meteorology
Physics 109	Introductory Physics for the Life Sciences I
Physics 110	Introductory Physics for the Life Sciences II
Physics 111	Introductory Physics I
Physics 112	Introductory Physics II
Environmental 286, 381-384	Independent Study
Environmental 288, 386-388	Internship
Environmental 400-401	Honors

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

The B.A. Track in Environmental Policy and Economics

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

Economics 241	Natural Resource Economics and Policy
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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 Finance
Economics 336	International Economics
Earth Science 210	Introductory Geographic Information Systems
History 260	Environmental History
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Sociology 312	Environmental Law
Environmental 286, 381-384	Independent Study
Environmental 288, 386-388	Internship
Environmental 400-401	Honors

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

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

The Minor in Environmental Science

The minor in Environmental Science consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science)[1],[2]

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

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

Biology 112	General Zoology
Biology 119	Introductory Botany
Biology 225	Invertebrate Zoology
Biology 230	Field Botany
Biology 235	Microbiology
Biology 250	Animal Behavior
Biology 360	Ecology
Chemistry 113	General Chemistry I
Chemistry 114	General Chemistry II
Chemistry 205	Environmental Chemistry
Chemistry 211	Organic Chemistry I
Chemistry 212	Organic Chemistry II
Chemistry 222	Quantitative Analysis
Earth Science 110	Introductory Geology
Earth Science 120	Meteorology
Earth Science 210	Introductory Geographic Information Systems

Environmental 286	Independent Study
Environmental 288	Internship
Environmental 381-384	Independent Study
Environmental 386-389	Internship
Physics 109	Introductory Physics for the Life Sciences I
Physics 110	Introductory Physics for the Life Sciences II
Physics 111	Introductory Physics I
Physics 112	Introductory Physics II

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

The Minor in Environmental Policy & Economics

The minor in Environmental Policy & Economics consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science), Economics 240 or 241, plus three (3) additional science courses currently approved for the Environmental Policy & Economics (B.A.) major, of which at least one must be a course in economics. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other

LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Science may not count Environmental Economics (ECON 240) for both the major and a minor in Environmental Policy & Economics. An alternate course must be substituted for the minor.

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

Earth Science 210	Introductory Geographic Information Systems
Economics 152	Principles of Economics
Economics 228	Economic Development
Economics 236	International Economics
Economics 240	Environmental Economics and Policy
Economics 241	Natural Resource Economics and Policy
Economics 330	Public Finance
Environmental 286	Independent Study
Environmental 288	Internship
Environmental 370	Environmental Studies Seminar
Environmental 381-384	Independent Study

Environmental 386-389	Internship
Political Science 110	The American Political System
Political Science 115	International Politics: How the World Works
Political Science 237	Public Administration and Public Policy
Political Science 240	Environmental Policy
Political Science 340	Energy Policy
Sociology 312	Environmental Law

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

Courses

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 Environmental 112. (M5) Staff

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 Environmental 110. (F4) Staff

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. Harris

ENVR 370. Environmental Studies Seminar. Designed to apply research methods to current environmental issues. Students will research and present written and oral reports on the general topic. Emphasis is on the development of skills in using primary literature, analysis and interpretation of data, and the communication of ideas. Writing-intensive. Staff

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

All students, regardless of intended career or concentration, must complete Biology 103

and Biology 104, Anatomy and Physiology 1 and 2, as well as Psychology 120 and Health 310, Research Methodology in the Health Sciences Sciences (writing-intensive). In the third or fourth year of study (junior or senior year), all students enroll in HLTH 285.2 or 285, Clinical Observer, to complete the required number of clinical observer hours expected for enrollment into the graduate program of their choice. In addition, in the last term of undergraduate study, students enroll in the capstone course, Health 385.2, Social Issues in Health Science.

Upon declaring a major in health sciences, students select one of the following tracks, based on their intended career path:

Athletic training/exercise science

Chemistry 108	Fundamentals of Chemistry
Health 231	Nutrition for Health Sciences
Health 260	Kinesiology
Health 261	Prevention and Management of Athletic Injuries
Health 360	Exercise Physiology
Physics 109 -OR-	Physics for Life Sciences 1 -OR-
Physics 111	General Physics 1

2 additional courses, chosen from the list of elective courses below

In addition, before matriculation into an athletic training program, students need to complete CPR certification, AED certification, and first-aid certification, at their own expense. Some schools will include the advanced first-aid certification as part of the athletic training curriculum.

Occupational Therapy

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

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

Physical Therapy

Biology 112	General Zoology
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one additional course in biology, to be selected in consultation with an advisor

Chemistry 113	General Chemistry 1
Chemistry 114	General Chemistry 2
Physics 109 & 110 -OR-	Physics for Life Sciences 1 and 2 -OR-
Physics 111 & 112	General Physics 1 and 2
Psychology 207	Lifespan Development
Psychology 362	Abnormal Psychology

one additional course, chosen from the list of elective courses below.

Health Sciences elective courses

Biology 206	Microbiology for Health Sciences
Biology 210	Genetics
Biology 235	Microbiology
Economics 211	Economics of Health Care

Health 231	Nutrition
Health 240	Health Behavior
Health 260	Kinesiology
Health 261	Management and Prevention of Sports Injuries
Health 360	Exercise Physiology
Psychology 260	Sports Psychology
Sociology 115	Introductory Sociology

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

Accounting 157	Principles of Accounting
Economics 152	Principles of Economics
Management 223	Organizational Management

two management or economics electives, chosen in consultation with an advisor

Courses in Health Science

Health 231. Nutrition for Health. Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the science of nutrition:

the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

Doane, Staff

Health 260. Kinesiology. Upon completion of this course, a student should be able to identify the structural characteristics, movements, and muscles acting as the major joints of the body. The student will be able to select movements or exercises which utilize specific muscle groups and analyze the joint actions, muscle actions, and mechanical principles which apply to the performance of a specific movement. Prerequisites: Biology 103 and 104; or Biology 310 and 350. Fall. Hauth, Staff

Health 261. Management and Prevention of Sports Injuries. This course is an introduction to the principles and practices associated with sport and fitness injury management. The course emphasizes the development of competencies in the recognition and treatment of injuries appropriate for professionals working with active populations. Topics include injury mechanics, injury prevention strategies, and injury recognition and management. Prerequisites: Biology 103 and 104; or Biology 310 and 350; and Health 260. Spring. Gloyeske, Staff

Health 310. 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: Psychology 120 and junior or senior class standing. Toedter

Health 360. Exercise Physiology. This course is an introductory course in exercise physiology. It will introduce certain concepts of the “how and why” the body responds to both acute and chronic exercise stress. Topics will include exercise metabolism, respiration, circulation, neuromuscular, hormonal, and environmental influences on exercise. Prerequisites: Biology 103 and 104 (or Biology 310 and 350; Health 260 (Kinesiology); junior or senior class standing or permission of instructor. Spring. Scifers, Staff

Health 385.2 Social Issues In Health Science. A capstone seminar for students in the health sciences major. Guided readings and research to prepare students for graduate and professional study in allied health fields. Students explore ethical and social issues related to health science (such as the debate regarding immunizations, homeopathic approaches to healing, obesity as a cause of illness vs. an illness in itself), and co-author research papers which include perspectives from their chosen/intended field of study. Prerequisites: senior class standing; major in health sciences, nursing, or public health; other students by permission of instructor. Staff

Hebrew

See Modern Languages and Literatures

Historical Studies

Advisor: Robert H. Mayer

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

Secondary Certifications

The Pennsylvania Department of Education certifies students to teach the social studies under two designations—citizenship education and social studies—both of which can be obtained at Moravian College. Those with a citizenship education certificate are permitted to teach history, geography, government, and economics at both the middle and high school levels. In order to obtain the citizenship education certificate for the State of Pennsylvania, students complete the historical studies major, the entire secondary education program described later, and all other Moravian College graduation requirements.

Those with a social studies certificate are permitted to teach history, geography, government, and economics, as well as psychology, sociology, and anthropology at both the middle and high school levels. In order to obtain the social studies certification for the State of Pennsylvania, students complete the historical studies major, plus Sociology 115 and Psychology 120, the entire secondary education program described later, and all other Moravian College graduation requirements. Students are encouraged to complete the social studies certificate, although it is difficult to accomplish in a normal four-year course of study.

The Major in Historical Studies

Minimum requirements for the departmental major in historical studies are:

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

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

Completing a Full Major in History

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

Coursework for Secondary Teaching Certification

Education 100.2 is generally taken spring of the first year or fall of sophomore year. Education 160 is generally taken spring of the first year year and Education 130 is generally taken fall of sophomore year (although the order of these two may be switched). Education 244 must be taken after completion of Education 160 and with or

after completion of Education 130, and is a prerequisite for Education 260, taken in the fall of one's junior year.

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

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

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

For information on coursework for middle level certification see Education.

Applying for Admission into the Teacher Certification Program

Students should be aware that they are not automatically admitted into the teacher-certification program. Students must make two applications for acceptance into the teacher-certification program. Students may apply for initial admission 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 10 course units. Ordinarily students complete:

- Three 100-level courses: one dealing with Europe; one with the United States; and a third with an area outside Europe or the United States.
- Four 200-level courses, two of which must be History 270: Historical Methods and Interpretations and History 288: Internship in History.
- Three 300-level courses, one of which must be History 371: Senior Seminar. Only one of the courses numbered 381-388 may be used to satisfy the major requirements.

The Interdepartmental Major

A student wishing to use history as Set I of an interdepartmental major is required to take History 270: Historical Methods and Interpretations and five other course units. Two of the remaining courses must be at the 200 level and a third at the 300 level.

The Minor in History

The history minor consists of History 270: Historical Methods and Interpretations and four other courses to be selected from at least two of the three major areas in the department curriculum (Europe, United States, outside the United States and Europe). In addition to History 270, at least one other course must be at the 200 or 300 level.

The History Fellowship

The History Fellowship is a program for highly motivated history and history/education students of at least second-semester sophomore standing and a GPA of 3.50 or above in the major. Students accepted into the program will become History Fellows for one of the lower-level survey courses <http://home.moravian.edu/public/catalog/courses/>

history.html (previously taken by applicants who have received a grade of at least A–). A History Fellow will be expected to:

- Write a research paper of 20 pages in the area covered by the survey class.
- Attend all class meetings, as well as individual meetings of students with the professor, and assist with class preparation.
- Assist with or lead group discussions; tutor; moderate Blackboard discussions.

The fellows will enjoy one-to-one interaction with the faculty member(s) who serve as mentor(s), gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material.

These teaching fellowships will be available to those who qualify for them and succeed in a competitive application process including an interview with the department chair.

Departmental Recommendations

- 100-level courses are introductory surveys satisfying the M1 or M5 LinC requirements. Students will be introduced to the importance of primary sources in producing historical knowledge and some of the issues involved in interpreting them. These courses are open to all students without prerequisite.
- 200-level courses address a wide range of thematic topics, with the emphasis on historical interpretations and historiography. Usually they do not satisfy LinC requirements (except a few courses that meet M5). They are open to all students who have completed a 100-level history course.
- 300-level courses are seminars that encourage original research from primary sources (often in translation and in

published form). These courses provide an environment for students to apply skills in historiography and source analysis developed in previous courses. Open to all students who have completed a 100-level history course and History 270: Historical Methods and Interpretations. Only one course numbered 381-388 may be used to satisfy the major requirements. A grade of C or better in History 270 is required to enroll in 300-level history seminars. In rare cases, exceptions can be granted by the department chair.

Courses in History

110. Latin America in the Colonial Era.

Spanish and Portuguese colonization of the Americas and struggles for independence, including ancient American civilizations, Iberian background and influence, Age of Discovery and conquest, development of colonial institutions, cultural and intellectual development, race and racial mixtures, colonial rebellions, wars of independence. (M1)
Aguilar

111. Modern Latin American. Tradition and revolt in Latin America, the Hispanic-American caudillo, U.S.-Latin American relations, republican histories of Argentina, Mexico, and Cuba. (M5)

Aguilar

112. How Was Hitler Possible? War, Society, and Culture in Europe Since 1500. The history of Europe gives us initial insight into how the human construct called Western civilization has emerged. By exploring this history, we locate ourselves in time and place, thus helping us judge our position and possibilities. The course is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What do we mean by “state” or “race”? What about our civilization is Western, and what is non-Western? (M1)

Lempa

113. The United States to 1877. American society, politics, and culture from the first settlements through Reconstruction, including the colonial experience, the Revolutionary War, the new political order, transformation of economic and social systems in the Jacksonian age, and the crisis of the republic in the Civil War. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)
Paxton, Muhlfeld

114. The United States since 1865. American politics, society, and culture from the Civil War to the present, including Reconstruction, late 19th-century urban-industrial world, Populist-Progressive era, America's emergence as an international power in two world wars, the 1920s, Great Depression, and 1945 to the present. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)
Berger, Muhlfeld

115. History of Africa. History and cultures of sub-Saharan Africa. Topics include human evolution in Africa, traditional lifestyles and beliefs, development of African kingdoms, Atlantic slave trade, European colonialism, and problems of modern African states to the present. (M5)
Keshodkar

116. Medieval Europe. The emergence of Western European civilization from the remnants of Roman and Germanic cultures, c. 500-1500 CE. Topics include the spread of Christianity, evolution of aristocracy and peasantry, the growth of towns, clashes between church and state, the emergence of universities, and the demographic disasters of the plague and warfare of the late Middle Ages. (M1)

Bardsley

117. England through the Reign of Elizabeth I. Survey from the Neolithic era to the start of the 17th century. Topics include Roman Britain, Anglo-Saxon Britain, Viking invasions, the Norman Conquest, the growth of law and Parliament, relationships between church and state, the Black Death, the Reformation, and everyday lives of members of each social class. (M1)
Bardsley

118. The Ancient Near East, Greece, and Rome. Explores the history of the ancient Near East and Europe from prehistoric times to the medieval era. Among the civilizations surveyed are those of the Mesopotamians, Egyptians, Hebrews, Greeks, and Romans. (M1)
Bardsley

119. Arab-Islamic Civilizations. The Near Eastern world from the late Byzantine through emergence and development of Arabic-Islamic civilization. Reviews pre-Islamic Arabia and the Near East, achievements of the Prophet Muhammad, establishment of the Islamic religion, the caliphate, and the Arab Empire, including Spain, North Africa, and the Middle East. Islamic religion, law, mysticism, literature, art and architecture, and the Arabic-Islamic renaissance and its impact on the West via Islamic Spain. Ends by considering the Arabic-Islamic world in modern times. (M5)
Keshodkar

129. Mexico: Revolution and Globalization. This course allows students to explore the issues associated with political revolution and economics globalization in Latin America by focusing exclusively on the modern history of a single nation, Mexico. After a brief survey of Mexico's indigenous and colonial experiences, this course primarily

covers elements of Mexico's evolution during the nineteenth and twentieth centuries, beginning with a comparison of Mexico's independence movement to the American Revolution. It continues through the circumstances surrounding the Mexican Revolution of 1910, the impact of NAFTA of 1994, and the political transition fostered by the 2000 elections. (M5)

Aguilar

219. Bismarck to Hitler to Fischer: History of Modern Germany. Traces Germany's historical path from 1848 to 1990, starting with the German states' struggle toward modernization and unification in the late 19th century. Explores Germany's experience and role in World War I; the cultural euphoria, political misery, and economic despair of the Weimar Republic; the Nazi seizure of power in 1933; and the Holocaust. Discusses Germany's role in the Cold War and the cultural battles of the 1960s, ending with the surprising national reunification in 1990.

Lempa

220. The Holocaust. (Also Interdisciplinary Studies 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. (U2)

Lempa

222. History of 18th-century Moravians. Bethlehem is a fine example of an 18th-

century Moravian community. It was part of a world-wide network of Moravian communities and mission stations. In this course, we will explore the Moravian world. How were their congregations organized? What did Moravians believe and how does this relate to other religious groups? How did they perceive their own history and how did Moravians record history? 18th-century Moravians were highly controversial and we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race, and sexuality. Peucker

227. Modern South Africa. (Also Political Science 227). This course will introduce and analyze the modern history and politics of the Republic of South Africa and its neighbors. The course will emphasize the development of political, economic, and social structures; current actors; and prospects for change. Specific topics will include British, Afrikaner, and Portuguese colonial policies; the development of African nationalism and the transition to majority rule; and the policies and prospects of modern Angola, Botswana, Mozambique, Namibia, South Africa, and Zimbabwe. (M5) Staff

237. Popular Culture in Medieval and Early Modern Europe. Customs, beliefs, and activities of ordinary people during the Middle Ages and early modern period. Topics include witchcraft, riots and rebellions, carnivals, and heresies. Attention to historians' methods of approaching the lives of ordinary, non-elite people of the past and the ways in which they explore the lives of subalterns using sometimes hostile sources. Bardsley

238. Women in Europe 500-1700. (Also Women's Studies 238) Experiences of women and attitudes toward women in medieval and early modern Europe, especially on ways in

which women's lives were shaped by social status, marital status, and religion. Students will develop their ability to identify arguments within historical writing, assess ways in which historians use evidence, and understand some of the major debates among historians about women and their status.

Bardsley

241. Early America. Background and settlement of North American colonies, development of British colonial policy, colonial civilization, and the revolutionary movement to separate colonies from the empire and create a new nation. Fall.

Paxton

243. The United States from The Market Revolution to the Civil War. Internal development of the U.S. from the War of 1812 through the Civil War and Reconstruction, including the westward movement, reform impulses, social and economic effects of early industrialization.

Paxton

245. The United States 1945 to the Present. Topics include the Vietnam War, the civil rights revolution, the counterculture of the '60s, conflicts in Israel and the Gulf War, the Nixon administration and its moral and constitutional crisis (Watergate) in the '70s, the "Reagan Revolution" of the '80s, and the Clinton administration and its moral and constitutional crisis in the '90s.

Berger

250. The History of Canada to 1885. An introduction to major themes in the history of Canada from pre-contact times until the Northwest Rebellion of 1885. Special attention will be given to major historical debates and the changing nature of historical interpretation around such topics as relations between Europeans and First Nations, the fur trade, women and society in New France, Loyalists, the rebellions in Upper

and Lower Canada, responsible government, Confederation, and the Riel Rebellions.

Paxton

255. The United States and Latin America: History of Their Relations. Explores the historical creation and transformations of a variety of relations connecting the nations of Latin America with the United States. Students will discuss issues of national sovereignty, economic development, political revolution, defense strategy, human rights, and immigration as they pertain to these relations. Attention to Mexico, the Caribbean, and Central America in their interaction with the United States. (M5)

Aguilar

260. Environmental History. Explores the changing relationship between human agency and the environment over the course of world history. Themes include the agricultural and industrial revolutions, the integration of world ecozones, historical epidemiology, and the impact of technological change on the environment.

Staff

270. Historical Methods and Interpretations. The first half of the course introduces the main philosophies and schools of historical analysis: Marxist history, psychohistory, Annaliste, women's, social, and cultural history. Topics include contributions of major historians and current historical debates and controversies. In the second half, students receive a systematic introduction to historical research, including major research tools in the field, research methods and strategies, models of historical research, preparation and evaluation of formal presentations on historical topics. Required for history and historical studies majors. Prerequisite: Any history course.

Staff

288. Internship in History. This course will accompany students as they complete internships, providing them with a structure and format for reflecting on their experiences. Students will meet as a group once per week and complete at least 8 hours per week of fieldwork. Fieldtrips will examine the ways in which public history is constructed and presented. Students will also explore their own career plans. Prerequisites: junior or senior class-standing, and at least one 100-level history course.

Staff

371. Senior Seminar. Students will prepare a research paper suitable for delivery at an undergraduate conference. Topics, which must be approved by the instructor, may be from any area of study covered in the department courses. One member of the department will direct the seminar and hold its weekly meetings, but all history faculty will serve as advisors as the students prepare their projects. Prerequisites: Senior standing and completion of at least one history seminar and History 270, or permission of instructor. Fall. One 2-hour period.

Staff

374. Seminar: History of the Emotions. What are emotions? How have they been used and manipulated throughout history? Was a middle-class man (or woman) entitled to have emotions? What is love, and what have been its institutions over time? The seminar will examine the emotional background of French and German dueling in the 19th century, as well as the emotions and reactions of those whose duty was to destroy all enemies of the nation. This research seminar explores one of the most profound features of human identity over the last 500 years, and one that has received little attention from history.

Lempa

375. First People of North America. Provides an introduction to the interdisciplinary

methodology of ethnohistory with which students will explore the history of First People within the U.S. and Canada. Because of the diversity and complexity of First People's cultures, this course will explore select themes, including but not limited to oral history, cosmology and religion, colonization, disease, trade, and cultural change and continuity. Using primary sources, students will write an ethnohistorical research paper on a topic of their choice.

Paxton

376. Medieval Peasants. (also Medieval 376). Provides an introduction to the primary sources, methodology, and historiographical debates surrounding the late-medieval English peasantry. Topics covered include the effects of the Black Death, the extent of community and cohesion within peasant villages, changes in inheritance practices, and mechanisms of charity. Students will write article-length papers based on both primary and secondary sources. Prerequisite: Completion of History 270 with a grade of C or better.

Bardsley

385. History Fellowship. Highly motivated history and history/education students may be chosen as History Fellows: teaching assistants for the lower-level survey courses. They will assist the professor in preparing the class; serve as tutors; and lead group discussions and moderate Blackboard discussions. The fellows will enjoy one-to-one interaction with faculty, gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material. The fellowship ends with a substantial research paper or journal. Prerequisites: Second-semester sophomore standing (or higher) and GPA of 3.50 or above in the major; a grade of at least A- in the survey course to which the fellow is assigned; competitive application process, including interview with department chair.

Staff

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Interdisciplinary Programs

Learning in Common Courses

LinC 101. First-Year Writing Seminar.

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

Staff

Writing 100. Writing as a communication process central to learning and life. Helps students write in varied styles for varied audiences, use research materials and cite them appropriately, and use technology as a

tool for research and writing. Students will work collaboratively in workshop settings and will practice both oral and written communication. Each section will have its own subject-area focus. (F1)

Staff

Pre-Health Professions Courses

Health 285 and 285.2. Clinical Observership. Supervised observation in a clinical setting for pre-medical, pre-veterinary, and pre-health professions students. A minimum of 50 hours plus assigned work for one-half unit of credit; a minimum of 100 hours plus assigned work for one full unit of credit. Prerequisites: junior or senior class standing; 2.70 overall GPA. Application required prior to registration for the class.

Interdisciplinary Courses

110. World Geography and Global Issues.

Relationships between place and culture, politics, economics, and society. How various regions respond to problems such as poverty, war, and health care, and how their responses affect the global community. Topics change at the discretion of the instructor. Two 70-minute periods. (M5)

Staff

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

(Also Religion 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. Prerequisites: First-Year students and sophomores only; juniors and seniors with permission of the instructor. (M3) Denton-Borhaug, Jasper

185. (185.2). Interdisciplinary Project

The Interdisciplinary Project is an experiential and interdisciplinary project available to students who have completed at least one term of study at Moravian College. The project must be interdisciplinary in scope. Projects may be undertaken by a group of students working with a faculty member, or by a single student working one-on-one. Projects are normally conducted on campus, but could include some immersion in the local community, with faculty supervision. Unlike an internship, there usually is no site supervision from the community. Work done for the project must be independent from that prepared for other classes, or from service hours required for other classes or extracurricular organizations.

A full-unit interdisciplinary project requires a minimum of 8 hours of “hands-on” work per week for a fall or spring term (a minimum of 4 hours of “hands-on” work per week is required for a half-unit interdisciplinary project). Examples of “hands-on” work might be building sets in the theatre; preparing other students for musical performance working with other students or a faculty member on some element of research; or doing work outside the institution in a professional setting, similar to some of the work one might find in an internship placement. The faculty supervisor will assign additional work, such as readings and written work, to foster critical thinking and reflection in the applied disciplines, to ensure that the project meets the 174-hour minimum requirement.

At the end of the semester students provide evidence 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).

200. Witches and Demons in German History and Culture.

(Also German 200) Examines a wide variety of texts and other media to explore the idea and representation of the strange and “deviant” in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)
Staff

205. Spaces for Living: Design in Mind.

(Also Psychology 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we will read about domestic life (the idea of “home”), architecture, and design. May Term. (M6)
Dunn

210. Modern Urbanization: Destruction and Restoration of Cities around the World.

Modern urbanization has threatened the nature of our cities for years. Unless efforts are made to protect them, cities around the world will lose their historical, cultural, and social specificities, and probably look alike by mid-century. By focusing primarily on seven of the world’s greatest cities (Bangkok, Beijing, Berlin, Cairo, Kyoto, Paris, and Venice), we examine how they address (or fail to address) those challenging issues. (M5)
Lalande

212. Artists as Activists. (Also Art 212). How do artists, graphic designers, writers and performing artists raise questions and advocate social change? Global examples of visual culture will include propaganda, graphic design, film music video, and theatre. Relationships between art, images, mass media, and acts of conscience will be evaluated using ethical/philosophical frameworks and formal and contextual analysis. Discussion will include historical, social, and political context of art, its method of production and distribution, and its inherent privileges or risks. Prerequisite: Junior or senior class standing. (U2)
Torok

213. The Impact of Technology on Diet and Disease. Historically, technology has had an enormous impact on diet and disease. Beginning with the domestication of crops and animals, the course will trace changes in the diet and human social systems resulting from advances in agriculture and food distribution. Topics include the 18th-century agricultural and industrial revolutions and the “green revolution” of the 1950s; hormones, antibiotics, genetically engineered crops; pandemics such as the Black Death of the 14th century, Spanish influenza in 1918, and AIDS and other emerging diseases. Prerequisite: junior or senior standing. (U1)
Binford, Husic

214. Immigration, Exile and Internal Displacement in Latin American and Latino Literature. (Also Foreign Language 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better

understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.
Yozell

215. Living in a Digital Society. This course considers how society has changed as a result of increased accessibility to information through computer technology. Possible topics include dealing with “information overload” through information literacy, Internet regulation in a global society, property-rights issues related to file-sharing programs, the limits of privacy in an online setting, and issues related to the regulation of spam. (U1) Prerequisite: junior or senior standing.
Coleman

216. Intersection of Culture and Healthcare. (Also Nursing 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)
Adam

217. From Ape to Madonna: The Evolution of Humankind. Addresses the historical and comparative evolution of our species. Using the approaches of evolutionary biology, physical anthropology, and archaeology, this course traces human physical evolution and cultural development from its earliest beginning, more than five million years ago, to about 15,000 years ago, just before the beginnings of plant and animal domestication and the rise of complex societies. Special attention paid to the impact that evolutionary

ideas have had on social, political, and educational issues in American life. Prerequisite: junior or senior standing. (U1)

218. Brain Sex. (Also Neuroscience 218) In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scientists from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men and women in today's society as well as the different educational and emotional issues that face males and females. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender differences are examined. (U1)
Fox

220. The Holocaust. (Also History 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)
Lempa

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

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

250. Moral Marketing. (Also Management 250) How the ideas of tzedek (“justice”) and charity (“love”) apply to marketing to the world's poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American secular traditions. Each of these three perspectives has unique traditions regarding the role of the individual and the community, and the obligation towards helping those less

fortunate. Discussion of differences between morality and ethics based on these three perspectives, as well as approaches to social justice as an obligation, an act of love, or a practical solution. Needs of the poor in emerging nations and how products could be created and distributed in these emerging nations in accordance with these different ethical and moral perspectives. (U2)
Prerequisite: junior or senior standing.
Kaskowitz

251. Human Sexuality. (Also Sociology 251)
The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. Prerequisite: Junior or senior class standing. (U2)
Davis

256. Social Controversies. (Also Sociology 256)
Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: Sociology 115; junior or senior standing. (U2)
Wetcher-Hendricks

259. Sport and Its Cultural Legacy. A critical examination of the changing relationship between sport and culture, particularly as it pertains to Western sport. The course will include an historical overview of sport as cultural marker and its resultant industries before moving toward a range of specific socio-political dimensions, including issues of inequality, labor, marketing, and

socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.
Rosen

261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World. (Also English 261)
Creators of science fiction often present dire warnings about the world to come in which science has subverted human values. By studying important developments in science and technology and significant works of science fiction, we can comprehend the nature of these warnings and attempt to formulate a civilized response to the dehumanizing forces afflicting the contemporary world. Prerequisite: junior or senior standing. (U1)
Diamond

262. Literature and the Way We Live. (Also English 262)
This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' *Antigone* to the present. Prerequisite: junior or senior standing. (U2)
Dougal

263. Civil Rights and the Moral Life. (Also Religion 263)
Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2)

301. The Social Impact of Genetic Information.

A course designed for students to explore issues related to the applications of genetic sequencing. Topics include medical, legal, and ethical implications of decisions about the use of genetic information on themselves and on society. Prerequisite: junior or senior standing. F4 course recommended. (U1)
Zales

310. “Doing Good” at Work. (Also

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

Marabella

320.2. Writing in Science Education. Topical writing for various audiences in science education, including students, parents, colleagues, administrators, editors of professional journals, and review committees of funding agencies. Topics involve contemporary issues in science and/or science education. For general science teacher education students in the elementary and secondary programs only. Writing-intensive. Prerequisite: junior or senior standing.
Staff

325. Evolution, Culture, and the Origins of Behavior. Evolutionary theory and cultural accounts explaining the origins of human behavior are gaining in popularity. Evolution

refers to biological and genetic processes, including inherited traits. Culture entails complex external social forces that affect societies and are often perpetuated by them. Does biology dominate culture? Does culture override biology? Or does the interaction between the two create behavior? We will critically examine various explanations of human behavior. Prerequisite: junior or senior standing. (U1)

Dunn

350. Media Technology and Society. (Also Sociology 350) Technological development and implications of mass-media forms.

Students will analyze mass media as a social force that shapes personal and collective ideas and behaviors in the modern world. Prerequisite: junior or senior standing. (U1)
Wetcher-Hendricks

358. Segregation in America: The Legacy of Jim Crow. (Also Sociology 358)

A more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the civil rights struggles of the 1960s and 1970s. Looks past many of the more commonly understood (and misinterpreted) elements of the so-called Jim Crow edifice by looking at all regions of the country during this period in a more comparative frame. Examines the social, historical, economic, and political forces that fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today. Prerequisite: junior or senior standing. (U2)

Rosen

372. Developmental Implications of Medical Technologies. (Also Psychology 372) Explores implications of recent medical advances. Topics to be explored include: assisted reproductive technologies, genetic testing,

premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)
Schmidt

373. Contemporary Work-Life Challenges. (Also Psychology 373) This course will explore the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)
Brill

385. Peace and Justice-Making Praxis. Students develop a "hands on" learning experience in the community with an emphasis on justice and peace-building that suits the particular design of their educational direction in the minor. Faculty mentors guide students' choices of additional study materials, participation in the "Vocational Reflection Circle" and additional memoir chapters.
Staff

Interdisciplinary Majors for Middle Level Teacher Certification

Elementary General Science

The interdisciplinary major in elementary general science for middle level teacher certification consists of nine and a half course units, including Biology 100, 112, or 119; Biology 107 or Environmental Studies 112; Chemistry 108 or 113; Physics 109 or 111

(the 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 Independent Study for one of the four elective courses.

Moravian College offers Africana Studies 110 and electives, including the following courses: English 105 and 240, Foreign Language 116, Spanish 215 and 358, History 110 and 111,

Interdisciplinary Studies 358, Music 113 and 115, and Sociology 258, 266, 357, and 358. Africana courses, including special topics courses, will be marked as Africana studies courses at each registration period.

In addition, each term the Africana Studies Consortium of the Lehigh Valley Association of Independent Colleges (LVAIC) will publish a list of Africana studies courses offered at nearby LVAIC institutions so that students can cross-register for a wide variety of courses. This list will be available from the registrar and the Africana studies coordinator. Each institution offers the basic Introduction to Africana Studies course. Other courses are offered regularly at other LVAIC institutions.

110. Introduction to Africana Studies. (Also Sociology 110) This course explores the significance of Africa and its global descendants through an interdisciplinary approach. The critical methodologies of the humanities and social sciences will be used to consider some of the questions provoked by African and African diasporan experiences. For example, is an African diaspora an objective reality or has it existed solely in response to American and European notions of racial difference? What have been the characteristics encompassed by that reality or those notions of race? Course materials will allow students to survey the lasting contributions of Africans and their descendants to the development of various world civilizations.

Rosen

190-199, 290-299, 390-399. Special Topics. An investigation of selected interdisciplinary topics in Africana studies. Prerequisite: Africana Studies 110 or permission of the instructor. Staff

286, 381-384. Independent Study. Individual study of an Africana studies topic in areas where the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of the

instructor and program coordinator. Staff

288, 386-388. Internship.

400-401. Honors.

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 course units and a significant experience abroad.

- One fall or spring term abroad, in which

case some of the coursework taken abroad also may count toward the international studies minor, or

- One four- to six-week international program during the summer, or
- Two international travel courses such as those offered at Moravian College during May Term.

In the second and third options, some credits earned during the travel experience may count toward the international studies minor. Consult with the program advisor before traveling.

The minor requires Political Science 115. (Political science majors pursuing a minor in international studies must substitute Interdisciplinary 110.) Two course units in the humanities and two additional course units in the social sciences must be taken to complete the minor. No more than two courses may be taken in a single department, and students must complete at least two course units at the 200 level or higher. Courses currently approved as part of the international studies minor include but are not limited to:

Art 113	Global Perspectives in Art History to the Renaissance
Biology 209	Humankind and the Global Ecosystem
Economics 236*	International Economics English 240 Post-Colonial Literature
English 240	Post-Colonial Literature
French 220	Modern France and Its Cultural Heritage
German 220	Modern Germany and Its Cultural Heritage
History 111	Modern Latin America

History 112	How Was Hitler Possible? War, Society, and Culture in Europe Since 1500.
History 115	History of Africa.
History 255	The United States and Latin America: History of Their Relations
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Management 333	International Issues in Management
Music 113	Introduction to Non-Western Music
Music 175.2	Musics of the World
Political Science 125	Introduction to Comparative Politics
Political Science 235	Contemporary European Politics
Political Science 245	Topics in Politics of the Third World
Political Science 327	Topics in Comparative Politics
Political Science 347	Topics in Comparative Politics
Political Science 348	Topics in Chinese Politics
Religion 122	Eastern Religious Traditions
Religion 123	Religions of India
Religion 124	Religious Thought of China and Japan
Sociology 113	Cultural Anthropology
Sociology 268	Communities and Conflict in India

Spanish 246	Culture and Civilization of Spain
Spanish 248	Latin American Contemporary Culture

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

Media Studies

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

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

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

Requirements and electives for each track are listed below.

Mass Media Track

Required courses:

- Communications 111 Human Communications
- English 290-299 One special topics course in rhetoric approved by the English

Department for this requirement

- Communications 370
Communications in Practice

Elective courses:

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

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

Marketing Media Track

Required courses:

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

Elective courses:

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

- Art 131 Introduction to Graphic Design
- English 230 Public Speaking
- History 237 Popular Culture in Medieval and Early Modern Europe
- Management 227 Consumer Behavior

- Management 228 Telling and Selling Your Brand
- Management 311 Marketing Research (WI)
- Sociology 113 Cultural Anthropology (M4)
- Communications 190-99, 290-99, 390-99 Special Topics
- Communications 286, 381-384 Independent Study
- Communications 400-401 Honors

111. Human Communications. (Also Sociology 111) This course focuses upon the functions and processes of communication as well as the various communication techniques used in modern society. Students explore basic theories and examine the characteristics and social effects of verbal and non-verbal human interaction. Application of theoretical concepts include observation and analysis of communication methods used in interpersonal, group, and media forums.

370. Communications in Practice. Students shadow employees and participate, when requested, in the operations of a local marketing or mass media agency (or the marketing or public relations department of a large organization) for two hours each week. Through this experience, students become familiar with the media industry. The course also includes two 50-minute classroom sessions per week as well as presentations and written work that demonstrate recognition of principles applied in professional settings.

190-99, 290-99, 390-99. Special Topics.

286, 381-384. Independent Study.

400-401. Honors.

Medieval Studies

Coordinator: John Black

The medieval studies minor is an interdisciplinary program that examines the art, history, literature, music, and philosophy of the middle ages (c.500 CE to c.1500 CE). The program seeks to increase students' knowledge of the middle ages and appreciation for the ways in which medievalists draw on interdisciplinary methodologies and sources. Courses taken as part of study abroad may work well within this minor. If you are interested in pursuing the medieval studies minor, please contact Dr. John Black, coordinator of the medieval studies minor.

The requirements for the medieval studies minor consist of five course units: two core courses, two electives, and the capstone. Students must take courses in at least three disciplines; in other words, at least one of the two elective courses must come from a discipline outside of English or history. Medieval Studies 370 is the capstone course for the minor. As for all independent study courses, students must have a QPA of at least 2.70 to enroll. The minor requirements cannot be fulfilled without successful completion of the capstone course.

Core (two courses): History 116 (Medieval Europe) and either English 350 (Chaucer) or 355 (Literature and Culture of Medieval Britain) or English 104 (Experience of Literature: Medieval Voices) [Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr. Black, fulfills a requirement for the medieval studies minor.]

Electives (two courses): Selected from the list below. At least one of the two elective courses must come from a discipline outside of English or history.

Capstone (MDVL 370): see further below

List of elective courses:

Art 113	Global Perspectives in Art History to the Renaissance (M6)
English 104*	Experience of Literature: Medieval Voices (M2) [Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr. Black, fulfills a requirement for the medieval studies minor.]
English 350*	Chaucer
English 355*	Literature and Culture of Medieval Britain
History 117	England through the Reign of Elizabeth (M1)
History 119	Arab-Islamic Civilizations (M5)
History 237	Popular Culture in Medieval and Early Modern Europe
History 238	Women in Europe, 500-1700
History 376	Medieval Peasants
Music 281	Western Music to 1750
Philosophy 243	Medieval Philosophy

* Whichever is not selected as the required course above.

190-99, 290-99, 390-99. Special Topics.

Selected interdisciplinary topics in medieval studies. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; and permission of instructor and program coordinator. Black

370. Capstone in Medieval Studies. Intensive independent study and research in an area of medieval scholarship in which the student has demonstrated sufficient interest and ability. Content varies. The capstone project must draw explicitly on methodologies of more than one discipline. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; GPA of 2.70 or above; satisfactory completion of a writing-intensive course; and permission of instructor and program coordinator.

Black

286, 381-384. Independent Study.

400-401. Honors.

Peace and Justice Studies

Advisors: Kelly Denton-Borhaug and Daniel Jasper

The minor in religion, peace and justice is a multidisciplinary program whose objective is to encourage students to think critically and develop strategic responses that will promote positive transformation with regard to:

- the nature and causes of violence and conflict;
- racism, gender bias, inequity, degradation of the natural world, and other manifestations of human violence;
- the nature of religious understandings, values and practices as contributing to conflict and violence and as a resource for just peace-building;
- the destructive power of war and militarism;
- the sources, structures and dynamics of injustice and justice-making, and the values, experiences and bases of peace and justice; and
- possibilities and strategies to encourage personal and collective transformation

for the public good and individual human flourishing.

The minor consists of five course units: IDIS 165 and 385, plus two courses from the first group listed below (Courses in Religion, Peace, and Justice) and one course from the second group (Structures and Ideas). In addition to the courses listed in the groups below, certain special topics courses may also be approved as choices in these groups. Interested students should check with the advisors for the minor. Ideally, Interdisciplinary 165 is taken before other courses in the minor. No more than one course from the first group taken prior to Interdisciplinary 165 may count toward the minor.

Courses in Religion, Peace, and Justice (2 courses required)

Students will choose two (2) from among the following courses in the department of religion that focus on the nexus of religion, peace and justice. Additional courses may be added to this list as they become available according to faculty interest and development:

Philosophy 250	Environmental Philosophy and Religion
Religion 210	Christian Ethics, War and Just Peacemaking
Religion 240	Jewish and Christian Feminism
Religion 245	Religion and Politics
Religion 246	War and Peace in the Biblical World
Religion 255	Liberation Theology with Travel Seminar
Religion/ Interdisciplinary 263	Civil Rights and the Moral Life
Religion 370	The Problem of Evil
Sociology 268	Nation, Religion and Region in India

Structures and Ideas (1 course required)

Students choose one course in the applied analysis of peace and justice issues in specific social, political, economic, and cultural systems; and/or on how peace and justice are theorized. These courses may be changed and added to in accordance with faculty interest in this program.

Art 212	Artists as Activists
Education 160	Culture, Community, Diversity: Introduction to Cultural Diversity
English 263	Writing And/As Activism
English 344	Native American Literature
History 220	The Holocaust
History/ Interdisciplinary 220	The Holocaust
Interdisciplinary 104	Experience of Literature: War in the 20th and 21st centuries
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 212	Artists as Activists
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Philosophy/Women's Studies 265	Feminist Philosophy
Political Science 115	International Politics
Political 120	Introduction to Political Thinking
Political Science 210	US Workers in the New Globalized Economy
Political Science 245	Politics of the Third World

Political Science/ Women's Studies 257	Politics of Women's Rights in Asia
Political Science/ Women's Studies 260	Critical Gender Studies
Sociology 258	Structured Inequalities
Sociology 268	Nation, Religion & Region in India
Sociology/ Interdisciplinary 358	Segregation in America: The Legacy of Jim Crow
Spanish 345	Agency, Citizenship and Identity in the Southern Cone

It is the student's responsibility to ensure that he or she meets all course prerequisites before selecting courses from the above lists to complete the minor.

Women's, Gender and Sexuality Studies

Coordinator: Jane Berger

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

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

German 341 Women in German Literature and Culture
 History 238 Women in Europe 500-1700
 Music 188 Women and Music
 Philosophy 265 Feminist Philosophy
 Political Science 257 Politics of Women's Rights in East Asia
 Psychology 345 Psychology of Women
 Religion 136 Seeing and Believing: Women, Religion, and Film
 Religion 240 Jewish and Christian Feminism
 Women's Studies 222 Women and Health
 Women's Studies 190-199, 290-299, 390-399 Special Topics
 Women's Studies 286, 381-384 Independent Study
 Women's Studies 288, 386-388 Internship
 Women's Studies 400-401 Honors
 Gender-related courses (no more than one can count toward the minor)
 Interdisciplinary 232 Ethical Issues in Reproductive Technology
 Political Science 260 Critical Gender Studies
 Sociology 310 The Family and the Law
 Sociology 355 Sociology of Gender
 Other women's studies courses may be counted toward the minor with the approval of the women's studies coordinator.
 Students are encouraged to enroll in an Independent Study for one of the four electives. Students may also cross-register for women's studies courses at other LVAIC institutions.

101. Introduction to Women's Studies.

Introduction to issues, topics, and methodologies of women's studies in a global context. Examines the lives of women around the globe in the twentieth and twenty-first centuries, with particular attention to the Middle East, Africa, Latin America, Asia, and the West, focusing on gender inequality, feminist ethics, gender as a category of analysis, and social construction of gender. (M5)

Staff

136. Seeing and Believing: Women, Religion, and Film. (Also Religion 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3)
 Denton-Borhaug

188. Women and Music. (Also Music 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. Fall. Two 70-minute periods. (M6)
 Staff

222. Women and Health. Introduction to feminist analysis of women's health issues. Historical trends in health and health care in relation to changing patterns in social position and roles of women. Ways in which lay, medical, and research assumptions about women have developed and influenced existing literature about women's health and structure of health services as they relate to women's health-care needs. Topics include reproductive health, mental health, chronic illnesses, lesbian health issues, women and aging, nutrition, occupational health hazards, sexuality, race and class health issues, eating disorders, and the women's health movement.
 Zaremba

232. Ethical Issues in Reproductive Biotechnology. (Also Interdisciplinary 232) Ethical and biological considerations for the individual, family, and society regarding recent technical procedures and diagnostic methods in reproductive biology. Topics include prenatal genetic diagnosis and treatment, assisted reproductive technologies, premature birth and associated medical concerns and treatments, birth-control

methods, sex-selection technologies, and pregnancy- and birth-related technologies. Prerequisite: junior or senior standing. (U1) Kurvink

240. Jewish and Christian Feminism. (Also Women's Studies 240) Introduction to theological feminist theory, comparing and contrasting Jewish and Christian women theologians/ethicists on themes such as images of the divine, sacred text, halakhah, community, sexuality, ritual, etc. In addition, students will learn from the lives of women in our own community. (U2) Denton-Borhaug

257. Politics of Women's Rights in East Asia. (Also Political Science 257) Course explores the history and politics of women's rights in China, Japan, and Korea through readings, discussions, writing, interviews, videos, and debates. Focus will be on cultural and gender differences and the politics concerning women that emerge from the different written and visual sources covered. Writing-intensive. (M5) Fischler

260. Critical Gender Studies. (Also Political Science 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor. Haddad

265. Feminist Philosophy. (Also Philosophy 265) Feminist writings on questions such as: How do the legacies of gender inequality persist today? What would gender justice

look like? Is there such a thing as a gender-neutral point of view? How do gender, race, class, and sexuality relate? Prerequisite: one prior course in philosophy or women's studies, or permission of instructor. Fall, alternate years. (U2) Moeller

345. Psychology of Women. (Also Psychology 345) Research on gender differences and female gender development from various perspectives. Critical analysis of assumptions about human nature and science embedded in our approach to these issues. Interdisciplinary approach, with attention to biological, cognitive, behavioral, and social factors that influence emergence of gender. Topics include gender-role development, achievement and motivation, health issues, sexuality, adjustment, victimization, and minority-group issues. Prerequisite: junior or senior standing. Zaremba

355. Sociology of Gender. (Also Sociology 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation. Prerequisite: Sociology 258 or Women's Studies 101. Writing-intensive. Wetcher-Hendricks

190-199, 290-299, 390-399. Special Topics. Selected interdisciplinary topics in women's studies. Prerequisite: Women's Studies 101 or permission of instructor. Staff

286, 381-384. Independent Study. Intensive study in an area in which the student has demonstrated the interest and ability needed for independent work.

Prerequisite: permission of instructor and program coordinator.
Staff

288, 386-388. Internship.

400-401. Honors.

International Management

See Economics and Business, Modern Languages and Literatures

International Studies

See Interdisciplinary Programs

Italian

See Modern Languages and Literatures

Japanese

See Modern Languages and Literatures

Latin

See Modern Languages and Literatures

Management

See Economics and Business.

Mathematics And Computer Science

Chair: Associate Professor Shank
Professor: Coleman, Fraboni, Schultheis;
Associate Professors: Hartshorn, Talbott;
Assistant Professor: Bush, Curley, Mota;
Visiting Associate Professor: Schaper; **Visiting Assistant Professor:** Moller; **Instructor of Mathematics:** 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.

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 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 310-380, 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, 313, 327, 328, 329, and 340

Applied Mathematics Courses: MATH 214, 221, 225, 231, 251, 332 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.

Courses in Mathematics (MATH) are listed below.

The Minor in Mathematics

The minor in mathematics consists of five course units in mathematics: MATH 170 (or the equivalent sequence Mathematics MATH 106 and MATH 166), MATH 171, and three MATH courses numbered 210 or above, including at least one of the following: MATH 212, MATH 220, MATH 231.

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.

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 216, and one additional MATH course numbered 210 or higher, or a two-semester laboratory sequence in science. Because analytic and abstract reasoning is important to the study and application of computer science, majors are encouraged to take additional coursework in science, mathematics, and logic.

Courses in Computer Science (CSCI) are listed below.

The Minor in Computer Science

The minor in computer science consists of CSCI 120, CSCI 121, and three other CSCI course units numbered above 110. One of the following courses may, with departmental consent, be counted toward the computer science minor: MATH 230, MATH 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.

Fraboni

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.

Schultheis

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.
Hartshorn

MATH 104. Quantitative Reasoning and Informed Citizenship. Quantitative reasoning skills to interpret and assess numerical arguments, with emphasis on issues relevant for informed and effective citizenship. Topics include creating and interpreting graphs and charts; single- and multiple-variable functions; linear, exponential, and logarithmic growth; indexes; inductive and deductive reasoning; decision theory; measures of center and spread of data; correlation; probability; expected value; experimental design; sampling and surveys. Three 70-minute periods. (F2)
Staff

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.
Staff

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)
Staff

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.
Staff

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 soft ware, properties of polygons and polyhedra, isometries and other geometric transformations in the plane and space, symmetry, and periodic designs, projections from space onto a plane. Spring. Three 70-minute periods. (F2)
Hartshorn

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) Staff

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. Staff

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. Staff

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. Staff

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. Staff

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. Staff

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.

Staff

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.

Staff

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. Curley, Shank

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. Curley, Shank

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. Schultheis

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. Fraboni, Hartshorn

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. Fraboni, Hartshorn, Shank

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. Curley, Shank

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. Schultheis, Talbott

MATH 348 (formerly 340). Higher Geometry.

Topics in Euclidean two- and three-dimensional geometry from classical (synthetic), analytic, and transformation points of view. Transformations include isometries, similarities, and inversions. Construction and properties of two- and three-dimensional geometric figures. Brief study of some non-Euclidean geometries. Prerequisite: MATH 212 or MATH 220. Fall, alternate years. Writing-intensive. Hartshorn

MATH 365 (formerly 329). Complex Analysis.

Analytic functions, complex integration, application of Cauchy's theorem. Prerequisite: MATH 211. Spring, alternate years. Fraboni, Schultheis

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. Fraboni, Hartshorn, Shank

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. Fraboni, Schultheis, Shank

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

286, 381-384. Independent Study.

288, 386-388. Internship.

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) Staff

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) Coleman

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. Coleman

CSCI 217. Digital Electronics and**Microprocessors.** (Also Physics 217)

Laboratory-oriented course in computer hardware for science, mathematics, and computer-science students. Topics include logic gates, Boolean algebra, combinational

and sequential logic circuits, register-transfer logic, microprocessors, addressing modes, programming concepts, microcomputer system configuration, and interfacing.
Staff

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.
Staff

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.
Staff

CSCI 244. Data Structures and Analysis of Algorithms. Issues of static and dynamic aggregates of data. Topics include logical characteristics of various data organizations, storage structures implementing structured data, design and implementation of algorithms to manipulate storage structures, and classical applications of data structures. Representative data structures include stacks, queues, ordered trees, binary trees, and graphs. Implementation and performance issues of contiguous and linked storage.

Prerequisites: CSCI 121 and MATH 170 (or MATH 106 and MATH 166).
Coleman

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.
Coleman

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.
Staff

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.
Staff

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.
Staff

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.
Coleman

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.
Coleman

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.
Coleman

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Medieval Studies

See Interdisciplinary Programs

MODERN LANGUAGES AND LITERATURES

Chair: Professor Mesa

Professors: Lalande, McKeown; **Associate**

Professors: Ferrero, Hildebrandt, Lasso-von Lang, Mesa, Yozell; **Visiting Instructors:** Livingstone, Sánchez, Roibal Fernandez; **Adjunct Faculty:** Branton-Desris, Buckley, Buzick, Chirinos-Aleman, Emiliani-Mowrey, Gonzalez, Karam, Krohn, Long.

Majors and minors are offered in French, German, and Spanish. Courses in Latin, Arabic and Italian are available, while Greek, Chinese, Japanese, and Russian may be taken by cross-registration at other LVAIC member institutions. The department also offers a major in international management jointly with the Department of Economics and Business and world languages education certification in conjunction with the Department of Education.

Modern languages and literatures majors prepare for graduate studies or professional careers in various fields, such as teaching, bilingual education, management, international business, social services, as well as writing, law, government service, or theology.

The Major in French, German, or Spanish

A major in French, German, or Spanish consists of ten course units above Modern Language 105. One semester abroad is required of all Modern Languages & Literatures majors, in which a minimum of three courses must be taken in the language of study. After completing two courses at the 200 level, students may no longer take 100-level courses. Only one internship in

a modern language may be taken for credit towards a major in that language. Students may count either Spanish 110 or 111, but not both, towards a major in Spanish.

A major in French consists of ten course units above 105, including a minimum of two courses at the 200 level chosen among 210, 215, 241, and 250; and at least two courses at the 300 level, one of which must be taken at the college in the senior year. A French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225, 241 and 250, a minimum one-semester study abroad (three courses), and two courses at the 300 level.

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

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

A major in Spanish for heritage speakers will include the following: Spanish 125, 210,

and 215; one or two courses at the 200 level chosen from 241, 243, 255, 256; a minimum one-semester study abroad (three courses in the language of study); and at least two courses at the 300 level, one of which must be taken at the college in the senior year. Heritage speakers may opt to include Spanish 111 among their major electives.

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

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

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

The Minor in French, German, or Spanish

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

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

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

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

The Major in Francophone Studies

A Francophone Studies Major provides students with an interdisciplinary approach to the intellectual and cultural history of French-speaking countries by combining courses in French language and literature with courses from fields such as art, economics, history, and political science. Specifically, the program seeks to broaden the students' understanding of contemporary as well as historical issues related to Francophone cultures.

The program is partially self-designed with the help of a faculty advisor to ensure a coherent sequence of study, including study abroad. Majors in Francophone studies are required to take ten course units. A minimum of six courses above French 105 must be earned within the French section of the Modern Languages and Literatures Department. Of these six courses, the following five are required: 210 or 215 and 225, 241 and 250.

After completing any course at the 200-level, students may no longer take 100-level courses in French. A minimum of one 300-level course in French must be taken at the college in the senior year.

The remaining four units are chosen from a list of predetermined courses in other departments, including Special Topic courses. All course choices, however, must be approved by the advisor.

Possible electives include, but are not limited to: Art 113, Art 114, Art 222, Art 226, Art 229, Africana Studies 110, Economics 236, Management 333, History 110, History 112, History 126, History 250, Political Science 235.

No more than one course at the 100 level may be taken within any single department, and only two of the four courses taken outside the Modern Languages and Literatures Department may be at the 100 level. No more than two courses may be taken within a single department.

All French and Francophone Studies majors must participate in an academic experience abroad. Students should choose a semester program; if impossible, participation in a six-week summer program or an appropriate May term approved by the advisor in advance can fulfill this requirement. Courses taken abroad may count toward the major but must be approved in advance by the advisor.

Study Abroad Requirement: All Francophone Studies majors participate in an academic experience abroad. Students should choose a semester program; if impossible, participation in a six-week summer program or an appropriate May term approved by the advisor in advance can fulfill this requirement. Courses taken abroad may count toward the major but must be approved in advance by the advisor.

The Major in German Studies

A major in German Studies provides students with an interdisciplinary approach to the intellectual and cultural history of German-speaking countries by combining courses in German language and literature with courses

from fields such as Art History, Economy, Philosophy, Political Science, and History. Majors in German Studies are encouraged to design their own innovative programs of study in close cooperation with the German Studies Advisory Board. Students are required to take a total of ten courses above German 105, six of which must be earned within the German section of the Modern Languages and Literatures Department.

Of these six courses German 215 and 241 (or equivalent) and one course at the 300-level are required. After completing Modern Language 215 and 241 (or equivalent), students no longer may take 100-level courses in German. A grade of B or better is required in German 220 or 241 for advancement in the German Studies Major. A minimum of one 300-level course in German must be taken at Moravian College, and at least one 300-level course in German must be taken at Moravian College in the senior year. The remaining four courses may be chosen from relevant offerings in the Modern Languages and Literatures Department and other departments. No more than two courses can be taken within one department. Possible electives include Art 218, Art 226, Art 229, Econ 336, Ger 200, Ger 260, Hist 112, Hist 219, Hist 220, Mgmt 333, Mus 281, Mus 283, Mus 352.2, Mus 354.2, Posc 215, Posc 235, Posc 250. Other courses may serve as electives. Please consult with Dr. Hildebrandt.

German studies majors must also have a significant experience abroad. They can opt to study for one semester abroad or participate in a six-weeks summer program.

The Interdepartmental Major in French, German, or Spanish

Set I of an interdepartmental major in French, German, or Spanish consists of six course units above Modern Language 105. Courses in Sets I and II are selected by the student

with the approval of the advisor. It is possible to combine language study with area studies.

International Management Major (French/German/Spanish)

The major in International Management is offered jointly with the Department of Economics and Business. International Management majors take Accounting 157, Economics 152, and 236; Management 223 and 333; and one elective from Management 231, 251, or 253. Modern Language requirements include six courses above 105, including two of the following--210, 215, or 241 or equivalent--plus at least one 300-level course in the senior year.

This program requires a semester abroad in which one business-related course and one modern language course must be taken. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Jean-Pierre Lalande (French), or Axel Hildebrandt (German).

There is no minor offered in International Management.

Teacher Certification in a World Language

Modern Languages and Literatures majors who plan to teach should consult the requirements for teacher certification under education and should take Education 361 and 378.

The major requirements for teacher certification in a world language are the same as for all other Modern Languages and Literatures majors.

Discussion and demonstration of teaching methods appropriate to the elementary and secondary school levels for developing proficiency in all four skill areas (reading, speaking, writing, and comprehension) are included in Education 361 and 378.

All non-native speakers of French, German, and Spanish who are candidates for secondary teacher certification in those languages are required to pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) with a minimum grade of Intermediate High in order to be recommended by the Modern Language and Literatures Department for student teaching. Students will pay the cost of the exam(s) and any expenses involved with doing the interview.

Dual Certification in World Languages

When a student completes a full major in one modern language, certification may be obtained in a second under the following conditions:

- Completion of seven courses above the elementary level in the second modern language, with the understanding that a desired level of proficiency may be reached after completion of fewer than seven courses in exceptional cases. It is also possible that a student may be required to complete work beyond the seven courses if, in the judgment of the Modern Languages and Literatures Department, the competence required for certification has not been achieved. The student must achieve the required 3.00 average in each language to be recommended for certification. Student-teaching experience is required in all languages in which certification is anticipated.
- The seven courses must include Modern Language 210, 215, and 241 (or equivalent), and one additional literature course. As with all other Modern Languages and Literatures majors, a fall or spring term abroad is required.
- Students interested in dual certification in world languages are advised to consult with their Education Department and major advisors early in

their academic program.

Students wishing to obtain the teacher certification in Modern Languages should consult with Professor McKeown.

Departmental Recommendations

Modern Languages and Literatures majors are advised to work toward mastery of a second foreign language and to extend their studies as far as possible in history, economics, management, literature, linguistics, philosophy, art, music, religion, and sociology. All majors are required to participate in an organized program of study abroad and to take advantage of extracurricular opportunities for contact with modern languages and cultures, such as language clubs, foreign films, and other cultural events. Students interested in learning one of the less commonly taught languages should consult the advisor.

Special Modern Languages and Literatures Courses

111-116. Masterpieces of Literature in English. Detailed study of works of classical Greek, French, German, Russian, or Spanish literature in English translation. Prerequisite: Writing 100. No knowledge of the modern language is required. Cannot be counted toward a foreign language major or minor. Staff

111. French. Novels by writers such as Hugo, Balzac, Zola, Sartre, and Camus.

115. Spanish. Works by Cervantes, Lope de Vega, Zorrilla, Unamuno, Lorca, and later 20th-century writers, such as Buero Vallejo, Martín Gaité, and Matute. (M2)

116. Latin American. Works by Mistral, Neruda, Asturias, García Márquez, Paz, Walcott, Fuentes, Allende, Esquivel, Vargas Llosa. (M2)

214. Immigration, Exile and Internal

Displacement in Latin American and Latino

Literature. (Also Interdisciplinary 214)

Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion.

This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101. Staff

Courses in Classical Languages

Latin

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)

Staff

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)

Staff

Advanced-level courses to complete the major in Greek or Latin may be taken at Lehigh University or other LVAIC institutions upon availability.

Hebrew

Courses in Hebrew are available through cross-registration at Moravian Theological Seminary.

Courses in Other Contemporary Languages

Arabic

ARAB 100-105. Introductory Arabic I-II.

Fundamentals of the Arabic language. These courses stress aural comprehension, basic grammar, correct pronunciation, and practical reading and writing. Courses also give exposure to graded literary texts and to Arabic culture and civilization. (F3)

Karam

Chinese

Courses in Chinese may be scheduled through cross-registration at Lehigh University.

French

FREN 100. Introductory French I. Beginning study of French language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

Staff

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)

Staff

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)
Staff

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. Lalande, McKeown

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. Lalande, McKeown

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

McKeown

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)
McKeown, Lalande

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
Lalande

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.
Lalande

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.
McKeown

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.
McKeown

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).
Lalande

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).
Lalande

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.
Lalande

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)

Staff

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)

Staff

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)

Staff

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)

Staff

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

Hildebrandt

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

Hildebrandt

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.

Hildebrandt

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)

Hildebrandt

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. Hildebrandt

GERM 260. German Film from Caligari to Fatih Akin. This course covers the periods from the beginning of filmmaking in Germany, exploitation of the media during the Nazi time and reflect on different political and moral implications in East and West Germany after the end of World War II, namely how films dealt with the Holocaust, and how life under socialism and capitalism are reflected in films. German unification and its results as well as the situation of minorities in contemporary Germany will provide a broad overview and its moral implications in films. Course taught in English. (U2) Prerequisites: None, for students not majoring in German. For students majoring in German or German Studies, GERM 210 and GERM 215 are prerequisites; these students will have to write the papers in German. Hildebrandt

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. Hildebrandt

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. Staff

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. Hildebrandt

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. Hildebrandt

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.

Hildebrandt

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)
Staff

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)**
Staff

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)
Staff

Japanese

Courses in Japanese may be scheduled through cross-registration at Lafayette College.

Russian

Courses in Russian may be scheduled through cross-registration at other area colleges.

Spanish

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)
Staff

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)
Staff

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)
Staff

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)
Lasso von-Lang

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.
Ferrero

NOTE: This course will fulfill the F3 requirement for honor and advanced placement students. Upon completion of Spanish 120, students who wish to pursue a major or minor should take 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
Lasso-von Lang

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.
Mesa

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
Yozell

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)
Ferrero, Lasso-von Lang, Mesa, Yozell

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.
Lasso-von Lang, Ferrero

SPAN 255. From Macondo to McOndo. The literary “Boom” in Latin America took the global market by storm, drawing the world’s attention to the region’s rich offerings. In recent years, new writers and filmmakers have proclaimed a break with magical realism, reveled in the over-stimulated mediatic age, and weighed in on the effects of globalization. We will consider how “Latin American literature” itself has been figured as we explore the questions raised by these voices. We will also incorporate continued development of written and spoken expression in Spanish. Prerequisites: SPAN 210 and 215.
Yozell

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.
Mesa

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.
Ferrero

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).
Mesa

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).

Yozell

SPAN 348. Central American Literature: Rebirth through Contemporary Voices. This course focuses on literary works written by contemporary Central American writers. Special emphasis will be given to the relationship between literature and social change, stressing particularly the works of women writers. Students will read short stories, poetry, plays, testimonial literature, and fragments of selected novels. Students will study about history, politics, human rights, social activism, and gender roles in the region. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)
Lasso-von Lang

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).
Mesa

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.
Lasso-von Lang, Yozell

SPAN 356. Caribbean Literature: Space and Narrative. This course will examine the ways in which space and narrative are intertwined in the Caribbean imaginaries. Whether we consider the space of an island itself, particular spaces within and without a city, a house, a room, an airplane, for instance or abstract, conceptual spaces, their filmic and literary representations can help us better understand the complexities of national, social and individual identities, ideals, fears, and perceptions. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)
Yozell

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)
Yozell

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.
Lasso-von Lang

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.
Ferrero

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)
Ferrero, Lasso-von Lang

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, Hirokawa; **Special Appointment:** Kompass, O’Boyle, Spieth; **Artist-Lecturers:** Andrus, Arnold, Azzati, Baer, Birney, Brodt, Burgan, DeChellis, Diggs, Doucette, Durham, Ezyerovich, Fix, Gairo, Gaumer, Giasullo,

Gillespie, Goldina, Gregory, Haas, Huth, Kani, Kistler, Kozic, Mathiesen, Mento-Demeter, Mixon, Oaten, O’Brien, Owens, Rissmiller, Rostock, Roth, Rowbottom, Ruloff, Schrempel, Seifert, Simons, Socci, Terlaak Poot, Thomas, Thompson, Torok, Walker, Wilkins, Williams, Wittchen, Wright

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

The Program in Music

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

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

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

- Write and speak intelligently about music.
- Synthesize various aspects of music study (theory, history, musicianship, performance) in academic and performance venues, demonstrate critical thinking, and mature into well-rounded performing and thinking musicians.
- Demonstrate capacity to evolve into self-sufficient and lifelong learners in musical studies.

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

An interview-audition is required for admission to the music major. Specific audition requirements may be found on the Music Department website. The audition will include assessments in music theory, sight-singing, and keyboard proficiencies. Prospective students should submit a music information form (available from the Admissions Office and the Music Department) and contact the department for an appointment. Audition dates for students entering in Fall 2017 or 2018 may be arranged by calling 610 861-1650.

The Major in Music

The department offers two programs:

- Bachelor of Arts—32 course units with three tracks:
 - Music
 - Technology and Audio Recording
 - Pre-Music Therapy
- Bachelor of Music—33 course units in one of the following areas:
 - Composition

Music Education (33.75 course units)
 Performance (vocal, instrumental, jazz)
 Sacred Music

Learning in Common Requirements for Music Majors

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

Departmental Requirements

During the first semester, the course schedule in all programs is identical, allowing a student the opportunity to determine an area of emphasis, evaluate performance potential, and consider career preparation. All programs share a core of five course units in theory and history: Music 165.2, 171.2, 175.2, 272.2, 281, 283, 352.2, and 354.2.

To complete the major, all Bachelor of Music students must pass a piano proficiency exam. Additionally, all majors are required to perform in end-of-term juries on their major instrument or voice in every term in which

they are enrolled in the performance unit. (A waiver is granted for student teachers.) In each fall and spring term, full-time music majors are required to attend 10 concerts and/or recitals and all performance classes. Music minors enrolled in Music 200.1-200 and student teachers are required to attend a combination of eight concerts, recitals, or performance classes.

- The **Bachelor of Arts with a major in music** requires the theory and history core, Music Performance (six terms totaling at least three units), Music 140.2-141.2, 240.2-241.2, and 373 or a music elective. Total: 11 course units.
- The **Bachelor of Arts with major in music, track in pre-music therapy**, requires the theory and history core, Music Performance (seven terms totaling at least three and one-half units), Music 140.2-141.2, 240.2-241.2, 322.2, 334.2, 340.2, and 342.2; and Psychology 120. In addition, students in pre-music therapy must complete a full-unit music therapy experience, which may take the form of an internship or independent study. Consult with the advisor for details. Total units: 15 units.
- The **Bachelor of Arts with a major in music, track in technology and audio recording**, requires the theory and history core; Music Performance (six terms totaling at least three units); Music 140.2-141.2, 240.2-241.2; the audio recording array (Music 137.1, 218.2, 219.2, 366.1, 385.2); and Music 386. Total: 13.25 course units.
- The **Bachelor of Music in music education** requires the theory and history core, Music Performance (eight terms, totaling at least five units); Music 130.1-132.1, 135.1-138.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 342.2, 374.2, and 375.2. Total: 17.25 course units. Additionally, the student must pass vocal, piano, and guitar proficiency exams

before student teaching. Education 100.2, 130, 160, 244, 367, 368, 375, 376, and 377 are required in the teacher education program. Students interested in teacher certification also should consult the chair of the Education Department.

- The **Bachelor of Music in composition, performance, or sacred music** requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, or 101; Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor.

The Interdepartmental Major

The six course units of Set I of the interdepartmental major include Music 140.2, 141.2, 165.2, 175.2, and Performance (four terms totaling at least one unit). The other three music course units in Set I and the six course units in Set II are selected with the approval of the advisors.

Courses in Music

Course descriptions are arranged in ascending numerical order within categories.

Music Courses Open to All Students

101. A Short Course in Theory. Introduction to the language of music; understanding

elements of a score; hearing and writing rhythm, pitch, scales, and chords. (M6)
Staff

103.1. Piano Class. Introduction for non-majors; beginners accepted. Notation and playing technique. One 50-minute period.
Staff

104.1. Voice Class. Instruction for non-majors, particularly choral singers, to improve vocal production, reading, and idiomatic styles. One 50-minute period.
Staff

105. Introduction to Western Music. Musical organization, structures, and styles shaped by aesthetic, social, and political patterns within Western culture; musical achievements and significant works by major composers; relationships between the arts. (M6)
Staff

106. Art of Music. Introduction to music of Western and non-Western cultures, explored through listening, analysis, composition, improvisation, and performance. (M6)
Staff

113. Introduction to Non-Western Music. Aspects of musical systems of Africa, India, China and Japan, Balinesia, and Islam; folk, court, religious, and contemporary music as related to individual cultural patterns. (M6)
Staff

115. Jazz Artists and Eras. Jazz and 20th-century American popular music: ragtime, blues, Dixieland, swing, Tin Pan Alley, musical theater, Latin rhythms, bebop, cool jazz, progressive jazz, rock, and jazz-rock fusion. Two 70-minute periods. (M6)
Wetzel

117. Music in the United States. Music and musical life in the United States from colonial times to the present, including traditional and

popular styles. Two 70-minute periods. (M6)
Torok

188. Women and Music. (Also Women's Studies 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. (M6)
Staff

Courses in Musical Techniques

For music majors only. Permission of department chair required.

130.1. Beginning Vocal Techniques. Basic instruction and methodology in singing and teaching voice; breathing, diction, tone quality, sight reading; vocal repertory. Two 50-minute periods.
Azzati

131.1. Beginning Brass Techniques. Basic instruction and methodology in playing, teaching, and caring for the trumpet and trombone in a music education program; French horn and tuba included. Prerequisite: Music 140.2. Two 50-minute periods.
Hess, Wright

132.1. Beginning Woodwind Techniques. Basic instruction and methodology in playing and caring for the flute, clarinet, oboe, and saxophone; bassoon also included. Prerequisite: Music 140.2. Two 50-minute periods.
Andrus, Wetzel

135.1. Beginning Percussion Techniques. Basic instruction and methodology in playing, teaching, and caring for percussion instruments in a music education program. Prerequisite: Music 140.2. Two 50-minute periods.
Mathiesen

136.1. Beginning Piano Techniques. Playing, keyboard harmony, and functional

accompanying. Prerequisite: Music 140.2.
Two 50-minute periods.
Roth, Torok

137.1. Beginning Music Technology

Techniques. Introduction to electronic music tools: computers, audio- and videotape systems, MIDI instruments, and word-processing, database, composition, hypermedia, and sequencing software. Prerequisite: Music 140.2.
Torok

138.1. Beginning String Techniques. Basic teaching and methodology in playing and teaching strings in a music education program; includes violin, viola, cello, and bass. Important pedagogical methods and material (including Suzuki), forming and leading an elementary string ensemble; basic instrumental repair for strings. Prerequisite: Music 140.2. Two 50-minute periods.
Kistler, Rostock, Simons

218.2 Introduction to Audio

Recording. This course will introduce students to the basics of analog and digital recording. Prerequisite: Music 137.1. Spring.
Underwood

219.2. Live and Studio Recording. This advanced, project-based studio-recording course involves recording live and studio performances. Prerequisite: 218.2. Fall.
O'Boyle

Courses in Musicianship

For music majors only, or with permission of department chair.

These half-course units parallel theory instruction and develop techniques and skills in hearing, using solfège for sight-singing, keyboard harmony, score-reading, and dictation.

140.2. Musicianship I. Dictation of traditional melodic, rhythmic, and harmonic materials and using solfège for sight-singing. Fall. Two 50-minute periods.
Staff

141.2. Musicianship II. Adds two-part dictation and clef-reading. Spring. Two 50-minute periods.
Staff

240.2. Musicianship III. Adds three-part dictation, score-reading, keyboard progression; dictation of diatonic and chromatic chord progressions and modulations; figured bass. Fall. Two 50-minute periods.
Staff

241.2. Musicianship IV. Sight-singing, including atonal, modal, and modulating melodies; four-part chorale dictation; and score-reading in clefs. Spring. Two 50-minute periods.
Staff

341.2. Musicianship V. This course continues with the study of written and aural music skills, including score reading in clefs, advanced melodic and harmonic dictation, atonal, modulating, and modal melodies, advanced solfège, accompanying, advanced rhythm and meter, and conducting patterns. Fall. Two 50-minute periods. Prerequisite: Music 241.2 or permission of the instructor.
Staff

Practica

For music majors only, or with permission of department chair. Fee charged for practica taken beyond degree requirements.

Professional courses are offered each term in practical application and procedures essential to composition, repertory, performance, careers, and cultural communication within the Bachelor of Music areas of emphasis. Bachelor of

Music candidates should consult the Music Department Handbook for a detailed description of practicum requirements.

255.1, 255.2, 355.1, 355.2. Jazz Improvisation Practicum. In part I, the student will learn to improvise over basic jazz forms using major, minor and blues scales as well as seventh chords and their extensions. In part II, instrument-specific, studying historically-significant solos, compositions and recordings, with emphasis on harmonic, melodic and rhythmic transcriptions. Use of modal, hybrid, atonal and octatonic scales. Odd-time signatures, polytonal harmonies and structures of progressive jazz and fusion. Prerequisite: Music 356.1 or 356.2 and signature of department chair.
Staff

256.1, 256.2, 356.1, 356.2. Jazz Ear-Training Practicum. Aural identification and dictation of melodic, rhythmic and harmonic elements of jazz. The semester culminates in the transcribing of a jazz solo from a recording. Prerequisite: Music 241.2.
Staff

257.1, 257.2, 357.1, 357.2. Diction Practicum. Proper pronunciation of English, French, German, Italian, Latin, Russian, and Spanish in singing. International Phonetic Alphabet. Basics of translation for foreign-language texts. One half unit (.50) required for all vocal performance majors.
Staff

258.1, 258.2, 358.1, 358.2. Miscellaneous Jazz Practicum. Opportunities to study specific jazz topics more in-depth. Topics include advanced jazz arranging/composition, advanced jazz literature. Prepares students for further study in jazz performance. One quarter unit (.25) required of jazz performance majors. See departmental handbook for details. Prerequisite: Signature of department chair.
Staff

259.1, 259.2, 359.1, 359.2. Concerto and Orchestral Repertory Practicum. For keyboard majors, standard concerto repertory and important keyboard parts for major orchestral works. For non-keyboard instrumental majors, standard orchestral repertory and excerpts; as time allows, major concerto repertory included. One half unit (.50) required of keyboard and instrumental performance majors.
Staff

261.1, 262.2, 361.1, 361.2. Literature Practicum. Study of solo literature and solos or orchestral excerpts from large works for various instruments or voice. Also includes jazz history and literature. Instrumental literature practica also cover the history and development of the instrument. One half unit (.50) is required for the Bachelor of Music in performance for jazz performance majors. All other performance majors must take three quarter units (.75) of literature practica, including 20th-century literature as well as solo literature and repertoire from large works. See departmental handbook for detailed descriptions.
Staff

262.1, 262.2, 362.1, 362.2. Pedagogy Practicum. Major treatises and methods of instrumental or vocal techniques and pedagogical issues. One half unit (.50) required for the Bachelor of Music in performance. One quarter unit (.25) is required of jazz performance majors. See departmental handbook for details.
Staff

263.1, 263.2, 363.1, 363.2. Composition Practicum. Topics in composition, including advanced orchestration, counterpoint, and composition seminar. One unit (1.0) required for the Bachelor of Music in composition. See departmental handbook for details.
Staff

264.1, 264.2, 364.1, 364.2. Miscellaneous Practicum. Advanced musicianship, music therapy, musical theater, piano tuning, sacred music, modal counterpoint, and other areas of individual interest. See departmental handbook for details.

Staff

366.1. Advanced Technology for Composers.

Introductions to the creative use of digital solutions for capturing, creating, editing and manipulating media. Compositional and improvisatory techniques, including sequencing, editing, sampling, MIDI and notational software utilizing current technologies. Prerequisite: MUS 137.1.

Staff

Courses in Music Theory

For music majors only, or with permission of department chair.

171.2. Diatonic Harmony. Principles of tonal music explored through analysis and writing: voice-leading, chord progression, and procedures of formal analysis. Prerequisite: Music 140.2. Spring. Two 50-minute periods.

Staff

272.2. Chromatic Harmony. Extension of diatonic harmony: secondary functions, modulations, modal mixture, augmented sixth chords, Neapolitan chords, other harmonic enrichments, and jazz theory. Prerequisite: Music 171.2. Fall. Two 50-minute periods.

Staff

340.2. Form. Homophonic and polyphonic forms: binary, ternary, rondo, sonata, canon, fugue, invention, theme and variations. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Lipkis

Courses in Conducting and Orchestration

For music majors only, or with permission of department chair.

334.2. Introduction to Conducting. Instrumental and choral repertory: interpretation, technical gestures, survey of graded ensemble literature, rehearsal techniques, programming, and organization. Prerequisite: Music 342.2. Spring. Two 70-minute periods.

Zerkle

336.2. Conducting. Selection, analysis, rehearsal, and performance of instrumental and choral repertory. Topics include conducting skills, vocal techniques, choral diction, rehearsal techniques, and score-reading. Prerequisite: Music 334.2. Fall. Two 70-minute periods.

Zerkle

342.2. Orchestration. Instrumental characteristics, nomenclature, and notation; simple orchestral and ensemble arranging. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Lipkis

Courses in Music History

For music majors only, or with permission of department chair.

165.2. Music of the Western World. Overview of major historical styles from antiquity to the present, including basic music theory for analysis and composition of rounds, theme and variations, and 12-bar blues progressions. Various genres of music are studied to produce personal listening guides. Two 50-minute periods.

Binford

175.2. Musics of the World. Elements of music and its role in various non-Western cultures, including Africa, Japan, China, India, Vietnam, Egypt, Russia, Israel, Australia, Latin America, Native America. Music as related to other forms of art; instruments unique to each culture. Prerequisite: Music 165.2 Spring. Two 50-minute periods.

Binford

281. Western Music to 1750. Antiquity, Roman Catholic liturgical forms, secular vocal and instrumental music of England and the continent; musical aftermath of the Protestant Reformation; the rise of the Baroque; origins of opera, music of the court and church, ascendancy of instrumental music. Prerequisite: Music 165.2. Fall. Two 70-minute periods.
Binford

283. Classical and Romantic Music. Pre-classical style; Viennese classical style; early American music; Beethoven and his romantic heirs; programmatic music; nationalism; poetry and the art song; rise of chamber music and works for solo piano. Prerequisite: Music 281. Spring. Two 70-minute periods. Writing-intensive.
Binford

352.2. Music of the 20th Century to 1945. Post-romanticism, expressionism, impressionism, neoclassicism, serial techniques, diverse currents in the United States, Europe, Russia, and Central and South America. Prerequisite: Music 283. Fall. Two 50-minute periods.
Lipkis

354.2. Contemporary Music since 1945. Modern opera and ballet, new directions in sound, extensions of serialism, indeterminacy, minimalism, electronic and computer-generated music, post-modernism. Prerequisite: Music 352.2. Spring. Two 50-minute periods.
Lipkis

Courses in Music Education

For music majors only. See also courses listed under Education.

374.2. Music Education Seminar. Theoretical and practical problems and issues that arise in teaching. Focus of discussion is on issues perceived to be relevant to all participants. Prerequisites:

Education 367 and 368. Co-requisites: Education 375, 376, and 377; minimum 3.00 GPA. Spring. One 2-hour period.
Hirokawa

Courses in Special Areas of Music

For music majors only, or with permission of department chair.

322.2. Improvisation. Tactics and techniques used in playing and communicating in various kinds of music. Students will improvise vocally, rhythmically, and on their major instruments. Fall. Two 50-minute periods.
DeChellis

365.1. Jazz Methods for Teachers. Preparation for teaching jazz. Topics include teaching jazz improvisation, administering a jazz education program, conducting jazz ensembles/choirs, scheduling rehearsals, choosing music, designing a concert program, and playing rhythm section instruments. Prerequisites: Music 241.2, 272.2, and 136.1.
Wetzel

373. Seminar. Special topics in music history and theory; emphasis on analytic and research skills, music and the other arts. Subject matter varies. Juniors and seniors only. Spring. Two 70-minute periods.
Binford, Torok

375 or 375.2. Recital. Preparation and performance of selected works. Program commentary on the music and editions used required; evaluation by faculty jury of artistry and technical competence. Bachelor of Music students in performance, composition, or sacred music register for a half-unit in the junior year and a full unit in the senior year. Bachelor of Music students in music education register for a half-unit.
Staff

385 or 385.2. Project. Exploration of an aspect of composition, theory, or history;

public presentation of lecture, seminar, or performance. Repeatable. Spring.
Staff

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Courses in Performance

Music majors, minors, and interdepartmental majors must consult the Music Department Handbook for performance (including ensemble) requirements and grading.

Private Lessons

The department offers private instruction in:

- Bagpipe
- Brass
- Celtic fiddle
- Composition
- Conducting
- Electric bass
- Guitar (classical or jazz)
- Harpsichord
- Jazz performance
- Organ
- Percussion or Drum Set
- Piano (classical or jazz)
- Recorder
- Strings
- Theory
- Viola da gamba
- Voice
- Woodwinds

Courses in Performance and Ensembles

Music majors enrolled in required terms of

music performance (the actual course number and credit varies) take weekly lessons in the major instrument or voice, perform an end-of-term jury, attend ten (10) College-sponsored concerts and/or recitals per term, attend all Tuesday morning performance classes, and perform in a large ensemble. The guidelines for ensemble requirements can be found in the Music Department Handbook. (Students enrolled in Music 314, 314.1, 314.2, 314.3, 315, 315.1, 315.2, or 315.3 meet the same requirements, but the jury, performance class, and concert attendance requirements are waived.) Composition and sacred music majors will participate in the large ensemble that corresponds to their major performance area. A suitable ensemble placement, based on instrumentation and student's curricular needs, will be determined by the director of instrumental music or director of choral activities. Except for the first term of enrollment, the first term with a new private lesson instructor, and during student teaching, students also participate in one performance class per semester.

Music majors receive a letter grade that combines the major lesson grade, any secondary lesson grade(s), the large ensemble grade, any chamber ensemble grade(s), the jury grade, performance class grade (when required), and performance class and recital attendance.

Music minors receive lesson grades. Attendance at a number of performances is required (see departmental handbook). Non-majors take lessons for a pass/fail grade.

Ensemble

Course credit is granted for membership in Choir, Orchestra, Dance Company, Marching Band, and Wind Ensemble. Auditions are scheduled in the fall of each year or at other times by appointment. Ensemble participation is part of the performance credit and grade for the major. For music minors

and other non-majors, a half-unit of credit is given after four terms of participation and a second half-unit of credit after six terms of participation. No more than one unit may be counted toward degree requirements by non-majors; additional ensemble activity is recorded without credit notation. LinC credit is available for some ensembles; six terms of participation are required. Additional assignments are required for LinC credit.

Natural Resource Management (Cooperative)

Coordinator: 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 postgraduate careers in neuroscience, experimental psychology, neuropsychology, pharmaceutical research, education, law and medicine are encouraged to pursue this major field of study.

Neuroscience Core Courses

Seven courses serve as the core of this major.

Biology 112	Zoology
Neuroscience/Biology 263	Neuroscience
Neuroscience 367	Introduction to Neuroscience Methodology

Neuroscience 373	Neuroscience Seminar
Psychology 120	Introduction to Psychology
Psychology 211	Experimental Methods and Data Analysis I
Psychology 212	Experimental Methods and Data Analysis II

Neuroscience Co-Requisite Courses

Seven co-requisites are required for this major.

Chemistry 113-114	General Chemistry
Mathematics 170	Analytical Geometry and Calculus I
or Mathematics 106-166	Analytic Geometry and Calculus I with Review, Parts 1 and 2
Physics 109-110	Introductory Physics for the Life Sciences
Chemistry 211-212	Organic Chemistry
or Computer Science 120-121	Computer Science I and II

Chemistry 211 and 212 are required for those students pursuing an emphasis in cellular neurobiology or behavioral neuroscience. Computer Science 120 and 121 are required in lieu of Chemistry 211 and 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, Philosophy 222 (M3), Philosophy 259 (U1), Religion 210 (U2), or Nursing 360 (U2) is strongly recommended.

Neuroscience Elective Courses

The neuroscience major is designed to provide students with an opportunity to focus on one of three areas of emphasis: cellular neurobiology, behavioral neuroscience, or cognitive neuroscience. Students should select three of the following electives from one area of emphasis and one from a different area of neuroscience interest.

a) Cellular Neurobiology

Biology 210	Genetics
Biology 265 -or- Biology 327	Cell Physiology
Biology/Chemistry 328	Biochemistry II
Biology 342	Animal Development
Biology 350	Human Physiology
Biology 365	Molecular Genetics
Neuroscience 381- 384	Independent Study
Neuroscience 386- 389	Field Study
Neuroscience 400- 401	Honors

b) Behavioral Neuroscience

Biology/Psychology 250	Animal Behavior
Psychology 320	Mind and Brain
Psychology 335	Conditioning, Learning, and Behavior
Psychology 362	Abnormal Psychology
Neuroscience 381- 384	Independent Study
Neuroscience 386- 389	Field Study
Neuroscience 400- 401	Honors

c) Cognitive Neuroscience

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

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

Courses in Neuroscience

218. Brain Sex. In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scholars from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men, women and LBTGQ individuals in today's society as well as the different educational and emotional issues that they face. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender similarities and differences are examined. (U1)

Fox

367. Introduction to Neuroscience Methodology.

This course provides students with the background to understand the various experimental methods used in the field of neuroscience. Laboratory experiences and journal club discussions of primary scientific literature are used to develop skills in preparation for future neuroscience research endeavors. Students apply the fundamental techniques learned in this course to design their own research projects. Prerequisites: Psychology 212, Biology 263, and Chemistry 114, or permission of instructor.
Fox, Johnson

373. Neuroscience Seminar. This capstone course in the area of neuroscience is a writing-intensive seminar. Students research current scholarly literature on topics related to the field of neuroscience and compose research papers and oral presentations on a particular topic of interest. Emphasis is placed on effective literature searches, appropriate citations of scientific articles, analysis and interpretation of research data, thesis development and effective communication of scientific concepts. Prerequisites: Senior standing, and Neuroscience 367 or permission of instructor.
Fox, Johnson

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Nursing

Chair: Professor Cheever

Associate Professors: Adamshick, Hoffman, Scholtz; **Assistant Professors:** Alexander, Brill, Dorney, Goodolf, Gotwals, Gray, Groller; **Instructors:** Colancecco, Farber, Grube, Halliday, Keeler, Mikovits, Sayenga; **Adjunct Faculty:** Albert, Broniec, Bryant-Winston,

Cohen, DeFrancisco, Gencarelli, Griffin, Hanford, Hlavinka, Kunz, Mackie, McCormick, Meier, Mertz, Newman, Peterman, Pochron, Post, Taff, Thompson, Wan, Wescoe.

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

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

Program Accreditation

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

can be obtained from these agencies or the School of Nursing office on campus.

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

Program Outcomes

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

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

General Education Requirements for Nursing Majors

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

The Major in Nursing

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

- **First Year.** First semester: Biology 103, Nursing 115. Second semester: Biology 104, Chemistry 108.
- **Sophomore Year.** First semester: Biology 205, MATH 107 (may be taken in junior year) or HLTP 189, Psychology 207 (may be taken in spring semester), Nursing 212. Second semester: Biology 206, Nursing 311.
- **Junior Year.** First semester: Nursing 310, 312, and 331.2. Second semester: Nursing 314, 332.2, and 339.
- **Senior Year.** First semester: Nursing 313 and 315. Second semester: Nursing 316 and 317.

International Clinical Placement

Nursing students have an opportunity to participate in electives with an international clinical placement. Travel usually is scheduled during break periods or at the end of the spring or fall semesters. Faculty may supervise this experience in a variety of international settings, including Central America and Australia. International savings accounts may be established at the College to help students save money for this additional academic expense.

Additional Requirements

Space in the nursing major is limited. In order to enter the nursing program, students must meet the admissions requirements

and declare an interest in nursing during the process of applying to the College. Current students who meet the progression requirements may apply to the nursing department to transfer into the nursing program from another major. Application to transfer to the major requires an interview and is considered only as space is available. Meeting the progression requirements and completing an application does not guarantee admission into the nursing program. In addition to meeting College admission requirements, all nursing majors will be required to show proof of the following as prerequisites for clinical nursing courses:

- Background clearance on criminal and child-abuse behavior.
- Current cardiopulmonary resuscitation (CPR) certification.
- Negative urine drug screen.

Students' personal health also should be consistent with requirements for a professional nurse, including required immunizations as prescribed in the policy statement in the School of Nursing Student Handbook.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substances and may prohibit licensure if there is a conviction for any felonious act. For details, refer to the Pennsylvania State Board of Nursing regulations. Prior to enrolling in Nursing 212, all nursing students are required to submit to the Department of Nursing a Federal Criminal Record Check and a Child Abuse History Clearance. These clearances must be updated periodically and are maintained electronically on file in the Department of Nursing. Copies will be provided to clinical sites upon request.

Graduation Requirements

In addition to the requirements of the College, students enrolled in the nursing program must complete the following:

- Cumulative GPA of 3.00 or better in nursing courses, an overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses that are required of the major.
- Satisfactory clinical evaluations in all nursing courses.
- Completion of the prescribed nursing program of study, including the standardized nursing assessment program, NCLEX-RN preparation, and end-of-program survey/exit interview.

Additional Expenses in the Nursing Program

In addition to general matriculation fees—tuition, room and board, books, etc.—for all undergraduates, students in the nursing program incur additional expenses for such things as physical examinations, specialized immunizations, uniforms, malpractice insurance, graduation pin, clinical laboratory fees, and normative-based testing fees. Students are responsible for providing their own transportation to and from clinical practice sites.

Academic Policies in the School of Nursing

Acceptance to Moravian College does not guarantee that a student will be accepted into the nursing program. General academic policies specific to the nursing program appear below. (These policies are effective beginning with the graduating class of 2013.)

Progression in the Program

Declaration of and Acceptance into the Nursing Major

1. For the student to declare nursing as a major, and prior to entering any nursing course that has a clinical requirement

(e.g., Nursing 212), the student must earn a cumulative grade point average of 2.67 or higher in required biology and chemistry courses (Biology 103 and 104, and Chemistry 108) and have an overall cumulative grade point average of 3.00 or better.

2. 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

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.
Groller, Grube, Hoffman

212. Holistic Assessment. A clinical course and practicum utilizing the techniques of physical, psychosocial, functional, spiritual, and cultural assessments. Assessments will be performed in a variety of practicum settings and will include individuals and families across the life span during various states of health. Students will utilize data collected for an interpretive analysis of health status. Prerequisites: Biology 103 and 104; Nursing 115. Co-requisite: Nursing 115, if not taken prior to enrolling in Nursing 212.
Halliday, Keeler

216. Intersection of Culture and Healthcare.

(Also Interdisciplinary 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The

concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5) Goodolf

310. Quest into Phenomenology of Nursing.

Application of nursing knowledge and interventions to clinical practice in association with the lived experiences of humanity as part of a system. Students apply theory and knowledge related to selected acute and chronic health problems to the care of individuals, families, and communities. Nursing role behaviors of the practitioner, counselor, educator, advocate, collaborator in various settings. Prerequisites: Biology 206; Nursing 115, 212, 311. Co-requisite: Nursing 331.2. Theory 3 hours, clinical 8 hours. Farber

311. Quest toward Individual Well-Being.

Application of fundamental concepts of nursing, health and well-being in theory and practice. Students develop a foundation for holistic nursing practice utilizing physical and psychosocial skills to plan and deliver nursing care. Prerequisites: Biology 103, 104, and 205; Chemistry 108; Nursing 115 and 212. Co-requisite (if not taken previously): Chemistry 108. Theory 3 hours, clinical 8 hours. Groller, Colancecco, Sayenga

312. Embracing the Dynamic Family.

A clinical practicum course that provides a foundation to facilitate growth and development of children and their families. Students experience nursing role behaviors in addressing health needs in a variety of dynamic family systems. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, and 311; Psychology 207. Co-requisite: Nursing 331.2. Theory 3 hours, clinical 8 hours. Grube, Scholtz, Brill

313. Embracing the Challenged Family.

A course that emphasizes integration of nursing skills and knowledge to facilitate the individual's and families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual and family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. Prerequisite: Nursing 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours. Colancecco, Dorney

314. Embracing the Dynamic Community.

A clinical practicum course that provides a foundation to facilitate community partnerships and collaboration in promoting health and assessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, 310, 311, and 331.2. Co-requisites: Nursing 332.2. Theory 3 hours, clinical 8 hours. Alexander, Gotwals, Sayenga

315. Embracing the Challenged Community.

Application of nursing knowledge, interventions, and attitudes for vulnerable populations challenged by acute and chronic alterations in physical and mental health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings. Prerequisites: Nursing 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours. Adamshick, Alexander, Gotwals, Sayenga

316. Applied Research in Nursing.

A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases.

Students develop insight into process and application of research in nursing practice. Writing-intensive. Prerequisites: Mathematics 107; Nursing 313 and 315. Theory 3 hours; clinical 8 hours. Adamshick, Brill, Cheever, Groller

317. The Professional Nurse. Incorporation of leadership and management principles with a clinical practicum in which students establish their role as a professional nurse. Students transition to entry-level practitioners by incorporating concepts of autonomy, interdependency, leadership, and collaboration. Prerequisites: Nursing 313 and 315. Theory 3 hours, clinical 8 hours. Farber, Groller, Grube, Halliday, Scholtz

320. Nursing of Populations at High Risk for Health Problems. Elective helps senior-level student understand a specific population's health problems. International placement for this course experience is encouraged. Staff

321. Integrative Therapies in Health. This nursing elective course seeks to examine selected complementary and alternative therapies. Issues related to the integration of complementary therapies into health care and development of a nursing perspective on utilization of complementary therapies for treatment and healing will be discussed. Selected opportunities for clinical experience and internship may be included. Two 70-minute periods each week. Adamshick, Goodolf

322. Populations at High Risk for Health Problems: Honduras. (Also Interdisciplinary 322 and Health 322). This course seeks to facilitate student understanding of a specific population of people at high risk for health problems. The population may be found in any location. International placement for this course experience is required. [M5] Adamshick, Gotwals

331.2. Pharmacology I. Examination of the pharmacological process utilized by nurses, including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisite: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, and 311. Co-requisites: Nursing 310 and 312. One 70-minute period. Colancecco, Dorney, Mikovits

332.2. Pharmacology II. Examination of the pharmacological process utilized by nursing including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, 310, 311, and 331.2. Co-requisites: Nursing 314, 339. One 70-minute period. Colancecco, Dorney, Mikovits

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

339. Individual Health Challenges. A course which applies nursing knowledge, interventions, and attitudes for the management of individuals' complex health problems throughout the adult years in theory and in clinical practice. Students analyze various human responses to challenging health conditions to provide holistic and comprehensive nursing care. Prerequisites: All major-required natural science courses, Nursing 115, 212, 310, 311, 331.2. Co-requisites: Nursing 332.2. Theory 3 hours, clinical 8 hours. Keeler, Halliday, Mikovits

360. Ethical Dilemmas in Healthcare. This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed. (U2) Alexander, Scholtz

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

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 324 Cornerstone of Professional Nursing

Health care and nursing culture analyzed through perspectives in economics, public policy, ethics, demographics, and evolving global issues. Focus on critical thinking to advance the profession and improve health care. Theory 3 hours weekly.

NURS 331 Holistic Assessment

A course designed for the RN student for developing knowledge and techniques for physical, psychosocial, functional, spiritual, and cultural assessments. Assessment techniques will be applied in a laboratory practice environment and will include techniques to be used with individuals and families across the life span during various states of health. Theory 3 hours weekly, laboratory, 15 hours over the term.

NURS 332 Embracing the Dynamic and Challenged Communities

This course provides a foundation to facilitate community health nursing and is based on the synthesis of nursing knowledge and public health science. Emphasis is on partnerships and collaborations in health promotion and disease prevention programs for communities. Theory 2 hours weekly, 50 project hours over the term. Prerequisites: Nursing 324, or permission of instructor.

NURS 333 Evidence-Based Nursing Practice

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

NURS 334 The Professional Nurse as an Emerging Leader

This course provides the RN student with an expanded view of the concepts of autonomy, interdependency, and collaboration as a professional nurse. Particular emphasis will be placed on developing leadership qualities based upon the Transformational Model of leadership. Students will learn essential competencies needed to succeed in a variety of nurse leader roles. Theory 2 hours weekly, 50 project hours over the term. Prerequisites: Nursing 324 or permission of instructor. NURS Elective Approved Nursing Electives. Nursing elective courses might include but are not limited to:

NURS 381-384 Independent Study

NURS 390-399 Special Topics

Graduate Courses in Nursing

NURS 502 Epidemiology and Bioinformatics

This is an epidemiology methods course designed with the broad perspective required for determination of the distribution and determinants of health and illness in human population groups. One focus is on the information systems, data sets and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Knowledge required for being a critical consumer of research reports in professional literature is an additional focus. Designing health promotion and disease prevention programs for important global and local health problems is also stressed. Three graduate credits. (Graduate Business students register for MGMT 502).

NURS 504 Policy, Quality, and Safety in Health Care

This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may

not result in improvement of health of the public and of specific subsets of patients. Three graduate credits. (Graduate Business students register for MGMT 504).

NURS 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, participants in this course will assess and develop their managerial competencies, emotional intelligence, capacity to make judgments, and relationship management skills through reflective practice to align their theoretical knowledge with their workplace experience. Emphasis is placed on problem-solving styles, building global and cultural awareness, ethical decision making, and developing knowledge management skills. Three graduate credits. (Graduate Business students register for MGMT 511).

NURS 512. Women in Leadership. As the opportunities for women's advancement in the workplace become more competitive the ability to be prominent and exhibit one's capabilities to make a significant contribution toward an organization's success is more important than ever. To substantiate those skills, women must strengthen their leadership skills, hone their abilities to strategically network, develop strategies that cultivate the right relationships, and understand the factors that lead to success in diverse work forces. This course will examine current issues and trends of women and leadership from both the societal and personal perspectives. Material will explore opportunities and challenges that exist for women in the workplace and students will examine how gender, race, class, and other factors, influence leadership styles. Students will leave the course with heightened awareness and confidence to affect positive change on behalf of women in the workplace. (Graduate Business students register for MGMT 512)

NURS 513 Leading People in Organizations
Leaders and managers achieve goals working with and through others. To lead, managers must have skills in teaching, mentoring, and coaching. They must be skilled in developing individuals to work in teams, in facilitating

teams, and in managing conflict. Leaders and managers must understand organizational and national cultures and how they affect the achievement of goals. Leaders and managers must not only hold strong ethical values, but also model them. This course examines the role of managers as leaders in organizations and develops knowledge and skills needed by managers in today's business environment to successfully achieve organizational goals. Three graduate credits. (Graduate Business students register for MGMT 513).

NURS 520 Financial Management in Health Care Organizations

This course focuses on the synthesis of theoretical and practical principles of financial and investment decisions within health care organizations. Students utilize accounting and financial information to execute effective decisions that enhance organizational objectives and patient outcomes. Three graduate credits. (Graduate Business students register for MGMT 520).

NURS 522 Project Management in Health Care

This course focuses on defining projects and identifying how to manage them within health care organizations. Students learn to identify project management process groups, methods to formulate and execute goals, break project components into work breakdown structure, and critique project case studies to assure performance improvement. Three graduate credits. (Graduate Business students register for MGMT 522).

NURS 524 Strategic Planning in Health Care

This course examines models of change within health care organizations and identify strategic and leadership decisions necessary to effect positive organizational outcomes. Factors that assure short-term and long-term success in a competitive health care environment, including developing partnerships and cultivating

human and other resources are analyzed. Students utilize case studies to critique the strategic decision-making process and make recommendations for effective strategic change. Three graduate credits. (Graduate Business students register for MGMT 524).

NURS 530 Advanced Pathophysiology.

This course introduces advanced models of mechanisms that result in disease, with an emphasis on dysfunction at the genetic, cellular, tissue, and organ levels. Students are provided foundational concepts in pathophysiological processes that may be applied to advanced specialty areas. Three graduate credits.

NURS 532 Advanced Pharmacology

This course provides students an overview of advanced pharmacological concepts including pharmacokinetics, pharmacodynamics, and prototype drugs. Students learn major drug categories and concepts important to assure the safe prescription and use of drugs in a case study-based format. Three graduate credits.

NURS 533 Managing Health Care Organizations

This course examines the unique environment of health care and the challenges confronting managers in that environment. Topics examined include marketing health care services, recruiting and retaining staff necessary for meeting mission, the strategy of health care services delivery, health care informatics, and decision making in the health care market place. Three graduate credits. (Graduate Business students register for MGMT 532).

NURS 534 Advanced Health and Physical Assessment

This course prepares students for performing the components of a comprehensive health history and physical examination on patients across the lifespan with a variety of health concerns. This course builds upon prior

assessment knowledge. Students learn advanced techniques and apply findings which may lead the formulation of differential diagnosis. Prerequisite: Completion of baccalaureate course in health assessment with C grade or higher or equivalent course content. Includes 30 laboratory practice hours. Three graduate credits.

NURS 535 Health Care Financing Systems

This course reviews the history of healthcare financing in the United States and financial issues in the present healthcare environment. Principles of financial management and insurance are integrated and applied to the healthcare environment. Topics include: healthcare capital and operating budgets; healthcare payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based healthcare finance and managed care; and financing aspects of public health policy. Prerequisite: CCBU 517 (Corporate Financial Management) or instructor approval. Three graduate credits. (Graduate Business students register for MGMT 534).

NURS 536 Law, Regulations and Ethics in the Health Care Environment

This course provides an overview of legal issues associated with healthcare, including HIPAA and Medicare fraud and abuse, and the regulatory and accreditation environments of Medicare, Medicaid, JCAHO, and OSHA. Ethical issues associated with the practice of medicine and decision-making in the healthcare environment are also examined. Three graduate credits. (Graduate Business students register for MGMT 536).

Adult-Gerontology Acute Care Nurse Practitioner Courses

NURS 710: Care of Younger Adults, Acute Care Theory and Practicum

This course is designed to provide students with theory, seminar, and

precepted practicum opportunities to facilitate their development as acute care providers for younger adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in acute care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating acute care of younger adults. Seven graduate credits.

NURS 711: Care of Older Adults, Acute Care Theory and Practicum

This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as acute care providers for older adults, including the frail elderly. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in acute/critical health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in acute and critical care settings. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the acute care nurse practitioner role. Seven graduate credits.

NURS 712: Adult-Gerontology NP, Acute Care Theory and Practicum

This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as acute care providers for adults from adolescents to end of life. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of adult clients in acute care settings. The practicum provides 250 supervised clinical practice hours for the student to

meet the clinical competencies of the acute gerontology acute care NP role. Seven graduate credits.

Adult-Gerontology Primary Care Nurse Practitioner Courses

NURS 720: Care of Younger Adults, Primary Care Theory and Practicum

This course is designed to provide students with theory, seminar, and precepted practicum opportunities to facilitate their development as primary care providers for younger adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of younger adults. Seven graduate credits.

NURS 721: Care of Older Adults, Primary Care Theory and Practicum

This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as primary care providers for older adults, including the frail elderly. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in primary health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in primary care settings. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the primary care nurse practitioner role. Seven graduate credits.

NURS 722: Capstone Seminar and Internship

This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development

as primary care providers for adults from adolescents to end of life. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of adult clients in primary care settings. The practicum provides 250 supervised clinical practice hours for the student to meet the clinical competencies of the adult gerontology primary care NP role. *The Professional Portfolio will be completed during this semester. Seven graduate credits.

Clinical Course Leader Courses

NURS 610 CNL Roles and Responsibilities

This course introduces students to the multiple roles and responsibilities of the clinical nurse leader (CNL), which include advocate, member of the profession, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, and educator. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 750: CNL Capstone Seminar and Internship I

This course is the first of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of a beginning clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses and NURS 610. Five graduate credits.

NURS 755: CNL Capstone Seminar and Internship II

This course is the second of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate

successful implementation of a beginning clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses, NURS 610, and CNL Capstone 1. *The CNL's Professional Portfolio will be completed during this semester. Six graduate credits.

Family Nurse Practitioner Courses

NURS 732: Care of Women and Children in Primary Care, Theory and Practicum

This course will describe and analyze primary health care for women and children, emphasizing health promotion and disease prevention. Primary prevention, family theory, acute and chronic conditions, wellness, developmental stages, and cultural considerations will be examined during this course. In addition, managing primary care of women's reproductive health will include essential aspects of sexual health and maternal care, as well as perimenopausal and postmenopausal concerns. Five graduate credits.

NURS 733: Care of Women and Children in Primary Care, Theory and Practicum

This course is designed to provide students with precepted practicum opportunities to facilitate their development as family nurse practitioners in primary care. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of patients across the lifespan in primary care. The practicum provides 100 supervised clinical practice hours for the student to meet the clinical competencies of the family nurse practitioner role. Four graduate credits.

Nurse Administrator Courses

NURS 760: Nurse Administrator Capstone Seminar and Internship

The course's seminar provides students with seminar and internship opportunities to engage in self and peer review to facilitate successful implementation of the nurse administrator role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present case studies for individual and group analysis and evaluation. Students explore options for collaborative health projects that enhance nursing engagement and leadership in the global community. The internship component is a precepted nursing administration practicum experience that provides students with opportunities to implement the role of the nurse administrator within a health care agency or hospital. *The Nurse Administrator's Professional Portfolio will be completed during this semester. Six graduate credits.

Nurse Educator Courses

NURS 613 Assessment and Evaluation Methods

This course provides a framework to assess and evaluate learning in the academic and clinical settings preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs, as well as evaluate student, staff, and patient learning. Various assessment and measurement instruments will be identified and utilized in relation to projects geared toward their target population. Three graduate credits.

NURS 614 Theory and Practice for Nurse Educators

This course critiques existing models and theories of nursing science and their application to healthcare, nursing, and nursing education. Students analyze multiple roles of the nurse educator, including responsibilities of teaching,

scholarship, community service, and learner engagement. Students have opportunities to explore foundational concepts essential for role integration in academic and staff development settings. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 765: Nurse Educator Capstone Seminar and Internship

This course provides students opportunities to engage in self and peer review to facilitate successful implementation of the nurse educator role, synthesizing advanced concepts learned during the program of study. Students engage in precepted direct care and education practicum experiences based on professional development goals. *The Nurse Educator's Professional Portfolio will be completed during this semester. Four graduate credits.

Occupational Therapy

Program Director: Dr. Potter

The Occupational Therapy Program at Moravian College offers a full-time educational program comprised of five terms on campus in Level II Fieldwork placement, leading to the Entry-Level Master of Science in Occupational Therapy. The Moravian College Occupational Therapy Program seeks to set the stage for the emerging occupational therapy practitioner to learn and to develop competence in meeting the occupational needs of a variety of consumers through the power of occupation, reflective practice, advocacy, and occupational justice. Because active doing is central to occupational therapy, learning takes place in active classrooms where students engage with each other, their environment, and with the tools around them to solve problems that are meaningful and relevant, critiquing and sharing their work with others as advanced knowledge is constructed in a community.

Occupational Therapy Program Vision

The vision of the Moravian College Occupational Therapy Program is to be recognized as a revolutionary occupational therapy educational program that offers innovative occupation based community programs while preparing professionals to change lives through the power of occupation.

Occupational Therapy Program Mission

Moravian College Occupational Therapy Program builds on a liberal arts foundation to lead occupational therapy students to a reflective professional practice, a fulfilling and invigorating career dedicated to engaging individuals in meaningful occupations, and transformative leadership opportunities that improve the quality of life, improve the health and well-being of others, and change lives through the power of occupation.

Occupational Therapy Program Goals

Graduates from the Moravian College Occupational Therapy Program, through the power of occupation, will strive to be a little revolutionary by:

- translating knowledge to meet the occupational needs of individuals, groups, and communities
- advocating and leading for occupational justice as a politically competent practitioner
- engaging in the occupational therapy process as a reflective practice scholar
- promoting quality of life, health, and wellness in a variety of contexts
- enjoying a fulfilling career in occupational therapy, consistent with the college mission
- effectively incorporating research into everyday evidenced based practice in collaboration with clients
- ethically solving challenges presented in practice

Program Accreditation

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. The program must 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

(school code: 2418 0618)

4. Two letters of recommendation
5. Written personal statement
6. Interview
7. Grade of C or higher in the following pre-requisites:

Statistics (3 credits)

Introduction to Sociology or
Anthropology (3 credits)

Developmental/Lifespan Psychology
(3 credits)

Abnormal Psychology (3 credits)

Human Anatomy & Physiology I & II
(6-8 credits)

Occupational Therapy Curriculum Sequence

To receive a Master of Science in Occupational Therapy, students must earn a total of 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 Occupational Performance:
Psychosocial & Physical Influences (4)

OT 520 Development of Occupational
Participation (1)

OT 540 Neuro 423 Clinical
Neuroscience (4)

OT 551 Level I Fieldwork I (.5)

OT 561 Reflection & Professional
Development I (1)

Term 2 (Fall):

15.5 Total Credits

OT 502 Group Dynamics in
Occupational Therapy (2)

OT 510 Kinesiology &
Biomechanics (2)

OT 511 Movement in Everyday
Occupations (1)

OT 525 Evaluation Process in
Occupational Therapy (4)

OT 542 Activity Analysis & Flow (4)

OT 552 Level I Fieldwork II (.5)

OT 562 Reflection & Professional
Development 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 Lifestyle Performance I:
Pediatrics (4.5)

OT 530 Environmental Modifications &
Adaptations (4)

OT 535 Occupational Therapy Theories
& Models of Practice (2)

OT 563 Reflection & Professional
Development III (1)

OT 553 Level I Fieldwork III (.5)

Term 4 (Summer):

16 Total Credits

OT 605 Management of Therapy
Services (2)

OT 612 Evidenced-Based Practice in
Occupational Therapy (1)

OT 620 Advocacy and Occupational
Justice (2)

OT 630 Advanced Professional Ethics
in Occupational Therapy (2)

OT 642 Lifestyle
Performance II: Adult (4.5)

- OT 654 Level I Fieldwork IV (.5)
- OT 664 Reflection & Professional Development IV (1)
- OT 671 Research Mentorship 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 Lifestyle Performance III: Elderly (4.5)
- OT 655 Level I Fieldwork V (.5)
- OT 656 Community Health & Wellness in Occupational Therapy (3)
- OT 665 Reflection & Professional Development V (1)
- OT 672 Research Mentorship II (2)

Term 6 (Spring):

5 Total Credits

- OT 635 Transformative Leadership in Occupational Therapy (1)
- OT 681 Level II Fieldwork in Occupational Therapy I (4)

Term 7 (Summer):

5 Total Credits

- OT 666 Reflection & Professional Development VI (1)
- OT 682 Level II Fieldwork in Occupational Therapy II (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 Handbook. If a student withdraws from the College within the 60% point of the semester, charges and financial aid will be adjusted according to the following schedule:

- On or before the first day of classes, 100% of tuition will be cancelled. However, deposits, where applicable, will be retained by the College.
- After the first day of class but within the 60% point of the semester, tuition and fees will be adjusted based on the number of calendar days remaining in the semester.
- After the 60% point of the semester, no adjustment is made in tuition and fees.
- The effective date for any withdrawal will be the date that the student notified the Occupational Therapy Program Director

Graduation Requirements

In addition to the requirements of the College, students enrolled in the occupational therapy program must complete the following:

- Maintain a cumulative GPA of 3.00 or better
- C or better in all graduate courses
- Satisfactory fieldwork evaluations in all occupational therapy fieldwork courses

- Completion of the prescribed occupational therapy program of study, including an NBCOT exam preparation course and end-of-program survey/exit interview within 36 months
- Completion of all Level II Fieldwork requirements within 36 months from the start of the curriculum

Graduate Courses in Occupational Therapy

OT 500 Foundations of Occupational Therapy

Students explore the foundations of the occupational therapy profession with an emphasis on the history, philosophical base, and the code of ethics. The way in which society's current and future occupational needs can be met will be examined and students will gain insight into the unique contributions of occupational therapy through an examination of occupational science literature. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 542. Two graduate credits.

OT 501 Occupational Performance: Psychosocial & Physical Influences

Students examine a variety of psychosocial and physical factors that influence occupational performance, including a formal medical or DSM diagnosis, trauma, homelessness, joblessness, literacy, poverty, access to healthcare, community access, and incarceration. How these factors relate to a person's ability to engage in meaningful occupations and conversely, how engaging in meaningful occupations may impact each of these factors across the lifespan is the subject of study in this two-semester sequence. Medical terminology is introduced and integrated into this course. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 500. Four graduate credits.

OT 502 Group Dynamics in Occupational Therapy

Occupational therapists use the group process as a therapeutic means to promote

meaningful occupations. In this course, students gain an in-depth knowledge of the characteristics of a therapeutic group, how to construct a group protocol with measurable outcomes based in an occupational therapy model or theoretical construct, upgrade and downgrade group activities for a specific therapeutic purpose, and manage disruptive group members. Prerequisite: OT 500; Co-requisite: OT 552. Two graduate credits.

OT 510 Kinesiology & Biomechanics

The focus of this course is the study of normal functional human anatomy (muscle origins, insertions, innervations, actions) applied to the principles of kinesiology. Biomechanical forces as they act upon the body will be incorporated into this study of normal movement. Students will gain experience and beginning skills in the analysis of normal movement. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 542. Two graduate credits.

OT 511 Movement in Everyday Occupations

The focus of this course is to integrate and apply the principles of human anatomy, kinesiology, and biomechanical forces from OT 510 to an understanding of individual's ability to participate in everyday occupations. Students actively participate in and will show beginning competency in the accurate reporting of clinical observations and movement analysis related to participation in everyday occupations. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 510. One graduate credit.

OT 515 Movement Analysis & Measurement

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

OT 516 Movement Disorders in Everyday Occupations

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

OT 520 Development of Occupational Participation

This course emphasizes the development of occupational performance across the lifespan, integrating concepts from developmental psychology into the study of human occupation. Students gain in-depth knowledge about the influence of meaningful activity on human development as well as the manner in which human development shapes the acquisition of everyday occupations throughout an individual's life. Students examine the developmental milestones not typically studied in a developmental psychology course, including grasp, the sucking and swallowing, and reflex inhibition as they relate to writing, eating, and other purposeful movements which are necessary to engage in everyday living. Prerequisite: Admission into the Occupational Therapy Program; Co-requisite: OT 500. One graduate credit.

OT 525 Evaluation Process in Occupational Therapy

Students explore measurement as part of the evaluation process through this survey course designed to provide in-depth knowledge about the psychometric properties of a variety of evidenced based assessment tools, principles of assessment including the interpretation of criterion-referenced and norm-referenced

standardized test scores, the factors that might bias assessment results, and relating assessment results to a variety of audiences. In this course students are introduced to the assessment process as a highly reflective process that allows for the integration of theory and practice. Prerequisite: OT 500; Co-requisite: OT 552. Four graduate credits.

OT 530 Environmental Factors, Modifications, & Adaptations in Occupational Therapy

Occupational therapists evaluate and adapt environments in order to promote participation in everyday activities. In this course, students will gain an in-depth knowledge of the physical elements of our world and their relationship to function, including technology, products (assistive devices and orthosis), as well as natural and man-made spaces. Students will study the impact of the American with Disabilities Act and Universal Design principles on creating an inclusive community for everyone. Prerequisite: OT 542; Co-requisite: OT 541. Four graduate credits.

OT 535 Occupational Therapy Theory & Models of Practice (2 credits)

In this course, students will actively engage in a study of the major models of practice in occupational therapy that guide practice and an exploration of how theory supports these models as guides to evaluation and intervention decisions. The study of occupational therapy theory development, the importance that theory plays in clinical decision making, and in developing a strong occupational therapy professional identity will be explored. Prerequisites: OT 500, OT 502; Co-requisite: OT 563. Two graduate credits.

OT 540/NEUR 423 Clinical Neuroscience (4 credits)

This course will explore the functional organization and physiology of the human nervous system. The neurobiological framework for understanding human behavior

will also be examined. Students who complete this course will recognize important symptoms and signs associated with neurological disease. In addition, students will understand the clinical significance of the organization of anatomical structures and the interconnections that bind structures together in the nervous system. Mastery of these concepts will enable students to localize lesions within the central and peripheral nervous systems and predict the neurological deficits associated with such lesions. An important outcome will be to achieve long-term acquisition of neuroscience concepts such that students perform well in health-related professions. Prerequisite: Admission into the Occupational Therapy Program or Permission of Instructor; Co-requisite: None. Four graduate credits.

OT 541 Lifestyle Performance I: Pediatrics

This is the first course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life with the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from birth through adolescence with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 653. Four-and-a-half graduate credits.

OT 542 Activity Analysis & Flow

In this course, students actively engage in a variety of activities across the lifespan to master the activity analysis which serves as a foundational skill to all areas of occupational therapy practice. Achieving a state of flow through engaging in activities that are meaningful will help the student build a firm foundation for the critical analysis of the power of occupation as it relates to health and well-being. The real and symbolic meaning of

activities and objects in a variety of contexts will be explored as students examine a variety of activities including Occupations (ADL, IADL, Rest & Sleep, Work, Social Participation, Play, Leisure, Education), competitive and noncompetitive games, hobbies, crafts, mindfulness activities, expressive arts and media, as well as the tools and objects that are used for each of these. Prerequisite: Admission into the Occupational Therapy program; Co-requisites: OT 500, OT 511. Four graduate credits.

OT 551 Level I Fieldwork I

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the first of this series, emphasis is placed on communication, establishing the therapeutic relationship, and interviewing skills. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 561. One-half graduate credit.

OT 552 Level I Fieldwork II

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the second of this series, emphasis is placed on reflection, professional behaviors expected as emerging professionals, meaningful collaborative working relationships, and cultural competence. Prerequisite: OT 551; Co-requisite: OT 562. One-half graduate credit.

OT 553 Level I Fieldwork III

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the third course in this sequence, students will explore professional behaviors and ways to manage behavior. Prerequisite: OT 552; Co-requisite: OT 563. One-half graduate credit.

OT 561 Reflection & Professional Development I

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. Students will engage in the study of communication and the therapeutic relationship, applying these concepts in a Level I Fieldwork experience which focuses on psychosocial challenges and interviewing skills. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 551. One graduate credit.

OT 562 Reflection & Professional Development II

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. The emphasis on this second in a six-semester sequence is on cultural competence and self-awareness. Prerequisite: OT 561; Co-requisite: OT 552. One credit course

OT 563 Reflection & Professional Development III

This course offers an opportunity for students to reflect on and examine their experience

as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. In this third course of the sequence, students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior. Prerequisite: OT 562; Co-requisite: OT 553. One graduate credit.

OT 605 Management of Occupational Therapy Services

In this first course in a two-semester sequence, students build a foundation to plan, organize, staff, direct, and manage occupational therapy services as they actively participate in the design of an occupational therapy program proposal with an emphasis on occupation based programming. Prerequisite: OT 500; Co-requisite: OT 654. Two graduate credits.

OT 606 Advanced Management of Occupational Therapy Services

In this second part of a two-semester sequence, students gain in-depth knowledge to manage and lead occupational therapy programs with an emphasis on factors and trends that impact the delivery of occupation based services. Students actively collaborate and construct the second part of their program proposal initiated in the previous semester. Prerequisite: OT 605; Co-requisite: None. Two graduate credits.

OT 611/ HLAT 511 Evidence-Based Practice I

This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: Admission into the Occupational

Therapy program; Co-requisite: None.
One graduate credit.

OT 612 Evidence-Based Practice in Occupational Therapy

Students gain an in-depth knowledge of evidence-based practice as a collaborative endeavor to involve the client and as a foundation to clinical decisions such as the selection of occupational therapy evaluation instruments. Students will complete a critically appraised topic around an occupation based question integrated from their Level I Fieldwork experience to apply foundational knowledge from Evidence-Based Practice I to a real life question. Prerequisite: OT 611/HLAT 511; Co-requisite: OT 655. One graduate credit.

OT 620 Advocacy and Occupational Justice

Students gain an in-depth knowledge about advocacy and equitable access to occupational engagement for individuals and populations in order to promote health and well-being which will prepare the student for transformative leadership roles. Barriers to engagement in meaningful occupations will be explored as students gain the knowledge to be politically competent practitioners. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 625 Applied Advocacy & Community Action

This course explores the environmental and policy factors that impact health and autonomy of individuals and populations. Students will actively engage in the process by applying community organizing and advanced advocacy strategies to a specific issue. Prerequisite: OT 620; Co-requisite: OT 655. Two graduate credits.

OT 630 Advanced Professional Ethics in Occupational Therapy

This course studies ethical theory and ethical decision making within the discipline and profession of occupational

therapy by critically examining situational problems and by reflectively exploring ethical solutions that are coherent with and supported by the core values, principles, and guidelines of the Code of Ethics and Ethical Standards of the profession. The course will examine ethical dilemmas that arise within different areas of the profession and the problem of moral distress and its various causes. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 635 Transformative Leadership in Occupational Therapy

This course offers an in-depth study of leadership theories, leadership characteristics, and a critical analysis of the literature on leadership in occupational therapy. Transformative leadership will also be explored as students prepare to become change agents in their professional careers. Students will be challenged to bring a sense of curiosity to and reflect on their personal leadership qualities and be open to discussing these. Prerequisite: OT 665; Co-requisite: OT 682. One graduate credit.

OT 642 Lifestyle Performance II: Adults

This is the second course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from young adulthood through middle age with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 654. Four-and-a-half graduate credits.

OT 643 Lifestyle Performance III: Elderly

This is the third course in a three-semester lifespan sequence focused on clinical

reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for older adult individuals and populations with physical and mental health challenges. Prerequisite: OT 525; Co-requisites: OT 612, OT 672. Four-and-a-half graduate credits.

OT 654 Level I Fieldwork IV

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fourth fieldwork of this series, emphasis is placed on reflection, professional behaviors, therapeutic use of self, and the contribution of occupational balance to health and wellness. Prerequisite: OT 553; Co-requisite: OT 664. One-half graduate credit

OT 655 Level I Fieldwork V

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fifth fieldwork experience of this series, emphasis is placed on reflection and professional behaviors expected as emerging professionals, and meaningful collaborative working relationships. Prerequisite: OT 654; Co-requisite: OT 665. One-half graduate credit.

OT 656 Community Health & Wellness in Occupational Therapy

This experiential course provides an exploration of community based occupational therapy program development and evaluation. Students will engage with a population in the community to design and implement an outcome based activities program. Factors which influence the delivery of occupational therapy in various community settings will be introduced. Prerequisite: OT 620; Co-requisite: OT 655. Three graduate credits.

OT 664 Reflection & Professional Development IV

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. Students will reflect on their own therapeutic use of self and how it influences therapeutic outcomes and examine how occupational balance contributes to health and wellness. Prerequisite: OT 563; Co-requisite: OT 654. One graduate credit.

OT 665 Reflection & Professional Development V

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. Prerequisite: OT 664; Co-requisite: OT 655. One graduate credit.

OT 666 Reflection & Professional Development VI

This course offers an opportunity for students to review, self-assess, and reflect on knowledge and competence within occupational therapy practice through the completion and analysis of a formal assessment measure. Students will construct a plan for remediation in any deficit areas

that are identified, review for and formulate an *NBCOT exam study plan, and relate this process to professional development and continued competence. Prerequisite: OT 665; Co-requisite: None. One graduate credit.

OT 671 Research Mentorship in Occupational Therapy I

This is the first course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the development of a scholarly research proposal. Prerequisite: None; Co-requisite: OT 611. Three graduate credits.

OT 672 Research Mentorship in Occupational Therapy II

This is the second course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the collection, interpretation, and dissemination of data. Prerequisite: OT 671; Co-requisite: None. Two graduate credits.

OT 681 Level II Fieldwork in Occupational Therapy I

This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator; Co-requisite: None. Four graduate credits.

OT 682 Level II Fieldwork in Occupational Therapy II

This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day today operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator; Co-requisite: None. Four graduate credits.

Peace And Justice Studies

See Interdisciplinary Programs

Philosophy

Chair: Professor Bernie Canteñs

Faculty: Associate Professor Carol Moeller; Associate Professor Arash Naraghi; Visiting Assistant Professor Leon Niemoczynski

Adjunct Faculty: William Falla

The Philosophy Department provides students with the opportunity to explore questions of fundamental significance to human life: What is justice? How should we live? What is truly valuable? Is there a God? What is reality? What can we really know? And what meaning is there to life? Through training students to think, discuss, and write cogently on such matters, the department prepares them for graduate or professional school in the humanities, social sciences, seminary, and law school, as well as for lifelong learning and reflection.

The Major in Philosophy

The major in philosophy consists of ten course units, of which four are required, three are restricted electives, and three are general electives from among all philosophy

courses. The required courses are Philosophy 110, 120, 220, and 222. The restricted electives are two of the following four courses: Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353. One of the three general electives may come from a related program, subject to approval of the department chair.

The Minor in Philosophy

The minor in philosophy consists of five course units in philosophy, of which three are restricted and two are electives. The restricted courses are one course from Philosophy 110, 120, 220, and 222; one course from Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353.

The Minor in Ethics

A minor in ethics includes 5 course units, at least 3 of which must be taken at Moravian (or another LVAIC institution). Philosophy 222, 224, and 355 are required. In addition, students must choose 2 course units from among the list below; 1 relevant course from outside the department of philosophy or 1 special topics course may be included in the minor, with approval from the chair of philosophy:

Philosophy 226.2 and 227.2 Ethics Bowl
Philosophy 228 Sports Ethics
Philosophy 250 Environmental Philosophy
Philosophy 251 Philosophy of Technology
Philosophy 255 Social and Political Philosophy
Philosophy 257 Bio-Ethics and Social Justice
Philosophy 259 Medical Ethics
Philosophy 267 West African Philosophy: Akan Ethics
Philosophy 271 Race, Gender, Identity, and Moral Knowledge

A student with a major in philosophy may not minor in Ethics.

The Interdepartmental Major

The six courses that constitute Set I of the interdepartmental major in philosophy include Philosophy 120, 210, and 222, and one course in the history of philosophy (241, 243, 245, or 247). The remaining two courses in philosophy and the six courses of Set II are selected by the student with the approval of the advisor.

Departmental Recommendations

Students considering graduate work in philosophy should meet the language requirement with French, German, Greek, or Latin.

Courses in Philosophy

110 Introduction to Logic: Critical Thinking (Cantens and Naraghi)

An introduction of the basic concepts of logic, informal fallacies and categorical logic. (M3)

120 Introduction to Philosophy

Tasks and the subject matters of philosophy, including the major theories of reality, knowledge, religion, morality and social justice. Attention to several classic philosophical texts as primary source readings. (M3) Every Semester, Staff

130 Hip Hop Music, Spoken Word, and Philosophy (Moeller)

We will investigate how some Hip Hop music and Spoken Word works engage with classic Western philosophical themes and questions, including those of knowledge, metaphysics, ethics, love, and justice. How do some contribute to knowledge and some perpetuate injustice, sexism, and violence? How does Rakim relate to Augustine's arguments on God, Gil Scot-Heron to Kant on punishment, Lil' Kim to Sartre on "the objectifying gaze"? Students will be required to attend two spoken word workshops or performances, and to view and listen to material outside of class.

220 Advanced Logic: Sentential and Predicate Logic (Cantens and Naraghi)

A study of advanced topics in logic, including propositional and predicate logic.

222 Ethics (Moller)

Formulating principles defining the good human being and to applying these to relevant problems of vocation and social and political justice. (M3) Fall Cantens, Moeller.

224 Applied Ethics (Naraghi)

A study of the application of ethical theory to complex real and fictitious cases concerning contemporary moral issues such as euthanasia, abortion, capital punishment, animal rights, cloning, torture, same sex marriage, etc. (U2)

226.2 and 227.2 Ethics Bowl (.2 Units) (Niemoczynski)

This course examines, within teams, ethical cases with the purpose of developing ethical positions supported by arguments, debated at the Intercollegiate Ethics Bowl Competition. Fall, Cantens Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

228 Sports Ethics (Cantens)

This course introduces students to ethical concepts, theories, and methods through which they can reflectively analyze and perform ethical decision making in the realm of sports and recreation, within an evolving cultural, political and technological environment. A substantial part of the course will be devoted to case studies and the implementation of ethical theories to concrete cases. Writing-Intensive. Fall, Alternative Year, Cantens

230 Advance Topics in the Ethics of Abortion (Cantens)

This course analyzes the moral issue of abortion and the most prominent contemporary philosophical arguments through primary philosophical texts. (U2)

241 Ancient Philosophy (Niemoczynski)

A critical examination of the history of Greek philosophy including the pre-Socratics, Thales, Anaxagoras, Parmenides, Heraclitus, Empedocles, Plato and Aristotle. (M3) Spring, Alternate Year.

243 Medieval Philosophy (Cantens)

A study of the original works of philosophers in the Middle Ages such as Augustine, John Scotus Eriugena, Anselm of Canterbury, Avicenna, Bonaventure, Thomas Aquinas, John Duns Scotus, and William of Ockham. (M3) Fall, Alternate Year.

245 Early Modern Philosophy (Cantens)

A study of the development of important concepts of modern philosophy beginning with Bacon, Descartes and Locke, and ending with Kant and Hegel. It examines and evaluates the modern period's turn to study of knowledge and its increasing preference for reason and science over religion. (M3) Fall, Alternate Year.

247 Nineteenth and Twentieth Century Philosophy (Moeller)

A study of trends in recent Philosophy inaugurated by Nietzsche, Marx and Kierkegaard on the one hand, and by Mill, Russell and Ayer on the other. It continues through the present times the manifestations of these trends in contemporary phenomenology and contemporary analytic philosophy. In a given semester the course will have an emphasis on either Continental or British-American traditions in current philosophy. (Writing Intensive) (M3) Spring, Alternate Year.

249 American Pragmatism (Cantens)

A study of classical American Philosophy with emphasis on the works of Charles S. Peirce, William James, and John Dewey. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

250 Environmental Ethics (Niemoczynski)

This course examines contemporary environmental ethical issues that arise in understanding humanity's complex relationship with the natural world. The course will explore environmental ethics from a wide range of philosophical and theological methods and perspectives. (U2) Fall, Alternate Year, Niemoczynski.

251 Philosophy of Psychology (Also Psychology 251)

An examination of philosophical and empirical theories of mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience, and philosophy. (U1) Fall, Alternate Year, Staff

252 Philosophy of Technology (Falla)

An examination of how technology shapes our understanding of ourselves and our world as well as the moral dilemmas that it presents for us. (U1) Spring Alternate Year.

253 Philosophy of Religion (Naraghi)

A philosophical examination of nature of religion and beliefs concerned with the existence, nature, and knowledge of God, with alternative positions to theism. (U2) Fall, Alternate Year, Naraghi

255 Social and Political Philosophy (Moeller)

An examination of central issues in social political thought such as: What is justice? How can considerations of justice negotiate our great differences of culture, identity, and circumstance? How are non-Western and Western approaches to philosophy to

engage productively, across such historical legacies as imperialism, colonialism, and neo-colonialism? Spring, Alternate Year. (U2)

257 Bio-Ethics and Social Justice (Moeller)

A study of what is health, and how it relates to social justice issues, such as: How do such factors as income, race, and gender correlate with health? In health research and healthcare delivery how do lingering patterns of inequality get rewritten into the social fabric or transformed out of it? How can we learn from the legacies of unethical medical experimentation and other ugly parts of medical history? (U2) Spring, Alternate Year.

259 Medical Ethics

An examination of the basic theory of bioethics as it is set in the broader field of moral philosophy. Contemporary ethical issues in biomedicine will be examined, and the student will learn to think ethically about them within the context of the current ongoing debate. (U1) Spring, Naraghi, Falla.

261 Islamic Philosophy, Theology, and Mysticism (Also religion 261) (Naraghi)

An exploration of key notions and figures in Islamic philosophy, theology,, and mysticism. Some issues imbedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Spring, Alternate Year.

263 Latin American Philosophy (Cantens)

An examination of different aspects of philosophical thought related to Latin American nations and culture, including the works of Bartolomé de las Casas, Francisco de Vitoria, Simón de Bolívar , José Martí, José Vasconcelos, Francisco Romero,

José Carlos Mariátegui, and Risieri Fondizi. (M5) Fall, Alternate Year.

265 Feminist Philosophy (Moeller)

An exploration of a diversity of feminist writing. Students consider questions such as: How do the legacies of gender inequality persist today? What would gender justice look like? Is there such thing as gender-neutral point of view? And how do gender, race, class and sexuality relate? (U2) Fall, Alternate Year.

267 West African Philosophy: Akan Ethics (Moeller)

Through study of philosophical texts, writings, proverbs, and other sources, we shall explore West African values. The foci will be both traditional and contemporary, primarily oriented toward the Akan people of what is now Ghana. Among the first nations to achieve political independence in the de-colonization movements, Ghana has kept traditional values alive, not in isolation from the rest of the world, but in active engagement with it. What do the values of the Akan have to teach us? (M5) Spring, Alternate Year.

269 Judaism, Christianity and Islam in Medieval Spain (Cantens)

An examination of Islamic, Jewish and Christian philosophical thought in Spain, ranging from the Middle Ages through the Renaissance. (M5)

271 Race, Gender, Identity, and Moral Knowledge Philosophy (Moeller)

A study of the relationships among identities, experiences and moral knowledge. Some of the issues discussed are the following: How do our unique experiences shape our moral views? How are those experiences shaped by such differences as race, culture, gender and family background? Can we gain moral knowledge from the testimonies of others, and if so, how? Spring, Alternate Year. (U2)

275 Ethics for the Public's Health (Cantens)

This course examines ethical and social justice issues within the health care profession and throughout the public health care industry, including health laws and policies that affect the development and delivery of health services in the US to the public. (No additional prerequisite.)(U2)

279 Philosophy of Law (Naraghi)

Philosophy of law or jurisprudence is the application of the rational techniques of the discipline of a philosophy to the subject matter of law. In this course, on one hand, students study the meaning of such concepts as law, legal obligation, legal punishment, and so on. (What is known as “analytic jurisprudence.”) Also they explore the relation between law and 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)

292 Continental Philosophy

A thematic and developmental approach to contemporary philosophy with an emphasis on introducing the student to the major moments and themes in Continental thought during the 19th, 20th, and 21st centuries (until present) – particularly through an examination of the philosophies of phenomenology, existentialism, hermeneutics, structuralism and post-structuralism, deconstruction, and new materialism/new realism. Philosophers discussed include Nietzsche, Kierkegaard, Camus, Husserl, Heidegger, Sartre, Gadamer, Foucault, Derrida, Malabou, and Meillassoux, to name but a few. We will trace how these philosophers formulate questions about reality, truth & knowledge, and values. (M3)

313 Philosophy of Science (Naraghi)

A study of what is science, how it works,

what distinguishes it from other disciplines, and what is the nature and value of scientific inquiry and scientific theories. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor. Naraghi.

323 Tibetan Buddhist Thought (Moeller)

A study of Tibetan Buddhist philosophy, worldview and spiritual practices. The course examines Tibetan Buddhist answers to questions traditionally asked in Western philosophy, at times looking at contrasts and parallels to Continental and British-American traditions in Western philosophy. Spring, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

351 Epistemology (Naraghi)

Philosophical inquiry into the nature of knowledge, kinds of experience belief and truth, justification and verification. Fall, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor, Naraghi.

353 Metaphysics (Cantens)

A study of contemporary analytic metaphysics, adopting a pre-Kantian or traditional metaphysical perspective. The course approaches metaphysics as the study of first causes and of being qua being, or as the most general discipline of all that studies the nature and structure of reality. Fall, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

355 Meta-Ethics (Cantens, Naraghi)

A study of the fundamental concepts of morality from metaphysical, epistemological, semantic, and psychological perspectives. Spring, Alternative Year- Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

370. Seminar

Selected topics in Philosophy. Non-majors require permission from instructor. Staff

381-384 Independent Study.

386-388 Field Study.

400 - 401. Honors

Doing honors in philosophy is a wonderful way to take control of your education and give your own ideas the depth of attention they deserve. Students majoring and minoring in philosophy may choose to do an honors project in the department. (Please see the Honors web site for details on eligibility and procedures. But please note: Applications for Honors are due spring of the junior year!) Honors students earn credit for two philosophy courses, and pursue a topic of their own choosing, working independently with a faculty member from the department for their entire senior year. The two-semester research project culminates in the writing of an honors thesis.

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

Physical Education

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

Courses in Physical Education

107.2. Concepts of Fitness and Wellness.

Provides cognitive and behavioral skills needed for a healthy lifestyle, based on

personal needs, to promote lifetime health, fitness, and wellness. Veterans who have successfully completed Basic Training in any branch of the service receive credit for Physical Education 107.2

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

381-384. Independent Study.

386-388. Internship.

Physics And Earth Science

Chair: Associate Professor Kriebel
Associate Professor: Roeder; **Assistant Professor:** Malenda; **Adjunct Faculty:** Becker, Edinger, Jackson

The Physics and Earth Science Department provides an opportunity to investigate and study those areas of physics essential for graduate work in physics or for a physics-related career in industry, government, or secondary education. In the physics curriculum, the emphasis is on theoretical developments and problem-solving at the appropriate level of mathematical sophistication; and on experimental investigation that stresses physical principles and that makes use of modern laboratory techniques and equipment.

Throughout the curriculum, extensive use is made of the College's computer facilities for solution of physics problems and analysis of experimental data. Departmental facilities include research equipment for independent study and Honors work and a complete machine shop to supplement experimental projects.

A booklet prepared by the Society of Physics Students (SPS) describes the department and its facilities and is available from the department chair upon request.

The department offers introductory courses in geology, astronomy, and meteorology. A major in geology is offered through cross-registration in cooperation with Lehigh University. Because the study of geology is an effort to understand natural phenomena on and within the earth, a student of geology must have a broad understanding of the basic sciences and mathematics, as well as professional courses in the geological sciences.

Learning in Common Requirements for Physics Majors

Physics majors must select Mathematics 170 to fulfill their Quantitative Reasoning (F2) requirement and Physics 111 for their Laboratory Science (F4) requirement. In addition, they need complete only seven of the eight Multidisciplinary and Upper-Division requirements.

The Major in Physics

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

The Bachelor of Arts with Major in Physics

The bachelor of arts with a major in physics consists of 7 course units in physics (Physics 111, 112, 222, 331, 345, and two additional 300-level courses) plus four course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, and 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 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. As with physics majors, geology majors take seven of the eight Multidisciplinary and Upper-Division courses in the Learning in Common curriculum.

The Minor in Earth Science

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

The Interdepartmental Major in Earth Science

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

Departmental Recommendations

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

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

Courses in Physics

109. Introductory Physics for the Life Sciences. Aspects of physics important in biological processes and health sciences. Major topics in the first term include elementary mechanics, biomechanics, fluids, thermodynamics, and metabolism. Second-term topics include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Physics 109 & Physics 110 must be taken in sequence. Four 50-minute or three 70-minute lectures, one 3-hour laboratory. (F4) Kriebler, Roeder

110. Introductory Physics for the Life Sciences. Aspects of physics important in biological processes and health sciences. Major topics in the first term include elementary mechanics, biomechanics, fluids, thermodynamics, and metabolism. Second-term topics include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Physics 109 & Physics 110 must be taken in sequence. Prerequisite: PHYS 109. Four 50-minute or three 70-minute lectures, one 3-hour laboratory. (F4) Kriebler, Roeder

111-112. Introductory Physics. First term treats mechanics, heat, and wave phenomena. Second term treats electricity, magnetism,

optics, and selected topics in modern physics. Co-requisites: Mathematics 170 and 171. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. (F4) Kriebler, Malenda

217. Digital Electronics and Microprocessors. (Also Computer Science 217) Laboratory-oriented course in computer hardware for science, mathematics, and computer-science students. Topics include logic gates, Boolean algebra, combinational and sequential logic circuits, register-transfer logic, microprocessors, addressing modes, programming concepts, microcomputer system configuration, and interfacing. Three 50-minute periods, two 3-hour laboratories. Staff

221. Linear Electronics. A laboratory-oriented course in electronics stressing applications of linear integrated circuits to laboratory measurement in physics, chemistry, and biology. Laboratory experiments and lecture-discussions include circuit analysis, system design using operational amplifiers, analog computer systems, transistors, power supplies, oscillators, Butterworth response filters, and phase-locked loops. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Fall. Three 50-minute lectures, two 3-hour laboratories. Kriebler

222. Modern Physics. Concepts leading to breakdown of classical physics and emergence of quantum theory. Topics include atomic physics, relativity and four-vector space-time physics, solid-state physics, nuclear physics, and elementary particles. Independent laboratory experiments (e.g., Compton effect, electron spin resonance, electron diffraction, Mössbauer effect) complement student's interest and needs. Prerequisites: Physics 111-112 and Mathematics 171 or permission of instructor. Spring. Three

50-minute lectures, one 50-minute problem session, one 3-hour laboratory. Writing-intensive.
Krieble

331-332. Mechanics. First term treats motion of a single particle with emphasis on conservative forces and their properties, central force fields, and oscillatory motions. Second term treats motion of the system of particles, rigid body mechanics, accelerated reference systems, and mechanics (Lagrange and Hamilton). Emphasis on computer solutions of problems. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Four 50-minute lectures or three 70-minute lectures.
Roeder

333. Physical Optics. Theoretical and experimental study of the interaction of electromagnetic radiation and matter. Topics include wave and photon representations of light, geometrical optics, polarization, interference, and diffraction phenomena. Selected topics in modern optics include gas and semiconductor lasers, electro-optics, nonlinear optics, and fiber optics. Standard laboratory experiments include interferometry and diffraction. Application-based experiments include laser construction, holography, photo-refractive nonlinear optics, dynamic diffractive optics, and fiber optics. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.
Staff

334. Thermal Physics. Unified treatment of thermodynamics and statistical mechanics. Topics include laws of thermodynamics, state functions and variables, application to physical and chemical systems, kinetic theory, distribution functions, Fermi-Dirac and Bose-Einstein statistics, black-body radiation, and Debye theory of specific

heats. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.
Krieble, Malenda

341. Quantum Mechanics. Fourier transforms, wave packets, Schrödinger's equation, square-well and barrier potentials, the harmonic oscillator, the hydrogen atom, atomic spectra, multi-electron atoms, algebraic methods, matrix mechanics, perturbation theory. Prerequisites: Physics 222 and Mathematics 254 or permission of instructor. Alternate years. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory.
Krieble, Malenda

342. Nuclear Physics. Properties of nuclei, the deuteron, partial-wave analysis; alpha, beta, and gamma decay; nuclear models, fission, fusion, nuclear reactions, properties of elementary particles, classification schemes, interactions. Prerequisites: Physics 341 and Mathematics 254 or consent of instructor. Alternate years. Three 50-minute lectures.
Staff

343. Introduction to Mathematical Physics. Mathematical techniques for solving ordinary and partial differential equations that arise in theoretical physics. Topics include series solutions, special functions, operational methods, boundary-value problems, orthogonal functions, product solutions, and/or selected topics determined by needs of students and interest of instructor. Prerequisite/Co-Requisite: At least one year of college physics and Mathematics 254. Spring. Three 50-minute lectures.
Roeder

344. Solid-State Physics. Fundamental study of matter in the solid state, including periodic arrays of atoms, fundamental types of lattices, position and orientation of planes in crystals,

simple crystal structures, reciprocal lattices, Brillouin zones, crystals of inert gases, ionic crystals, covalent crystals, hydrogen bonding, phonons and lattice vibrations, lattice heat capacities, diffusion, free-electron gas, energy bands, and point defects. Prerequisites: Mathematics 211 or equivalent. A course in modern atomic physics is recommended. Alternate years. Three 50-minute lectures, one 50-minute problem session.
Roeder

345-346. Electric and Magnetic Fields. Field concepts, electromagnetic theory, and electromagnetic waves. First term treats electrostatics, steady fields and currents, and electromagnetism. Second term treats time-varying fields and currents, Maxwell's equations, and electromagnetic waves. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Alternate years. Three 50-minute lectures, one 3-hour laboratory.
Krieble

370. Physics Seminar. Selected topics in theoretical and/or experimental physics. Choice of topics determined by needs of students and interest of instructor. Alternate years. Lecture and/or laboratory hours depend on topics.
Staff

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Courses in Earth Science

110. Introductory Geology. Earth processes and their effects on materials, structure, and morphology of Earth's crust. Laboratory includes fieldwork, computer simulations, study of minerals, rocks, photographs, and

maps. Spring. Three 50-minute periods, one 3-hour laboratory. (F4)
Jackson

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

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

150. Forensic Science. An introduction to the field of forensic science as applied to criminal investigations and the law. This course will employ a data-driven approach to solving simulated criminal cases using a variety of scientific methods to examine physical evidence. Evidence-based lab experiments include examinations of soil samples, hair fiber, blood patterns, fingerprints, and ballistics and will be conducted to build a logical case in a criminal investigation. The laboratory will culminate in a final project employing a number of these methods. Limitations and abilities of experimental techniques will also be examined throughout the course. No pre-requisites. Fall and Spring. (F4)
Staff

210. Introductory Geographic Information Systems. Geographic information systems are a primary tool for analysis of spatial data. ArcGIS desktop software is used to

edit, query, and analyze spatial databases and display the results of analysis. Both vector and raster data are considered. Emphasis on applications of GIS to the lecture/laboratory sessions. Fall.
Edinger

291. Earth System Climatology. Study of the physical processes that control and modify the global climate system. Discussions of climate change during geologic time will occur in conjunction with modern climate change. Analysis and interpretation of climatic data and paleo- environments will also be considered through laboratory exercises. (F4)

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Political Science

Chair: Professor 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, so that students may prepare for graduate and professional schools such as law school, for professions in government service, and for individual citizenship in a democratic society.

The Major in Political Science

The major in political science consists of 10 course units. Four are required: Political Science 110, 115, 120, and 125. Students also must select one advanced course at the 200 level or above, from three of the following groups: Political Science 220, 225, 237, 240, 330, and 340; Political Science 215, 250 and

355; Political Science 210 and 235; and Political Science 245, 247, 327 and 347.

Two of the remaining three courses required for the major are to be electives at the 300 level, if not already included above.

Courses in special topics and independent study may be substituted for courses at the advanced level, depending on the area in which the student will work and contingent upon departmental approval. Internship (386-388) will be counted as an elective in the major but is contingent upon department approval. Honors candidates take two courses, Political Science 400-401, which are counted within the 10-course requirement.

Writing-Intensive Courses

Students will be required to take one of the following to meet the College requirement for writing-intensive courses: Political Science 225, 330, 347 or 355.

The Minor in Political Science

The minor in political science consists of five course units: two selected from among Political Science 110, 115, 120, and 125, and three additional courses selected with the approval of the advisor.

The Interdepartmental Major

Set I of the interdepartmental major consists of six course units: any two of Political Science 110, 115, 120, and 125, and four others, two of which may be independent study.

Departmental Recommendations

Students interested in graduate and professional studies are encouraged to take courses in other areas of the social sciences and in statistics. Prospective graduate students are advised to reach at least reading proficiency in those languages that may be required for their studies.

Courses in Political Science

110. The American Political System. Operation of American political processes and governmental institutions. Political culture of American democracy, political philosophy of the Constitution, relationship between organization of the economy and political power, linkages between mass public and governing elites, and operation of institutions of national government. (M4)

Reynolds

115. International Politics: How the World Works. This course is meant to acquaint students with the analytical approaches, concepts, processes, issues, and actors in world politics. The class is anchored in class discussion and exchange of ideas. We will study the continuum of theoretical traditions and analytical approaches used in the study of international relations/world politics/international politics, including realism, liberalism, constructivism, and feminism. We will explore the roles of key actors in global politics including governments, international institutions, and a variety of non-state actors. Additionally, we will examine key global issues such as global security, war and peace, human rights, global economics and trade, poverty and development, and environmental issues. The course will draw on historical and contemporary cases to help students draw connections between theories and world events and to be equipped with how to best explain and understand the world. (M4)

120. Introduction to Political Thinking. How can we ask better political questions and provide better political answers? This course introduces students to the habits of mind of famous thinkers across the centuries: Plato, Machiavelli, Shakespeare, de Tocqueville, Students for a Democratic Society, and Hannah Arendt. Topics include personal choice, democratic citizenship, justice, and totalitarianism. (M3)

Haddad

125. Introduction to Comparative Politics.

A thematic approach to the study of politics in Latin America, Asia, and Africa. It exposes students to the diversity of the modern world, teaches methods for studying other countries comparatively, and emphasizes critical analysis. Topic selection varies by semester. (M5)
Staff

127. East Asia and the Future. This course provides an introduction to national security, regional security, and politics in the East Asian region. The course will focus primarily on the major and middle Northeast Asian powers (China, Japan, Russia, the Koreas, Taiwan, and the United States); however, there also will be substantive reference to South Asia, Southeast Asia, and Europe. It will consider a series of selected issues, including historical background; political economy; national and regional security; human rights; culture; and transnational linkages such as drugs, disease, oil, and war. (M5)
Staff

130. The First Amendment. Issues of freedom of speech and expression. Supreme Court interpretations of the First Amendment, including major cases that have defined parameters of free speech in America. Philosophical debate about value of free expression in a democratic society. Topics include subversive speech and political dissent, protest speech, prior restraint, obscenity, libel, symbolic speech, hate speech, and provocation. May Term.
Reynolds

210. U.S. Workers in the New Globalized Economy. What does “working for a living” mean today? What are prospects for good jobs in a world dominated by labor-displacing technology? Who should control the shape and purpose of technology? Do some people deserve better working conditions and more

fulfilling jobs than others? How have workers organized to protect themselves? Should corporations have “rights”? What conditions prompt or retard class awareness and organization among workers, including bonds across national borders? Do global market forces produce the best outcomes for workers? Course addresses these and related questions. Spring. Two 70-minute periods. (M4)
Olson

215. Modern Political Theory. Why should we obey the law? What makes state violence legitimate? Close textual investigations of the works of great modern political theorists such as Hobbes, Locke, Rousseau, Wollstonecraft, Marx, and Mill, with an emphasis on the social contract and its limits as a form of political foundation. Spring. Two 70-minute periods.
Haddad

220. American Constitutional Law. (Also Sociology 220) Role of the Supreme Court and its relationship to the legislative and executive branches of American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Recommended: Political Science 110 or Sociology 216. Fall, alternate years. Two 70-minute periods.
Reynolds

221. Civil Liberties and the U.S. Constitution. (Also Sociology 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.
Makoul

225. Congress and the Presidency. Organization and operation of legislative and executive branches; interaction between them. Attention to the rise of the administrative state and struggle for control of public policy. Fall, alternate years. Two 70-minute periods. Writing-intensive.
Reynolds

235. Contemporary European Politics. Efforts to set up, organize, and implement the European Union, from the end of World War II to the present. Review of political, economic, and social factors that have influenced these efforts. Topics include national interests of the larger countries (Germany, France, and Great Britain); role of smaller countries; reunification of Germany; relations with the United States and Japan; recent enlargement of the EU to include central and eastern European countries. Special attention given to the creation, implementation, and meaning of the euro, the EU’s common currency. Spring. Two 70-minute periods. (M4)
Lalande

237. Public Administration and Public Policy. Principles and practice of public administration in the U.S. Organization and operation of executive branch and its role in formulation and implementation of public policy. Topics include organization theory, bureaucratic discretion, power and accountability, administrative process, budgeting, theories of decision-making, regulatory policy. Spring, alternate years. (M4)
Reynolds

240. Environmental Policy. Contemporary American politics and policy on environmental issues. Current controversies in legislative and regulatory areas. Examination of environmental issues and the political process.
Staff

245. Topics in the Politics of the Third World.

Most recent focus has been on the Middle East: Israeli-Palestinian conflict, oil politics, Islam, U.S. policy in the region, with attention to Egypt, Iran, Jordan, Lebanon, Syria, and Saudi Arabia. Spring. Two 70-minute periods. (M5)

Farbod, Olson

247. Introduction to Chinese Politics.

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

Staff

250. Contemporary Political Theory.

Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism. Fall. Two 70-minute periods.

Staff

260. Critical Gender Studies.

(Also Women's Studies 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester.

This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

Haddad

327. Topics in Comparative Politics.

This seminar covers the politics of Latin America, Asia, and Africa through reading and research. Provides the means and the

methods to understand and analyze other countries. Topics change by semester and will include: women in the developing world, the politics of human rights, contentious politics, comparative revolutions, democratization and authoritarianism, states and social movements, comparative political transitions. (M5)

Staff

330. Topics in American Politics: Politics and Popular Culture.

How popular culture shapes outcomes of American political process; how cultural processes structure comprehension and evaluation of politics; relationship between culture and political power; how political beliefs and values are manifest in the popular culture. Discussion of consumerism, violence, race and ethnicity, gender conflicts, and religion, as treated in television, movies, music, and the Internet. Spring, alternate years. Writing-intensive. (M4)

Reynolds

340. Energy Policy.

Explores how contemporary society uses energy and how its use is shaped by politics and public policy, especially how energy consumption and choices of energy technologies shape patterns of human settlement, structure of social life, distribution of income, and allocation of political power. Examines implications of energy choices for the viability of the environment, levels of personal freedom, and possibilities of democratic government. (U1)

Reynolds

347. Topics in Chinese Politics.

Using scholarly articles, literature, journalistic accounts, and films, the course addresses a variety of topics that change by the term, including leadership, regime change, foreign policy, domestic politics, contentious politics, social movements and the state, women in politics, political economy, political and economic development, and the effects of globalization within China. Writing-intensive. (M5)

Staff

355. Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives. This course introduces students to visionary political writing, including Thomas More's Utopia, Theodore Herzl's The Jewish State, Karl Marx and Friedrich Engel's The Communist Manifesto, and Octavia Butler's The Parable of the Sower. We will think about political theorists as writers and also engage in original writing. The work of this course culminates in the creation of original student political visions. Prerequisites: Sophomore standing or higher, and Political Science 120 or permission of instructor. (U2) Writing-intensive.
Haddad

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Pre-Medical Program

Curriculum

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

The core curriculum consists of

- General (or inorganic) chemistry, 2 semesters with laboratory (Chemistry 113-114)
- Organic chemistry, 2 semesters with laboratory (Chemistry 211-212)
- Physics, 2 semesters with laboratory

(Physics 109-110 or Physics 111-112)

- Biology, 2 semesters with laboratory (in general, Biology 112 and either Biology 119 or Biology 210)
- Calculus, 1 semester (either Mathematics 170 or Mathematics 106-166)
- English, 2 semesters (Writing 100 or Learning in Common 101 and one literature course chosen from English 101-105)

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

Advising

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

The Health Professions Advisory Committee

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

HPAC letter must be registered with the Health Professions Office.

Pre-Health Professions Club

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

St. Luke's Pre-Med Observer Program

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

Temple-St. Luke's Early Assurance Program

Qualified Moravian College pre-medical students who wish to attend medical school in the Lehigh Valley have an outstanding opportunity through the Temple-St. Luke's Early Assurance program. Students admitted to this program will spend the first year of

medical school at the main Temple University Medical School campus in Philadelphia, then return to the Lehigh Valley where they will take their second-year classes and third- and fourth-year clerkships at the new Temple-St. Luke's Medical School. Prospective EAP candidates must, by the end of the junior year, have completed the minimum science pre-requisites and have at least a 3.5 GPA (overall and science). They must also have earned a competitive score on the MCAT by May of their junior year. Interested students should see the health professions advisor, Erin Durkin, for details.

Psychology

Chair: Professor Dunn

Professors: Dunn, Schmidt, Toedter, Zaremba;

Associate Professor: Brill, Johnson; **Faculty**

Associates: Scholtz (nursing); **Adjunct Faculty:** Helm, Holtzman-Vasques, R. Smith

The program presents psychology as an established body of knowledge that focuses on human and animal behavior, as a discipline that generates information and discovery by using methods of inquiry employed by the natural and social sciences, and as a field of professional activity that is variously applied to promote human welfare.

The curriculum includes a wide range of courses intended to contribute to the program of liberal study for students, whatever their fields of concentration, and offers a broad base of prerequisite knowledge at the introductory and intermediate levels for those who declare psychology as a major. Beyond this, students may further define their educational and career objectives by completing courses at the advanced level.

Many courses offer a laboratory or experiential component, including field and observational studies, surveys, simulation and role-playing, and laboratory studies. There are opportunities to participate in

field-study programs, independent study projects, and, for the highly qualified student, the Honors program.

Students are encouraged to present their research at one of three major annual conferences: the Lehigh Valley Undergraduate Psychology Conference, the Psi Chi Undergraduate Research Symposium (held in conjunction with the meeting of the Eastern Psychological Association), or the Moravian College Student Scholarship and Creative Endeavors Day. In addition to an active Psychology Club, the department sponsors a chapter of Psi Chi, the national honorary society in psychology, a student chapter of the Society for Human Resource Management, and a chapter of Active Minds.

The Major in Psychology

The psychology major consists of nine psychology courses, including an introductory course, a one-year statistics and research methods sequence, four core courses, one seminar, and one elective. These courses will provide students with a solid, core-based introduction to the discipline of psychology with some opportunities for choice. Students will be given enough breadth of the discipline to prepare them for graduate study or employment.

Students are required to satisfy the following requirements for the major in psychology:

All students must complete the following three courses:

Psychology 120	Introduction to Psychology
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Psychology 211	Experimental Methods and Data Analysis I (grade of C or better required to advance to Psychology 212 and declare the major in psychology)
Psychology 212	Experimental Methods and Data Analysis II

Students must choose one course from each of the following required clusters:

Cluster A: Experimental-cognitive cluster (1 course)

Psychology 315	Cognitive Psychology
Psychology 320	Mind and Brain
Psychology 335	Conditioning, Learning, and Behavior

Cluster B: Clinical-counseling cluster (1 course)

Psychology 362	Abnormal Psych
Psychology 363	Psychological Testing

Cluster C: Social-personality cluster (1 course)

Psychology 340	Social Psychology
Psychology 361	Personality Psychology

Cluster D: Developmental cluster (1 course)

Psychology 370	Infancy and Childhood
Psychology 371	Adolescence, Adulthood, and Aging

Students must choose one of the following seminar courses:

Psychology 375	Seminar in Social/ Personality Psychology
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Psychology 376	Seminar in Experimental/ Cognitive Psychology
Psychology 377	Seminar in Developmental Psychology
Psychology 378	Seminar in Industrial/ Organizational Psychology

Students must choose one elective course. This may be any psychology course that is above the 212 level, and chosen in consultation with the academic advisor. These include any of the courses listed in the clusters and seminars above. In addition, electives may be chosen from:

Psychology 218	Industrial/ Organizational Psychology
Psychology 230	History, Theories, and Systems
Psychology 250	Animal Behavior
Psychology 251	Philosophy of Psychology
Psychology 260	Sports Psychology
Psychology 345	Psychology of Women
Psychology 372	Developmental Implications of Medical Technologies
Psychology 373	Contemporary Work-Life Challenges
Psychology 381	Independent Study
Psychology 386	Internship
Psychology 400-401	Honors*

*Students enrolled in Psychology 400 are exempted from the seminar requirement.

The Interdepartmental Major

The six courses of Set I include the required courses Psychology 120 and 211-212. For the three remaining courses, students may take three 300-level courses or two 300-level

and one 200-level course.

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

105. Psychology of Human Adjustment.

Introduction to basic theoretical principles of psychological coping and adjustment. Students will learn greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4)
Staff

120. Introduction to Psychology. Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.
Staff

Intermediate Courses in Psychology

205. Spaces for Living: Design in Mind.

(Also Interdisciplinary 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we will read about domestic life (the idea of “home”), architecture, and design. Does not count towards the psychology major. May Term. (M6)
Dunn

207. Lifespan Development. Individual development as a lifelong process.

Representative theories, research, and controversies on conception and birth, infancy, childhood, adolescence, adulthood, old age, death and dying. Insight into social, emotional, cognitive, and physical aspects of aging along the various stages of development. May not be taken for credit by students who have completed Psychology 370 or 371. Does not count towards the psychology major.
Staff

211. Experimental Methods and Data Analysis I.

Scientific method as the means through which knowledge advances in the field of psychology. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze psychological data. Students will be responsible for researching a topic and creating a research proposal. Prerequisite: Psychology 120. Fall. Writing-intensive.
Staff

212. Experimental Methods and Data

Analysis II. Statistical techniques that build on concepts introduced in Psychology 211. Mastering inferential statistics and nonparametric statistical procedures. Students will carry out the research study outlined in their proposals from Psychology 211 and complete an APA-style research paper. This course must be taken in the semester immediately following Psychology 211 and with the same instructor. Prerequisite: Psychology 211 with a grade of C or better. Spring.
Staff

218. Industrial/Organizational Psychology. This course will explore the history, advances and contemporary trends in the field of industrial/

organizational psychology. Students will learn about the application of psychology to the world of work as achieved through the use of science and practitioner collaboration as the main tools of this discipline. Students will study the factors that contribute to an optimal fit between the worker, the job and the organization with the goals of improved worker performance and well-being. Students will critically examine the psychological implications that come with the challenge of meeting these commonly competing goals in our current society.
Brill

222. Emerging Language and Literacy, Pre-K to 4th Grade. (Also Education 222)

The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making progress in reading-related skills and early reading. Students will also learn how to work with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. May be registered as a psychology course only by students majoring in psychology and also obtaining teaching certification in early childhood education. Co-requisite: Education 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall
Unger

230. History, Theories, and Systems.

Historical origins of contemporary psychology, including structuralism, associationism, functionalism, behaviorism, Gestalt, and psychoanalysis, as well as recent developments in the field. Prerequisite: Psychology 120 or permission of instructor.
Brill, Dunn

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

251. Philosophy of Psychology. (Also Philosophy 251) An examination of philosophical and empirical theories of the mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience and philosophy. (U1)
Staff

260. Sports Psychology. This course will examine the dynamics of human behavior, internal processes, and group dynamics in the context of athletic competition, recreation, and pursuit of one's personal physical well-being goals. Various psychological applications and interventions to increase coaching effectiveness and the realization of individual athletic potential and well-being will be explored. Students will gain a greater

understanding of science, theory, and practice as collaborative tools for the domains of sport and exercise. No prerequisites.
Brill.

Advanced Courses in Psychology

315. Cognitive Psychology. Major issues, research findings, and theories of human mental processes. Topics include perception, attention, memory, human information-processing, mental imagery, language, creativity, thinking, problem-solving, and decision-making. Prerequisite: Psychology 211.
Johnson

320. Mind and Brain. This course investigates how the brain serves as the basis for our thought processes and behavior. Topics may include attention, perception, learning and memory, language, emotion, social interactions, and consciousness. We start with an overview of the structure of the brain. Emphasis is placed on brain-behavior relationships, especially in relation to cognitive processes. Students will learn about techniques used to understand the general relationships between the brain, thought, and behavior. Prerequisite: Psychology 211.
Johnson

335. Conditioning, Learning, and Behavior. Procedures, phenomena, and processes of conditioning and learning in animals and humans. Major issues, research findings, and contemporary theories of conditioning and learning. Behavioral approach to the study of learning. Topics include classical (Pavlovian) and instrumental (operant) conditioning and their interaction; reinforcement; stimulus generalization, discrimination, and control; biological constraints on learning; and cognitive components of conditioning and learning. Laboratory work. Prerequisite: Psychology 211.
Zaremba

340. Social Psychology. A survey of the major theoretical and empirical research in social psychology, including person perception and social cognition, attitudes and persuasion, prejudice and stereotyping, interpersonal attraction, and helping behavior. Some theoretical applications will be discussed, as will methodological approaches to social psychological questions and problems. Students will complete research projects and writing assignments. Prerequisite: Psychology 211. Dunn

345. Psychology of Women. (Also Women's Studies 345) Research on gender differences and female gender development from various perspectives. Critical analysis of assumptions about human nature and science embedded in our approach to these issues. Interdisciplinary approach, with attention to biological, cognitive, behavioral, and social factors that influence emergence of gender. Topics include gender-role development, achievement and motivation, health issues, sexuality, adjustment, victimization, and minority-group issues. Prerequisite: Junior or senior standing. Zaremba

361. Personality. Major systematic interpretations of personality, including works of Adler, Allport, Erikson, Freud, Maslow, Rogers, and Skinner. We will consider what it means to be "normal," as well as each theoretical perspective's guides to living. Theoretical and applied level of analysis included. Prerequisite: Psychology 211. Dunn, Toedter

362. Abnormal Psychology. Analysis of disordered behavior: description, possible origins, prevention, treatment, and social significance. Current research and new developments. Class lectures and discussions, case studies. Prerequisite: HLTP 190/189 (or MATH 107) AND HLTP 230 or PSYC211.

Toedter

363. Psychological Testing. Opportunity to develop the skills for assessing quality of commonly used measures of human behavior. Basic material on norms, reliability, and validity leads to evaluation, administration, and interpretation of tests currently in use in clinical, industrial, and educational settings. Topics include ethics, testing and the law, and test construction. Prerequisite: Psychology 211. Toedter

370. Infancy and Childhood. Development of the child from prenatal period through pre-adolescence. Theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change across these stages of development. Topics include physical changes, attachment, emotions, parenting, morality, language, memory, education, peer relations, aggression, and gender identity. Developmental methodology and empirical evidence. Prerequisite: Psychology 211. Schmidt

371. Adolescence, Adulthood, and Aging. Development of the person from adolescence through death. Understanding theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change over these stages of development. Topics include physical growth and decline, identity development, peer relations, romantic relations, health and nutrition, leaving home, marriage, parenthood, vocational choice, grandparenthood, retirement, illness, death. Developmental methodology and empirical evidence. Prerequisite: Psychology 211. Schmidt

372. Developmental Implications of Medical Technologies. (Also Interdisciplinary Studies 372) Explores implications of recent

medical advances. Topics include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)
Schmidt

373. Contemporary Work-Life Challenges.

(Also Interdisciplinary 373) An exploration of the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)
Brill

375. Seminar in Social/Personality

Psychology. Contemporary issues in social psychology and/or personality psychology. Issues will vary to reflect new disciplinary developments or instructor interests. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.
Staff

376. Seminar in Experimental/Cognitive

Psychology. New developments and contemporary issues in experimental and cognitive psychology. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.
Staff

377. Seminar in Developmental Psychology.

Contemporary issues in developmental

psychology, focusing on how developmental theory and methodology can promote health and welfare across the lifespan. Topics vary from year to year. Practical approaches for developmental psychologists in explaining, assessing, and intervening in current social challenges. Individual and societal implications of various issues from the perspective of developmental science. Ethical and cultural influences on developmental psychology. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.
Staff

378. Seminar in Industrial/Organizational Psychology.

In-depth study of emerging areas in industrial/organizational psychology. Issues will vary to reflect new developments and contemporary approaches. Prerequisite: Psychology 211; junior or senior standing or permission of instructor.
Brill

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Public Health

Advisor: James Teufel, Director of Public Health

Students majoring in public health can pursue a **Bachelor of Arts in Public Health (BAPH)** or a **Bachelor of Science in Public Health (BSPH)**.

In both the BAPH and BSPH tracks will students will gain skills in 9 core courses that cover the key elements of the discipline. Additionally, all students majoring in public health will complete a minimum of 1 unit of experiential coursework as well as 1 additional course unit elective in the area of Health.

The BA and BS degrees are distinguished by the **multidisciplinary electives** chosen by students. Students majoring in the BS in Public Health (BSPH) select 5 units from specified courses in Biology, Chemistry, Earth Science, Environmental Science, Mathematics, and/or Physics. Students majoring in the BA in Public Health (BAPH) focus on 5 specified course units in Accounting, Economics, History, Management, Philosophy, Political Science, Psychology, Sociology, and/or Spanish.

Bachelor of Science in Public Health (BS)	Bachelor of Arts Public Health (BA)
Public Health Core Courses (9 units)	Public Health Core Courses (9 units)
HLTP 110 Introduction to Public Health (M4)*	HLTP 110 Introduction to Public Health (M4)*
HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course	HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course
HLTP 230 Epidemiology	HLTP 230 Epidemiology
HLTP 240 Essentials of Health Behaviors	HLTP 240 Essentials of Health Behaviors
HLTP 189 Biostatistics (F2)*	HLTP 189 Biostatistics (F2)*
HLTP 289 Social Determinants of Health	HLTP 289 Social Determinants of Health
HLTP 315 Health Policy	HLTP 315 Health Policy
HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)	HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)
HLTP 330 Environmental Health	HLTP 330 Environmental Health

Experiential/Service Courses (1 unit): Public Health majors will complete 1 unit from the following options.	Experiential/Service Courses (1 unit): Public Health majors will complete 1 unit from the following options.
HLTP 185 Service in Public Health	HLTP 185 Service in Public Health
HLTP 386/387 Internship in Public Health	HLTP 386/387 Internship in Public Health
Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.	Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.
HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Health Program Planning and Evaluation)	HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Health Program Planning and Evaluation)

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:
BIOL 103, 104 (or 310, 350), 112, 205, 206, 209, 210, 235, 263, 310, 327, 328, (37X approved by director)	ACCT 157
CHEM 108, 113, 114, 205, 211, 212, 314 (or equivalents)	ECON 152, 211
EASC 210	HIST 220, 260, or 270(or equivalent)
ENVR 112	MGMT 223, 227, 250, 251, 253, 310, 311
MATH 171, 231, 332 (or any MATH other MATH at the 200 or 300 assuming no restrictions)	PHIL 250, 255, 257, 259, 275, 279
PHYS 109, 110, 111, 112	POSC 110, 115, 120, 237, 240
Other BIOL, CHEM, EASC, ENVS, MATH, PHYS courses by approval of public health program director	PSYC 120, 207, 218, 340**, 362**
	SOCI 113, 115, 165 (also IDIS 165), 210, 251, 256, 258, or 260
	SPAN 111, 120/125
	Other ACCT (BUSN), ECON, HIST, MGMT (BUSN), PHIL, POSC, PSYC, SOCI, or SPAN courses by approval of public health program director
TOTAL (16 units)	TOTAL (16 units)

*Learning in Common approved.

**Note that HLTR/HLTP 310 (Health

Research Methods) or Biostatistics and Epidemiology need to be completed prior to course enrollment.

Public Health Minor Requirements

Required Public Health Courses of All Public Health Minors (2 units)

- HLTP 110 Introduction to Public Health (M4*)
- HLTP 230 Epidemiology

Elective Public Health Courses for Public Health Minors (choose 3 units)

- HLTP 218 Writing About Health (writing intensive)
- HLTP 231 Nutrition
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2*)
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy
- HLTP 311 Professionalism in Public Health
- HLTP 321 Global Health (M5*) or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- HLTP 185 Service in Public Health
HLTP 340 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 English 218) This workshop-based course introduces students to the practice of writing about complex medical topics with a focus on defining the purpose, identifying the audience and developing the appropriate tone for selected documents. Students will read and discuss representative works and will draft and revise a number of their own health-related documents. Writing intensive. Prerequisite: LINC 101 or Writing 100.

HLTP 230. Epidemiology. This course is an introduction to the study of disease occurrence in human populations. Basic epidemiological concepts, data sources, study designs, and analysis are discussed. Emphasis is place on how epidemiology impacts the way we make personal decisions about our own lives and the ways in which governments and public health agencies make policy decisions that affect how we live. Prerequisites: none.

HLTP 231. Nutrition. (also IDIS 231) Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the science of nutrition: the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

HLTP 240. Essentials of Health Behavior. In the search for why individuals make various health choices this course will explore many theories of the intricacies of human behavior and change. The health of individuals affects the health of their families, communities and society. Recognizing the complexity of human behavior and the related dynamics of cultural, social and environmental factors, students will analyze and evaluate various health intervention and programs.

HLTP 289. Social Determinants of Health.

Social and economic conditions are the best predictors of health outcomes. Students will learn why a person's zip code is a better predictor of health than genetic code. Students are introduced to emerging research on the social determinants of health and are challenged to experience social disadvantage. Health's relationship to life chances and choices is critically analyzed throughout the course. Prerequisite: none.

HLTP 310. Stats and Methods for Health

Professions. Scientific method as the means through which knowledge advances in allied health fields. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze data. Writing intensive. Prerequisite: Psychology 120 and junior or senior class standing.

HLTP 311. Professionalism in Public Health.

Becoming a health professional requires building a base of knowledge, skills, and experiences. During the course, students reflect on their knowledge, skills, and experience. Based on this reflection fitting internship, graduate school, and/or career opportunities are identified. Elevator pitch, public speaking, community engagement, resume writing, and interview skills are developed and evaluated. Prerequisites: HLTP 110, 218, 230, 240, or instructor's approval.

HLTP 315. Health Policy. This course provides a foundation for both healthcare professionals and citizens to evaluate, and potentially change, health policies which influence the quality of their lives. The course provides an overview of policymaking and the law, the U.S. healthcare system, and

public health institutions. Current issues in health policy including individual rights, health economics, health insurance and reform, and healthcare quality are addressed. Students will practice basic skills in health policy analysis and communication for political success. Prerequisites: HLTP 110 Instructor's permission.

HLTP 321. Global Health. (also Nursing 321)

Global health explores the huge disparities of health from country to country. In the 21st century the ease of travel has erased the confinement of communicable diseases and bioterrorism to the borders of a country. The health advances of the 21th century are costly and often pose ethical dilemmas for their implementation. Improvement of global health is a complex and often misunderstood process. Lack of public health professionals in many countries can prevent implementation of beneficial changes. Millennium developmental goals and the World Health Organization goals will guide the study of this course. Prerequisites: HLTP 110 or Instructor's permission.

HLTP 330. Environmental Health.

(also Environmental Studies 330) This course addresses key areas of environmental health. Environmental epidemiology, environmental toxicology, and environmental policy and regulation are discussed as tools necessary to understand and promote environmental health. Specific agents of environmental diseases are analyzed. Applications of environmental health, including water and air quality, food safety, waste disposal, occupational health, and unintentional injuries and death, are explored. Prerequisites: HLTP 110 or Environmental Studies 110 or 112.

HLTP 340. 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

110. What Is Religion? Students will attempt to arrive at their own “thick descriptions” regarding the nature, meaning, and phenomenon of religion(s) and religious experience. Introduction to psychological, theological, sociological, and anthropological methods in exploring the ways religion functions in the lives of individuals as well as in the construction, maintenance, and daily life of societies. Engagement in cross-cultural comparison and contrast. (M4) Introduction Denton-Borhaug

112. Hebrew Bible/Old Testament. Examination of how the Hebrew Bible/Old Testament was written and what its original meanings were, using the tools of historical criticism, archaeology, and religious history. The diverse religious perspectives within the text will be explored. Knowledge of the Hebrew language is not expected. (M3) Sacred Texts Radine

114. Jesus and the Gospels. Exploration of what we can know historically about the life and activities of Jesus. Comparison of the four gospels of the Christian New Testament, so that their separate messages and emphases can be discerned. Gospels that present different views of Jesus and his teachings but were not included in the Christian Bible will also be studied. (M3) Sacred Texts Radine

115. Major Themes in the Qur'an. The historical background within which the Qur'an appeared. Characteristic features of Qur'anic worldview. Topics of study include Qur'anic views of God, God-human relation, God-world relation, and ethico-religious concepts. The course addresses different approaches and methods of interpretation

in the tradition of Qur'anic exegesis and explores various challenges the Qur'an faces in the modern era, such as feminist challenges and the issue of violence and human rights. (M3) Sacred Texts
Naraghi

116. Paul and Early Christianity. Movement of earliest Palestinian Christianity into the Hellenistic world, studied through a focus on the Book of Acts and on the life and letters of the Apostle Paul. Historical methods for study of the Bible as a whole. (M3) Sacred Texts
Radine

121. Introduction to Roman Catholic Thought. An introduction to the Roman Catholic expression of Christianity. Use of historical, sociological, theological and ethical methods to explore the development of the Roman Catholic Church, its social structures such as the Magisterium, its ecclesiology, doctrines, rituals, and body of social teaching. The focus will especially address the concerns, experience, and practices of contemporary U.S. Catholics. (M3) Introduction
Staff

124. Religious Thought of China and Japan. A study of the Confucian, Daoist/Taoist, and Buddhist traditions and their contribution to the intellectual, ethical, and spiritual life of East Asian cultures. Local traditions will also be discussed. (M3) Introduction
Cheung

125. Introduction to Islam. A survey of the ideals and practices of Islam across its history. It includes ritual, theological, philosophical, mystical, ethical, and political dimensions of Islam. Special attention is given to Islam's primary message and its implementation in the life of Muslims. (M3) Introduction
Naraghi

126. Judaism. An introduction to Jewish religion, culture, and history. The course will explore major Jewish textual resources (the Jewish Bible, rabbinic commentaries, philosophy, and mysticism) as well as Jewish religious lifeways such as worship and holidays. The diversity of Jewish cultures and languages, Jewish political nationalism (Zionism), as well as the complex and ever-changing question of Jewish identity will also be studied. (M3) Introduction
Radine

127. Health, Healing, and Medicine in Asian Contexts. How does healing go beyond the physical to include the emotion and spiritual? What are the boundaries between medicine and religion? This course investigates these questions by turning to Indian and Chinese religious-philosophical traditions. We will example Chinese medical arts such as acupuncture and qigong, Indian Ayurveda medicine and its relationship to Yoga, and the contemporary discourse on Buddhist-based meditation practices—including Mindfulness—for health. (M5)
Cheung

131. Intro to Christianity: Jesus Saves? Introduction to the pluralism of Christian images, metaphors, and theories of salvation. Students will read ancient and modern theological texts, and learn from visual art, film, and literature. In addition to conducting theological investigation, students will explore the social and historical underpinnings of various salvation metaphors as they occur in various cultures and epochs. (M3) Philosophy and Theology
Denton-Borhaug

133. Native American Religions. Traditional myths, rituals, and life-cycle ceremonies of native American peoples, representing several geo-cultural regions of North America. Attention will also be paid to issues of

medicine and healing, gender relations, ecological values, and indigenous responses to threats of physical and cultural genocide. Fall, alternate years. (M5) Culture Staff

136. Seeing and Believing: Women, Religion, and Film. (Also Women's Studies 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3) Gender Studies/Culture Denton-Borhaug

165. Life Walk of Justice: Introduction to Peace and Justice Studies. (Also Interdisciplinary 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. (M3) War and Peace & Ethics and Justice Denton-Borhaug, Jasper

128. Asian Traditions through Film. What can we learn about Asian religious-philosophical traditions through film? What can we learn about the form and content of this medium by watching others and creating our own film? This course exposes students to Hinduism, Yoga, Buddhism, Confucianism, Daoism, Chinese divination and geomancy, and contemporary expressions of Asian religions. Students learn not just from the content and narrative of film, but also its meta-narrative, or narration in form and structure,

including editing (shot composition), lighting, musical arrangement, and implicit ideologies (romanticization, Orientalism). Students will watch clips and short films in class, and feature-length films before class (through Ensemble Video). The final group project involves creation of a short film that will be screened to the rest of the class. Students will gain basic concepts of Asian religious-philosophical traditions and learn how to critically evaluate films that we will view. (M6) Culture Cheung

210. Christian Ethics. A careful reading and discussion of representative texts in Christian ethics, with particular emphasis upon the distinctiveness of Christian ethics, Christian faith and social responsibility, the relation between Christian ethics and Christian theology, and the diversity of Christian ethics among the various Protestant and Catholic traditions. (U2) Ethics and Justice

211. Christian Ethics and War. How should humans respond to the perennial human problem of war? This course provides an introduction to ethics from Christian perspective through focus on this social issue. Students will be exposed to a wide spectrum of responses, including pacifism, nonviolent direct action, just war theory, Christian realism, warrior ethics, and more; and will develop their own ethic as their final project for the semester. (U2) War and Peace Denton-Borhaug

215. Christian Theology. Major issues within mainstream Christian faith, with attention to God, the nature of Christ, death and the ultimate Christian hope. Philosophy and Theology Staff

217. Paul through Jewish and Christian Eyes. An introduction to the complex, perilous and fascinating world of New Testament biblical interpretation through focus on the writings of Paul of Tarsus. We will

explore the robustly debated topic of how to understand Paul, his letters, and his theology through study of the history of Christian antijudaism and antisemitism, exposure to contemporary biblical criticism, archeology, and other scientific findings, and via service learning. (M3) Sacred Texts
Denton-Borhaug

223. Religions of India: Hinduism and Buddhism. An introduction to the basic beliefs and practices of Hinduism and Indian Buddhism through the study of primary sources. Secondary sources will be used to examine popular Hinduism and contemporary South Asian Buddhism. (M5)
Staff

225. Pilgrimage: Searching for God in a (Post) modern World. Pilgrimage: Searching for God in a (Post)modern World. This course will provide students with the opportunity to study and reflect on the relationship between Christian thought and (post)modern life. We will look at the way supposedly “secular culture” makes reference to “signals of transcendence,” and expresses longing for spiritual meaning, focusing on the changing nature of “pilgrimage” and its relationship to religious authority, theology, spiritual conviction, tourism and movement, and the role of culture. Students will embark upon their own pilgrimage as a part of their class work, in addition to studying diverse sites and pathways of pilgrimage (secular and religious) in the U.S. and world (M3) Culture
Denton-Borhaug

226. From Prophecy to Apocalyptic. An exploration of the phenomenon of prophecy as a social institution as known in the ancient Near East as well as prophetic literature in biblical texts. The development of apocalyptic thought in Judaism and Christianity will be studied, up to the book of Revelation. (M3) History
Radine

227. Ancient Near Eastern Religion. A study of the religions of the ancient Near East, this course will explore the myths and rituals of the peoples of Mesopotamia, Anatolia, Syria-Palestine, and Egypt before the Roman era. Foundational to western civilization in general, these religions also form the cultural context and background for the sacred scriptures of Judaism, Christianity, and Islam. (M3) History
Radine

231. Atheism. Atheism is the belief that there is no God or gods. This course is a systematic and sympathetic examination and critical evaluation of atheism. It is primarily focused upon understanding contemporary arguments against theism, such as arguments from evil and divine hiddenness; sociological and psychological theories about the origin of religion (e.g., Freud and Durkheim); and the implications of atheism with respect to the questions of moral values, the meaning of life, and possibility of immortality. (U2) Philosophy and Theology
Naraghi

240. Religion and Feminist/Gender Studies. (Also Women’s Studies 240). Students study methods from feminist and gender studies to explore the intersection of women’s lives and experience, and traditions of Christianity, Judaism, Islam, Buddhism, and Hinduism. We investigate the personal and political through case studies that address issues such as leadership/ritual roles in diverse institutions; religious text/law; image(s) of the divine; gender, violence, and “religious extremism”; religion and the body; and feminist theological exposition. Ethics and Justice
Denton-Borhaug

245. Religion and Politics. What is “civil religion”? This course examines the relationship between religious ideas and

values, and political structures, decision-making, and culture. Topics include the historical background of civil religion in the U.S., church-state relations and the First Amendment, the role of religion in politics post 9/11, the intersection of politics, religion and race, and other current issues. (U2) Ethics and Justice Denton-Borhaug

246. War and Peace in the Biblical World. This course will explore ideologies of warfare and other forms of sanctioned mass violence, as well as ancient hopes and expectation for peace. Ancient Near Eastern texts and practices will be studied in addition to biblical texts. (U2) War and Peace Radine

248. Topics in Religion and Literature. How the religious dimension of human experience is expressed and interpreted in literature, with focus on a particular author, group of writers, theme, or school of critical interpretation. Identification and evaluation of the way human religious experience is articulated through the literary imagination, whether classical, modern, or contemporary. Culture Staff

250. Environmental Philosophy. An overview of the ethical, metaphysical, cultural, and political issues involved in understanding humankind's complex relationship with the natural world and with other-than-human animals. Examines positions and philosophies of radical environmentalists, environmental ethicists, animal-rights advocates, and political ecologists. Fall, alternate years. (U2) Health and Science Canteñs, Falla

251. Modern Jewish Religious Movements. Modern Judaism exists in a wide spectrum of beliefs and practices, from ultra-traditionalism to secular humanism. This course will explore both the making of modern Judaism and the

religious "map" of Jewish life today. Topics will include Hasidic Judaism, Zionism, and contemporary North American trends in Judaism. (M5) Culture Radine

253. Philosophy of Religion. (Also Philosophy 253) The nature of religion and beliefs concerned with existence, nature, and knowledge of God, with alternative positions to theism. (U2) Philosophy and Theology Naraghi

255. Latin American Liberation Theology. Introduction to the study and practice of liberation theology in the Latin American context through classroom study of the history, method, and content of liberation theology. Our purpose will be to investigate how this movement emerged and the effects it continues to have culturally, politically, religiously, and personally. All students and professor will embark on a travel seminar during Spring Break to the border region between Mexico and Arizona. (M5) Ethics and Justice Denton-Borhaug

261. Islamic Philosophy, Theology, and Mysticism. (Also Philosophy 261) An exploration of key notions and figures in Islamic philosophy, theology, and mysticism. Some issues embedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Philosophy and Theology Naraghi

262. Religion and Capitalism. Did the Protestant work ethic contribute to capitalism? How are Chinese Buddhist institutions currently involved in the stock

market? This course examines historical and contemporary engagement of religious institutions with various forms of capitalism. We will discuss how karma acts as a medium for the exchange of spiritual and material goods. We investigate arguments that characterize capitalism as a religion. (M4) Ethics and Justice Cheung

263. Civil Rights and the Moral Life. (Also Interdisciplinary Studies 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2) Ethics and Justice

264. Science and Theology. Is it (im)possible to hold religious beliefs and convictions, and simultaneously to be a modern person of science? This course will examine the interface between science and theology from a variety of perspectives. We will explore key questions and supposed conflicts between science and religion, emphasizing the interaction between the two, how science impacts religion and vice versa. A capstone paper, a Credo, will ask the student to reflect on how one's understanding of scientific theories affects his/her beliefs about certain key religious ideas such as Creation or human nature. Prerequisites: Junior or senior class standing. (U1) Health and Science Falla

265. Sociology of Religion (also SOC 265). Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion.

Readings drawn from classical and contemporary interpreters of religion. Culture

266. History of the Early 18th Century Moravians. This course explores the history of the Moravians as an 18th-century transatlantic community. Their communities are an interesting example of 18th-century intentional communities. How were their congregations organized? What did Moravians believe, and how does this relate to other religious groups? How did they perceive their own history, and how did Moravians record history? Eighteenth-century Moravians were highly controversial; we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race and sexuality. (M1) History Peucker

221. Buddhism and Mindfulness. What is mindfulness? Does it improve health? Why are mindfulness-based programs being increasingly introduced into big corporations, startups, churches, public schools, hospitals, prisons, law enforcement, and the military? This course will explore: 1) the relationship between Buddhist traditions and mindfulness; 2) scientific research on the effects of mindfulness; and 3) the ethical debate on the commodification of mindfulness. (U1) Health and Science Cheung

310. Methods in Religious Study. Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion. Staff

370. Seminar in Religion. Selected topics significant in current religious studies, drawing together several themes or methods within religious studies and posing issues of broader interdisciplinary significance. Required for majors, minors,

interdepartmental majors, and open to others by permission of instructor. Spring, alternate years. Two 70-minute periods. Writing-intensive.
Staff

385. Directed Study in Religion. A required course for religion majors. Students will select and conduct an individual research project under the direction of a faculty member. Ideally the student will have already taken Religion 370. The first part of the course will be focused on methodology.
Staff

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Russian

See Modern Languages and Literatures

Science Education

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

Moravian College offers approved programs leading to secondary-school teacher certification in Pennsylvania and states with reciprocal agreements in biology, chemistry, physics, and general science. Students in biology and chemistry complete a departmental major in the field. Students in physics may complete a departmental major in physics with a bachelor of science or complete Set I of an interdepartmental major in physics and Set II in mathematics. Consult the appropriate departmental listing for details. The general science major at the secondary and middle level is described below.

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

The Major in General Science/Secondary Education

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

The Major in General Science for Middle Level Education

Students seeking Pennsylvania certification in middle level education with an interdisciplinary program in general science complete nine science courses including:

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

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

Education 100.2	Taken in the fall of the freshman year.
Education 160	Taken in the spring of the freshman year.
Education 130 and 140.2	Taken in fall of the sophomore year.
Education 131	Taken in the spring of the sophomore year.
Education 244	Taken in the fall of the junior year.
Education 332, 333, and 358.2	Taken in the spring of the junior year.
Education 330, 331, 332.2, and 358.2	Taken in the fall of the senior year.

Education 371, 375, 376, and 377	Taken in spring of the senior year.
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In addition, Biology 107 or Environmental 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 125 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. History 113 with a grade of C or better, Political Science 110, and Interdisciplinary Studies 110 are prerequisites for Education 330. Students must pass the reading, writing, and mathematics PAPA exams prior to enrolling in any 200 level or above education courses. These exams should be taken in the freshman year. All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Students in the middle level certification program may also complete a pre-approved interdisciplinary major in mathematics/elementary general science or elementary general science/English. Students should check with Joseph Shosh in the Education Department about specifics regarding these programs.

Social Studies Education

See Historical Studies

Sociology And Anthropology

Chair: Associate Professor Wetcher-Hendricks
Associate Professors: Jasper , O'Connell;
Assistant Professor: Keshodkar; **Faculty Associate:** Reynolds (Political Science);
Visiting Instructor: Castillo; **Adjunct Faculty:** Dougherty, Giordano, Heiberger, Makoul, McIntosh, Ramunni, Sonne, Williams

The program in sociology and anthropology helps students better understand social organization and human social behavior. With strong foundations in sociological research and theory, students learn about socio-cultural identity, social interaction, the role of culture and social institutions, and the impact of structured inequality (race, class, and gender) upon social life. The department has a particular strength in the analysis of legal institutions.

The Major in Sociology

A student may select either the general sociology program or the law and society program.

- **Sociology** This track is designed to prepare students for a wide range of professional careers and advanced study by emphasizing cultural awareness, research, and theoretical thinking skills as they apply to the interplay between individuals and social structures.
- **Crime, Law and Society** This track is designed to prepare students for careers in legal professions or other aspects of the justice system, including social work, as well as for the kinds of advanced study expected of professionals in those fields.

The Sociology Core

Sociology 115	Introductory Sociology
Sociology 246	Basic Research Methods
Sociology 335	Sociological Theory
Sociology 346	Advanced Research Methods

In addition to these four required courses, students take five other courses above the 100 level, at least one of which must be at the 300 level. These remaining courses should be chosen in careful consultation with the student's advisor, but students in the general sociology program will take

either Sociology 258, 355, or 357 as at least one of these upper level courses, while law and society students will normally take Sociology 318. The writing-intensive requirement for majors will be fulfilled by Sociology 258, 355, or 357.

Sociology majors are encouraged to fulfill their Learning in Common F2 requirement by completing Mathematics 107.

Students in the general sociology program should take electives designed to familiarize them with an array of other disciplines. Crime, Law and Society students should include among their electives courses such as Political Science 110.

Note: Students majoring in either track of the sociology major who desire a minor or a second major are required to select a field outside the Sociology Department.

Transfer Students

All transfer students must complete a minimum of five of their sociology requirements at Moravian College.

The Minor in Sociology

The minor in sociology consists of five course units: Sociology 115 and four other courses that must include at least two 200-level courses and one 300-level course.

The Interdepartmental Major

Six courses of Set I of the interdepartmental major must include Sociology 115, at least two 300-level courses, and three other departmental electives.

Courses in Sociology

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)
Rosen, Wetcher-Hendricks

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)
Keshodkar

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)
Staff

SOC 125. Marriage and the Family. Customs and trends in courtship, marriage, and family life in the United States and worldwide. Analysis of family structures with particular attention devoted to roles, relationships, and problems within as well as between families.
McIntosh, Wetcher-Hendricks

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)
Denton-Borhaug, Jasper

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.
Williams

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.
Staff

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.
Reynolds

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.
Makoul

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.
Ramunni

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.
Ramunni

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.
O'Connell, Wetcher-Hendricks

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)
Staff

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)
Wetcher-Hendricks

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. Writing-intensive (WI).
Staff

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.
Staff

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)
Jasper

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)

Jasper

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.

Dougherty

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.

Staff

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.

Sonne

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. Staff

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.

Giordano, Heiberger

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.

Jasper

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: Sociology 216. Dougherty

SOC 346. Advanced Social Research. Capstone course for sociology majors. Each student conducts an empirical study designed to develop skills for gathering and interpreting data using common statistical tests to determine significant effects. Students become familiar with computer programs that perform these tests and practice scholarly presentation of research findings. Prerequisite: SOC 246. O'Connell, Wetcher-Hendricks

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) Wetcher-Hendricks

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. Writing-intensive (WI). Wetcher-Hendricks

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. Writing-intensive (WI). Staff

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. Williams

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. Staff

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. Staff

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Spanish

See Modern Languages and Literatures

Speech-Language Pathology

Program Director: Louise Keegan

Beginning in Summer 2019, Moravian

College will offer a Master of Science degree in Speech-Language Pathology. The Moravian College Speech-Language Pathology program 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 in Speech-Language Pathology at Moravian College is seeking candidacy accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language Hearing Association (ASHA). It is anticipated that the program will be granted candidacy before students are admitted in June 2019.

Courses 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, laryngectomy rehabilitation with emphasis on surgical voice restoration (T.E. puncture) and other topics of concern to the hospital-based clinician. 3 credits, lecture & lab, Spring offering

EDUC 502 Introductory Education for English Language Learners. Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success.

Educational Elective: Examples of courses students may elect to take include; EDUC 507 Culture Community Diversity, EDUC

510 Child Development & Cognition I, EDUC 513 The Arts: Creative Expression, EDUC 516 Early Child Education Theory/ Practice/Family, EDUC 520 Interventions for Mid-Level learners, EDUC 606 Reading and Writing across the Curriculum, EDUC 673 ESL Assessment and Support, EDUC 610 Differentiating Instruction, EDUC 670 Oral Language development and acquisition, EDUC 626 literacy skills for children with special needs

Healthcare Elective: Examples of courses students may elect to take include; HLAT 622 Sports Nutrition, HLAT 678 Psychosocial Aspects of Rehab, NURS 504 Policy, Quality, & Safety in Health Care, NURS 502 Epidemiology & Bioinformatics, NURS 536 Law, Regulations, Ethics, Health, HLAT 710 Healthcare policy, HLAT 712 Epidemiology & informatics, OT 561 Reflections & Professional Development, OT 605 Management of Therapy Services.

Inquiry Sequence

SLP 510 Professional Issues in Speech-Language Pathology. This course examines professional ethics and issues, reviews regulations and requirements for professional practice, provides an overview of the composition/policies of the Graduate Program in SLP, and discusses cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations. 1 credit, lecture, Summer offering

SLP 511 Evidence Based Practice. This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. 1 credit,

lecture, Fall offering

SLP 612 Interprofessional Development & Documentation. This course examines professional ethics, reviews regulations, requirements and billing in professional practice, documentation across healthcare and education based professions and settings, experimental design, research methodologies and also addresses other topical interdisciplinary and practical issues. 1 credit, lecture, Summer 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-Language Pathology (e.g. developmental communication disorders, acquired communication disorders, interprofessional collaboration, counseling, cultural diversity). 5 credits, problem based learning, Summer offering

SLP 552 Developmental Communication Disorders. A problem based learning course that covers 10 cases of developmental speech, voice, language & social communication/ cognitive difficulties. 5 credits, problem based learning, Fall offering

SLP 553 Acquired Communication Disorders.

A problem based learning course that covers 10 cases of acquired communication and swallowing disorders. 5 credits, problem based learning, Spring offering

SLP 654 Complex Cases in Speech-Language Pathology I.

A problem based learning course that covers 10 complex cases in the field of SLP. Cases include voice disorders, fluency difficulties, and developmental issues across the lifespan. 5 credits, problem based learning, Summer offering

SLP 655 Complex Cases in Speech-Language Pathology II.

A problem based learning course that covers 10 complex cases in the field of SLP. Cases address ethical issues in speech-language pathology, mental health issues and the impact on communication and many more unusual and complex cases. 5 credits, problem based learning, Fall offering

Clinical Education Sequence

SLP 561 Clinical Education I. A supervised clinical experience in speech-language pathology. Student will acquire experience working with a variety of populations, which may include individuals with developmental communication and swallowing difficulties (e.g., Down syndrome, autism spectrum disorders, cerebral palsy), hearing impairment and acquired difficulties (e.g. stroke, degenerative diseases, injury). This will typically be an outpatient placement in a clinic such as St. Luke's North. Consists of a two day a week placement, where each student is responsible for the service provision where students work in pairs and see one to two clients per week for 10 weeks (45-75 mins of direct client care per week). 1 credit, Clinical Education Experience, Summer offering

SLP 562 Clinical Education II. A supervised clinical experience in speech-language pathology. Student will acquire experience

working with pediatric populations. This may be in settings such as schools, outpatient clinics, early intervention etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Fall offering

SLP 563 Clinical Education III.

A supervised clinical experience in speech-language pathology. Student will acquire experience working with adult populations. This may be in settings such as acute care hospitals, outpatient clinics, nursing homes, rehabilitation centers, etc. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Spring offering

SLP 664 Clinical Education IV.

A supervised clinical experience in speech-language pathology. Student will acquire experience working with various populations. This may be in any healthcare or educational setting. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Summer offering

SLP 665 Clinical Education V.

A supervised clinical experience in speech-language pathology. Student will acquire experience working with various populations. This may be in any healthcare or educational setting. Consists of a five-week full time placement. It is expected that students will obtain a minimum of 50 direct contact hours with clients over the five weeks. 2 credits, Clinical Education Experience, Fall offering

SLP 666 Clinical Education VI.

A supervised clinical experience in speech-language pathology. Student will acquire experience

working with various populations. This may be in any healthcare or educational setting. All efforts will be made to place students in settings that are similar to those where they may wish to pursue employment. Consists of a fifteen-week full time placement. It is expected that each student will obtain a minimum of 200 direct contact hours with clients over the fifteen weeks. 4-6 credits, Clinical Education Experience, Spring offering

Capstone Experiences

SLP 680 Colloquium. The word “colloquium” is derived from the Latin, and means “to talk together.” The word conveys a conversation that is both structured and informal, a meeting of minds that is serious and spirited. This course requires active participation and discussion of topical issues that are important to the discipline. 1 credit, lecture, Fall offering

SLP 681 Thesis (optional). Candidates will work independently (independent study), under the guidance of a thesis advisor, to conduct a research project, place data within the context of published studies and report research findings in a final thesis. An oral defense of the thesis will be required. 1 credit, Independent Study, Spring offering

Theatre

The Theatre Minor gives students the opportunity to develop communication and creative problem solving skills and they learn the art and technique of communicating a play to an audience. Students will gain an understanding and appreciation of the various aspects of theatre production and their own artistic voice in a combination of classroom and laboratory environments. Within the minor, a student may focus on an area of particular interest (performing, directing, writing, etc.), but all students will become more

proficient in collaboration, creative problem solving, interpretation, and self-awareness.

Curriculum

1. INTRODUCTION TO THE DISCIPLINE (one unit)

- THEA232/ENGL232. ART OF THEATRE

2. STUDY OF THEATRE PRODUCTION (one unit)

(Directing, Design, Performance, Playwriting, Stage Management, etc)

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

3. STUDY OF DRAMATIC LITERATURE OR HISTORY (one unit)

Choose one of the following, or another approved Moravian or LVAIC course in dramatic Literature or Theatre History:

- THEA330/ ENGL330. Shakespeare
- ENGL223. Modern Drama and Theater
- ENGL224. American Drama and Theater
- Or special topics courses in Dramatic Literature or Theatre History, with approval of the program director.

4. ELECTIVE (one unit)

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.

5. MAJOR PROJECT (one unit)

- THEA 385

Performance of a major role, completion of a primary design, stage management of a fully staged production, etc. Typically completed in a student's senior year. TO INCLUDE: Process journal with entries for each rehearsal/session; Accompanying readings; Weekly meetings with advisor; Completion of a personal artistic statement that looks back over previous experiences including practicum, evaluates progress, and identifies strengths, challenges, and goals.

6. PRACTICA (NON CREDIT BEARING REQUIREMENT)

Participation (in an approved capacity) in TWO theatre productions, with accompanying self-evaluation. Could be pre-production research, performance, building, painting, writing, directing, design, etc. One of the practica may be in a related discipline (such as Dance Company participation) if authorized by the minor advisor.

Courses

THEA232. Art of the Theater. Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years.
Shorr

THEA330. Shakespeare. The major plays. Spring, alternate years.

Black

THEA385 or 385.2. Project. Exploration of an aspect of theatre in practice.

Women's Studies

See Interdisciplinary Programs

Writing

See Interdisciplinary Programs

Directories, Calendar, Maps

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Full-Time Faculty

Moravian's strong curriculum is reinforced by a scholarly, dedicated faculty. The influence of the faculty on students is personal and immediate: Moravian faculty members—including the most senior—teach freshman classes as well as upper-level classes. And the scholarship and dedication of Moravian's faculty creates a dialogue between teachers and students with far-reaching results.

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David Wilkenfeld

Seminary Faculty

Our faculty are dedicated teachers, researchers, practitioners, and mentors. They love what they do and it shows. Both full-time or adjunct faculty provide a wealth of knowledge and experience and bring a curiosity for their students' passions and interests that allow them to support the individual growth and transformation that is a hallmark of Moravian Seminary.

Full-Time Faculty

Rev. Dr. Deborah Appler

Professor of Old Testament/Hebrew Bible
Director of MATS Program
Email | Visit Profile

Rev. Dr. Craig Atwood

The Charles D. Couch Chair of Moravian Theology
Director of Center for Moravian Studies
Email | Visit Profile

Rev. Dr. Frank Crouch

Dean & Vice-President
Professor of New Testament
Email | Visit Profile

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Associate Professor of Clinical Counseling
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Rev. Dr. C. Riddick Weber
Associate Professor of Pastoral Ministry
Seminary Chaplain
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Adjunct Faculty

Tahara Akmal
Adjunct Professor, Chaplaincy
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Gregory Krausz, LPC, CADC
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Marcella Kraybill-Greggo, MSW, LSW
Co-Director of Formative Spirituality Program
Clinical Director of MACC Program
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Barbara Martell, MEd, MA, MS
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Adjunct Professor, Church History, New
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EmeRritus & Retired

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(1960 – 1989)

Professor, Old Testament
Email

Rev. Dr. Willard R. Harstine
(1982 – 2003)
Associate Professor, Pastoral Theology
Email

Rev. Dr. William W. Matz
(1971 – 1988)
Dean of the Seminary
Email

Rev. Dr. John Thomas Minor
(1984 – 2001)
Director, Reeves Library
Email

Rev. Dr. Steve Simmons
(2003 – 2017)
Assistant Professor, Theology; Director of
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Email

Rt. Rev. Dr. Kay Ward
(1990 – 2005)
Director of Continuing Education; Seminary
Advancement and Recruitment; Vocations
Email

Rev. Dr. Jane Williams
(2010 – 2018)
Professor of Clinical Counseling; Chair of
MACC Program
Email

Artist-Lecturers in Music

Chris Aguayo
Rock-Pop Singer/Songwriter/Guitar
Email: aguayoc@moravian.edu

Research interest and expertise
**Artist-Lecturer in rock-pop singer/songwriter/
guitarist**

Biography:

Chris Aguayo is a performing rock singer/

songwriter/guitarist & alumni of Moravian College. He is recognized by WFMZ as a “uniquely talented songwriter” and plays an average of 10-15 shows per month. Chris self-produces his work and can help singer/songwriters who play guitar or piano take their songs to a commercial level as well as to play them live professionally.

Dr. Deborah Andrus

Clarinet; Clarinet Choir, Woodwind Trio
Email: andrusd@moravian.edu

Research interest and expertise

Artist-Lecturer in clarinet, Clarinet Choir, Woodwind Trio, Clarinet Pedagogy, Clarinet Literature

Biography:

Deborah Andrus is the second and Eb clarinetist with the Allentown Symphony Orchestra, and is a member of the SATORI Chamber Ensemble, the DeMarina Trio and the East Winds Quintet. Before moving to Pennsylvania, she held the principal clarinet position with the Natchez Opera Festival Orchestra. She has performed with many ensembles across the United States, including the Louisiana Philharmonic, the Baton Rouge Symphony, the Mississippi Symphony, the Central Ohio Symphony, the New Columbian Brass Band and the Fort Wayne Philharmonic. In 2010, Dr. Andrus toured mainland China, giving concerts and masterclasses with Trio Clavino.

Currently, Dr. Andrus is the Artist-Lecturer in Clarinet at Moravian College and Lehigh University where she teaches clarinet, directs the clarinet ensembles and teaches Woodwind Techniques. In 2009, she was the recipient of the T. Edgar Shields prize for Outstanding Studio Teaching at Moravian College. Before moving to Pennsylvania she was Professor of Clarinet at Delta State University in Cleveland, Mississippi and at Southeastern Louisiana University in Hammond, Louisiana.

In addition to teaching college students, Dr. Andrus has a thriving private studio in the Lehigh Valley. Her clarinet students have won positions in All-State, All-East and All-National Honor Ensembles, as well as winning local, regional and national competitions. Dr. Andrus earned her doctorate as a Presidential Fellow at The Ohio State University, a Master of Music from Michigan State University and her Bachelor of Music from The Crane School at SUNY Potsdam. Her teachers include Alan Woy, James Pyne, Theodore Oien, Elsa Ludewig-Verdehr and Mark Nuccio.

A passionate teacher of all students of the clarinet, Dr. Andrus is the clarinet author for Teaching Woodwinds, a woodwind methods resource for music educators, which can be found at: teachingww.com.

Dr. Andrus is an Artist-Clinician for the Buffet Corporation and plays Buffet R-13 clarinets. In her free time, Dr. Andrus enjoys reading, yoga, cooking and traveling with her family.

John S. Arnold

Guitar, Classical; Guitar Ensemble
Email: arnoldj@moravian.edu

Research interest and expertise

Artist-Lecturer in guitar, Guitar Ensemble, Flute and Guitar Ensemble, Guitar Pedagogy, Guitar Literature

Biography:

John S. Arnold is presently the guitar instructor at Moravian College where he teaches private lessons (classical, flamenco, lute, fingerstyle), guitar ensemble, flute & guitar ensemble, guitar literature & guitar pedagogy. Prior to this position he taught guitar at Bennington College in Vermont. As a soloist and chamber musician, he has performed with numerous ensembles and venues including the Pennsylvania Sinfonia Orchestra, Allentown Symphony

Orchestra, Sage City Symphony, Satori, Two Part Invention, Gabriel Chamber Ensemble, Pennsylvania Shakespeare Festival, Kennedy Center, Musikfest, Wall Guitar Festival, Bach-Handel Festival, Philadelphia Classical Guitar Series, Festival of the Human Voice, HCC Guitar Mini-Fest, Hartt International Guitar Festival, and on national public radio & television.

In 2002, John was awarded the T. Edgar Shields Prize for distinguished studio instruction at Moravian College where his students have won many competitions including the MC Concerto Competition and the prestigious GFA Competition (Youth Division). From 2000-2012, he founded and directed the Bethlehem Guitar Festival, bringing to the Lehigh Valley some of the most outstanding guitarists the world has to offer. In 2011, Shenandoah Conservatory presented John with the Alumnus of Excellence Award, recognizing alumni for doing outstanding work in their field. In addition to teaching and performing, John has been a judge for numerous guitar competitions including the Schadt String Competition, Philadelphia Classical Guitar Competition, John & Susie Beatty Competition, and Godfrey Daniels.

Mr. Arnold holds an Artist Diploma degree from the Hartt School, University of Hartford, where he studied with Richard Provost; Bachelors and Masters Degrees in Guitar Performance and Guitar Pedagogy from Shenandoah Conservatory of Shenandoah University, where his major teacher was Glenn Caluda. Mr. Arnold has recorded several CD's and published arrangements for guitar with ClearNote Publications and Guitar Chamber Music Press.

Eduardo M. Azzati

Voice, Classical; Women's Chorus

Email: azzatie@moravian.edu

Research interest and expertise
Artist-Lecturer in voice and conducting, Women's Chorus, Vocal Pedagogy, Vocal Literature, Vocal Diction

Biography:

Eduardo Azzati, director & conductor, is a versatile musician who divides his time between singing, teaching and conducting. He gained popularity as a conductor and baritone soloist in his homeland Argentina where he directed many choral and orchestral ensembles and sang with important orchestras including the National Symphony Orchestra. Mr. Azzati has held many positions as a conductor. Among others Associate Conductor of the award winning National Youth Choir of Argentina, Director of Choral Activities and Conductor of award winning choirs at St. Agnes School, Director of Choral Activities and Conductor at St. Andrew's School and Conductor of Kantus Choral Group.

As a solo singer Mr. Azzati specializes in the oratorio and art song repertoires. He appears frequently in the Lehigh Valley and beyond and has sung in Argentina, Uruguay, Brazil, France, Spain and Greece. The Morning Call remarked: "In Max Reger's Der Einsiedler Eduardo Azzati was the excellent soloist. Never has solitude and loneliness sounded so gorgeous." The same newspaper said in a review of Bach's St. John's Passion: "Eduardo Azzati was outstanding as Pilate."

Currently he is on the music faculty at Moravian College where he is the 2005 recipient of the T. Edgar Shields Prize for "excellence in studio teaching, contributions to music scholarship and participation in professional musical activities, and a quality relationship to music students." Mr. Azzati is Director of Music at Yardley United Methodist Church, in Yardley, PA

where he directs children, youth, adult and handbell choirs. He is also on the music faculty at Lehigh University. Mr. Azzati holds a Bachelors Degree in music with a specialization in conducting from Juan José Castro State Conservatory of Music, Buenos Aires, Argentina, and a Master's Degree in Voice Performance and Pedagogy from Westminster Choir College of Rider University, Princeton, NJ.

Sarah Baer

Oboe

Email: baers@moravian.edu

Research interest and expertise Artist-Lecturer in oboe, Women's Studies

Biography:

Sarah Baer is an active oboist, music scholar, and educator in the Lehigh Valley. Ms. Baer earned a Bachelor's Degree in Music Performance from Moravian College, where she studied with Carol Temlin and David B. Diggs. Graduate work was completed at Brandeis University where Ms. Baer was awarded a joint M.A. in Music History and Women's and Gender Studies after completing a thesis on the life and work of Margret Ruthven Lang, the first American women composer to have her orchestral works performed. Ms. Baer can be heard throughout the Lehigh Valley as a soloist, and has also performed internationally with the New Jersey Youth Symphony. Her continued academic interests in musicology, and the history of women in music, include educating about and advocating for the performance of works by women composers.

Andrea Berntsen

Accompanying

Email: berntsena@moravian.edu

Justen Blackstone

Voice Teacher, Classical and Musical Theatre;
Vocal Coach; Broadway and Opera Workshop

Ensemble Director

Email: blackstonej@moravian.edu

Research interest and expertise Artist-Lecturer in classical voice, musical theater voice, and vocal coaching.

Biography:

Baritone Justen Blackstone has been praised for his vocal brilliance, artistic sensitivity, and deep musical understanding beyond his years. He holds a masters degree in Vocal Performance and Pedagogy from Westminster Choir College of Rider University. There he studied with mezzo-soprano Laura Brooks Rice and collaborative pianist Dr. J.J. Penna. He also holds a bachelor's degree in Piano Performance from Bob Jones University where he studied with Dr. Susan Kindall.

Because of the nature of his musical degrees, Justen feels comfortable singing on stage, collaborating with another musician from behind the piano, or teaching one of his many vocal students. Justen currently teaches at Moravian College in Bethlehem, PA where he gives voice lessons and vocal coachings, directs the Broadway and Opera Workshop ensemble, and plays for recitals and performance classes. He also teaches private voice for DeSales University's distinguished theatre program in Center Valley, PA. His recent performances include solos in Mass in G (Schubert), Mass in E-flat Major, Op. 5 (Beach), and Requiem Op. 48 (Faure).

Ralph Brodt III

Trombone; Trombone Ensemble

Email: brodtr@moravian.edu

Research interest and expertise Instructor of trombone, Trombone Ensemble, Trombone Pedagogy, Trombone Literature

Biography:

Ralph E. Brodt, III is an artist-lecturer

of trombone and low brass at Moravian College and Muhlenberg College. He has been an instructor of music for over 40 years. A graduate of Moravian College, he had studied with Dr. Henry Schmidt, Donald Spieth, and Richard Schantz. Nazareth Music Center, a family owned store is where Ralph spends a majority of his time in instrument sales/repairs, and privately teaching low brass students. Prior to that, he was the Director of Music at Allentown Central Catholic High School. Ralph proudly served as a captain in the USMC. He had the honor of conducting the Basic School's Men's Chorus and performing at the National Cathedral in Washington. Ralph performs with many area orchestras, including the Lehigh Valley Chamber Orchestra, PA Sinfonia, Allentown Symphony, Bach Festival Orchestra, and Lehigh University. Ralph has played for legendary performers such as Bobby Vinton, Don Rickles, Marilyn Horn, Barbara Cook, and Monica Mancini. He has been honored to share the stage with his talented peers, as well as musicians such as Ken Brader, Rick Braun, Bob Grausso, and Bill Watrous. Ralph performs with many various small ensembles, concert bands, and big bands throughout the Lehigh Valley. He performs with professional pit orchestras for colleges and theatre groups throughout the Valley, and also conducts orchestras for local high schools productions. Since its resurrection 23 years ago, Ralph has conducted the Nazareth Area Community Band, one of the area's oldest community bands. In his leisure time, Ralph enjoys arranging music for various ensembles, performing with his family quartet, home improvement projects, spending time with his canine companion, and traveling with his wife.

Jonathan D. Clark

Horn

Email: clarkj04@moravian.edu

Research interest and expertise

Instructor of horn

Biography:

Jonathan Clark is an active horn player from New York to Maryland. He is principal horn of the Allentown Symphony Orchestra and the Bay Atlantic Symphony and a member of Symphony in C and Princeton Symphony. Along with these orchestras he plays with the Philadelphia Orchestra, Philly Pops, Pennsylvania Ballet Company and the Reading Symphony. Jonathan studied at The New England Conservatory of Music and earned his Bachelors of Music in Horn Performance in 2008. While there he studied with Richard Mackey and Jason Snider and worked with many other member of the Boston Symphony Orchestra. He received a Masters in Horn Performance from Temple University's Esther Boyer College of Music and Dance in 2012, studying with Jeffery Lang of the Philadelphia Orchestra. Outside of the concert hall, Jonathan has recorded with NFL Films and played horn at the Walnut Theater and for the popular musicals Les Misérables and Miss Saigon on Broadway. When not performing Jonathan enjoys living in rural Bucks County with his wife and son.

Dan DeChellis

Piano, Classical and Jazz;

non-idiomatic improvisation

Email: dechellis@moravian.edu

Research interest and expertise

**Artist Lecturer in classical and jazz piano,
Non-idiomatic improvisations in a variety of
ensemble sizes**

Biography:

Dan DeChellis (pianist) first came to the attention of the jazz / improvised / new music world in 1996 with the release of his solo recording debut "Shapes" on the Sachimay label. This recording earned him immediate critical praise

and led to appearances throughout the Northeast. Since then DeChellis has released five more CDs on Sachimay and has continued to increase his reputation as one of today's busiest and most compelling improvisers. He has performed as a soloist, leader and sideman at the Roulette (NY), Knitting Factory (NY), The Middle East (Boston), Sculler's Jazz Club (Boston), Harvard University, New Langton Arts (CA), The Zeitgeist, ABC NO Rio, Autumn Uprising Festival, the Big Sur Experimental Music Festival and as an organizer and performer at New York's, Improvised and Otherwise Festival.

Most recently, DeChellis was nominated by his peers as "Best Pianist" and "Best All-Around Performer" at the Lehigh Valley Music Awards and last year, as a founding member of the group, ThreeMonKs, he won "Best New Artist" and "Best Live Jazz Performance". His current trio is focused on original compositions and re-working of Pop and Jazz standards.

Born October 14, 1970, DeChellis grew up in Whitehouse Station, NJ. He began piano studies at age five and quickly developed interest in a diverse range of musical styles. From 1989 to 1997 DeChellis received his master's degree in classical piano. At the New England Conservatory DeChellis worked closely with legendary composer/pianist Ran Blake and improviser Masashi Harada. DeChellis cites influences as diverse as Paul Bley, Brian Eno and the music of Anton Webern.

DeChellis's music seeks to blur the boundaries between contemporary classical and improvised music. Whether he is performing solo or accompanied by electronics, voice and acoustic instruments, he masterfully combines standard piano virtuosity with extended technique and explosive bursts of energy. His recordings have

been reviewed in The Wire, Cadence, Signal to Noise and Keyboard Magazine. Among the many fine musicians he has collaborated with are: Gerry Hemmingway, Sabir Mateen, Daniel Carter, Dee Pop, Rueben Radding, Ravish Momin, Ernesto Diaz-Infante, Jeff Arnal, Chris Forsyth, Anita DeChellis, Brian Moran, Toshi Makihara, Masashi Harada, Matt Hannafin, Bbob Rainey, Tatsuya Nakatani.

David Diggs

Oboe

Email: diggsd@moravian.edu

Joseph Doucette

Suzuki Violin and Viola

Email: doucettej@moravian.edu

Research interest and expertise

Artist-Lecturer in Suzuki, violin and viola

Biography:

Joseph Doucette received his Bachelor of Music degree from the Hartt School and his Master of Music degree from Temple University. He has studied violin and viola with Hirono Oka, Ana Tsinadze, Anton Miller, and Robert dePasquale, and has had lessons with Barbara Gavotos, William dePasquale, and Gregory Fulkerson. He is a certified Suzuki teacher, having trained through books 7 with James Hutchins, Christie Felsing, and Martha Shackford. He has played with the Hartt Symphony Orchestra, as well as held principle positions with the Temple University Orchestra, and has toured Peru with Instrumentos de Albanza. He has interned with the Hartford Symphony Orchestra, and served as a management assistant with the Ambler Academy of Music. Currently, Joseph is an artist-lecturer in Suzuki violin at Moravian College, and regularly performs with the Doucette Quartet/Trio. His background as an orchestra member, chamber musician, and freelancer, has shown him how important it is to teach and share the music that he loves with his students. Joseph believes that with

motivation, encouragement, and exposure to fine music, any child can learn the skills and patience it takes to study a string instrument.

Inna A. Eyzerovich

Violin

Email: eyzerovichi@moravian.edu

Research interest and expertise

Artist-Lecturer in violin, Violin Pedagogy, Violin Literature

Biography:

Inna obtained her B.A. in music and her Masters from the Moscow Conservatory. Upon graduating, she held the position of Assistant Concertmaster with the Richerkar Chamber Orchestra and then with the State Symphony Orchestra in Moscow where she also was Assistant Concertmaster. With the State Symphony she performed in many of the major countries of Europe including Austria, Germany, Italy, and Spain.

After coming to the United States in 1991 Ms. Eyzerovich played with the Hudson Valley Philharmonic, the Nassau Symphony Orchestra, and the Hartford Symphony where she was Concertmaster of the Core Orchestra.

In 1994 she came to the Lehigh Valley. She is now a member of the Reading Symphony, the Pennsylvania Sinfonia, the Moravian String Quartet, the Bach Festival Orchestra, and is currently Assistant Concertmaster of the Allentown Symphony. She has been on the faculty at Moravian College for twelve years and has a private violin studio. Her students have won awards at the Voorhees Competition, the Friends of Music of Bethlehem Competition, the District, Regional, State and National Orchestras.

Besides music, Ms. Eyzerovich loves cats, gardening and books.

Lou Carol Fix

Organ, Recorder

Email: fixl@moravian.edu

Research interest and expertise

Artist-Lecturer in organ, Organ Pedagogy, Organ Literature, Sacred Music

Biography:

Lou Carol Fix is Artist-Lecturer of Organ at Moravian College in Bethlehem, PA, teaching organ, sacred music, recorder and music history since 1985. She holds the B.M. degree in Organ Performance from Salem College, NC, and M.M. and M.A. degrees in Organ Performance and Musicology, respectively, from Indiana University, Bloomington. Her organ teachers have included Margaret Mueller, John Mueller and Wilma Jensen. She also studied the carillon with Jo Haazen at the Royal Carillon School in Mechelen, Belgium. In recent years Lou Carol has given papers and organ recitals at conventions of the Organ Historical Society, Region III of the American Guild of Organists, and the Bethlehem Conferences on Moravian Music. She has recorded for the Organ Historical Society on the 4-CD set Historic Organs of Pennsylvania (OHS-03, 2005), and has served as Dean and Archivist of the Lehigh Valley Chapter of the AGO. She also served as the Faculty Coordinator and Organ Instructor at the 2009 Pipe Organ Encounter (POE) in Bethlehem. She will teach on the organ faculty at the 2018 POE in Philadelphia.

Lou Carol's church music positions as Organist and/or Director of Music have included Lutheran, Methodist, Episcopal, Presbyterian and United Church of Christ congregations throughout the Eastern half of the United States. She currently is the Organist/Choirmaster at St. George's Episcopal Church in Ardmore, PA. In 2009 she was Director of the first Peace

Instrumental Music Camp at Peace-Tohickon Lutheran Church in Perkasio, PA. Lou Carol also teaches music and recorder at Moravian Academy in Bethlehem, PA.

Lou Carol has performed on the Heefner Organ Recital Series at Ursinus College, PA (2004), as well as the Tannenberg Organ Programs in Winston-Salem, NC (2009). Her chapter "The Organ in Moravian Church Music" is published in *The Music of the Moravian Church in America*, ed. Nola Reed Knouse, Eastman Studies in Music (Rochester, NY: University of Rochester Press, 2008). Lou Carol's interests include 17th-century organ performance practice, creative hymn-playing and Moravian music in America.

Anthony Gairo

Saxophone, Jazz Arranging, Combo I
Email: gairoa@moravian.edu

Research interest and expertise

Artist Lecturer in Jazz Saxophone, Artist Lecturer in Jazz Flute, Jazz History

Biography:

Saxophonist, flutist, clarinetist, and jazz composer Tony Gairo keeps an active calendar of professional performances, engagements, sessions, and shows while maintaining busy teaching studios at Moravian, Muhlenberg, Lafayette and Mercer County Community Colleges, and Music Forte Music School. A 22-year member of the Jazz Faculty at Moravian, he has directed Jazz Combo 1 since 1998 and was awarded the T. Edgar Shields Prize for Distinguished Studio Instruction in 2006. He has directed and conducted the Big Band at Muhlenberg since 2009 and is a former Vice President of the Pennsylvania Jazz Collective (2015-18). A graduate of Temple University (B.M. Jazz Saxophone Performance), Tony performs with some of the best and most successful musicians in the industry including Johnny Mathis,

Clay Aiken, the Temptations, the Four Tops, Bob Dorough, and Maria Schneider and has appeared on stage with such luminaries as Phil Woods, Natalie Cole, Al Martino, David "Fathead" Newman, and Bud Shank, among others. Voted the 2004 Jazz Musician of the Year – Lehigh Valley (PA) by Pulseweekly Magazine, he has composed more than 120 works for Jazz Orchestra including *The Real Book of Gig* (2012), a jazz opera, *Collaboration* (2007), a jazz ballet, *The Never-Ending Saga of Elli and Griff* (2013), a jazz suite featuring Phil Woods, and an album, *Treacherous* (2005), on Sea Breeze Jazz Records which was nominated for a Grammy nomination. Mr. Gairo is an alumnus of the prestigious BMI Jazz Composer's Workshop in New York City (2001-2006) where several of his compositions for Big Band were premiered. He conducted the BMI (NY) Jazz Composer's Orchestra in concert at Merkin Hall, New York in 2003, 2004, and 2005. Whether as sideman or leader, Tony "gigs" several nights a week and records in disparate musical settings throughout the Northeast Corridor of the United States, primarily in and around the Lehigh Valley of PA, the Greater Philadelphia region, and Princeton NJ with such ensembles as the Franklin Alison Orchestra, the Rob Stoneback Big Band, Band From Mars (a David Bowie Tribute), the Hoppin' John Orchestra, Swing Easy, Philadelphia Funk Authority, Marah, duos with pianist/vocalist Lou Lanza and guitarist Jason Wolbach, and his own Cross Current Big Band whose book is comprised entirely of his works for Jazz Orchestra. Tony leads the Hot 3, a jazz repertoire ensemble, in addition to various jazz trios, quartets, and quintets. He is immensely grateful to have had the good fortune and resilience to have made a career of music and absolutely loves what he does for a living.

Frank Giasullo

Piano, Jazz

Email: giasullf@moravian.edu

Research interest and expertise**Artist Lecturer in piano and jazz piano
Biography:**

Composer and pianist with a B.A. in Music from Rutgers University and a M.A. in Composition and Performance from Goddard College. Frank has worked as a composer and performer in both the classical and jazz idioms. His original pieces for piano were first performed in Town Hall, NY in 1970 by pianist Arlis Heukelekian. He has released two highly acclaimed jazz albums, "Expedition" and "First Light." A third album, "Until The Next Time," recorded in London with his new quartet featuring UK jazz greats Art Themen (Tenor/Soprano Sax) and David Green (Bass), was released October 2005. Frank has completed four successful tours of England. A fifth tour with the new quartet will take place July 2006. Frank has taught for over ten years at Raritan Valley Community College in New Jersey directing the jazz ensemble, writing and arranging charts and teaching jazz theory and improvisation. Frank is currently on the music faculty at Moravian College in Bethlehem, Pa, where he teaches piano and jazz piano.

Alison Gillespie

Celtic Fiddle; Celtic Ensemble

Email: gillespiea@moravian.edu

Research interest and expertise**Artist-Lecturer in celtic fiddle****Biography:**

Alison Gillespie has been with the music faculty at Moravian College since 1996 as an instructor of Celtic Fiddle and director of the Moravian College Celtic Ensemble.

She is a frequent workshop clinician and recording artist, and she performs as a founding member of the Celtic bands Blackwater and Banna Lach, as well as lead fiddler for the award-winning Big Valley Bluegrass Band. Alison teaches at the River Valley Waldorf School in Bridgeton, PA and at her home studio in Coopersburg, PA. She leads a monthly Irish music session in Hellertown, PA, and is the founder and organizer of the long established Celtic Classic Fiddle Competition as part of the annual Celtic Classic Highland Games & Festival in Bethlehem, PA. She has traveled throughout Ireland and the British Isles for musical projects, and she also enjoys performing with her husband and three adult daughters who were raised in both folk and classical music traditions.

Dr. Arianna Goldina

Piano, Classical; Piano Trio

Email: goldinaa@moravian.edu

Research interest and expertise**Artist-Lecturer in piano, Piano Trio, Piano
Pedagogy, Piano Literature****Biography:**

Arianna Goldina (piano, chamber music, piano literature, piano pedagogy) holds a Master of Music degree from the Juilliard School of Music and a Ph.D. in Piano Performance from New York University, where she studied with Martin Canin and Herbert Stessin, respectively. The foundations of her musical education were laid in her native Latvia.

As a member of the Goldina-Loumbrozo piano duo team, she has been heard in numerous music centers in the United States, Canada, England, France, Italy, Germany, the Baltic States, Russia, and Scandinavia. The duo has appeared among others, with The Detroit Symphony, The Pacific Symphony, The New World

Symphony, The Symphony of the Americas, The Philharmonic Orchestra of Florida, and The Latvian National Symphonic Orchestra. It was featured on the ABC TV network in the United States and on French and Russian National TV. Goldina and Loumbrozo captured public attention after winning First Prize at two major international duo-piano competitions: the 7th Valentino Bucchi Competition of 20th Century Music in Rome, Italy, and the 2nd Murray Dranoff Two-Piano Competition in Miami. They have recorded for the Pianissime, Cybelia and Phoenix labels.

Dr. Goldina has taught at New York University, The Juilliard School, and the French-American Conservatory. She has adjudicated several international piano competitions, such as the Gina Bachauer International Junior Piano Competition and the Murray Dranoff International Two-Piano Competition. She also served as an Associate Artistic Director of the Murray Dranoff Foundation and on the Executive Board of The Piano Teachers Congress of New York. Currently, Dr. Goldina is an artist-lecturer at Moravian College.

Lori Huth

Suzuki, Piano

Email: huthl@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Suzuki Piano

Biography:

Lori Huth graduated with a Bachelor of Science in Music Education from West Chester University as a piano major, voice minor with a concentration in vocal-choral. She studied Suzuki pedagogy under master clinicians Carole Bigler and Valery Lloyd Watts, pioneers in bringing Suzuki Piano to the U.S. She attended teacher training institutes at Queens University, Kingston Ontario, under Bigler/Watts for several summers, and George

Mason University, Fairfax, VA, under Carol Lubetkin of Oberlin Conservatory.

She taught general music in the Diocese of Allentown and also Bethlehem School District, but focused on Suzuki when she began teaching at the Suzuki Center of the Lehigh Valley. At Moravian, she teaches both Suzuki and traditional piano. As a member in PMTA, Pennsylvania Music Teachers' Association, she offers her students opportunities to excel yearly by entering several special auditions, an annual Hannah Young Playathon, and Annual Piano guild Auditions.

Robin Kani

Flute, Flute Ensemble

Email: kanir@moravian.edu

Research interest and expertise

Artist Lecturer in flute, Flute Ensemble, Flute Pedagogy, Flute Literature

Biography:

Robin Kani, flutist, has been described by the New York Times as an artist with "professional aplomb as well as technical authority...playing with complete assurance and accuracy." Her accomplished international career has seen her perform throughout the Eastern United States, Mexico, Germany, Spain, Czech Republic, England, and Scotland and has earned her praise by The Washington Post, Stalban Observer (UK), and Philadelphia Enquirer among others. Robin made her Carnegie Hall debut as a winner of the Artists' International Chamber Music Award. She has also performed in Alice Tully and CAMI Halls in New York, at the Kennedy Center in Washington, DC, Royal Albert Hall in London, and as recitalist and chamber musician in live broadcasts over National Public Radio. She recorded the Sacred Flutist through Alfred Publishing and regularly records for the Warner Bros., Dorian, Koch, and Analekta labels. Robin can be heard as flute

soloists on The Bach Choir of Bethlehem's recordings of the Mass in B Minor, Christmas Oratorio, and the Emmy award winning PBS documentary about The Bach Choir entitled Make a Joyful Noise.

Robin serves as principal flutist of the Bethlehem Bach Festival, Pennsylvania Sinfonia, and Allentown Symphony Orchestras. She was awarded, along with her husband Larry Wright, the Arts Ovation Award given by the Arts Council of the city of Allentown, PA. Aided by an outreach grant from the State Department, she toured Turkey, Jordan, and Lithuania with the New York based ensemble Poetica Musica.

An advocate of new music, Robin has premiered works written for her by composers Larry Lipkis and Steven Sametz. She also recently recorded music by Paul Salerni for flute, guitar, and voice with guitarist Oren Fader and tenor Jan Opalach on the Albany label. Frequently invited to the National Flute Association Conventions, she has performed in Washington, DC and with Eastwinds Quintet in San Diego, CA. In December of 2016 Robin toured through 10 cities in China with the Philadelphia Festival Orchestra.

Robin is an Alexander Technique Teacher, trained at the Philadelphia School for the Alexander Technique.

She received a Bachelor of Music, "with distinction," from the University of Michigan and a Master of Music from The Juilliard School, where she studied with renowned flutist Samuel Baron.

Linda Kistler

Violin, Baroque Violin

Email: kistlerl@moravian.edu

Research interest and expertise

Artist Lecturer in violin, Violin Pedagogy, Violin Literature

Biography:

Linda Louise Kistler, violin, holds a Bachelor of Music degree from Oberlin College Conservatory, and received a Master of Music from the Juilliard School, where her teacher was Ivan Galamian. She has been a soloist and concert master with the Lehigh Valley Chamber Orchestra, the Pennsylvania Sinfonia Orchestra and the Bethlehem Bach Festival Orchestra, and is a frequent guest artist with the Gabriel Chamber Ensemble of Schuylkill County, Pennsylvania. Her teaching engagements have included the Lehigh Valley Charter School for the Performing Arts, Kutztown University, Lehigh University and Cedar Crest College. Ms. Kistler currently maintains a private teaching studio, and is on the faculty of Moravian College and Allentown's Community Music School.

Thomas Kozić

Jazz Guitar

Email: kozict@moravian.edu

Biography:

Tom Kozić, guitar, has been playing the guitar since age 7. Having been schooled privately by such greats as Joe Pass, Kenny Burrell, Howard Roberts, Harry Leahey, Jack Wilkins, and Tal Farlow, Tom had the opportunity of being assistant clinician to Howard Roberts seminars in the 70s. In 1978, in fact, Tom won 1st Place in the Kenny Burrell National Jazz Guitar Competition at the young age of 19. In addition to being a great performer, Tom has 25 years teaching experience, both privately and at the college and university level including 5 years at Lehigh University, 7 years at Moravian College, and 9 years at Muhlenburg College. Tom has performed with: Brian Lynch, Tim Hagens, Steve Gilmore, Phil Woods, Bill Goodwin, Bill Watrous, and Don Patterson. Tom also is a major contributor to the repertoire of the Nelson Hill Quartet.

Rebecca Lepore

Organ

Email: leporer@moravian.edu

Rebecca Kleintop Lepore has been the Director of Music and Organist at Central Moravian Church since 2002, is an Artist-Lecturer at Moravian College teaching organ performance, sacred music, and Musicianship Classes, serves as the Organist and Choir Director of the Moravian Theological Seminary, and is a former University Organist of Lehigh University. She was previously the Senior Organist at the Coral Ridge Presbyterian Church in Fort Lauderdale, Florida, as well as an Assistant Grand Court Organist at the Wanamaker Organ in Philadelphia. Becky earned the prestigious Artist Diploma from the Curtis Institute of Music in Philadelphia, PA and received her Bachelor of Music degree, magna cum laude, from Moravian College.

In addition to five CDs recorded at Central Moravian Church, Becky recorded three CDs with Tim Zimmerman and the King's Brass and one with the Coral Ridge Presbyterian Church Choir. Becky has published organ works through Warner Brothers Publications, Alfred Music Publications, MorningStar Music Publishers, and the Moravian Music Foundation, and most recently, was the editor of *Praise and Thanksgiving: For 275 Years of Music at Central Moravian Church*. Becky has done extensive traveling as a concert organist and as an organ clinician, and is the 2018 recipient of the prestigious Moramus Award, given by the Moravian Music Foundation that honor scholars and others whose activities and achievements have resulted in outstanding contributions to American Moravian music.

In her spare time, Becky loves gardening, knitting, anything Disney, the beach, and spending time with her husband and their combined family of four kids.

Zach Martin

Drum Set

Email: martinz02@moravian.edu

Research interest and expertise**Artist-Lecturer in drum set****Biography:**

Originally from Bethlehem, PA, Zach Martin began pursuing music at a young age. At the age of 8, he began private lessons with Jon San Filippo at the local California Drum Shop. Later he moved on to study with educator and author for Mel Bay Publications, Inc., D. Scott Williams. By the age of 14, he was playing clubs around the area professionally and would eventually graduate from the Lehigh Valley Charter School for the Performing Arts with the award for Outstanding Musical Achievement.

Zach then moved to Boston, Mass. in 2006 where he attended the world renowned Berklee College of Music. While at Berklee, he studied with teachers Bob Tamagni and John Ramsay. Finishing his degree in Jazz Performance at Moravian College Zach has studied drum set with Byron Landham and Gary Rissmiller, piano with Justin DeAngelo, Skip Wilkins and Jason Long, and composing/arranging with Tony Gairo. Zach has most recently studied drum set with Joe Bergamini, educator, author, and Senior Drum Editor for Hudson Music Publishing, Inc.

Zach has become an in-demand drummer in the Lehigh Valley. He has experience playing in a wide range of styles from musical theater to heavy metal and has toured on a semi-national level. He has been a professional educator since graduating Moravian College in 2013, developing a unique style of teaching that draws from his experience as both a life long student and performer.

Steven Mathiesen

Percussion, Percussion Ensemble

Email: mathiesens@moravian.edu

Research interest and expertise
Artist-Lecturer in percussion, Percussion ensemble, Percussion Pedagogy, Percussion Literature

Biography:

Steven Mathiesen is a member of the percussion section of the Northeastern Pennsylvania Philharmonic and is principal timpanist with the Pennsylvania Sinfonia Orchestra and the Binghamton Philharmonic. In January 2002, he was a featured soloist with the Binghamton Philharmonic, performing Harmonic Rhythm, a timpani concerto composed by Russell Peck. In recent seasons, he has also performed with the Bethlehem Bach Festival Orchestra of Bethlehem, Lehigh Valley Chamber Orchestra, Allentown Symphony and Reading Symphony. He has accompanied many professional entertainers in their appearances at area venues.

Mr. Mathiesen has appeared on recordings with the Bach Choir of Bethlehem, and the Pennsylvania Sinfonia Orchestra, and has made studio recordings for Shawnee Press and Alfred Publishing. His compositions and arrangements are published by Shawnee Press, Honeyrock Publications, C-Alan Publications and Permuis Publications.

Mathiesen received a Master of Music degree from the Cincinnati College-Conservatory of Music, and a Bachelor of Music degree from the Ithaca College School of Music. His principal teachers were William Youhass and Allen Otte. He has also studied marimba with Leigh Howard Stevens.

In addition to teaching at Moravian College, Mr. Mathiesen also teaches at Marywood University in Scranton. He and his family reside in the Poconos. A graduate of East Stroudsburg Area High School, he was recently inducted into that school district's Music Hall of Fame.

Joseph Mixon

Guitar

Email: mixonj@moravian.edu

Michael Montero

Violin, Viola

Email: monterom@moravian.edu

Research interest and expertise

Violin, Viola

Biography:

Michael Montero began playing the violin at age eleven in his native New York City. He attended the Fiorello H. LaGuardia High School of Music, Art and Performing Arts in Manhattan and participated in the Manhattan School of Music preparatory division. Mr. Montero received a BA in music from Rutgers University where he studied under Matthew Reichert.

Mr. Montero served as the Music Director of the Auburn Chamber Orchestra in Auburn, New York. He was the former concertmaster of the Onondaga Civic Symphony Orchestra (Syracuse, NY) and held that post for six years. Mr. Montero was the music director of the Onondaga Youth String Ensemble, a string orchestra that he founded in 2005, for both middle and high school students.

After graduation, Michael taught instrumental music in both public and private schools in New Jersey and New York while studying violin repair and restoration with his beloved mentor, Thomas Cox. In 2003, Montero opened his first shop and spends most of his time as a luthier servicing clients at his two shops, Montero Violins, located in Emmaus and Stroudsburg. He also has a private lesson studio at both locations where he teaches violin and viola. Mr. Montero has been playing violin with the Moravian College Orchestra since he moved to the Lehigh Valley in 2011 where is he Concertmaster. In his free time, he enjoys hiking and traveling with his family.

Tanya O'Brien

Voice, Classical

Email: obrient@moravian.edu

Research interest and expertise**Artist-Lecturer in voice****Biography:**

Tanya Lauser O'Brien a 1996 graduate of Moravian is thrilled to return and share her talents with her alma mater. Tanya holds a Bachelor of Music degree in Vocal Performance and Music Education from Moravian College and a Master of Music degree from The Boston Conservatory in Vocal Performance. During her time as a student at Moravian, Tanya had the honor of performing in the College Choir, Women's Choir, Chamber Singers, Mostly Monteverdi Ensemble and Jazz Ensembles. A frequent soloist, Tanya had the privilege of performing solos during Christmas Vespers, The Emma Cecilia Thursby Memorial Concert, Central Moravian Church Choir, Moravian College Orchestra, Opening Vespers, Founder's Day Celebrations and at Commencement. Tanya was awarded both the Leon Prokofy Leonovitch Memorial Prize and the Steven K. van Auken Prize for music students. While at Moravian, Tanya studied voice with Joanne Barsotti.

In 1997, Tanya moved to Boston to study with Monique Phinney at The Boston Conservatory. While there, Tanya was awarded the Opera Department Assistantship and a Music Department Award. Tanya was soloist with every vocal performance ensemble at the conservatory as well as a soloist with the First and Second Unitarian Church of Boston, L'Ensemble Eclectique, Boston Coro di Camera, Boston Lyric Opera and others. Tanya had the opportunity to perform Pamina (The Magic Flute) at the Boston Conservatory as well as participate in the ensembles of Cendrillon and numerous opera scenes. Tanya performed in Master Classes for Brian Zeger, Sondra Kelly, Nico Castel, Charles Reicker, Louis Burkot, Steve Steiner and Ken Benson.

Most recently, Tanya has studied with Ruth Drucker and Doug Martin. Tanya is a member of American Guild of Musical Artists. Other performances include Choral Arts Society of Philadelphia, Wolf Trap Opera Chorus, Central Moravian Church Choir, Covered Bridge Theater, Musikfest Chorus and The Bach Choir of Bethlehem. Now residing in the Schnecksville area with her husband Tim and daughter Katharine, Tanya continues to perform regionally as a classical recitalist and opera professional.

Gregory Oaten

Voice, Classical

Email: oateng@moravian.edu

Research interest and expertise**Artist-Lecturer in voice, Vocal Pedagogy, Vocal Literature****Najwa Parkins**

Voice, Jazz

Email: parkinsn@moravian.edu

Research interest and expertise**Artist-Lecturer in Voice, Jazz****Biography:**

Najwa Parkins is a Philadelphia-based vocalist, songwriter/composer, arranger, bandleader, and educator. Her voice has often been described as smooth, smoky, and soulful— with a profound range of emotion. Najwa has been praised for her compositions, which are both lyrically and musically engaging.

At 13 years old, Najwa attended a performance featuring jazz vocalist and electric bassist, Nancy Reed. She immediately recognized a kindred spirit and fell in love with Nancy's voice. Najwa soon began studying with Nancy, and at 14 years old, she was performing in jazz groups at various local venues, for public and private events. In high school, she continued to add to her musical

activities and accolades. She was selected to perform as a member of the COTA Cats Jazz Band as a trombonist and vocalist, she played leading roles in her school musicals, and she performed at Carnegie Hall as a member of the National Honor Choir.

As an adult, Najwa has continued to succeed and grow. She graduated from Temple University with a B.M. in Jazz Studies and Vocal Performance. As a trombonist and vocalist for the Temple University Big Band — under the direction of Terell Stafford— Najwa performed at various prestigious venues and festivals. After graduating from Temple, Najwa released her self-produced debut album, *Not the Next Someone Else* in 2011. She has shared the stage with a wide array of artists including Benny Golson, Larry McKenna, Bob Dorough, Nellie McKay, Donn T, Houston Person, Nicholas Payton, Phil Woods, and Branford Marsalis. Performing as both a vocalist and trombonist, Najwa was a member of Phil Woods and the Festival Orchestra. She is also the featured vocalist on the 2013 release, *New Celebration*, by Phil Woods and the Festival Orchestra.

In the winter of 2016, she toured nationally, portraying Rosa Parks in the Mad River Theater Works production of “Walk On: The Rosa Parks Story. Najwa graduated from New York University with a M.S. in Professional Writing in May 2016. She returned to Temple University in the fall of 2016 as a vocal jazz instructor. In the fall of 2017, Najwa also became the vocal jazz instructor at Moravian College. As an artist and performer, Najwa believes in the importance of connecting with the audience by telling stories through music. She draws on life experiences in writing her own music and lyrics as well as in her interpretation of the music and lyrics of others.

Paul Rostock

Double Bass (classical and Jazz);

Bass Ensemble

Email: rostockp@moravian.edu

Research interest and expertise

Artist-Lecturer in Jazz & Classical Bass, Jazz theory, Bass Pedagogy, Bass Literature

Biography:

Paul Rostock has been on the faculty at Moravian since 1991 as an instructor of double bass and bass guitar. He has directed jazz ensembles and teaches jazz history and improvisation practicum. Paul is also one of the directors for the popular July Jazz Getaway and accompanies the guest artists who appear annually at the camp.

Rostock is also an active free lance musician performing in a multitude of musical settings .Some of the popular artists he has performed with include Frank Sinatra, Olivia Newton John, Maureen McGovern, Perry Como, Joel Grey, Sandy Duncan, John Davidson and Steve Allen. Jazz artists who Paul has appeared with include Stanley Turrentine, Urbie Green, Bob Dorough, Maynard Ferguson, David Fathead Newman, Clark Terry, John Coates, Bobby Watson, Ellis Marsalis, Al Grey, Buddy Childers, Carl Fontana and Bill Watrous. He also tours and records with vocalist Frank Sinatra Jr. and his orchestra.

Paul and his family reside in Stroudsburg Pa. and he has been actively involved in the fertile jazz scene there performing annually at the Delaware Water Gap Celebration of the Arts jazz festival.

David Roth

Piano, Jazz ; Combo II

Email: rothd@moravian.edu

Website: www.rothpiano.com

Biography:

David Roth performs in a wide variety of both of classical and jazz settings. He holds both BA and BM degrees from Moravian

College, and he has earned a Masters degree in classical piano performance from the University of Northern Colorado. David has performed with many well-known jazz musicians including Steve Gilmore, Glenn Davis, Paul Rostock, Larry Mckenna, Warren Vache Jr., Bill Goodwin, and Terrell Stafford. In the commercial music field, David has done keyboard work for Regis Philbin and Michael Amante, and he had given many live performances on radio and television. Under the direction of composer Sean O'Boyle, David recorded the piano music sound track for the Film, *Damn Fine Dining* starring David MacLean and Sam Dugmore. David is the creator of the Moravian College Summer Youth Jazz Camp that includes students grades 8-12. David also conceived and led the development of the strategic education alliance between MTNA and the International Association for Jazz Education. He is a co-author of the MTNA/IAJE Jazz Studies Guide that includes a forward by Dave Brubeck. David created two community concert programs, Peak View Jazz, in Colorado, and Art's in Your Backyard, in the Lehigh Valley, Pennsylvania.

Skylar Ruloff

Suzuki Guitar

Email: ruloffs@moravian.edu

Research interest and expertise Artist-Lecturer in Suzuki Guitar

Biography:

Skylar Ruloff graduated from Moravian College with a Bachelor of Arts in Music in 2013. While at Moravian College he studied with John Arnold (Classical Guitar), Frank Giasullo (Piano), and Greg Oaten (Voice). Skylar has performed solo and with various ensembles including the Moravian College Guitar Ensemble, Moravian College Choir, and Moravian College Guitar and Flute Ensemble. Skylar received Suzuki Guitar training from

David Madsen in Beaver Creek, Colorado. He currently teaches Suzuki Guitar at Moravian College Music Institute.

Dr. Martha Schrempel

Piano, Classical

Email: schrempelm@moravian.edu

Research interest and expertise Artist-Lecturer in piano, Accompanying

Biography:

Martha Schrempel, piano, is a graduate of Vassar College and the Juilliard School in New York, where she studied with the legendary piano teacher, Rosina Lhevinne; she also received a Doctor of Musical Arts from Temple University. On the occasion of her debut at Carnegie Recital Hall in New York, The New York Times wrote of Ms. Schrempel: she is "a pianist of taste and technical finesse. Everything she played had a warm, intimate tone and a textual transparency. Debussy. . . was brilliantly handled as a diamond-hard study in sonority." As a soloist and accompanist to both singers and instrumentalists, Dr. Schrempel has appeared in such festivals and series as the Beethoven Festival in New York, the National Gallery of Art Chamber Music Series in Washington, DC, the Moravian Music Festival in North Carolina, and Musikfest in Pennsylvania. She has played with Robin Kani, flutist, on National Public Radio, and has concertized widely in the U.S., Caribbean, and Europe. Dr. Schrempel has toured the Czech Republic four times with New York-based Poetica Musica, performing in several international festivals, including the South Bohemia and Janáček festivals; she has also performed and given master classes in Bulgaria and Albania through State Department-sponsored tours. Dr. Schrempel is principal keyboardist in the Pennsylvania Sinfonia Orchestra, a member of the Satori chamber music group, and on the piano faculty of Bethlehem's Moravian College, where she received the T. Edgar Shields prize for outstanding studio teaching.

Kimberly Seifert

Bassoon

Email: seifertk@moravian.edu

**Research interest and expertise
Artist-Lecturer in bassoon****Biography:**

Kimberly Seifert, a native of Bethlehem, Pennsylvania, began her bassoon studies with Milton Focht of Allentown. Kim continued her studies with David P. Coombs and Jeffrey Winter. She is a freelance bassoonist in the Lehigh Valley and Northeastern Pennsylvania area performing with the Allentown Symphony, Pennsylvania Sinfonia, Lehigh Valley Chamber Orchestra, Valley Pops Orchestra, Eastwinds Quintet, Lehigh University Choral Arts and Philharmonic, and various chamber ensembles. Kim is an accomplished woodwind player and performs frequently with local theatre orchestras, including Muhlenberg College Theatre and Summer Theatre, DeSales University's Act 1 and the Pennsylvania Shakespeare Festival as well as the Municipal Opera Company of Allentown. She has also performed with the Irish Tenors and Brian Wilson of The Beach Boys on his "Pet Sounds" Tour.

Currently, Kim is principal bassoonist and a soloist with The Allentown Band of which she has been an active member since 1981. During her tenure with the band, she has performed concerts in Switzerland and Austria as well as Carnegie Hall. She is an adjunct music faculty member and artist lecturer teaching bassoon at Lehigh University, Moravian College and Muhlenberg College. In addition, she is also a member of the instrumental music faculty at the Lehigh Valley Charter High School for the Performing Arts. Kim maintains a private woodwind studio in Bethlehem where she resides with her husband Greg.

Audrey Simons

Cello, Cello Pedagogy, Cello Literature

Email: simonsa@moravian.edu

**Research interest and expertise
Artist-Lecturer in cello****Biography:**

Audrey Simons is active as a cellist and instructor. Ms. Simons is a cellist in the Allentown Symphony Orchestra, and is a founding member of the Classical Attitude String Quartet and the Chestnut Hill Chamber Players. She also performs regularly with the PI Piano Trio and the Pocono Chamber Music Society, both based in East Stroudsburg, PA. Ms. Simons received the Bachelor of Music Degree in cello performance from Susquehanna University. She was subsequently awarded a teaching assistantship at the Temple University Esther Boyer College of Music, where she received the Master of Music Degree in music history with summa cum laude honors, and taught classes in music appreciation. In 1996, while teaching music history at Montgomery County Community College, she received the Faculty Award in Teaching Excellence. In 2002, she was selected for inclusion in the 23rd Edition of Who's Who of American Women. Currently, Ms. Simons is a cello instructor on the music faculty and teaches the String Techniques class for music education majors at Moravian College. In addition, she and her husband, Anthony, are the Music Directors of the Pocono Youth Orchestra and the Pocono Junior String Orchestra.

Melissa Socci

Suzuki cello

Email: soccim@moravian.edu

**Research interest and expertise
Artist-Lecturer in Suzuki cello****Biography:**

Melissa Anthony Socci graduated with a

Bachelor of Arts Degree in Music, Magna Cum Laude, from Kutztown University, where she studied cello with Marie-Aline Cadieux. Mrs. Socci is a registered Suzuki cello teacher and member of the Greater Philadelphia Suzuki Association and the Suzuki Association of the Americas.

She has completed Suzuki Cello Teacher Training in Books 1 - 3 at the Pennsylvania Suzuki Institute, the Chicago Suzuki Institute, and the Southwestern Ontario Suzuki Institute. She is an Artist-Lecturer in Suzuki Cello at the Moravian College Music Institute, and she teaches private cello lessons in the Lehigh Valley area.

As a freelance cellist, she performed for the national tour of Rodgers and Hammerstein's "South Pacific" in 2011-2012. Currently, she performs with local groups such as the Pennsylvania String Ensemble, the Pennsylvania Shakespeare Festival at DeSales University, and Muhlenberg College Theatre.

Nancy Terlaak Poot

Suzuki, Violin and Viola

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Research interest and expertise

Artist-Lecturer in viola and Suzuki violin

Biography:

Nancy Terlaak Poot enjoys an active career as violin/viola pedagogue and chamber musician. She received her Bachelor of Music Degree from SUC Potsdam, studying with Nardo Poy, and her Master of Music Degree from the College of St. Rose, studying with Nathan Gottschalk, both with a concentration in viola. She has been a member of the Albany Symphony Orchestra, Schenectady Symphony, Bucks County Symphony, and has performed with the Trenton Symphony, Allentown Symphony, the Lehigh Valley Chamber Orchestra. She finds her musical outlet immersing herself in chamber music

with fellow chamber players in New England, Philadelphia and the Greater Lehigh Valley.

She has done extensive violin and viola pedagogy training with Mimi Zweig, and Rebecca Henry at Indiana University, Lee Snyder in Philadelphia, and the SAA Suzuki Violin Training program, certified thru book 9 as well as supplemental units. She maintains an active music studio in Coopersburg, and is on the faculty at Moravian College, as well as the Moravian Community Music Institute. She has founded and directed the Lehigh Valley Fall Suzuki Strings Workshop at Moravian College since 2008. Utilizing the premise that string performance involves the physical, psychological, and musical abilities of a player, her philosophy of teaching, based on natural physical motions nurtured in a non-judgmental environment, explores all three of these elements of performance. Nancy integrates the violin pedagogy, musical vision, and teaching philosophies of Shinichi Suzuki, Paul Rolland, Ivan Galamian and Mimi Zweig. Her students have won concerto competitions with the Allentown Symphony, Lehigh University Philharmonic, and the JSP and YPP orchestras. Her students have competed in District, Regional, State, and All East Coast Orchestras, as well as being members of JSP, YPP, Lehigh University Philharmonic, Moravian College Orchestra, and the Philadelphia Youth Orchestra. All are actively involved in their school music programs. Some have pursued violin or viola performance degrees at major conservatories both nationally and internationally. Others have pursued careers in law, medicine, architecture, film, teaching, technology and parenthood. All have taken with them a life long love and understanding of music.

Dr. Barbara Thompson

Piano, Classical

Email: thompsonb@moravian.edu

Research interest and expertise
Artist-Lecturer in piano, Musicianship

Biography:

Barbara Tilden-Thompson has been on the music faculty at Moravian College since 1979 where she teaches applied piano, piano techniques and musicianship. She was awarded the fourth annual T Edgar Sheilds Prize for distinguished studio instruction in 2004 by students and faculty of the music department. Mother of three grown children, Ms Thompson has been active in the Lehigh Valley as a chamber musician and piano pedagogue. Beginning piano studies at the age of five, she studied throughout her teenage years with Harriet Serr, assistant to legendary Madame Isabelle Vengerova. A graduate of Muhlenberg College with a dual degree in music and history, Ms. Thompson holds a Master of Music degree in Music History from Temple University where she was elected to Pi Kappa Lambda, National Music Honor Society. She received her Ed. D. degree in College Music Teaching at Columbia University where she continues piano studies with Evelyn Chen.

Dr. Debra Torok

Piano, Classical
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Research areas and expertise
Artist lecturer in piano, accompanying, piano pedagogy, piano literature, music technology, techniques, US music history, arts education, social justice education, music of political protest and social activism

Biography:

Debra Torok, Ph.D. is an adjunct professor at Moravian College where she teaches courses in musictheory, technology, history, and performance. Her writing courses and senior seminars have been on the topic of music

of political protest and she began teaching Artists as Activists for the art department in 2011. Torok is a recording artist, pianist, composer, and conductor. Her recordings are heard internationally and are available on iTunes. Two of her compositions were written for a 2005 Amnesty International tribute to human rights, one of her musicals was featured at the 2009 Philadelphia Fringe Festival, and a commissioned composition was premiered at the Valley Forge National Historical Park in 2015. She has made a number of appearances on PBS. She was music consultant and participated in the concept development for the PBS documentary Make a Joyful Noise, narrated by Charles Osgood. Torok taught at New York University and Lehigh University. She is the current musical director of the Pennsylvania Flute Choir and a charter member of Artists for Amnesty International.

Scot Walker

Bagpipes
Email: walkers@moravian.edu

Research interest and expertise
Artist Lecturer in bagpipes

Biography:

Scot Walker is currently ranked as one of the top solo bagpipers in North America. A fourth-generation player with many years of experience, Mr. Walker offers instruction to players of all levels. He is a member of the Eastern United States Pipe Band Association judges' panel, a Pipe Major of the Lehigh Valley Pipe Band, and a published composer. His students have distinguished themselves at many bagpipe competitions throughout North America.

Eileen Wescoe

Accompanying
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Denise Williams

Piano

Email: williamsd06@moravian.edu

Research interest and expertise**Artist-Lecturer in Piano****Biography:**

Denise A. Williams began the study of piano at the age of twelve and within two years was assisting her instructor in teaching beginner students. She continued to teach for the next three years until she went away to College.

She volunteered at her local Church for four years as the Church Organist and also assisted other Churches during the summer with their music programs.

At the age of seventeen, She was accepted at Juilliard School of Music. She received a scholarship for room and board as well as tuition for four years at College Misericordia in Dallas, Pa. and a half scholarship at Marywood College in Scranton, Pa..

Her teachers include: Ray Cramer (taught by Martin Canin who took over for Rosinna Levinne at Juillard))Dr. Rober Shick and Ben Whitten (West Chester University)andHarvey Wedeen who was the Assistant to Adele Marcus at Juillard.....Ms. Marcus produced three international Tchaikowsky Winners. Mr. Wedeen was the chairman of the Piano Department at Temple University for more than 50 years and was very much sought after world wide by students in the Graduate and Doctoral Programs at Temple. His students have won world competitions and frequent Carnegie Hall in New York City.

After resuming her teaching career part time from 1987-1992 and working full time as a Music Therapist with psychiatric patients for fifteen years, Mrs. Williams opened her Piano Studio full time in 1992.

She was the accompanist for baritone Cornell Hardy and performed in concert with him in the Phila. area (1990-1991).

She has been an adjudicator for the Dorothy Sutton Piano Festival, the National Federation of Music Clubs, the National Guild of Piano Teachers and the Northeast Chapter of the Pa. Music Teachers Association (Preliminary Judging for Carneige Hall).

She has served as Chairperson for the Dorothy Sutton Performance Festival for the Northern Delaware Chapter of the Penn. Music Teachers and has been the Chairperson for the National Guild of Piano Teachers in her area for the past ten years. She has been a Judge for the National Federation of Music Clubs for the past fourteen years.

Skip Wilkins

Jazz Piano

Email: wilkinsw@moravian.edu

Research interest and expertise**Artist-Lecturer in jazz piano****Biography:**

Skip Wilkins was born in Massachusetts and raised in a musical family. He became interested in jazz at an early age and found his way to the stage in kindergarten. He learned to love singing, played drums for years, but then focused on piano, which became his main instrument by his late teens. As he was coming up in Boston, he worked with drummers Joe Hunt and Bob Moses and with saxophonists Jimmy Mosher and John LaPorta.

For many years, Skip has maintained an active international career as a pianist, composer, workshop presenter, jazz choral director and educator. He is currently working on three new CD releases and has performed with a host of international luminaries throughout his career. He performed often

with Phil Woods, and is a featured soloist on Phil's final big band release *New Celebration*. Wherever he has lived, he has performed with and collaborated with top stars whenever they came to town – Phil Woods, David Liebman, Plas Johnson, Mark Murphy, Clark Terry, David Sánchez, Stanley Turrentine, Bobby Watson, Bob Dorough, Conte Candoli and Peter Erskine, among so many others.

Skip performs throughout Europe in a variety of ensembles, with regular tours to the Czech Republic, Germany, Switzerland, Austria, Slovakia, Italy, Greece and France. Stateside, he lives at Deer Head Inn in Delaware Water Gap, PA, surrounded by the great jazz community there. Skip teaches jazz piano and a range of jazz practica at Moravian College.

Some of Skip's CD releases include *Trio WUH Live at Jazzinec* (2014), *Czech Dreams* (2013), *Father & Son* – with his son Daniel (2012), *After* (2011), *I Concentrate on You* (2011), *Frýdlant Nights* (2010), and many more. A June 2018 CD release and concert tour is planned for *Czech Wishes* – recorded with his son Daniel in Prague in March 2016. He recently recorded two new projects, the first in December 2017 in the U.S. also with his son Daniel, and paired with Tony Marino and legendary drummer Bill Goodwin. The second was in Prague in January 2018, as Skip recorded a new set of his original pieces, primarily in trio format, with long-time collaborators Josef Feco and Tomáš Hobzek. Saxophonist Rostislav Fraš was Skip's featured guest on a few selections.

Each summer since 2007, Skip has taught and performed at the Karel Velebny Summer Jazz Workshop in Frýdlant, Czech Republic. He has often led the Jazz Ateliér at the Summer Choral Workshop in Lomnice u Tišnova, and twice taught at the International Jazz Workshop, Kryoneri, Greece. He also teaches at the Moravian College Summer Jazz Camp.

Andrea Wittchen

Harp (Classical and Celtic)

Email: wittchena@moravian.edu

Research interest and expertise

Artist-Lecturer in harp

Biography:

Andrea G. Wittchen is well known throughout eastern Pennsylvania as a solo, chamber, and orchestral harpist. She is Principal Harpist with the Lehigh Valley Chamber Orchestra and the Schuylkill Symphony Orchestra, and teaches harp at both Lehigh University and Moravian College.

She has appeared many times as soloist with the LVCO, the Schuylkill Symphony, and the Bloomsburg University Orchestra. In February 2003, Ms. Wittchen appeared again as soloist with the LVCO in a performance of Saint-Saëns' "Morceau de Concert", as well as performing with her daughter, Samantha, the world premiere of "Earth Wind Fire, Concertino for Two Harps and Chamber Orchestra" by Steven Sametz. The piece was a joint commission of Ms. Wittchen and the LVCO.

Ms. Wittchen has performed as a solo recitalist three times as part of Musikfest's Chamber Series as well as on recital series throughout the region. In addition, she provides educational programs on the harp, its history and development for the public schools.

She has performed with such stars as Bernadette Peters, Brian Wilson of the Beach Boys, Marilyn Horne, Johnny Mathis, Olivia Newton-John, Debbie Boone, and Rosemary Clooney. Her orchestral work includes the Williamsport Symphony, Lehigh University Philharmonic, Berks Chamber Orchestra, Hershey Symphony, Bucknell University Orchestra, Reading Choral Society and Civic Opera, Pottstown

Symphony, and the Pennsylvania Sinfonia, to name a few. She has broadcast for WVIA (NPR) Scranton and has played supporting roles for the Lehigh University Choral Union, Choir, and LUVME Ensemble.

Ms. Wittchen holds a Bachelor of Music degree in harp performance, magna cum laude, from Jacksonville University, FL, and a Masters degree in harp performance from the Eastman School of Music of the University of Rochester, NY plus an MBA from Lehigh University. She is a founding partner of Enterprise Systems Partners, Inc.

Lawrence Wright

Trumpet, Classical; Brass Ensemble
Email: wrightl@moravian.edu

Research interest and expertise

Artist Lecturer in trumpet, Brass Ensemble, Brass Pedagogy, Brass Literature

Biography:

Lawrence Wright, trumpeter, was born in Grand Junction, Colorado, and grew up in Denver and Princeton, NJ. He graduated from Denison University, Phi Beta Kappa, and earned his Master's Degree from Juilliard where he was a student of Mel Broiles and William Vacchiano.

He is principal trumpet of the Bethlehem Bach Festival and Pennsylvania Sinfonia Orchestras, and after thirty-three years as principal trumpet, now second trumpet with the Allentown Symphony.

He has performed with the New York Metropolitan Opera, New Jersey Symphony, Spoleto Festival Orchestra, the Opera Company of Philadelphia, Reading Symphony, Philadelphia Festival Orchestra, Northeast Pennsylvania Philharmonic, Orchestra of the State of Mexico, and numerous other organizations. Larry was solo trumpet of the Lehigh Valley Chamber Orchestra for twenty-

five years, and, also for twenty-five years, co-principal trumpet of Philadelphia Brass. He has performed in Germany, Austria, France, Italy, England, Scotland, Mexico, Bolivia, China, and throughout the American Midwest and Eastern Seaboard. He has recorded with the Bach Choir of Bethlehem, Philadelphia Brass, the Lehigh Valley Chamber Orchestra, PBS TV, and for Alfred and Shawnee Publishing. He and his wife, flutist Robin Kani, are recipients of the Allentown Arts Commission's Performer Ovation Award for "outstanding achievement in the performing arts". Larry is a dedicated teacher, serving on the faculty of Moravian College and instructing students of all ages at his home studio in Bethlehem.

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Librarian with Rank of Professor
B.A., Moravian College
M.Div., Christian Theological Seminary
M.S., University of North Carolina

James B. Mitchell Jr. (1965) (2010)

Professor of Biology
A.B., Wilkes College
Ph.D., University of Pennsylvania

Johanna S. Ott (1956) (1986)

Associate Professor of Mathematics
B.A., Hunter College
M.S., New York University

Thomas L. Parkinson (1985) (2003)

Professor of Economics and Business
A.B., Dartmouth College
M.B.A., Ph.D., University of Massachusetts

Joseph L. Powlette (1963) (2013)

Professor of Physics
B.S., Moravian College
M.S., Cornell University

Jack R. Ramsey (1970) (2008)

Bertha F. and Bernard L. Cohen Professor of
English Language and Literature
Professor of Drama
B.A., University of Denver
M.A., Tufts University
Ph.D., University of Michigan

Ervin J. Rokke (1997) (2006)

President
B.S., U.S. Air Force Academy
M.P.A., Ph.D., Harvard University

Donald P. St. John (1981) (2011)

Professor of Religion
B.A., St. Francis College
M.A., Temple University
Ph.D., Fordham University

Shapour Samii (1963) (1989)

Professor of Economics and Business
B.A., Centre College of Kentucky
M.A., University of Wisconsin
Ph.D., Lehigh University

Monica Schantz (1962) (1995)

Professor of Music
B.Mus., Concordia College
M.Mus., University of Michigan

Richard R. Schantz (1956) (1994)

Professor of Music
B.A., Gettysburg College
M.S.M., Union Theological Seminary

David A. Schattschneider (1968) (2001)

Dean and Vice President of the Seminary
S. Morgan Smith and Emma Fahs Smith
Professor of Historical Theology
B.A., Moravian College
M.Div., Yale University
M.A., Ph.D., University of Chicago

Doris J. Schattschneider (1968) (2002)

Professor of Mathematics
B.A., University of Rochester
M.A., Ph.D., Yale University

Susan S. Schuehler (1979) (1994)

Dean of Continuing Studies
B.S., Drexel University
M.Ed., Ed.D., Rutgers University

G. Alden Sears (1949) (1988)

Professor of Economics and Business
 B.A., Bates College
 M.A., Ph.D., New York University

Alicia Sevilla (1984) (2013)

Professor of Mathematics
 Licenciada en Ciencias Matemáticas,
 Universidad Nacional de Cuyo, Argentina
 M.A., Ph.D., Cornell University

Robert H. Smith (1976) (2000)

Vice President for Administration
 B.A., Moravian College
 M.B.A., Temple University

Bettie Moretz Smolansky (1964) (2010)

Professor of Sociology
 A.B., Lenoir Rhyne College
 M.A., Duke University
 Ph.D., Pennsylvania State University

Kay B. Somers (1981) (2013)

Professor of Mathematics
 B.S., Ursinus College
 M.S., Ph.D., Rensselaer Polytechnic
 Institute

Robert W. Stinson (1970) (2004)

Professor of History
 B.A., Allegheny College
 M.A., Ph.D., Indiana University

John P. Stoneback (1981) (2004)

Professor of Computer Science
 B.S., Princeton University
 M.S., Stanford University

Christopher M. Thomforde (2006)(2013)

President
 B.A., Princeton University
 M.Div., Yale University Divinity School
 D.Min., Princeton Theological Seminary

James R. Walker (1979)

Professor of Physical Education
 B.A., Gettysburg College
 M.S., Rider College

Joel D. Wingard (1981)(2014)

Professor of English
 B.A., Muskingum College
 M.A., Old Dominion University
 Ph.D., Louisiana State University

Hans M. Wuerth (1969) (2001)

Professor of German
 B.A., University of Utah
 M.A., Ph.D., Rutgers University

James O. Yerkes (1988) (2001)

Professor of Religion and Philosophy
 B.A., M.A., Wheaton College
 M.A., Ph.D., University of Chicago

Committees

Taken from the Faculty Handbook

2.3 Faculty Committees

The College has three main governance committees: The Planning and Budget Committee (PBC), the Academic Personnel Committee (APC), and the Academic Planning and Program Committee (APPC). Each of these governance committees will have one or more related that report to them on a semiannual basis (see below). A committee may be a Faculty Committee (FC), which means it addresses matters of primary concern to the faculty, or a College Wide Committee (CW), which means it addresses matters of primary concern to the entire College community.

2.3.1 Autonomous Faculty Committees

Two committees stand outside of proposed structure. The Committee on Committees and Handbook ensures the smooth functioning of faculty committees and college-wide

committees. The Faculty Advocacy Committee is the faculty advocacy group that meets with the president and/or the VPAA to discuss matters of concern to the faculty.

Committee on Committees and Handbook (CCH) — FC

Faculty Advocacy Committee (FAC) — FC

2.3.2 Planning and Budget Committee (PBC)

Primary function: Making recommendations to the President regarding budget planning, preparation, and formulation. Budget-related committees:

Faculty Development and Research Committee (FDRC) — FC

Student Opportunities for Academic Research (SOAR) — FC

InFocus Committee — CW

Arts and Lectures Committee — CW

2.3.3 Academic Personnel Committee (APC)

Primary Function: Faculty Evaluation and Related Matters Personnel-related committees:

Faculty Review Committee (FRC) — FC

Dispute Resolution Group (DRG) — FC

2.3.4 Academic Planning and Program Committee (APPC)

Primary Function: Oversight of all Academic matters related to teaching and learning. Academic-related subcommittees:

Academic Standards Committee (ASC) — FC

Learning in Common Committee (LinC) — FC

Committee for the Advancement of Teaching (CAT) — FC

Committee on Assessment of Student Learning (CASL) — FC

Health Professions Advisory Committee (HPAC) — FC

Honors Committee — FC

Teacher Education Committee (TEC) — FC

Women's Studies Advisory Committee (WSAC) — FC

2.3.5 College Wide Committees

Primary functions vary; membership is comprised of both faculty and administrator colleagues.

Council on Diversity and Inclusion — CW

Technology Advisory Committee — CW

Human Subjects Internal Review Board (HSIRB) — CW

Institutional Animal Care and Use Committee (IACUC) — CW

Campus Sustainability Committee — CW

2.3.6 Task Forces

Appointed at the discretion of the president or the dean of the faculty in order to study and recommend action on specific problems or issues of concern to the College community. These committees disband upon the completion of their assigned tasks.

2.3.7 Committee Descriptions

2.3.7.1 Committee on Committees and Handbook (CCH)

The purpose of the Committee on Committees and Handbook (CCH) is (1) to conduct nominations and elections and to appoint faculty members to openings on faculty committees and task forces; and (2) to update material in the online faculty handbook as needed due to institutional policy changes.

Membership: CCH consists of three elected members of the teaching faculty: one from SAHSS, one from SNHS, and one at-large member. All members must be tenured. Committee members serve for three years; the terms are staggered so that a new member joins each year. Committee members assume the role of chair in their third and final year of service. Service on CCH begins and ends at the first day of the fall semester.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (FAC) committee.

Typical workload: CCH generally meets once every week for an hour.

Between meetings, work may include drafting updates to the faculty handbook, contacting faculty members regarding nominations/appointments, or meeting with representatives from other committees.

Summer responsibilities: Appointments for task forces and other committees often continue into June — members of CCH are expected to be available via electronic communication through the summer.

Responsibilities of the committee:

Nominations and elections. CCH solicits candidate nominations from the faculty and then runs the elections for those committee slots that require elections. The committee will also identify and contact colleagues to consider running for particular committee posts. CCH members also identify colleagues to serve in appointed positions on various committees and task forces in consultation with the academic deans and provost as appropriate.

Handbook. The committee is responsible for updating an online copy of the Moravian College Faculty Handbook when any changes are required. Any such updating will occur when the President, the Board of Trustees, the Provost, and/or the College Faculty creates new policy or changes existing policy. The committee will present any handbook changes to the full faculty and keep a record of those changes.

2.3.7.2 Faculty Advocacy Committee (FAC)

The Faculty Advocacy Committee (FAC) is designed to advise the President and serve as a channel of communication between the faculty and the President.

The FAC has the following responsibilities:

to provide leadership and take initiative in representing the goals of the teaching faculty to act on their behalf within the established system of College governance to formally present the teaching faculty's concerns to the President to formulate specific proposals for review and consideration by the President, by the full faculty, and, through the President by the Board of Trustees as a contribution to decision-making within the College.

Membership: FAC is composed of six teaching faculty. Two tenured teaching faculty members are from SNHS and two tenured teaching faculty members are from SAHSS. These four members are elected for three-year terms. One full-time faculty member from MTS is elected for a three-year term. One untenured faculty member from SAHSS or SNHS is also elected for a three-year term. All six terms are staggered to ensure two elections per year. No individual may serve on FAC for more than six consecutive years.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (CCH) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: FAC meets every two weeks for an hour. In addition to the chair, FAC has a meeting secretary and a (tenured) FAC representative on the President's Council (PC). The meeting secretary takes the

committee meeting notes and posts them on AMOS. Between meetings, FAC members are expected to reply to committee emails as well as be available for conversations with faculty.

The chair serves as the main point person for between-meeting communication with the Provost and with faculty. The chair takes the lead in writing the various reports and proposals that get submitted for consideration to the President, the Provost, and to the faculty. The chair also schedules and creates the agenda for the committee meetings.

The PC representative, a designated tenured member of FAC, attends the PC meeting each Tuesday 8:00 am – 11:00 am. This individual takes notes at the meeting that are then approved by the Provost and posted on AMOS. This individual also presents faculty concerns/questions at the PC meeting. All FAC committee members suggest items that need to be raised at PC.

Summer responsibilities: The FAC representative on PC attends the PC meetings on Tuesday mornings throughout the summer. The chair typically continues to be contacted throughout the summer by faculty members who want to raise issues for FAC's consideration. All FAC members are expected to be responsive to e-mail discussion through the summer. Membership on FAC begins and ends on the first day of the fall semester.

Responsibilities of the committee: The committee is authorized:

To represent the teaching faculty in the event of emergencies or situations in which the full faculty cannot be convened.

To consult with members of the teaching faculty for the purpose of the exchange of information and views on matters of concern to them.

To consult with other standing committees for the purpose of exchange of information and

views of concern to them.

To develop specific proposals for direct presentation at full faculty meetings when circumstances make the utilization of other standing committees untimely or inappropriate.

To request that committees consider issues of concern to the teaching faculty including consideration of specific proposals developed by the FAC.

To consult with the President of the College and/or the PBC for the purpose of providing general support and assistance in planning; and specifically to recommend priorities in the preparation of the annual budget of the College.

The FAC meets with the President and, at the President's discretion, with the Provost when appropriate but at least once each semester. Additional meetings may be scheduled as the President and the FAC deem appropriate. The FAC advises the President or, at the President's discretion, the Provost in setting agendas for full faculty meetings.

For the purpose of identification and discussion of the concerns of the teaching faculty and to help the FAC identify and develop specific policy initiatives concerning the faculty, the FAC, when it is appropriate, consults with members of the teaching faculty. To effect such consultation, meetings of the FAC open to all teaching faculty are held at least once a semester. Additional open meetings of the FAC may be convened when circumstances warrant.

As a representative body of the faculty, the FAC can initiate proposals and express the will of the teaching faculty. Towards that end, members of the faculty may petition the FAC to initiate specific proposals. A petition signed by one-third of the voting members of the teaching faculty obligates the FAC to represent before the appropriate persons or bodies, in accordance with its functions, the position stated in the petition. Actions

taken by the FAC in the name of the faculty, however, do not bind any individual faculty member to support these actions or to vote in favor of them at meetings of the faculty.

For the purposes of assuring the effective and efficient operations of the committees of the College, including administrative, advisory, and ad hoc committees, the FAC, with the President, can request a committee to provide a formal report on the committee's activities within the time frame specified by the FAC and the President.

Changes in structure, functions, or bylaws of the FAC can be made by two-thirds vote of the teaching faculty in attendance at a regular faculty meeting. Proposed changes require two readings before a vote. When deemed necessary by the President, changes approved by the teaching faculty are submitted to the Board of Trustees for approval.

2.3.7.3 Planning and Budget Committee (PBC)

The Planning and Budget Committee (PBC) advises the President on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting.

Membership: The PBC consists of eight members, all with a vote: the Provost; the vice president for student affairs and dean of students; the vice president for finance and administration; the vice president for planning and research; and four elected tenured members of the teaching faculty, two from SAHSS and two from SNHS. Faculty are elected for staggered four-year terms with no limits on the number of terms served. The chair of the PBC is the faculty member in the third year of his or her current term. The chair serves on President's Council. The vice president for planning and research provides logistical support. Minutes are recorded by one of the non-chair faculty members.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (APPC, APC) or autonomous (CCH, FAC) committee.

Typical workload: During the academic year, PBC meets each Thursday morning between 8:00 and 10:00 a.m. (exact times determined by committee membership each year). The chair of PBC attends President's Council each Tuesday from 8:00 to 11:00 a.m. Committee members also attend PC meetings on an ad hoc basis to deliberate on any budget-sensitive issues. Work outside meetings takes about one hour for non-chair members and three to four hours for the chair. The chair of PBC is occasionally called upon to present to the Board of Trustees Joint Finance Committee and to the full Board.

Summer responsibilities: PBC continues to meet as needed over the summer. The chair attends President's Council through the summer. Service on PBC starts and ends after commencement each year.

Responsibilities of the committee: PBC advises the president on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting. It prioritizes, reviews, and revises strategic initiatives ensuring alignment with the strategic plan and accreditation standards; presents initiatives for faculty and trustee endorsement; and assigns initiatives to appropriate units to develop implementation activities. It maintains effective communication with College constituencies, and publishes and distributes the strategic plan and planning updates. It seeks regular input from the President on strategic planning and makes resource allocation recommendations to the President, who may approve, disapprove, or return the issue to the PBC for further consideration.

2.3.7.4 Academic Personnel Committee (APC)

The Academic Personnel Committee (APC) is responsible for the following: making recommendations on tenure, rank, termination of service, and emeritus appointments for all faculty members; making recommendations for sabbatical and special leaves for all eligible faculty members; making recommendations on tenure and rank of academic administrative officers (including the Provost and Dean of Faculty and the President); making recommendations for Honorary Chairs; and nominating candidates for faculty trustees as stipulated by the by-laws of Moravian College, article II, section 3(3). Decisions are made by majority vote. (Note: The Board of Trustees consults with APC on the appointment of a President.)

Membership: Membership consists of the Provost and Dean of the Faculty (non-voting) and five tenured members of the teaching faculty:

Two members are elected from SNHS.
Two members are elected from SAHSS.
One of these is elected from among the departments of art, English, history, modern languages and literatures, music, philosophy, and religion.
The other is elected from among the departments of economics and business, education, physical education, political science, psychology, and sociology and anthropology.
One member is elected from MTS.
All elected members must be tenured, and at least three of the elected faculty must have the rank of full professor. Each faculty member serves a three-year term. No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APPC) or autonomous (CCH, FAC) committee.

The committee chair is elected by the committee members at the start of the academic year.

Typical workload: APC meets weekly throughout the academic year and workload includes significant preparation prior to meetings. The committee typically does not meet during the summer.
Summer responsibilities: The chair of APC is expected to be responsive to e-mail queries through the summer.

2.3.7.5 Academic Planning and Program Committee (APPC)

The Academic Planning and Program Committee (APPC) oversees the development of new academic programs and course offerings and reviews program changes and course changes that impact the course catalog. The committee reviews changes that impact the academic mission of the College as well as reviews proposals for new faculty lines.

Membership: APPC is composed of six elected teaching faculty members:

Four tenured faculty members: two from SNHS and two from SAHSS, elected for staggered four-year terms;
One full-time tenured faculty member from MTS, elected to a four-year term;
One untenured at-large faculty member from SNHS or SAHS; selected at large from departments not already represented, elected to a two-year term.
The Provost and the Associate Provost are non-voting members. The Deans of SNHS, SAHSS, and MTS are non-voting members and will be available on consultative basis only. A student appointed by the United Student Government may join the committee as a nonvoting member for planning and program review, at the discretion of the committee.

No department of the College may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC) or autonomous (CCH, FAC) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: APPC meets for 60-90 minutes each week during the academic year with approximately 2 hours work outside of committee meetings. The committee typically does not meet during the summer.

Responsibilities of the committee: The APPC makes recommendations to or otherwise consults with the Provost. Recommendation and/or consultation is based on: i) review of formal program proposals; ii) examination of the curriculum and other academic programs in light of the College Mission, Strategic Plan, the deliberations of the PBC, and the wider academic environment; iii) review of proposals for changes in the curriculum and other academic programs; iv) review of proposals for new and replacement faculty members; and/or v) inquiry and deliberation required by any task bearing on the academic mission of the College to which the committee is directed by the Provost. In matters relating to routine modifications of the curriculum, the committee acts on behalf of the Provost in providing information and presenting proposals to the faculty.

2.3.7.6 Faculty Development and Research Committee (FDRC) – Subcommittee of PBC

Responsibilities: The Faculty Development and Research Committee advocates for funding and oversees the distribution of monies to faculty members to support the improvement of teaching and research. The

committee aims to encourage and enable disciplinary research, the dissemination of research results, participation at professional meetings and workshops, and pedagogical development, including efforts to improve existing courses and the development of new courses.

Membership: Three faculty members are appointed to three-year staggered terms, one from each division of the Faculty, with the remaining members appointed annually. The chairperson is appointed by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.7 Student Opportunities for Academic Research (SOAR) – Subcommittee of PBC

The goal of the Student Opportunities for Academic Research (SOAR) program is to facilitate and fund student research in collaboration with a faculty mentor during the regular academic year and in the summer months. Funding is provided on a competitive basis.

Membership: Appointed

2.3.7.8 InFocus Committee – Subcommittee of PBC

This committee plans yearly programming so members of the Moravian College Community can take an in-depth look at complex issues from multidisciplinary perspectives. The programming rotates through four important topics (poverty and inequality, sustainability, health care, and war and peace) facing humankind in the 21st century. This rotation ensures students will be involved with each topic over the course of their time at the college.

Membership: Appointed

2.3.7.9 Arts and Lectures Committee — Subcommittee of PBC

The Arts and Lectures Committee proposes, organizes, and coordinates committee sponsored cultural and educational programs on campus. It serves as the liaison with area colleges and universities, and is the coordinating group for other on-campus programs. Membership: Members are appointed annually.

2.3.7.10 Faculty Review Committee (FRC) – Subcommittee of APC

The Faculty Review Committee:

Receives faculty members' appeals of the president's unfavorable tenure and promotion recommendations.

Considers all materials and recommendations submitted in the evaluation process.

Formulates a recommendation based on procedural grounds.

Within two months of receiving a faculty member's appeal, makes a recommendation to the President.

Submits a written report of its findings to the president.

Membership: The FRC is composed of five elected members of the faculty: Three tenured faculty members with the rank of professor (one from each division of the faculty, each serving a three-year term, one to be elected each year, with no restrictions as to reelection), and two other tenured faculty members, to serve two-year terms (one to be elected each year, with no restrictions as to reelection). No two members from the same department can be on FRC at the same time.

2.3.7.11 Dispute Resolution Group (DRG) – Subcommittee of APC

The Dispute Resolution Group (DRG) is available for voluntary and informal consultation in the case of faculty-faculty disputes only. The process outlined in Section

4.2 covers all full-time and part-time faculty employed in the undergraduate day program of Moravian College.

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the College. Liaisons support the constructive resolution of disputes among faculty members. This group aids faculty members in an informal process that emphasizes directing faculty to available resources. Liaisons are available to listen and to offer an additional perspective on a given conflict, but they are neither trained mediators nor lawyers. Liaisons act as sounding boards. Given the small nature of our community, faculty liaisons are aware that they cannot be neutral advisors. Instead, liaisons may direct faculty to Academic Affairs, Human Resources, a professional mediator or a lawyer based on the particular nature of a conflict. Mediation outcomes are nonbinding. This group has a fixed budget for professional mediation set by the Office of Academic Affairs.

Four faculty liaisons are available in the case of a dispute. Two faculty liaisons are appointed by the FAC for concurrent 3 year terms. Two faculty liaisons are elected by the faculty for concurrent 3 year terms which are to be staggered with the terms of the appointed liaisons. The DRG always consists of two female and two male faculty members. Faculty serving on APC may not serve on DRG. Faculty liaisons sign a confidentiality agreement and follow procedures for maximizing and protecting confidentiality in their work with a faculty member bringing a dispute for consideration as well as with the other liaisons.

2.3.7.12 Academic Standards Committee (ASC) – Subcommittee of APPC

The Academic Standards Committee reviews student petitions and appeals related to

the academic requirements, standards, and policies of the college, including grade appeals, academic dishonesty, and internship/independent study eligibility, as well as applications for interdepartmental majors and self-designed majors and minors.

Membership: Elected

2.3.7.13 Learning in Common Committee (LinC) – Subcommittee of APPC

This committee oversees and assesses the general education offerings in the LinC curriculum; approves and removes courses; grants student course waivers and adjudicates appeals; evaluates faculty performance in general education courses for Academic Personnel Committee; and plans and executes annual faculty development workshop.

Membership: Elected

2.3.7.14 Committee for the Advancement of Teaching (CAT) – Subcommittee of APPC

The Center for the Advancement of Teaching fosters the exchange of ideas about teaching and learning, with the goal of advancing excellence in student learning and engagement. The Center promotes a culture in which the value of teaching is broadly embraced and openly discussed, so that teaching practice continually develops. The Center is overseen by the Director of the Center for the Advancement of Teaching (CAT) and the CAT Committee. The Director is appointed by the Vice President for Academic Affairs and the CAT Committee is chaired by the Director. The Committee advises the Director and helps plan and implement the activities of the Center for the Advancement of Teaching. Activities of the Center include but are not limited to overseeing new faculty orientation, promoting teaching discussions through brown bag lunch events and academic year and May

workshops for faculty, maintaining library resources for college teaching, facilitating the Formative Dialogues initiative, and organizing and promoting pedagogy book discussion groups. The Committee meets monthly during the academic year.

Membership: The Committee consists of a minimum of six faculty members appointed by CCH, with approval of the Director. At least two Committee members will be chosen from disciplines in each of the three divisions of Humanities, Sciences and Social Sciences.

2.3.7.15 Committee on Assessment of Student Learning (CASL) – Subcommittee of APPC

This committee oversees the formal assessment of teaching and learning activities of the academic program at the college. The committee gathers and documents assessment materials from all academic departments.

Membership: Appointed

2.3.7.16 Health Professions Advisory Committee (HPAC) – Subcommittee of APPC

The Health Career Professions Committee consists of faculty members from a variety of disciplines and is responsible for assisting students planning on health-related careers. The committee advises students on program selection, admissions standards and procedures, and selection of a professional school.

Membership: Members are appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.17 Honors Committee – Subcommittee of APPC

Accepts students into the College Honors Program based upon grade point average

guidelines, meets with candidates to discuss issues related to the program, reviews applications and assigns honors liaisons, and evaluates student progress across the senior year, including awarding the honors designation following oral defenses.

Membership: Appointed

2.3.7.18 Teacher Education Committee (TEC) – Subcommittee of APPC

This committee is responsible for approving student acceptance and participation in student teaching experiences based upon grade point average guidelines, performance in courses, and faculty recommendations. The committee determines the length and nature of student teaching experiences required of post-baccalaureate students who already hold a valid PA Instructional I certificate and who wish to obtain additional certification.

Membership: Appointed

2.3.7.19 Women’s Studies Advisory Committee (WSAC) — Subcommittee of APPC

2.3.7.20 Council on Diversity and Inclusion

2.3.7.21 Technology Advisory Committee

The committee is responsible for overseeing the effective use and maintenance of classroom technology for the teaching and learning at the College.

Membership: Appointed

2.3.7.22 Human Subjects Internal Review Board (HSIRB)

This committee is charged with protecting human research participants by ensuring that faculty and student researchers adhere to approved protocols and ethical guidelines. Federal and College regulations require

that all researchers who work with human participants in any capacity must do so with HSIRB approval.

The Human Subjects Internal Review Board’s purpose is to 1) to set and revise policy concerning the ethical treatment of human subjects; 2) to serve as a consultative body which strives to protect human subjects by educating the College community on issues pertaining to ethics in research; 3) to review submitted research for compliance with the guidelines set forth in “The Policies and Procedures for Ethical Treatment of Human Subjects at Moravian College.”

Membership: Members appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.23 Institutional Animal Care and Use Committee (IACUC)

Oversees and regulates the use of laboratory animals for research or instructional purposes to oversee; evaluates all aspects of the institution’s animal care and use program.

The Institutional Animal Care and Use Committee’s purpose is to review submitted research for compliance with the federal and state regulations governing the use of animal subjects. Members are appointed annually by the associate dean for academic affairs in consultation with the academic dean, in consultation with the director of the animal facility and chair of the IACUC.

Membership: Three faculty members, one of whom serves as Chair, are appointed annually by CCH in consultation with the AAO. A faculty member from a neighboring institution and a veterinarian are also appointed.

2.3.7.24 Campus Sustainability Committee

2019-2020 Academic Calendar

FALL TERM (16 Weeks)

Classes Begin: Monday, August 26
Add/Drop Ends: Friday, August 30 at 4:30 pm
Labor Day (Classes held, Offices open):
Monday, September 2
Heritage Day: Wednesday, September 18
Fall Break (No Classes held):
Saturday October 5-Tuesday, October 8
Midterm Grades Due: Friday, October 18 by
12:00 pm (noon)
Spring/Summer '20 Priority
Registration Opens: Monday, October 28
Last Day for Course Withdrawal 'W':
Friday, November 8 by 4:30 pm
Thanksgiving Break (No Classes held):
Wednesday, November 27-Sunday,
December 1
Classes End: Saturday, December 7
Reading Day: Sunday, December 8
Final Examinations:
Monday, December 9-Saturday, December 14
Final Grades Due: Monday, December 16 by
12:00 pm (noon)

WINTER SESSION (3 Weeks)

Classes Begin: Thursday, January 2
Add/Drop Period: First Day of each Course
Last Day for Course Withdrawal 'W':
Wednesday, January 8
Classes End: Saturday, January 18
Final Grades Due: Monday, January 20 by
12:00 pm (noon)

SPRING TERM (16 Weeks)

Classes Begin: Monday, January 20
Add/Drop Ends: Friday, January 24 at 4:30pm

Spring Break:

Sunday, March 1-Sunday, March 8
Mid-Term Grades Due: Friday, March, 13 by
12:00 pm (noon)
Fall '20/Winter '21 Priority Registration
Opens: Monday, March 23
Last Day for Course Withdrawal 'W':
Friday, April 3
Easter Recess (No Classes held):
Friday, April 10-Sunday, April 12
Classes End: Saturday, May 2
Final Examinations:
Sunday, May 3-Wednesday, May 6
Baccalaureate: Friday, May 8 at 5:00pm
Commencement: Saturday, May 9
Final Grades Due: Tuesday, May 12 by
12:00pm (noon)

MAY TERM (3 Weeks)

Classes Begin: Monday, May 11
Add/Drop Period: First Day of each Course
Last Day for Course Withdrawal 'W':
Friday, May 15 at 4:30 pm
Memorial Day (No Classes held):
Monday, May 25
Classes End: Saturday, May 30
Final Grades Due: Tuesday, June 2 by
12:00pm (noon)

SUMMER SESSION I (6 Weeks)

Classes Begin: Monday, June 1
Add/Drop Period: First Day of each Course
Last Day for Course Withdrawal 'W':
Friday, June 26
Classes End: Saturday, July 11
Final Grades Due: Tuesday, July 14 by
12:00pm (noon)

SUMMER SESSION II (6 Weeks)

Classes Begin: Monday, July 13

Add/Drop Period: First Day of each Course

Last Day for Course Withdrawal 'W':

Friday, August 7

Classes End: Saturday, August 22

Final Grades Due: Tuesday, August 25 by
12:00pm (noon)

Campus Maps

Moravian College has two beautiful, well-maintained campuses. The Main Street campus is within eight blocks, located in a residential area; the Priscilla Payne Hurd Campus on Church Street is in the center of Bethlehem's historic district. Campus transportation is provided to allow students to commute easily between campuses.

Main Street Campus

Click on a section of the map for larger version:

Moravian College Priscilla Payne Hurd Campus

Click on a building below to learn more...

Moravian College Steel Athletic Complex

Moravian Book Shop

Printable Campus Map (PDF)

Campus Tree Inventory

Learn about several of the special trees in our tree inventory, including our national champion Scotch elm, which is the largest and very possibly oldest Scotch elm in the country.