# MORAVIAN UNIVERSITY

## COURSE CATALOG 2025-2026



# TABLE OF CONTENTS


## pg.1 The University

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

## pg.6 Student Life

Student Handbook
Student Life

## pg.8 Admission

Admission and Financial Aid

## pg.9 Tuition & Fees

Tuition, Room, and Board
Refund Policy

## pg.14 Educational Programs

Glossary
Degrees and Programs of Study
Degree Requirements
Learning in Common (LINC)
Moravian's Integrated Learning Experience (MILE)
Departmental Majors
Minors
Certificates
Interdepartmental Majors
Self-Designed Majors
Double Majors and Degrees
Add-Venture Program
Career Planning and Preparation
Graduate Study
Health Professions
Honors Program
Humanities Fellowship
Independent Study/Individualized Study/Independent Research
Internship
Moravian Theological Seminary
Peace Corps Prep Program
Pre-Law
Pre-Ministry
RISE Teamwork & Leadership
Study Abroad
Teacher Certification
Veteran/Military Affairs & Reserve Officer Training Corps (ROTC)
Washington Semester

## pg. 34 Academic Policies & Regulations

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

## pg.60 Awards, Honor Societies

Prizes and Awards
Honor Societies

## pg.64 Academic Departments/ Programs

Introduction
Accounting
Africana Studies
Arabic
Art
Athletic Training
Biochemistry
Biological Sciences
Business Management
Chemistry
Chinese
Clinical Counseling
Communications & Media Studies
Computer Science
Cooperative Programs
Counseling Psychology
Dance
Data Science
Economics
Education
Engineering
English and Writing Arts
Environmental Economics and Policy
Environmental Studies and Sciences
Finance
French
German
German Studies
Global Religions
Greek
Health Humanities
Health Sciences
Hebrew
Historical Studies
History
Indigenous Studies
Interdisciplinary Programs
International Management
International Studies
Italian
Japanese
Latin
Leadership
Management
Marketing
Mathematics and Computer Science
Medieval Studies
Modern Languages and Literatures
Music
Neuroscience
Nursing
Occupational Therapy
Peace and Justice Studies
Philosophy
Physical Therapy
Physics and Earth Science
Political Science
Psychology
Public Health
Russian
School Counseling
Science Education
Social Studies Education
Social Work
Sociology and Anthropology
Spanish
Speech-Language Pathology
Sports Management
Student Affairs Counseling
Supply Chain Management
Theatre
Transformational Leadership
Women's Studies
Writing

## pg.314 Directories, Calendar, Maps

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

# THE UNIVERSITY

## The Mission of Moravian University

***Moravian'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 University was 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 other undergraduate, graduate and post-graduate programs. In July 2021, Moravian College became Moravian University.

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 University campus, given to the Institution 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.

Moravian University holds international distinction as part of the 26th designated United States UNESCO World Heritage Site. In 2024, the Historic Moravian Church Settlements—including the Moravian University's South Campus, along with sites in Herrnhut (Germany), Gracehill (Northern Ireland), and Christiansfeld (Denmark)—were inscribed on the World Heritage List. This prestigious honor by UNESCO recognizes the community's profound contributions to religious, architectural, cultural, and educational history worldwide. The World Heritage designation highlights the historic significance of Moravian University's roots and its ongoing role in preserving the legacy of the Moravian Church, as well as its commitment to progressive education and global heritage stewardship. In support of these efforts, the Institute for Moravian History and World Heritage at Moravian University provides scholarship, educational programming, and outreach, deepening understanding of the Moravian tradition's impact both locally and around the world.

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 University 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 University are accredited by Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE). Moravian Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada. Undergraduate majors in accounting, management, and economics, and the MBA and MSHRM degrees are accredited by The Accreditation Council for Business Schools and Programs (ACBSP).

**Middle States Commission on Higher Education**
3624 Market Street, 2nd Floor West, Philadelphia, PA 19104
Telephone: (267) 284–5000
website: http://www.msche.org/
E-mail: info@msche.org  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
https://www.education.pa.gov/Pages/default.aspx

**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
https://www.aacnnursing.org/CCNE

**The Accreditation Council for Business Schools and Programs (ACBSP)**
11520 West 119th Street
Overland Park, KS 66213 USA
Telephone: (913) 339-9356
Email: info@acbsp.org
www.acbsp.org

**Commission on Accreditation of Athletic Training Education (CAATE)**
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184
Telephone: (512) 733-9700
www.caate.net

**American Speech-Language-Hearing Association (ASHA)**
2200 Research Boulevard
Rockville, MD 20850-3289 USA
Telephone: (301) 296-5700
www.asha.org

# Notice

Moravian's academic catalog contains the most accurate information available at the time of publication. Because the catalog is now published in an online format, it is updated regularly throughout the year, as appropriate. Moravian 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 has adopted an Emergency Preparedness Plan that provides contingency procedures for Moravian University administrators, staff, faculty and students in the event of a campus emergency.  For more information, please see the Campus Safety website.  The University has an Emergency Notification System that allows the institution 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 AMOS.

# 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 University, 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 University abides by the Student Right-to-Know, the Campus Security Act of 1990 and the Higher Education Act Reauthorization of 2008. The University 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.** Moravian'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 University 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 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 University, Bethlehem, Pennsylvania 18018 (610-861-1360).

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

# Complaint Process

Moravian University 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 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 Moravian'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 University is a member of the American Council on Education, the National Association of Independent Colleges and Universities, the Pennsylvania Association of Colleges and Universities, the Association of Independent Colleges and Universities of Pennsylvania, the Council of Independent Colleges, the New American Colleges Consortium, and the Annapolis Group.

Moravian University 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 Moravian's annual candlelight Christmas Vespers in Central Moravian Church, attended by more than 6,000 people.

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

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

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

Moravian'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 University 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 Moravian's academic center for these two disciplines to be located on this historic site. The Hurd Center for Music and Art encompasses six buildings, including the Single Brethren's House and the Payne Gallery, as well as Foy Concert Hall, which was added in 1982. The Hurd Campus provides a variety of classroom, practice, recital, performance, and exhibition spaces in a unique and beautifully restored setting. There are three residential options for students on the Hurd Campus: Main Hall (all women), Clewell Hall (all men), and the HILL (a co-ed residence built in 2009); and one dining facility (Clewell Dining Hall).

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

The University 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. Moravian University students utilize the Priscilla Payne Hurd Education Center, Trexler Hall, and the hospital facilities of this campus. Allied health and nursing students also use facilities throughout the Lehigh Valley operated by St. Luke's University Health Network.

# STUDENT LIFE

## Student Handbook

The Student Handbook website is designed to provide easy access to information that is relevant to all students of Moravian University and Moravian Theological Seminary (also referred to as "Moravian University" or "the University"). Although the intended audience of the Handbook is all currently enrolled students, some sections may not be applicable to all populations. When appropriate, this is noted.

Content within the Handbook is subject to change as the University deems necessary to fulfill its mission or respond to evolving circumstances. Such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. The University will make reasonable efforts to inform the campus community of significant changes in a timely manner.

All students should review the Handbook in its entirety and are expected to be familiar with its content. This can be accomplished by navigating the menus on the left side of the screen and following links to important policies and information. The gray box at the bottom of the screen will always include important links, regardless of where you are in the Handbook website.

Below are some highlights intended for ease of use, but should not be reviewed solely as a substitute to reviewing the entire Handbook.

## Handbook Highlights

- All students are accountable to the Academic Code of Conduct and the Student Code of Conduct. All recognized student organizations (RSOs) are additionally accountable to the Student Organization Code of Conduct.
- Residence Life and Housing Policies apply to residents and their visitors. This means that commuter students should be familiar with these policies to prepare themselves when visiting friends at a University residence.
- A range of academic services and resources are available to support your learning. These include academic advising, tutoring, writing support, disability accommodations, faculty referrals, and access to library resources.
- Parking policies apply to all students.
- Logging into or otherwise connecting to the campus network implies acceptance of the institution's policies on acceptable use of computing resources.
- Email is the official mode of communication for the University and students are expected to check their University email account daily. It is recommended that students check their spam folder regularly to ensure they do not miss an important message that may have been mistakenly filtered there.
- Monitor your student account on AMOS to ensure you meet your financial obligations. Aid recipients are also expected to know and comply with the rules governing financial aid.
- All students, including commuters, can participate in campus events and activities. Be sure to explore all opportunities to get involved with the campus community!
- Additional information relevant to graduate students can be found in the Graduate Student Handbook.
- Additional information relevant to Moravian Theological Seminary students can be found in the Seminary Handbook.

## Recent Updates

Every effort will be made to notify the campus community when significant changes are made to the Handbook. Some recent updates will also be listed here:

- The Health Center has changed its name to Health Services. The new web page is https://www.moravian.edu/health-services and the new email address is healthservices@moravian.edu.
- The Student Organization Code of Conduct's Sanctions section has been expanded to provide more detail about the types of sanctions that may be imposed.

## Non-Discrimination Statement

Moravian University aspires to be a welcoming community that embraces and values the diversity of all members of the campus community. We strive to accept the uniqueness of all individuals and cultivate an environment that respects, affirms, and defends the dignity of each community member. We are committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free

from discrimination, harassment, and retaliation.

Moravian University does not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of actual or perceived age (40 years and over in the employment context), caste, citizenship status, color, disability status, ethnicity, familial status, gender expression, gender identity, genetic information (including family medical history), marital status, national origin (including ancestry), pregnancy or related conditions, race, religion, sex, sexual orientation, veteran/military status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies. In compliance with the requirements of Title IX, Moravian University does not discriminate on the basis of sex and does not tolerate such harassment or discrimination by or against any member of our campus community.

Concerns regarding discrimination (including sex/gender discrimination and sexual harassment in admission/employment) should be directed to:

**Becki L. Achey**
Equal Opportunity and Title IX Coordinator
1309 Main St. (Room 101)
(610) 625-7023
equalopportunity@moravian.edu
Mailing address:
Moravian University
1200 Main St.
Bethlehem, Pennsylvania 18018

Concerns regarding gender and equity in athletics should be directed to:

**Rebecca May**
Associate Athletic Director (Deputy Title IX Coordinator)
109 Johnston Hall
Moravian University
1200 Main St.
Bethlehem, Pennsylvania 18018
(610) 625-7791
mayr@moravian.edu

Concerns regarding the application of Title IX should be directed to:

**U.S. Department of Education**
Office of Civil Rights
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
(215) 656-8541
ocr.philadelphia@ed.gov

Harassment/discrimination and/or sexual harassment/violence can be reported online anytime (can be anonymous) at www.moravian.edu/titleix. Grievance procedures can be found in the institutional Equal Opportunity, Harassment, and Non-Discrimination Policy at www.moravian.edu/policy.

# Student Life at Moravian

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

# Your Home At Moravian

More than 65% of undergraduate students live on-campus. The residence hall environment provides students with opportunities to learn from one another as well as about themselves. Living in a residence hall helps students realize the effect of their actions on those around them, develop sensitivity, and enhance skills in interpersonal relationships.

All full-time undergraduate students are guaranteed and are expected to live on-campus, or commute from their permanent address. The University reserves the right to offer off-campus housing to a select number of eligible students.

# Get Involved

Moravian University is for students who are ready to engage, create, and lead. We're not about sitting still; we're about finding your purpose, pursuing your passions, and making an impact. Our 85-acre campus is brimming with opportunities. Dive into community engagement, showcase your talent in the arts, connect through Greek life. Can't find your niche? We give you the freedom and resources to build it.

## Clubs and Organizations

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

## Events on Campus

Find events happening on campus and in the community.

## Community Service

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

## Services and Support

### *Health and Safety*

Health Center
Counseling Center
Campus Police

### *Diversity and Inclusion*

The Center for Inclusive Excellence
Office of Spirituality and Inclusion
Office of Disability & Accommodations

## Student Life Resources

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

Academic Support
Accessibility Services Center
Campus Police
The Center for Career and Civic Engagement
The Center for Global Education
The Center for Inclusive Excellence
Counseling Center
Event Management
Dining & Meal Plans
Greek Life
Health Center
Office of Student Development
Office of Spirituality and Inclusion
Residence Life and Housing
Student Engagement

# ADMISSION

## Undergraduate Admission

Moravian University offers students a private education they will not find anywhere else: personal attention and preparation for life with a record of success longer than our nation's history. It's time to discover your brilliance.

### *Who do you want to be?*

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

**First-Year Applicant**

**Transfer Applicant**

**International Applicant**

**Veteran Applicant**

### *Visit Moravian*

How do you figure out if Moravian University is the right fit for you? Experience it for yourself with one of our on-campus or online visit options!

### *Affordability*

We're committed to making your private education as affordable as possible! Meet with one of our financial aid experts to discuss your options.

### *Meet Your Counselor*

Our admission counselors would love to connect with you—they might even visit your high school! Reach out to learn more about the Moravian undergraduate experience.

## *Wellness*

Moravian University is where student wellness, mental health support, and academic and career resources take center stage.

## *Why Moravian?*

It's all about the experience! The opportunities here are transformational. Here's a preview of what you'll experience as an undergraduate Moravian University student:

## The Elevate Experience

Elevate is all-encompassing—it's four years of challenging academics, engaging student life, the latest Apple technology, and hands-on career exploration and support. Every aspect is designed with your future in mind. No matter your major or area of interest, your experience at Moravian will be centered around four essential elements: Teamwork and Leadership, Global Perspective, Work Experience, and Career Support.

## Majors and Minors

Moravian University offers more than 70 programs of undergraduate study! Don't see the major or minor you're looking for? No worries—you can self-design! Work with a department advisor to develop and accomplish your program and career goals.

## Outcomes

The value of a Moravian University education is more than just a number. It's greater than our stellar career placement rate or excellent sophomore retention scores. It's more powerful than our network of active alumni spanning states and countries. It even outshines our lifetime career support and services.

## How can we help?

The college search process
can be intimidating—let us guide you through.

Student Athletes
Parents & Families
Secondary School Counselors
Spanish Speakers

## Connect with Us

To find out more about Moravian's Elevate experience, contact your admission counselor at (610) 861-1320 or admission@moravian.edu. We can't wait to hear from you!

# TUITION & FEES

## Tuition Refund Policy

Full-time undergraduate students who officially withdraw from Moravian University 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's official Academic Calendar.

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

| Date of withdrawl | 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/rlh/policies-and-procedures)
- Tuition Overload Fees
- Lab Fees (Chemistry, Biology, Physics, Art, etc.)
- Art Kit Fees
- Course Fees (Nursing, Music, Education, etc.)
- Course Material Fees
- 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 prorated on a weekly basis for students who have a meal plan assignment during the semester they withdraw.

**Administrative Withdraw or Withdrawal by the University**

When a student has been withdrawn by the University for any reason after the semester begins, which may include Administrative Withdraw, suspension or expulsion from the University 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 University or University-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 University 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, Nursing or Clinical Counseling
- RN to BSN
- Adult Undergraduate or Adult Post-Bac Students
- Graduate Students in the Moravian Seminary Program
- DAT (Doctorate of Athletic Training) Program

Refunds for any course that is billed by unit or credit hour are calculated based on the official course withdraw date as indicated by the Registrar's Office. Students are responsible for following proper procedure for officially dropping/withdrawing from any course. Last date of recorded attendance will NOT be used as the date to determine the appropriate tuition refund amount for any course. Any course that operates in a standard 16 week fall/spring term will be held to the same tuition refund schedule as the Undergraduate DAY refund schedule. Class schedules that operate in shorter duration will have 100% tuition refund through the scheduled drop/add period of that course. After the drop/add period, up to 75% of tuition would be refunded through the first 25% of the course length (based on number of days in the course). Once the student's withdraw date exceeds 25% of the scheduled length of the course, no refund will be given.

**Tuition Refund Policy for Cohort Programs**

Includes the following (but is not limited to):

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

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

**Tuition Refund Policy for Dual Enrollment (Course Taken at High School)**

Students may withdraw from the course any time prior to the end of the fifth week of instruction at the high school for 100% tuition refund. In order to qualify for 100% tuition refund, the student must notify both the high school teacher and Moravian's Office of Admission (admission@moravian.edu) in writing by the course withdrawal deadline. At the start of the sixth week of instruction, there is no opportunity to withdraw and no refund.

**Appealing the Tuition Refund Policy**

Students who formally withdraw from the University 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 Withdrawal by the University.

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

- Registering for the wrong course or having no knowledge of being registered
- Misinterpretation, lack of knowledge, understanding, or failure to follow official drop/withdraw procedures
- Non-attendance or minimal attendance in class
- Inadequate investigation of course requirements prior to registration and attendance
- Non-qualification of financial aid and/or scholarships
- Financial hardships
- Textbook, software, hardware, or technical difficulties
- Failure to meet course prerequisites
- Other personal errors in judgment involving transportation, childcare, availability of finances, academic ability, and time management

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

# EDUCATIONAL PROGRAMS

## Glossary

Some of the words and phrases used in this catalog may be unfamiliar. The following definitions are provided to help students comprehend the material contained in this document. Any questions concerning the content of this catalog or of any other University publication should be directed to the Office of the Provost.

**Academic year,** a period running approximately from late August through May, including fall, winter, spring and summer term.

**Accredited,** approved by an accrediting agency recognized by the US Department of Education and deemed acceptable to Moravian University.

**Certificate, graduate,** an organized and approved program of study leading to a stand-alone certificate; graduate certificates are composed of a minimum of 12 graduate credits and normally can be completed in a year or less.

**Certificate, post-secondary,** an organized and approved program of study at the baccalaureate level, leading to a stand-alone certificate; post-secondary are composed of a minimum of 3.75 course units and a maximum of 7.50 course units; certificates can normally be completed in a year or less.

**Certification, teacher,** public-school teacher certification for the Commonwealth of Pennsylvania and those states having

reciprocity agreements with Pennsylvania.

**Course,** an organized series of lessons focused on a particular subject.

**Course unit,** a measure of academic credit equivalent to four semester hours of credit. Full-time students normally enroll in four course units (16 credit hours) in a single fall or spring term. Three units (12 credit hours) are the minimum to be considered a full-time student. Full unit courses generally meet for 50 hours during a normal fall or spring term, and require at least 8 hours of work per week outside class (including but not limited to reading, research, music practice time, field reports, writing assignments, journals, etc.). Hours in and out of class may vary based on disciplinary differences. See the institution's credit hour policy for more information.

**Credit Hour**, a measure of academic credit for graduate programs. A minimum of 44 hours in and out of class is required for each graduate credit hour, though this may vary based on disciplinary differences. See the institution's credit hour policy for more information.

**Cross-listed course,** a course that fulfills requirements in more than one discipline or subject area and is listed under both. Students register using the discipline listing relevant to their requirements.

**Elective**, a course chosen for a student's program of study that is not required for the major or minor or in fulfillment of the requirements of Learning in Common. In certain majors or in certain categories of liberal education, a student may choose a restricted elective from a limited array of courses that satisfy a requirement or may choose a general elective from among all courses offered in a discipline.

**First-year student,** a student enrolled in university for the first time.

**Freshman,** a student who has completed fewer than 6.75 course units, regardless of the number of years enrolled.

**GPA**,quality-point average. Note that the institution does not round GPAs, but rather truncates GPAs after the hundredths place in all case (term, cumulative, major, and minor)

**GPA, term,** the average of quality points for all course units scheduled in a given term.

**GPA, cumulative**, the average of quality points for all course units scheduled to date.

**GPA, major,** the average of quality points for all course units taken in the major department, numbered 110-199, 210-299, and 310-401, both required and elective.

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

**Half-course unit**, a measure of academic credit equivalent to two semester hours of credit.

**Junior,** a student who has completed 14.75-22.74 course units.

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

**Overload,** any course unit or fraction of a course unit scheduled beyond the maximum full-time load during a single term; Course Overload.

**Quality points**, numerical points assigned to letter grades, e.g., A = 4, A– = 3.67, etc. A complete list is given in the section on academic regulations.

**Scheduled course,** any course which appears on the student's transcript, including any course from which the student has withdrawn with a grade of W or WF.

**Senior,** a student who has completed 22.75 or more course units.

**Sophomore**, a student who has completed 6.75-14.74 course units.

**Student, full-time, graduate,** a student enrolled in nine or more graduate credits during a term.

**Student, full-time, undergraduate,** a student enrolled in three or more course units during a term.

**Student, part-time, graduate**, a student enrolled in fewer than nine graduate credits during a term.

**Student, part-time, undergraduate,** a student enrolled in fewer than three course units during a term

.

**Student, post-baccalaureate**, a student possessing a bachelor's degree who is enrolled in a program of study leading to a post-secondary certificate, teacher certification, or additional bachelor's degree, but not in a graduate degree or certificate program. Definitions of full-time and part-time status for post-baccalaureate are the same as for undergraduate students.

**Summer sessions**, periods of three, four, six, or eight weeks in May, June, July, and August, during which a student can earn academic credit in intensive courses. Study in one or more summer sessions (including May Term) may be combined for financial aid eligibility.

**Term, fall or spring,** a period of approximately 15 weeks, during which students take courses and earn academic credit. Summer sessions are defined above.

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

## Course Modalities

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

- **In-Person** – A course that is taken through face-to-face meetings on campus. Students will be expected to attend all in-person sessions on campus.
- **In-Person with Classroom Connect** – A course that is taken through face-to-face meetings on campus but that allows some exceptions for students who cannot attend in person to attend through video conferencing (Zoom). Permission to attend through Zoom is required from the professor.
- **Online Synchronous** – A course that is taken through an internet platform such as Moravian's LMS, Canvas, with live, real-time video conferencing sessions on specific days and times. There are no in-person sessions. Faculty will organize live, online sessions that students are expected to attend.
- **Online Asynchronous** – A course delivered through an internet platform such as Moravian's LMS, Canvas, with no live, real-time video conferencing sessions.
- **Hybrid** – A course that is taken through both online and in-person sessions. Faculty will expect students to attend a mix of live online and in-person sessions, and the specific schedule of these will vary by course.
- **Accelerated** - a course which is offered in fewer weeks than a normal 15-week semester.

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

## Credit Hour Policy

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

## The Policy

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

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

## The Practice

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

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

**OR**

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

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

**OR**

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

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

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

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

## *Examples of Additional Academic Activities

service learning
field work or clinical hours
attendance at concerts, dramatic performances, poetry readings, lectures
viewing of films outside of class time
attendance at departmental colloquia
supervised problem solving sessions, e.g., supplemental instruction meetings
weekly group tutoring sessions or study/review sessions organized by the course instructor
writing conferences with faculty or a Writing Center tutor
advising sessions related to First-Year Seminar
participation in outside of class experiments
conducting science labs or experiments outside of class
group project meetings and/or group work outside of class
attendance at departmental student research presentations
participation in local or regional conferences
participation in community projects
field trips
organizing campus events as part of course requirements
library instruction outside of class
participation in electronic discussion boards, chat rooms, blogs, wikis, or other online assignments
participation in weekly conversation sessions in foreign languages outside of class time, including participation at meetings of the Spanish, French or German Clubs
participation in weekly discipline-based organizations or clubs, such as History Club or Tri-Beta
individual meetings with the instructor

# Educational Programs

## Degrees & Programs of Study

**Art**

Art, B.A.

*The following tracks are available:*

Art Education
Art History and Criticism
Graphic and Information Design
Studio Art - Photography-Media Concentration
Studio Art

Art, B.F.A.
*The following tracks are available:*
Graphic and Information Design
Studio Art - Photography-Media Concentration
Studio Art

**Behavioral & Community Health**
Master of Arts in Clinical Counseling, MACC
Master of Arts in School Counseling, MASC
Master of Social Work, MSW
Master of Arts in Student Affairs Counseling, MASAC

**Biochemistry**
Biochemistry, B.S.

**Biological Sciences**
Biology, B.S.

**Chemistry**
Chemistry, B.S.

**Communications & Media Studies**
Communications & Media Studies, B.A.

**Business & Economics**
Accounting, B.S.
Business Management, B.A.
Economics, B.A.
*The following tracks are available:*
Managerial Economics
Public Policy Economics
Quantitative Economics
Finance, B.A.
International Management (French/German/Spanish), B.A.
Management, B.A.
*The following track:*
Sport Management
Marketing Analytics, B.A.
Marketing Management, B.A.
Supply Chain Management, B.A.

**Education**
Art Education (pre-K to grade 12 certification)
Autism Endorsement
Early Childhood Education (pre-K to grade 4 certification)
Early Childhood Education English as a Second Language
Early Childhood Education Special Education
English as a Second Language Program Specialist
Foreign Language Education (pre-K to grade 12 certification) in the following disciplines:
French
German
Spanish
Master of Art in Teaching, MAT
Master of Education in Curriculum & Instruction, M.Ed.
Middle Level Education (grades 4-8 certification)
Music Education (pre-K to grade 12 certification)
Online Instruction Endorsement
Principal Certification
Reading Specialist (pre-K to grade 12 certification)
Secondary Education (7-12 certification)
in the following disciplines:
Biology
English
General Science
Mathematics
Social Studies
Social Emotional and Behavioral Wellness (SEBW) Endorsement
Spanish Certification Grades PreK-12
Special Education PreK-12 (certification)
Supervisory Certification

**English & Writing Arts**
English, B.A.
with option of Certification in Writing Arts

Environmental Science & Studies
Environmental Policy and Economics, B.A.
Environmental Science, B.S.

**Global Religions**
Religion, B.A.

**History**
Historical Studies, B.A.
History, B.A.

**Mathematics and Computer Science**
Computer Science, B.S.
Data Science, B.S.
Mathematics, B.S.
*The following tracks are available:*
Actuarial Science
Applied Mathematics
Pure Mathematics

**Modern Languages & Literatures**
French, B.A.
French and Francophone Studies, B.A.
German, B.A.
German Studies, B.A.
Spanish, B.A.

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

**Music**
Music, B.A.
*The following tracks are available:*
Music (general)
Music technology and audio recording
Pre-music therapy
Music, B.Mus.
*The following tracks are available:*
Composition
Music Education
Performance
Sacred Music

**Neuroscience**
Neuroscience, B.S.
*The following tracks are available:*
Behavioral Neuroscience
Cellular Neurobiology
Cognitive Neuroscience

**Nursing**
Nursing, B.S.N.
Master of Science in Nursing M.S.N.
Doctor of Nursing Practice, DNP.

**Philosophy**
Philosophy, B.A.

**Physics**
Physics, B.A. or B.S.
Engineering (Cooperative), B.A.
Geology (Cooperative), B.S.

**Political Science**
Political Science, B.A.
*The following tracks are available:*
Citizenship in Theory and Practice
Global Politics and International Political Awareness

**Psychology**
Counseling Psychology, B.A.
Psychology, B.A.

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

**Rehabilitation Sciences**
Athletic Training, M.S., D.A.T.
Health Sciences, B.S.
*The following tracks are available:*
Pre-Athletic Training
Pre-Occupational Therapy
Pre-Physical Therapy
Communication Sciences & Disorders
Occupational Therapy Doctorate, OTD
Occupational Therapy, M.S.O.T.
Physical Therapy, DPT
Speech-Language Pathology, MS-SLP

**Sociology and Anthropology**
Sociology, B.A.
*The following tracks are available:*
General Sociology
Criminal Justice and Law

## Minors and Certificates

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

Minors are also available in:

- Africana Studies
- Anthropology
- Art History
- Dance
- Environmental Studies
- Ethical Studies
- Forensic Auditing
- Graphic Design
- Health Humanities
- International Studies
- Marketing
- Medieval Studies
- Peace and Justice Studies
- Photography
- Psychology
- Public History
- Statistics
- Theatre
- Women's, Gender and Sexuality Studies

Certificates are also available in:

- Ethics
- Finance
- Indigenous Studies
- Spanish for Healthcare Professionals

Education Certificates:

- Education

Post-Baccalaureate Certificates:

- Speech-Language Pathology

Post-Master's Certificates:

- Nursing
- Nurse Educator Certificate
- Nurse Administrator Certificate
- Clinical Nurse Leader Certificate
- Family Nurse Practitioner Certificate
- Adult-Gerontology Primary Care Nurse Practitioner Certificate
- Adult-Gerontology Acute Care Nurse Practitioner Certificate
- Student Affairs Administration Certificate

Post-Professional Occupational Therapy Certificate:

- LifeSteps 360: Healthy Life Skills Coaching & Consulting Certificate

## Self-Design Majors or Minors

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

## Degree Requirements

The requirements for the baccalaureate degree are:

1. Completion of 30 course units of study (33 or more for the B.Mus. and other degree programs where indicated) with a cumulative GPA of 2.00 including:

- Completion of the program of studies outlined in the section on Learning in Common.
- Completion of at least one writing-intensive course per major in the student's major program (please see specific departmental requirements, where appropriate); double majors are required to complete one writing-intensive course per major.
- Completion of all requirements for a major with a cumulative GPA of 2.00 or higher for all course both required and elective, identified as counting towards the major. Please note that co-requisite and pre-requisite courses that are not listed as being part of a major do not count in the major GPA. (Please review the catalog requirements for a list of major courses.) In the case of an interdepartmental major, the average of all course units in Set I and Set II must be 2.00 or higher. Unlike the overall cumulative GPA, in which both grades of any repeated course are counted, the cumulative GPA in the major includes only the higher grade earned in a repeated course. A repeated course will count only once toward the total required course units.
- Completion of the final 12 course units for the degree as a degree candidate in residence at Moravian University or in programs approved by Moravian University and as a student in the day session.

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

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

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

## Degree Requirements for Transfer Students

To transfer to Moravian University, students must be in good academic and disciplinary standing at another college or university that is approved by an accrediting agency acceptable to Moravian University. In order to receive a degree from Moravian University, a transfer student must be enrolled at the University for no fewer than two fall or spring terms of study and complete no fewer than 12 course units. At least half the courses required for the student's major within the major department must be taken at Moravian University unless the number required is reduced by the department.

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

Only courses passed with a grade of C (not C–) or higher or the equivalent, as determined by the University, are considered for transfer of credit to Moravian University. No more than 20 course units (80 semester hours of credit) will be accepted in transfer from

accredited institutions toward a degree at Moravian.

All the requirements for a degree (listed above under degree requirements) must be met by transfer students, except as noted in the following paragraph. Work transferred from another institution may satisfy some of these requirements. Students who successfully complete an A.A., A.S. or B.A. or B.S. degree prior to enrolling at Moravian University are exempted from completing Learning in Common, with the exception of a U1 or U2 course, which must be completed in a letter-graded course at Moravian University. All other transfer students must fulfill the requirements specified in the Learning in Common curriculum, completing either the two Upper-Division courses or one Upper-Division and one Multidisciplinary course at Moravian University. LEARNING IN COMMON in addition to their majors, all Moravian students (except those in the Add-Venture program) are required to complete a program in general education to acquire a well-rounded liberal arts education.

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

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

# Learning in Common (LinC)

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

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

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

As part of LinC, students must complete at least one WI course per each chosen major as is described in their respective curricula (some majors have/require multiple WI-conferring courses). In WI courses, students will produce writing that reflects an awareness of context, purpose, audience, and genre conventions, particularly within the written genres of their major disciplines and/or career fields. Students with an interdepartmental or individually designed major must include and complete a writing-intensive course as part of the program.

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

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

# Summary of Requirements for Learning in Common

**Academic Requirements**

Foundational Categories

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

Multidisciplinary Categories (4 or 5 courses)

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

Upper-Division Categories (1 or 2 courses) (Open to juniors and seniors only, or with permission of the instructor.)

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

Other Requirements

- Writing across the curriculum

A description of each course category follows. Those courses that have been approved at the time of publication are marked (F2, M3, etc.) to indicate the requirement they can fulfill.

# Foundational Categories: Detailed Description

**F1: First-Year Writing**

All Moravian first-year undergraduates take one or two First-Year Writing courses. First-Year Writing helps students transition to college life by outlining academic expectations and helping students to develop the skills of critical reading, research, argumentation, revision, and reflection. In these courses, students will generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. Students work collaboratively with classmates, the professor, and the course writing fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian.

To meet the F1 requirement, a student may do one of the following:

- Complete LinC 101: First-Year Writing Seminar (F1), which is for first-year first-semester students only; or
- Complete the two semester course sequence of Writing 101: College Reading and Writing, which is for first-year first-semester students only, and LinC 102: Writing Seminar (F1), which is open to all students; or
- Complete the two semester course sequence of Writing 105: College Reading and Writing for Multilingual Learners I and Writing 106: College Reading and Writing for Multilingual Learners II (F1).

Writing at Moravian will suggest an appropriate First-Year Writing placement in consultation with the student and advisor.

**F2 Quantitative Reasoning**

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

**F3 Language Study**

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

- Complete Language 100-105, Language 105-110, Language 105-111 (the lower level must be completed first); or Language 110, 111, 120, or 125 in any one language offered at Moravian; or
- Complete an analogous sequence of courses at another institution; or
- Complete a semester of approved study focused on any subject in a country whose primary language is not English; or
- Attain a score of 4 or better on the Advanced Placement Examination in any modern language before entering the College (for which the student will receive one unit of course credit); or
- Attain a score of 14 or higher on the NYU language exams. Credit awards are based on minimum scores. NYU offer exams in over 60 languages. Credit for NYU language tests will be given as follows: 1 unit (4 credits) for the 12 point exam and 2 units (8 credits) for a 14 point exam.

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

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

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

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

Students enrolled in the RN-BSN degree-completion program may meet the F3 requirement for LinC by completing either SPAN 100 and SPAN 105 or by simply completing SPAN 105 if this is the level of language at which they begin the F3 sequence. The rationale for this decision is based on the fact that SPAN 110 is not offered in a format appropriate for the EA/EF student population. Similarly, students who transfer in a 100-level language other than Spanish will have the second part of the F3 requirement waived because language courses, outside of SPAN 100 and SPAN 105, are not offered in a format appropriate for the EA/EF student population.

**F4 Science (lab requirement)**

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

## *Multidisciplinary Categories: Detailed Description*

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

**M1 Historical Studies**

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

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

**M2 Literature**

Literature is humankind's written record of what it is to be alive. It gives voice to the imagination as it chronicles the human condition. Courses in this category should provide perspectives from which students can understand themselves, their own society, and societies and cultures other than their own. This will be gained through examination of an appropriately large time or place and a variety of authors.

### M3 Ultimate Questions

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

### M4 Economic, Social, and Political Systems

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

### M5 Cultural Values and Global Issues

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

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

Each course should include significant study of the lives of the less powerful as well as the lives of political, economic, or social elites. Students should become more aware of their own cultural values and the common issues we face, and thus be more prepared to contribute positively to our global future.

### M6 Aesthetic Expression

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

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

- Marching Band
- Moravian University Big Band
- Moravian University Choir
- Moravian University Community Orchestra
- Wind Ensemble

## *Upper-Division Categories: Detailed Description*

### U1 The Social Impact of Science

Courses in this category will examine the impact of selected areas of science and technology on contemporary society. These courses give students a chance to understand relevant scientific principles and technological innovations

and their impact on contemporary society. Possible areas of focus may include nuclear power, science and religion, evolution and creationism, the choices and trade-offs of energy production, the problems of toxic waste disposal, the economic costs of modern health care, or the impact of the Internet on journalism. Through taking courses in this category, students acquire an informed perspective of the role of science and technology in their lives and in society.

**U2 Moral Life**

Courses in this category will have two focuses. One is an introduction to two or more frameworks for reflection upon a moral life. The other will be two or more significant contemporary issues that will be explored in light of these theoretical considerations. Possible issues or topics include racism in America, sexism, moral traditions of non-Western societies, war and peace. In these courses, students will learn that moral issues are typically more complex than they appear to be and that informed decision-making about them requires interdisciplinary understanding. Students will grapple with their own values and moral positions, and their capacity for moral discernment, criticism, and argument will be enhanced.

# Moravian's Integrated Learning Experience (MILE)

The undergraduate general education curriculum, known as Moravian's Integrated Learning Experience (MILE), embodies Moravian University's mission by allowing students to engage with the richness of a liberal arts community, reflect on their diverse experiences and connect them to their study of focus (major), and articulate the transferable skills that they have gained through their education.

This curriculum, designed for students entering Moravian in Fall 2025 and after, integrates knowledge, attitudes, and skills to promote critical inquiry, creativity, and reflection while connecting disciplinary areas of study with larger networks of learning experiences.

# *Program Overview*

MILE is a 10-unit general education program designed to enhance liberal arts education and complement professional studies.

**Note**: Transfer students entering into Moravian University in the 2025-2026 academic year will enter the LinC General Education program (https://www.moravian.edu/catalog/educational-programs/learning-in-common). All transfer students may contact Executive Director of Transfer Enrollment, Erika Mondok, at mondoke@moravian.edu with any questions.

## *Integrated Learning Communities*

*2 Units*

A Foundational Literacies course (MILE 101) is paired with a second introductory-level course (MILE 102) so cohorts of first-year students can explore an overarching topic through the viewpoint of two different disciplinary lenses.

## *University Foundations*

*0.5 Units*

By participating in various experiences and events on campus, students will be able to personally, socially, and academically adjust to Moravian University.

# Paths to Knowledge

*6 Units*

Students take at least one 1-unit course in each of the following paths to knowledge: creativity, global connections, humanistic inquiry, logic and reasoning, scientific process, and social systems.

**Student Learning Outcomes:**

## *Creativity*

- Develop creative processes to explore different models or ways of thinking
- Demonstrate and evaluate different frameworks/ principles of innovative or creative thinking
- Engage in a creative experience or produce some form of creative expression
- Create a new object, idea, approach or solution, or adapt and model an exemplar
- Reflect on alternate, divergent, revisionist, or contradictory perspectives in relation to the creative experience

## *Global Connections*

- Within the context of the course, define global diversity
- Describe how individual actions affect both local and global communities and how communities and cultures shape individuals

- Analyze the complexity of major global issues
- Reflect on the ways that regional and power differences and/or ideologies shape peoples' understanding and assessment of various global issues

### *Humanistic Inquiry*

- Critically analyze and interpret the contexts, meanings, and purposes of cultural artifacts
- Apply intellectual and/or experiential methods and approaches for study, analysis, and/or expression of the human experience
- Reflect upon worldviews that demonstrate different ways of narrating and expressing the meaning of human experience

### *Logic and Reasoning*

- Explain rules of inductive and/or deductive reasoning
- Evaluate the validity of the evidence
- Apply techniques to discern patterns from the synthesize of multiple observations AND / OR apply techniques to make appropriate inferences based upon available evidence
- Use formal reasoning to evaluate one's own arguments and identify and evaluate the arguments of others

### *Scientific Process*

- Articulate the scientific method to evaluate a hypothesis, answer a question, and analyze results or outcomes to reach conclusion
- Demonstrate an understanding of the breadth and nuances of scientific disciplines in the world
- Explain the place of science in a broader context through the application of foundational scientific knowledge to real world problems and evaluation of ethical standards associated with scientific experimentation
- Communicate the value of scientific literacy and its importance to society
- Evaluate the impact of scientific discovery and its historical influences

### *Social Systems*

- Explain how qualitative or quantitative methods are used to explore behavior and social organization
- Recognize and evaluate social, behavioral, and/or environmental forces that contribute to the complexities of social systems
- Analyze the roles, relationships, and interactions of individuals and/or groups within larger social contexts

## Beyond The Classroom

*6 Units*

- Designed to take students outside of the normal classroom environment, Beyond the Classroom includes experiences such as study abroad, research, internships, performance, practicums, honors, clinicals, and student teaching.

**Student Learning Outcomes:**

- Learn from diverse communities and/or cultures through credit-bearing experiences such as research, study away, performance, exhibition, internship, clinical experience, field experience, and/or civic engagement
- Work collaboratively and communicate effectively across and/or within communities/contexts
- Recognize and understand multiple ideas, theories, perspectives and methods, and examine their ability to address challenges
- Reflect on and analyze experiential learning activities with respect to one's own goals and accomplishments

## Connections

*1 unit*

The curriculum concludes with a connection back to the student's major, ideally in the form of a capstone course and professional development. Students will complete a reflective digital portfolio and integrate their general education experiences with their disciplinary expertise.

**Student Learning Outcomes:**

- Adapt and apply skills, abilities, theories, or methodologies gained in general education to solve problems or explore complex issues with an interdisciplinary lens
- Describe any connections between non-curricular/extracurricular experiences (e.g. outreach, internships, scholarship, community service, athletics, employment) and the major
- Explain how the general education curriculum ties into their chosen field of study
- Reflect on vocational/professional development
- Finalize a reflective digital portfolio

## *Transferable and Guided Skills (TAGS)*

As students progress through their university experience, the transferable skills that they are learning across the entire curriculum will be recognized in the form of

Transferable and Guided Skills (TAGS). Students will attain the following TAGS before graduating (a total of 10 TAGS).

## *Critical Reading (x2)*

*One of the two Critical Reading TAGS is built into the Integrated Learning Communities.

**Student Learning Outcomes:**

- Utilize active reading strategies (via annotation, note taking, etc.) to aid comprehension and interpretation of texts
- Analyze texts using context appropriate approaches and lenses
- Identify texts within and across genres, disciplines/ discourse communities, and rhetorical situations
- Use textual evidence to substantiate interpretations and arguments
- Recognize and reflect on ideologies presented within texts

## *Cultural and Linguistic Competencies*

**Student Learning Outcomes:**

- Examine contemporary and/or historic culture(s) through lenses, which may include language, customs, beliefs, and/or contributions to global society
- Identify and analyze how culture influences values and perspectives with respect to specific issues
- Analyze how and why complexities of human diversity are socially and/or historically constructed
- Reflect on the interdependence of humanity, cultures, and environments

## *Equity and Inclusion*

**Student Learning Outcomes:**

- Explain the differences between equality, equity, and fairness, and illustrate with specific examples
- Identify and reflect on personal biases in the context of the course
- Analyze the institutions and structures, both historical and current, that create and maintain inequalities and inequities among social groups
- Provide informed assessments of the impact of assumptions, judgments, and/or biases related to one's own and other cultures
- Practice mutual respect for people, values, beliefs, and experiences that are different from one's own
- Reflect on how advocacy has worked to remove barriers to inclusion

## *Ethical Deliberation*

**Student Learning Outcomes:**

- Identify interconnections between ultimate questions, ethical issues, and/or moral dilemmas
- Demonstrate why these questions are of critical importance to individuals and to society
- Apply ethical principles, frameworks and theories to processes regarding formation of identity, individual and social values, and/or decision making
- Critically evaluate and reflect on ethical and/or moral frameworks

## *Information and Digital Literacy*

*This TAGS is built into the Integrated Learning Communities.

**Student Learning Outcomes:**

- Articulate key elements in research questions to develop and execute a search strategy
- Investigate differing viewpoints encountered in strategic exploration of topics to develop informed arguments or hypotheses
- Recognize and evaluate diverse sources of information and use suitable resources appropriately for information needs
- Distinguish between personal ideas and the intellectual property of others to ethically use information and demonstrate academic integrity
- Communicate ideas responsibly in a variety of genres and digital media
- Reflect on one's role and responsibility in communicating and creating knowledge

## *Public Speaking*

**Student Learning Outcomes:**

- Develop skills to organize presentations effectively and deliver a central message
- Use evidence and supporting material to support the central message
- Examine various effective strategies and delivery techniques
- Use language, delivery style, and medium appropriate to the material and the setting
- Reflect on public speaking goals and self-assess public speaking abilities

## *Quantitative Reasoning*

**Student Learning Outcomes:**

- Interpret and explain numerical data represented in various forms (e.g. words, equations, graphs, diagrams, tables, models)
- Assess and communicate assumptions and limitations of numerical data
- Communicate numerical data in various mathematical

forms (e.g. words, equations, graphs, diagrams, tables, models)
- Use or evaluate the use of numerical data in support or opposition to an assertion or argument

### *Writing (x2)*

*One of the two Writing TAGS is built into the Integrated Learning Communities.

**Student Learning Outcomes:**

- Communicate effectively in scholarly, creative, public, and/or professional writing situations
- Recognize and be responsive to rhetorical situations
- Incorporate relevant and credible sources and attribute ethically for a given context
- Revise writing using self-assessment and feedback
- Reflect on process choices and conceptual knowledge of writing

Any course at the university can have up to two TAGS, including courses contributing to any major/minor or those that are otherwise components of MILE. Consult Moravian's course catalog for information about what TAGS are associated with a course.

## Reflective Portfolio

The digital portfolio is a place where students will reflect on and critically assess the connections, knowledge, and skills woven throughout the MILE program and their major(s). Students will upload assignments and reflections from the following components of the curriculum:

- Integrated Learning Community courses
- Paths to Knowledge courses
- Beyond the Classroom course
- TAGS courses (reflection only)

## Declaration of Departmental Major

In order to ensure better advising within the major and to allow departments to plan courses a year in advance, students are required to declare a major after earning 16 course units. Students who do not do so will be blocked from course registration. (Add-Venture students are exempted from this requirement.) Students who transfer to Moravian with 16 or more units will be permitted to register once without a declared major, but must declare a major before their second term of enrollment at the University. Registration holds may be lifted due to extenuating circumstances. Such holds may only be removed by the Director of Academic Advising.

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

## Minors

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

## Notes on Double Majors and Minors

In seeking to establish a second major or a minor, a student may count a course only once. For example, a student may not count Economics 152 more than once in fulfilling the requirements of a major or minor in economics, management, and accounting. An alternate course, approved by the department, must be substituted in the second major or the minor.

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

## Certificates

Moravian University offers baccalaureate-level students the opportunity to earn post-secondary certificates, in addition to their major. Students may not earn a certificate and a minor in the same field. For example, students may

not earn a certificate in history and a minor in history; however, students might use HIST375 both for their history minor and for a certificate in indigenous studies.

Certificates consist of 3.75 to 7.50 units (15 to 30 credit hours) from a single department or other organized area of study. In many cases, departments specify certain courses that must be included in a certificate. These are listed in the descriptions of the respective departments within the catalog. At least half of the course units must be taken for a letter grade at Moravian (or through cross-registration), and must include at least one course unit above the 100 level. Students must have a 2.00 GPA in all selected course units in order to be awarded the certificate..

To declare a certificate, students must complete a declaration of certificate form, which must be approved by an advisor within the program of study.

Moravian also offers post-baccalaureate and graduate certificates in selected areas. Graduate certificates are composed of a minimum of 12 credit hours of graduate study. To earn a graduate certificate, courses must be taken for a letter grade, and students must finish the courses with a GPA of 3.00 or higher in all courses in the certificate program. Post-master's certificates are also available in selected areas of study in nursing; consult with the department on requirements.

# Interdepartmental Majors

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

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

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

# Self-Designed Majors

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

# Double Majors

A student who wishes to complete full majors in two areas of study indicates one as the primary major, which determines the degree (B.A., B.F.A., B.Mus., B.S.N., or B.S.). Both majors will be noted on the transcript. Courses in each major must be independent of each other; students may not "double dip" one course between two majors, or between any major and a minor. Note that a co-requisite course for a major is not considered a course "in the major;" therefore, a course that is a co-requisite for one major can count in a second major for that student. For example, Biology majors must complete Chem113 as a co-requisite course. Chem 113 does not count towards the biology major, but that student can use Chem 113 towards a chemistry major or minor. Corequisite courses are not part of the major and, therefore, can be count toward meeting the requirements of the major or minor.

# Double Degrees (Undergraduate)

Students who wish to earn multiple baccalaureate degrees from Moravian University must complete multiple majors (one major per degree awarded), all requirements of the Learning in Common program (excepting Add-Venture students), and at least eight additional course units beyond the first degree for each additional degree. For example, a student wishing to earn two undergraduate degrees must complete at least 40 units; a student wishing to earn three undergraduate degrees must complete at least 48 units. (For students entering Moravian University in the Fall 2024 term or beyond, a student wishing to earn two undergraduate degrees must complete at least 38 units; a student wishing to earn three undergraduate degrees must complete at least 46 units.)

# Double Degrees (Graduate)

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

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

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

# Add-Venture Program

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

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

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

In order to qualify for graduation, Add-Venture students also must meet minimum graduation requirements (30 course units with a cumulative GPA of 2.00 or higher) and abide by all other policies governing student conduct at Moravian University.

Add-Venture students completing requirements for a major are expected to consult concurrently with their departmental major advisor and their Add-

Venture Program mentor. Both advisors must sign and approve the student's course selections.

**Specific instructions will be supplied to all applicants.*

# Career Planning and Preparation

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

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

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

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

# Graduate Study

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

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

# Health Professions

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

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

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

## Honors Program

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

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

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

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

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

## Independent Study/ Individualized Study/ Independent Research

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

Independent Research (IR) is faculty-student research, which can be one term or can continue over multiple semesters, during which which student(s) work on a faculty research project for several terms or years.  Students contribute to the production of new knowledge in the field.  Independent research is a repeatable course.

Students must have junior or senior standing with a cumulative GPA of at least 2.70. Transfer students must have completed one fall or spring term of study at Moravian before taking on Independent Study/ Research. Independent Study/Research may earn 0.5 to 2 units. Students may schedule no more than one Independent Study or Independent Research or Honors course unit in a term, to a maximum of four over the period of the junior and senior years.

Independent Study/Research may be taken in any term, including the summer. The Independent Study/ Research application is due no later than the last day of classes in the semester prior to the semester of study. A student may not take more than one Independent Study/Research during the summer.

## Internship

Internships are an opportunity for off-campus work, study, or both, for which a student may receive from 1 to 3 course units of credit per term for a total not to exceed 3 units of the 30 required for graduation. Internships may be taken in any term, including summer, on a full-time or part-time basis, and may assume the form of volunteer work or internships in public or private agencies, institutes, or businesses. It does not include those field experiences or internships required for completion of certain programs or majors such as education or the law and society track in sociology. The three-unit maximum on fieldwork, however, applies to the total number of units for which a student may enroll either in an elective internship or a required internship.

A faculty coordinator and an on-site supervisor share supervisory responsibility for each Internship project.

Upon completion of an Internship, the faculty coordinator consults with the field supervisor and assigns a final grade.

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

# Moravian Theological Seminary

With offices and classrooms in the Bahnson Center and Lenox House on the Main Street Campus, Moravian Theological Seminary offers graduate degree programs and offers graduate certificate programs.

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

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

# Peace Corps Prep Program

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

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

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

- Education
- Health
- Environment
- Agriculture
- Youth in Development
- Community Economic Development

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

# Pre-Law

No single major is exclusively appropriate for pre-law students. Students should choose a single major, double major or a combination of major and minor that interests them most and requires rigorous critical thinking, reading, and writing. Traditionally, majors in Political Science, History, Sociology, Economics, Philosophy, and English have been the choices of pre-law students. However, an increasing number of students in Languages, Mathematics, Public Health, and Natural Sciences have chosen to pursue advanced studies in the Law. Following the guidelines of the American Association of Law Schools (AALS) the Moravian Pre-Law program does not recommend a particular major to students who wish to go to law school or pursue law as a career. However, the University has identified certain critical experiences that are highly recommended for students in their preparation for future legal studies.

1. A class in Philosophy that includes rigorous logical reasoning, such as PHIL 110 Introduction to Logic: Critical Thinking or PHIL 220 Advanced Logic: Sentential and Predicate Logic

2. Shadowing a lawyer. The University has a list of over 100 Moravian alumni who are lawyers and ready to offer shadowing opportunities.

3. LSAT Preparation course. Contact the Director of the Pre-Law Program, Dr. Heikki Lempa, for different opportunities.

## *Special Admission Programs to Law Schools*

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

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

## Pre-Ministry

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

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

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

## RISE (Reflection, Integrity and Skill-Building to Elevate students)

As part of Moravian's ELEVATE program, through Reflection, Integrity and Skill-Building to Elevate students in their Teamwork and Leadership (TW&L) Abilities, RISE will be a four-phase experience that impacts and empowers undergraduate students to more fully realize their potential to transform their communities and the world. A period of unstructured exploration of opportunities to be involved and engaged at Moravian University will be coupled with access to and check points with each student's Career Development Strategist.

Two quarter-unit hybrid academic courses will take students on a journey into teamwork and leadership in a liberal arts context, and explore their knowledge and insights through team experiences and actual leadership positions within the campus community. A final course will have students: a) working within their cohort teams in collaboration with one of Moravian's Community Partners to impact positive change, and b) individually craft their "Personal Compass" to layout their future goals and plans to create good within their communities through their anticipated roles.

**Course Descriptions:**

**TWL 110.1 Explore and Discover What You Have to Offer.** This course will focus on meditations on personal values, the virtues of integrity, service to others, and more - to help better form one's identity and commitments relative to teamwork and leadership. Self assessments and reflection exercises will guide students as they engage with a variety of teamwork and leadership models and concepts introduced via modules created by faculty from a variety of disciplines. Students will take a broad-based journey to better understand and see themselves as team members and leaders through the lens and framework of the liberal arts. Prerequisite: students will have to show that they have been active members in at least two student groups/ organizations/teams/ extracurricular, and are current active members, at the time of registration, in one of them.

**TWL 115.1 Ascending Pathways Toward your Potential.** Prerequisite: TWL 110.1 and placement in a formal leadership role position that is connected to a team context. This will be overseen and validated by the RISE Director.

**TWL 120.2 Peak Experiences: Community Impact and Personal Compass.** The dual objective of the final RISE course will require students to: a) work within a cohort team context and in collaboration with one of Moravian's Community Partners to impact

positive change, and b) individually craft their "Personal Compass" a written proposal outlining the individual's future goals and plans to create good within their communities through their anticipated roles. Both the Team Project and Individuals' "Personal Compass" documents will be presented at the Moravian University TW&L Forum. Prerequisites: TWL 110.1 & TWL 115.1..

# Study Abroad

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

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

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

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

Students who enroll for study abroad at a school using the ECTS system (European Credit and Transfer Accumulation System) should be advised that ECTS credits count for half of a standard US credit. For example, a student who earns 6 ECTS credits will receive 3 US credits or 0.75 Moravian University units for successful completion of those credits.

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

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

# Teaching

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

# Teacher Certification

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

The programs of study leading to these certificates are described under the appropriate departmental headings in this catalog. Individual program descriptions also are available through the Education Department. See the sections on science education and historical studies for descriptions of general science and social studies programs, respectively. Students are advised to complete Education 160 and Education 130 in the sophomore year. (They must be taken in separate semesters.) Education

260 usually is taken in the fall term of the junior year and Education 360-365 in the fall term of the senior year. Education 140.2 and 244 should be taken any semester prior to student teaching. Student teaching (Education 375-378) occurs in the spring term of the senior year.

# Veteran & Military Affairs

Moravian University, a proud Yellow Ribbon Program participant, is committed to providing access and support for veteran and military-connected students. Inspired by our long and storied history of training Army and Navy cadets during the World Wars, and welcoming returning G.I.s to campus, Moravian continues to evolve with today's changing military and veteran needs.

Moravian Veteran & Military Affairs

Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code School Compliance

Moravian University will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.

2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Moravian University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Moravian University does require a covered individual complete, sign, and return the "VA Enrollment Form" to a School Certifying Official (SCO) each semester in order to authorize the SCO to submit the covered individual's certification. NOTE: A Covered Individual is any individual who is entitled to educational assistance under chapter31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

# Reserve Officer Training Corps

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

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

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

Moravian ROTC Program

# Washington Semester

As a member of the New American Colleges and Universities (NACU), Moravian University participates in the Washington Internship Institute (WII). Undergraduate students may apply to spend a semester at the WII through NACU. Students are provided with housing, internship opportunities, and coursework during their term in the nation's capital; placements are available for Fall, Spring, or Summer. For more information, visit https://nacu.edu/nacu-programs/student-programs/washington-internship-institute/.

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

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

The student bears the expenses of travel to and from Washington, room and board, books, incidentals, and the tuition charged by American University. Financial aid is available. Credit for the term's work is granted by Moravian University. The grades earned at American University are reflected on the Moravian University transcript and are factored into the student's cumulative GPA.

# ACADEMIC POLICIES & REGULATIONS

## Policy on Academic Code of Conduct

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

The institution's expectations and the consequences of failure to meet those expectations are outlined in the policy below. If a student is uncertain about their responsibility as a scholar or about the integrity and appropriateness of a particular action, the instructor should be consulted prior to the submission of any coursework or assignments in question.

TThe sections that follow outline key policies and regulations related to academic conduct. Please note that appeals of any academic policy or issue are reviewed/ heard by the Academic Standards Committee. Decisions of the Academic Standards Committee can be appealed to the provost, in writing. The president of the University does not hear appeals except where (1) new evidence is uncovered after the review by the provost; or (2) where the student making the appeal has concerns about procedural issues during the appeals process. Appeals of academic policies and issues must be made by the student on their own behalf; appeals may not be submitted by a parent, legal guardian, or attorney on behalf of a student. **Appeals to the president must be submitted in writing**.

## *Recording in Class*

Students are not permitted to record a class by any means without prior written authorization of the faculty member or, in the case of a disability accommodation, written authorization from the Office of Disability and Accommodations. Unauthorized recording may be deemed a violation of the Student Code of Conduct, and/or a violation of Pennsylvania law.

## Academic Code of Conduct

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 students and faculty in the College of Arts & Sciences, College of Health, and School of Professional Studies and Innovation; “the Committee” refers to the “Admissions and Standing Committee” for students and faculty in Moravian Theological Seminary and Lancaster 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 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 integrity 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 (defined below) as well as departmental, program, and instructor expectations. The Committee does not consider intent when reviewing suspected 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

This list is not to be considered all-inclusive 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. A student's lack of understanding of bibliographic convention and citation procedures is not considered a valid excuse for having committed plagiarism.

When writing creative or research papers in a foreign language, students may not use electronic translation services, including Artificial Intelligence (AI), without explicit permission from the course instructor. 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 Literatures.

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.

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 falsify an excuse for an absence from an examination, test, quiz, or other course requirement. Students may not falsify an excuse for an absence from class, even when there is to be no graded assessment on that day. Students who do so may be subject to consequences through the Student Code of Conduct.

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. Information is available at https://moravian.libguides.com/libraryservices/facultyResources.

## USE OF ARTIFICIAL INTELLIGENCE (AI):

Presently, Moravian University has no institutional policy regarding the use of generative AI, ChatGPT, and other such resources by students in completion of their coursework. Thus, faculty should be as explicit as possible about their AI/ChatGPT policy in their syllabi, in assignment prompts, on Canvas, and should take time to discuss this in class with students. Instructors are strongly encouraged to remind students that all work submitted or presented as part of course assignments or requirements must be their own original work unless otherwise expressly permitted by the instructor; this acknowledgement extends to the use of AI, and students are expected to cite use of ChatGPT-generated text and/or other AI tools as they would webpages, scholarly texts, and other sources that inform their work. In short, instructors and students should come to an understanding about how AI tools can support learning while also following general principles of academic integrity. Students are expected to follow the instructor's

preferences and expectations regarding the use of AI in their class.

## Filing of Violations of the Academic Code of Conduct

Any student currently enrolled at the institution may be charged with a suspected violation of the academic code of conduct, even where the violation is not tied to a specific course. Suspected 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; such suspicions should be brought to the course instructor or associate provost. When charges are tied to a specific course, the initial consequence 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 consequence 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, though 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 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 confirm the suspected violation. If they find the agree that the student appears to have violated the academic code of conduct, the instructor will, in almost all cases, assign a preliminary grade of 0 to the work in question or a failing grade in the course in which the suspected 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), as an educational consequence for the suspected violation. The Committee can decline to allow a recommended consequence 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 suspected violation are particularly egregious or if professional standards in a program leading to licensure or other professional credentials 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 by the course instructor in writing (which may be via email) of the suspected violation and initial consequence; a copy of this memo will normally be sent to the appropriate associate provost or to the Dean of the Seminaries (for students in Moravian Theological Seminary or Lancaster Theological Seminary). A message within the course management system is not sufficient. Instructors may not log a suspected violation with the Academic Standards Committee without first notifying the student in question. A record of the suspected 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 University 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 (exceptions for graduating students can be made by the Academic Standards Committee or the provost); requests to seal records will not be granted where the resulting consequence was suspension or expulsion. Students may request to have a single violation sealed, but requests involving multiple violations 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 University will not share said records without the student's permission, but the student or alum 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 their application to that institution or could expect that their application for admission or employment might be denied.

The institution strongly recommends that any finding of academic dishonesty 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 associate provost or Seminary dean may notify the advisor without specific permission from the student, in compliance with FERPA.

Suspected violations of the academic code of conduct must be presented to the Committee by within 30 calendar days of the last day of the term in question. In the event where a suspected violation was discovered when a student was initially awarded a grade of incomplete, suspected violation must be submitted to the Academic Standards Committee 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 by the Academic Standards Committee (that the violation was submitted) to file an appeal. Students in these situations may continue in their program until the appeal has been reviewed and a course of action determined by the Academic Standards Committee. Subsequently, 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 by the Provost and the student has been notified of the decision. Students who are subject to program dismissal, institutional suspension, or expulsion may remain in the program until they are notified that their appeals are complete. 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 suspected of violating the academic 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. The Academic Standards Committee will make every attempt to resolve the situation prior to graduation, or as soon as otherwise possible.

A faculty member who wishes to impose a consequence other than course failure or assignment failure/zero must confer with the appropriate associate provost or Seminary dean before notifying the student of the consequence.

Graduate students who are notified of a suspected 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 suspected violation of the academic code of conduct or the initial consequence are encouraged to first consult with the faculty member in order to understand the situation; please note that the instructor may not grant an appeal of the suspected violation, but may choose to withdraw the submitted violation. If the student then wishes to pursue an appeal, students must 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 may request to meet with the Committee in person, but are still required to submit an appeal in writing for the Committee's records.

Students charged with a second suspected violation of the academic code of conduct will be referred automatically to the Committee after the faculty member assigns the initial consequence. As with student appeals of charges or consequences, 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 consequence 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 for expulsion or suspension. 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 they have 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 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 and/or fees are granted.

## Consequences of Charges after Conferral of the Degree

If a faculty member uncovers evidence of 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 Academic Standards Committee and may be reported to employers or other higher education programs, as per policy above. Students will be notified by the associate 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 suspected violation described in writing by the instructor prior to submission of the allegation to the Academic Standards Committee..
- To see the evidence of the charge collected by the faculty member.
- To discuss with the instructor the suspected violation, though official appeals of charges may only be reviewed and granted by the Academic Standards Committee.
- To know all of the names of the persons accusing them of suspected violations of the academic code of conduct.
- To review all material submitted to the Academic Standards 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 suspected violation, to appeal in writing the suspected violation or consequence 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 faculty or staff may assist the student in preparing an appeal.
- To receive a decision from the Committee within a reasonable time.
- To have all records of the suspected violation removed from the student's file in the event that the suspected violations are dropped or withdrawn.
- 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 suspected 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 further consequence, 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 resulting consequences.
- 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, program director, dean, or other faculty member present in meetings with the student.
- To confer with the appropriate associate provost or Seminary dean on an appropriate consequence for the alleged violation.
- To negotiate with the associate provost or Seminary dean an alternative consequence 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 in writing in a timely manner.

# Academic Advising

Every student at Moravian University 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 Moravian'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 University. Any advice at variance with established policy must be confirmed by the Office of the Provost in writing.

Academic Advising Webpage

# Course Registration

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

It is an undergraduate students' responsibility to consult their faculty advisor and secure "registration clearance" (granted by the advisor, through AMOS). Undergraduate students normally take four (4) course units in the Fall and Spring terms. In addition, they may schedule , music ensembles, music performance (private lessons), and certain other courses up to a maximum load of 9 units per academic year, with no more than 5 units in a given fall or spring term (emphasis added to demonstrate the change).

A currently enrolled student who is pursuing a bachelor's degree at Moravian is not permitted to take courses at another institution in a Fall or Spring semester except through consortial relationships or other partnerships. Appeals for an exception to this policy must be discussed with the student's advisor before being sent to the Dean

who can approve the request. Degree-seeking students must get the permission of their academic advisor for consortial enrollment or other study away from Moravian. In the case of non-consortial transfer courses, students must also receive prior approval of the course equivalency from the academic department in which it is housed in order for credit to be awarded. For further guidance, refer to policies on consortial enrollments and transfer of courses..

## Course Overload

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

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

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

## Undergraduate Enrollment In Graduate Courses

Qualified undergraduate students may enroll in graduate courses while pursuing their undergraduate degree. Within the scope of the 30 units (120 credits) typically required for an undergraduate degree (33 units, or 132 credits for the B.Mus. degree), students may count up to 16 credit hours of graduate study towards both the undergraduate and graduate degrees. The total number of graduate credits must meet or exceed the requirements for the graduate degree in order for the graduate degree to be awarded; no undergraduate courses may count towards a graduate degree. Graduate courses taken as part of the baccalaureate degree must be free electives, and may not be counted towards a major, minor, or general education requirements.

In order to enroll in graduate courses, the student must 1) be accepted for early admission into the appropriate graduate program; or 2) must be given permission in writing from the appropriate program director to enroll in specific graduate courses. Full-time, cohort-based graduate programs are not open to undergraduate students.

Minimally, a “qualified student” is one who has an undergraduate GPA of at least 3.3 and has junior class standing or higher. Transfer students must complete at least one term of study at Moravian prior to enrolling in any graduate courses. Individual programs may set more stringent or additional requirements for their definition of a “qualified student,” based on their normal admissions requirements for their graduate degree program. Such definitions are expected to be identified in writing by the appropriate program director.

## Course Add/Drop Or Withdrawal

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

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

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

## Physical Location Policy

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

## Course Modalities

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

- **In-Person** an in-person course is delivered in face-to-face meetings on campus.
- **In-person with Classroom Connect** - an in-person course with classroom connect is delivered simultaneously in face-to-face meetings on campus and through Zoom. The majority of seats are available in the in-person section and 3-4 seats in the classroom connect.
- **Online Synchronous** (may contain some asynchronous components)- an online synchronous course is delivered through an internet platform, such as Moravian's LMS, Canvas, with live video conferencing, real-time sessions on specific days and times.
- **Online Asynchronous** - an online asynchronous course is delivered through an internet platform, such as Moravian's LMS, Canvas, with no live video conferencing, real-time sessions.
  **Hybrid** - a hybrid course is delivered using both online and in-person components.
- **Accelerated** - a course which is offered in fewer weeks than a normal 15-week semester.

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

# Attendance Statement

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

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

# Verification of Class Enrollments

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

# Attendance and Impact on Grades

It is the responsibility of the instructor to set forth, in writing, at the beginning of a course any special conditions regarding absences in the course. In many classes (e.g., seminars, laboratories, studios, clinicals), participation in class constitutes a substantial part of the work of the course. Faculty should clarify how students are expected to demonstrate their academic engagement (whether physically in a class, virtually through conferencing, etc).

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

Students with "Academic Flexibility" as an ADA accommodation will work with the instructor to determine whether and how any relevant attendance requirements may need to be adjusted. The instructor and the student may consult with the Accessibility Services Center, as needed.

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

work is appropriately addressed and/or completed.

## Planned Absences

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

- Travel considered part of the instructional program of the University (e.g. field trips, research experiences)
- Travel as part of a team or group that is representing the University (e.g. public performances, conference presentations, NCAA competitions)
- Jury duty or other official civil services (such as National Guard duties or voting)
- Religious observances
- Family emergencies (such as caring for a family member who is ill)
- Attendance at funeral services for immediate family members

## Absence Due to Health Concerns

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

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

In the event of certain outbreaks (e.g.: mumps, COVID-19, influenza), students are expected to follow the guidance from the Health Center about leaving their residence or physically attending class. Students who receive instructions from the Health Center that they cannot physically attend class should inform their instructors as soon as possible. Faculty are expected to make every effort to provide alternate methods for these students to demonstrate their academic engagement with the course.

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

## Administrative Withdrawal

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

## Individual Class Cancellations

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

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

# Inclement Weather

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

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

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

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

# End Of Term Policies

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

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

# Final Examinations And Reading Days

If a student is unable to take a final examination, the instructor's permission must be secured in order for a makeup exam to be arranged. The University 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 University 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 dean of students and provost. Requests to schedule such activities must be made in writing to both vice presidents, with a clear description of the intended audience, schedule of events, and facilities needs. No mandatory events are permitted during reading days. All events offered must be voluntary.

# Consortial Institutions

Moravian has consortial agreements with several colleges

across the country. Students can register for classes in these consortial schools through the links below and/or find applicable instructions for registration.

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

- An undergraduate student in good academic standing with at least 6 earned units (24 credit hours), may enroll for up to two consortial courses per term, to a total of eight (8) course units over the span of their work toward their degree.
- Courses through our consortial partners will not incur additional tuition charges to the student beyond normal Moravian tuition charges when applicable.
- A student cannot register for a course through a consortial institution if an equivalent course is available to the student during that same term.
- Consortial courses cannot include private music instruction, nursing courses, independent study experiences, internships, Honors courses, or student teaching fieldwork.
- Any course from a consortial school carrying 3 or 4 credits (or semester hours) will count as a full unit course on the student's Moravian transcript.
- Any consortial course a student registers for contributes to the student's total course load for the term, including determination of full-time status or overload.
- All grades earned in courses taken from a consortial school will be recorded on the Moravian transcript and computed in the cumulative GPA.
- Many consortial institutions operate on different academic calendars. The student is responsible for add/drop dates, beginning and end of term dates, last dates to withdraw, and final exam dates of the consortial institution hosting the registered course.
- Students registered for courses at consortial schools are subject to the academic standards of the consortial school hosting the course.

# LVAIC Consortium

Moravian, 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 within approved course load.

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

FALL/SPRING/WINTER/SUMMER
Cross-registration requests must be completed online through the LVAIC website at: www.lvaic.org

# COLA Consortium for Online Liberal Arts

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

- COLA Courses
- COLA Course Registration Form
- COLA Course Withdrawal Form

For additional information please contact registrar@moravian.edu.

# Acadeum Consortium

Moravian undergraduate students can access a list of pre-approved courses through the Acadeum College Consortium.

Students must visit the Consortium website, sign up for an account using their Moravian student email, verify their institutional email address, and complete their Profile before making a request to enroll.

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

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

If you cannot see a pre-approved course on the Acadeum website that fits your course need, please email advising@moravian.edu. Include your name, student ID number, and the Moravian course or requirement you are seeking to fulfill. Please note that this option is generally only available for Winter and Summer terms.

## Auditing

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

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

Auditors are not expected to submit written work or to take examinations, nor should they expect the instructor to evaluate such work. Students must attend a minimum of two-thirds of the class meetings of the course in order for an audit to be recorded on a transcript. Students may not register to audit Independent Study, Internship, studio art, applied music and music ensembles, Writing 101, nursing clinical courses, or other courses that by their nature are inappropriate for auditors, as determined by the University. Auditing is available on a space-available basis only; that is, if the course is closed, auditors will not be accepted.

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

## Grades and Quality Points

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

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

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

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

**C+**: 2.33 points, **C**: 2.00 points, and **C–**: 1.67 points. These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.

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

**F**: No points. This indicates failure.

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

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

**W, WF**: No points. These designations indicate withdrawal from a course before completion. W is assigned for all withdrawals prior to the official withdrawal deadline, normally before the last four weeks of the term; WF is assigned if withdrawal takes place after the official withdrawal deadline, except that in cases of illness or other extenuating circumstances the Office of the Provost

may authorize a grade of W. A WF is computed in the quality-point average as an F. W does not affect the GPA.

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

**INC**: No points. An incomplete is assigned when, in the judgment of the instructor, circumstances beyond the student's control prevented completion of the work of the course within the term or session. Typically, a student is expected to have completed at least 50% of the coursework and have a passing grade in order to be provided an option for an INC.

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

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

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

## Pass/No Credit

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

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

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

# Grade Change

Under normal circumstances, a change of grade after the end of the incomplete period (6 weeks after the end of a fall or spring term) may be submitted by the course instructor only to correct an error in the original grade, or as a result of a successful grade appeal by a student to the Dean or 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 institution. It is not appropriate to change a grade based upon options, such as supplemental assignments, that are not equally available to all students.

# Grade Appeal Procedure

Students are responsible for maintaining standards of academic performance and integrity. In order to provide a process by which a student may have a disputed grade reviewed, the following procedures have been established. It should be understood however, that students are responsible for maintaining standards of academic performance and integrity. Students who wish to appeal a final grade in a course may do so within one year after completion of that course. For example, a student wishing to appeal a grade from a course in Spring 2012 may do so during summer 2012, Fall 2012, or Spring 2013, but after Spring 2013, there will be no opportunity to appeal that grade. Appeals of grades in the student's final semester of study must be made to the Academic Standards Committee prior to final certification of graduates by the registrar in that term.

Grade appeals start with the course instructor. If the instructor does not believe a change of grade is warranted, the student goes to the department chair/program director. If the department chair does not believe the change of grade is warranted, the student takes his/her appeal to the appropriate school Dean. (If the department chair is the course instructor, then the student will skip the appeal to the chair and take the appeal to the Dean.) Only after all other avenues have been explored will the Academic Standards Committee review grade appeals.

# Repeating A Course

Students may repeat courses they have previously taken at Moravian. Credit will be earned only once unless the course is designated as repeatable for credit. Certain courses may be designated as not repeatable by the offering department or program.

Grades will be replaced only for an equivalent course, not for a course that meets the same degree requirement(s). All earned grades will remain on the transcript, but the latest grade in a particular course will be the only one factored into the Grade Point Average (GPA). Transcripts will designate repeated courses. Consortial courses are included in this policy. In a major or minor GPA, only the higher grade counts towards the GPA.

# Class Standing

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

**Freshman**: 0- 6.74 earned course units.
**Sophomore**: 6.75-14.74 earned course units.
**Junior**: 14.75-22.74 earned course units.
**Senior**: 22.75 or more earned course units.

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

# Academic Standing

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

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

- Satisfactory (S): Typically indicates a current grade of C or better.
- Unsatisfactory (UM): Typically indicates a current grade of D
- Failing (FM): Typically indicates a current grade of F

- No Show (NM): Typically indicates that a student has not attended class or engaged in academic work in at least 3 weeks.

**Good Standing**: To be considered in good academic standing, a student must meet the minimum cumulative GPA 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). In addition, they must successfully complete with passing grades at least 70% of courses attempted. Courses with posted grades of F, NC, W, or WF are considered attempted, but not successfully completed.

Students who receive financial aid may be subject to additional course completion requirements and academic standards for continuation of aid.

**Academic Probation**: When grades at the end of a term indicate that a student is not meeting requirements for good standing, the student is placed on academic probation. The record of a student on probation is evaluated at the end of each term until the student meets the conditions for Good Standing.

Undergraduate students' academic records are reviewed at the end of a term by the Academic Standing Review Board, which may take any of the following actions:

- Continue on probation for an additional term.
- Continue on probation for an additional term.
- Remove from probation.
- Require withdrawal from the University 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.

Graduate students are permitted one period 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 specified period 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.

**Discontinuance**: Whether or not they have been on probation the previous term, undergraduate students are subject to discontinuance under the following circumstances:

- If at the end of Fall or Spring term, they fail to attain the following cumulative GPAs. Note that "scheduled units" includes any transferred course credit:
    - 0.80 after 3 scheduled units
    - 1.50 after 6 scheduled units
    - 1.80 after 12 scheduled units
    - 2.00 after 16 scheduled units
- If at the end of Spring term, they have failed to successfully complete with passing grades at least 70% of all units on their Moravian transcript.

Students may appeal their discontinuance to the Academic Standing Review Board. If they are successful in their appeal, they may need to consult with Financial Aid regarding additional appeals to continue financial support.

**Academic Dismissal (Graduate Programs):** If If a student is removed from a graduate program due to academic performance, conduct issues, or other performance issues (particularly those related to professional standards of the program), the student may appeal that decision in writing to the program director (or, where it exists, a student progression committee within the program). If the student is not satisfied with the decision of the program director/committee, they may appeal to the appropriate college/seminary dean. If the student is not satisfied with the decision of that dean, their final appeal is to the Provost. The student has the right to meet with anyone in the appeals process in person; however, a written statement is required for each part of the appeals process.

The president only hears appeals at his/her/their discretion, and typically only where a process issue has come to light after all other lines of appeal have been pursued.

**Reinstatement:** Though full- or part-time students are not required to maintain continuous enrollment to remain eligible as degree candidates, their academic standing at the time of exit (leave of absence, withdrawal, discontinuance, etc.) will be preserved. Students requesting reinstatement who are not in good standing will need to have their records reviewed and develop an academic plan before reinstatement is granted.

# Transfer Of Courses

Moravian University 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 University application. Candidates seeking admission for the fall term are encouraged to submit the application and supporting documents in accordance with transfer admission deadlines.

Current Moravian students must complete the Pre-Approval to Study at Other Institutions form. Enrollment at another institution in a Fall or Spring semester except through consortial relationships or other partnerships is not permitted.

Credit is granted for courses completed with a grade of C (2.0) or better. The courses must be the equivalent of courses taught at Moravian or be judged by the University to be consistent with Moravian's curriculum. In some cases, a portfolio review or proficiency test may be required (for example, in art or music) to determine the transferability of a particular course.

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

- 80 credit hours (20 course units) maximum from both 2-year or 4-year institutions combined.
- Transfer credit is awarded for grades of "C" or better -- "Pass/No Credit" does not transfer.
- Students entering their senior year and/or have earned 20+ course units must attend a 4-year institution in order to transfer credits back to Moravian University.
- 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 University 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
- General education core to core waiver (all requirements waived except for the U) granted for Associate of Arts or Associate of Science earned degrees.

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 University. 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 University, provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Moravian University or are applicable to a degree program at Moravian University. 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 University student is on a college-approved study abroad program are eligible for transfer to Moravian University 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 University 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 University 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 University 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 University 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 University as part of their academic record, where the course was pre-approved by the department chair and/or dean and the course earned a grade of C or better. No credit will be awarded for courses taken on a pass/fail or pass/no credit basis. Final approval for transfer rests with the institutional registrar.

Students who enroll for study abroad at a school using the ECTS system (European Credit and Transfer Accumulation System) should be advised that ECTS credits count for half of a standard US credit. So, for example, a student who earns 6 ECTS credits will receive 3 US credits or 0.75 Moravian University units for successful completion of those credits.

# Credit by Examination

Moravian University recognizes the concept of "course equivalency," which permits the University to certify the educational value of private study and other out-of-class experiences and, following appropriate evaluation by the University, 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 University degree.

## Advanced Placement Examination

Moravian University awards credit to students who have passed at an acceptable level certain Advanced Placement Examinations taken prior to admission. Minimum scores are given on the next page:

| EXAMINATION | MINI SCORE | MORAVIAN COURSE EQUIVALENCY | LINC |
|---|---|---|---|
| 2-D Design | 4 | Elective | M6 |
| 3-D Design | 4 | Elective | M6 |
| Art History | 4 | Elective | M6 |
| Biology | 4 | BIOL 100 | F4 |
| Calculus AB or AB subscore | 4 | MATH 170 | F2 |
| Calculus BC | 4 | MATH 171 | F2 |
| Chemistry | 4 | CHEM 113 | F4 |
| Chemistry | 5 | CHEM 113 & CHEM 114 | F4 |
| Chinese Language & Literature | 4 | One course unit | F3 |
| Computer Science A | 4 | CSCI120 | F4 |
| Computer Science Principles | 4 | No credit awarded | |
| English Lang & Comp | 4 | Elective (WRIT100 for transfers) | - |
| English Lit & Comp | 4 | Elective | M2 |
| Environmental Science | 4 | ENVR 112 | F4 |
| European History | 4 | HIST 112 | M1 |
| French Language | 4 | FREN 110 | F3 |
| German Language | 4 | GERM 110 | F3 |
| Government & Politics US | 4 | POSC 110 | M4 |
| Governments & Politics Comp | 4 | POSC 125 | M5 |
| Human Geography | 4 | IDIS 110 | M5 |
| Italian | 4 | One course unit | F3 |
| Japanese Language & Literature | 4 | One course unit | F3 |
| Latin | 4 | One course unit | F3 |
| Macroeconomics | 4 | Elective | - |
| Microeconomics | 4 | Elective | - |
| 4 on Micro and Macro Economics | 4 | ECON 152 | M4 |
| Music: Theory | 4 | MUS 101 | M6 |
| Physics 1 | 4 | PHYS 109 | F4 |
| Physics 2 | 4 | PHYS 110 | F4 |
| Physics C: Electricity & Mag | 4 | PHYS 112 | F4 |
| Physics C: Mechanics | 4 | PHYS 111 | F4 |
| Precalculus | | Elective | |
| Psychology | 4 | PSYC 120 | - |
| Spanish Language | 4 | SPAN 110 | F3 |

† The Department of Economics and Business will waive the requirement for Economics 152 upon the student's completion of both tests with a minimum score of 4.* Acceptance conditional upon departmental approval. Departments reserve the right to verify test results and to make supplemental assignments.

## International Baccalaureate

Moravian University 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 University 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 University. 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; students must attempt essays administered by Moravian University. 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 |
| English Literature ‡ | 55* |
| General Biology | 55 |
| General Chemistry | 55 |
| Introduction to Psychology | 55 |
| History of the U.S. I | 53 |
| History of the U.S. II | 53 |
| Human Growth and Development | 50 |
| Introduction to Educational Psychology | 50 |
| Principles of Management | 50 |
| Principles of Accounting | 50 |
| Introductory Business Law | 51 |
| Principles of Macroeconomics | 50 |
| Principles of Marketing | 50 |
| Introductory Sociology | 50 |
| Western Civilization I | 53 |
| Western Civilization II | 53 |

## Minimum Scores for CLEP General Examinations

1 unit/4 credits per test

| | |
|---|---|
| Natural Sciences | 50 |
| College Composition Modular with Essay ‡ | 50 |
| Humanities | 50 |
| Social Sciences/History | 50 |
| College Mathematics | 50 |

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

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

‡ essay required; students must attempt essays administered by Moravian University.

- Students who are majoring in biology, biochemistry, neuroscience, or environmental studies may not take the Natural Sciences CLEP exam.
- Students who have completed any 100-level course in biology may not take the Biology CLEP exam.
- Students who have completed any 100-level course in chemistry may not take the Chemistry CLEP exam.
- Students who are working towards a math major or minor may not take the College Mathematics CLEP exam.
- Students who have completed their F3 (foreign language) requirement may not take a CLEP in the same language in order to earn additional credit. Students who take a foreign language CLEP exam prior to completing their F3 requirement may be placed into level 105 of the same language at Moravian with a score of 50; students who earn a score of 62 or higher may be placed into level 110 of the same language. Students

who subsequently earn a grade of C (not C–) or better will be awarded one unit of credit for the CLEP (without a grade) and complete their F3 requirement.

## Minimum Scores for DSST Examinations

(4 credit hours awarded unless otherwise noted)

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

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

| **Mathematics** | |
|---|---|
| Principles of Statistics | 48/410 |

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

| **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.

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

## Proficiency Examinations

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

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

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

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

# Graduation with Honors

## Latin Honors

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

- cum laude 3.50
- magna cum laude 3.65

- summa cum laude 3.80

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

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

## Honors Program

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

# Commencement Participation Policy

Students who have not fulfilled all the requirements for a degree from Moravian University 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 University 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.

# Leave of Absence

Students who find it necessary to leave the University 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 University policy requires students to discuss leave-of-absence plans and decisions with their Program Director (for graduate students or RN-BSN students) or Provost's Office.

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

In order to return to the University, students must contact the Provost's Office 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 University.

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

# Leave of Absence due to Military Service

Students can be ordered to federal active duty under the laws in Title 10 U.S.C., in which "Active Duty" means full-time duty in active military service. Title 10 allows the President of the United States to federalize a state's militia (National Guard) by ordering them to active duty for missions of national defense, national civil unrest or natural disaster. In addition, members of the National Guard can also be activated by the Governor of Pennsylvania

under the provisions of Title 32 U.S.C. for state active duty (SAD) orders to assist in state natural disasters, threats to the state's security, or civil unrest. Whenever a Moravian student serving in the military is called or ordered to active duty, the University will grant the member or the member's spouse a military leave of absence from their education without penalty. For the purpose of this procedure, the student refers to both military personnel and the spouse of military personnel being called to active service who are enrolled at Moravian University.

Students who enlist for service in the military after the add/drop period will be subject to the University's non-military refund policy.

A. Definitions

1. **Military Absence**: A period in which a student will be absent from class due to military orders with the expectation of completing all missed assignments by the end of the semester.
2. **Military Incomplete**: University procedure to allow students, who are members of the U.S. Armed Forces with military orders, to fulfill their military obligation and submit completed assignments within a defined period of time. Students taking an incomplete will receive a temporary grade of "M".
3. **Military Withdrawal**: a University approved withdrawal from all in-progress University classes initiated by a student being called or ordered to active service greater than 6 months, whether voluntary or involuntary.
4. **Military Affiliated Student**: any student who is a member of the U.S. Armed Forces (Army, Marine Corps, Navy, Air Force, Space Force, Coast Guard, National Guard, or Reserve) and the spouse is a member of the Armed Forces called or ordered to active military service.
5. **Calls or Orders to Active Service**: Students can be ordered to federal active duty under the laws in Title 10 of the U.S. Code. "Active Duty" means full-time duty in active military service. Title 10 allows the President to federalize a state's militia (National Guard) by ordering them to active duty for missions of National Defense, national civil unrest or natural disaster. In addition, members of the National Guard can also be activated under the provisions of Title 32 of the U.S. Code for state active duty (SAD) orders to assist in state natural disasters, threats to the state's security, or civil unrest.
6. **Length of orders**: Military orders will be categorized into short-term and long-term. With two subcategories for short-term orders 1) for a period of one day to three weeks, or 2) orders greater than three weeks but less than six months. Long-term orders are defined as orders that exceed the semester end date or longer.

B. Military Leave of Absence Process

**Student Responsibilities**

All students called or ordered to active duty in a branch of the U. S. Armed Forces causing an interruption in the student's semester must provide the University with advanced notice of such service and the intention to take a leave of absence.

**All students with military orders will:**

- schedule an appointment with the Office of Veteran & Military Services, and
- provide a copy of official military orders or memorandum from the ordering unit, signed by the commanding officer or authorized unit representative and include the effective date of military service and the anticipated return date.

**Military Absence**

**Short-Term Orders** (one day to three weeks)

- All absences will be excused, and students will be allowed to make up missed work without a penalty to their grade. In addition to meeting with Veteran & Military Services, students need to contact professors (as soon as possible) to make arrangements to make up missed classes and complete assignments.

**Military Incomplete**

**Short-Term Orders** (Greater than 30 days not to exceed six months beyond the end of the semester)

A student with short-term military orders that do not extend beyond the semester end date will have two options to choose from at the time of the exit interview. The student may:

- Request a temporary military leave and receive a temporary grade of "M" (which functions similarly to an incomplete); when the student returns and completes the work, the grade will be replaced as determined by the professor. The additional time granted to complete coursework will never be less than the length of time of the leave and can be extended as appropriate or needed, up to six months total. NOTE: Extensions for

completion of the coursework can only be granted to students who are maintaining appropriate and regular communication with the Executive Director of Veterans and Military Affairs at Moravian University and must provide a copy of their orders to the E.D.
- If the student is unable to complete the course within six months from the semester end date, they must work with the professor(s) and appropriate College Dean to either extend the time to complete assignments.
- OR
- The student may elect a Military Withdrawal from their course(s), indicated with an "MW" on their transcript. An "MW" grade is equivalent to a "Withdrawal" (W). Students who feel they will be unable to complete their assignments within the allotted time are strongly encouraged to request a Military Withdrawal.

Students granted a ***Military Absence*** or ***Military Incomplete*** and awarded academic credit for work completed in the semester in which a student takes military service leave will not receive a refund.

## Military Withdrawal

**Long Term Leave** (Orders that exceed beyond the semester end date or longer)

A student with long-term military orders will:

- schedule an Exit Interview with the Office of Veteran & Military Services and provide documentation of official military orders. Documentation can be official orders or a memorandum from the ordering unit, signed by the commanding officer or authorized unit representative, and include the military effective date and anticipated return date.
- receive an "MW" for Military Withdrawal without negatively impacting the student's GPA.

## University Responsibilities

**Repayment and Refunds General Statement**

Refunds are determined based on the source of the funds after all repayments have been completed. To comply with the Department of Defense (DOD) policy, any student using Tuition Assistance (TA), Moravian University will return any unearned TA funds on a prorated basis through at least 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period. Any unearned TA funds — based upon when a student stops attending — will be returned directly to the military service from which the funds were provided, not to the service member.

Return of any unearned Federal financial aid (known as Title IV funds), including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), and Federal Subsidized and Unsubsidized Direct Loans, is determined based on withdrawal date and percentage of semester completion.

The School Certifying Official (SCO) will notify the Department of Veterans Affairs (VA) of the student's leave of absence. The reason for the leave of absence will be documented as "mitigating circumstances" for students providing documentation of active duty status. Failure to provide notice or documentation may result in the need for you to pay the VA for the cost of any housing or books and supplies already received. It may also result in Moravian repaying the VA for tuition, fees, and Yellow Ribbon benefits paid on your behalf.

## University Roles

**Veteran & Military Services**

The Office of Veteran & Military Services serves as the primary point of contact for students and families needing assistance during the student's military leave of absence, including referring and coordinating communications with other University offices as needed. Upon receiving notice of a student's request to withdraw from a program or drop all enrolled courses, the Veteran & Military Services executive director will review the request and initiate the military leave of absence using the Exit Form in AMOS. A note will be created in Navigate to include: the reason for the withdrawal, the student's date of military leave, anticipated return date, and referrals to the following offices: Registrar, Student Accounts, Financial Aid, Housing, and IT. It is the student's responsibility to schedule an appointment with these offices. A copy of the orders will be retained by the Veteran & Military Services office and added to the student online record in the Moravian shared drive.

**Financial Aid**

Determines the need to repay unearned Title IV funds provided through financial aid service providers and the timelines and requirements to defer payments based on active duty service.

**Student Accounts**

No refund will be provided until the University receives a copy of the military orders necessitating the withdrawal.

**Housing**

Residential students who need to take a Military Leave of Absence should contact the Office of Housing regarding their space. Residents who may be gone for a long period of time should plan to vacate their space and return their room key(s). Room and board rates will be prorated for residents who are not returning to their room for the duration of the Military Leave of Absence. Board rates will be refunded on a weekly prorated basis. The Office of Housing will work with students to identify a housing assignment based on available spaces at the time of their return from their Military Leave of Absence but cannot hold their previous assignment as it may be offered to another student.

**Registrar**

All courses unable to be completed due to a military leave of absence will be identified on the student's transcript with an "MW" grade. An "MW" grade is equivalent to a "Withdrawal" and replaces the standard "W."

**C. Readmission**

This Military Leave of Absence will remain in place for a maximum of five years. Students are entitled to return without requalification for admission provided the student (1) returns after a cumulative absence of five years or less and (2) notifies the Office of Veteran & Military Services of their intent to return to the Moravian within one (1) year of completion of their military service obligation. The student's educational status will be restored to the status they had attained before their orders to military duty without loss of academic credits earned, scholarships or grants awarded, or tuition and other fees paid before the commencement of the military duty.

Students wishing to resume their studies within five years must complete the Reinstatement Request Form.

# Withdrawal from the University

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

- Their academic advisor: to determine whether there are other alternatives for completing their academic goals
- Financial Aid: to understand the impact on financial aid in withdrawing or transferring, including possible requirements to return financial aid funds.

Students who for any reason find it necessary to withdraw from the University and do not plan on returning, must inform the Provost's Office or the appropriate contact for their program (see below).

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

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

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

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

- The student reaches out to the appropriate contact person to declare their intention to leave the University:
- International students: the Center for Global Education
- Veterans or students connected with the military: the Director of Veteran and Military Services
- Graduate students: the Student Experience Mentor for the relevant graduate program
- Students in the post-baccalaureate nursing or RN-BSN program: the Nursing Department Student Experience Mentor
- All other undergraduate students: the Provost's Office

- The student will need to schedule an exit interview with the Provost's Office. Completion of the exit interview is considered the official notification of withdrawal.
- After the exit interview, the student will be referred to the appropriate offices to close out accounts. Those offices are typically
- Housing: to complete final room inspections and return keys
- Information Technology: to return all computer equipment, including accessories. The student may incur additional charges if equipment is damaged or missing.
- Student Accounts: to verify payment of any outstanding balances.

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

Once the withdrawal process is initiated, a student who changes their mind about withdrawing from the University may do so by rescinding the withdrawal in writing to the Provost's Office. 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 University.

Tuition and Fees: Tuition and fees, including room and board, are refunded according to our Tuition Refund Policy (www.moravian.edu/catalog/charges-and-fees).

## Financial Aid Reimbursement

Because financial aid is intended to help meet educational costs, withdrawal from the University 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 University 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 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 University have been cleared. Private or alternative loans borrowed by or for the student are included with the student refund amount, if any.

# Withdrawal by the University

A student who does not follow the formal withdrawal procedures may be withdrawn by the University. 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 University 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 University 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 University 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 University 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 University 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 University can document the student's participation in an academically-related activity after the midpoint.

The University (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 Moravian'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.

.

# PRIZES, AWARDS, HONOR SOCIETIES

## Prizes and Awards

**The Betty Airestock Moore Prize**
To the most outstanding keyboard musician during their sophomore or junior year.

**The Charles A. Albrecht Memorial Award**
To two members of the senior class who have the best four-year record at Moravian University in scholarship and effective participation in student activities.

**The Alumni Prize for Outstanding Achievement in the College of Arts and Sciences**
To a graduating senior in the College of Arts and Sciences on the basis of GPA, independent study, and involvement in university and/or community affairs.

**The Alumni Prize for Outstanding Achievement in the College of Health**
To a graduating senior in the College of Health on the basis of GPA, independent study, and involvement in university and/or 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 university and/or community affairs.

**Alumni Fellows Awards**
Awarded by the Alumni Association. Candidates must meet the following criteria:
Be a current, full-time sophomore, junior, or senior student who has completed at least one academic year at Moravian University. Have a minimum cumulative GPA of at least 3.0. Demonstrate evidence of active participation and leadership in college and/or community activities.

**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 Irving S. Amrhein Prizes in Modern Languages**
To graduating seniors for distinguished work in one or more modern languages.

**The Douglas R. Anderson Prize in Philosophy**
To a graduating philosophy major who, in the judgment of the department of philosophy, has demonstrated outstanding achievement in the study of philosophy and outstanding service and leadership within the department.

**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 economics and business student who has shown the greatest improvement over a period of five terms.

**The James M. Beck Oratorical Prize**
To a student demonstrating excellence in the art of public speaking.

**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 who has best demonstrated excellence in academics, in the conduct and dissemination of research, and in their contributions to the department.

**The Timothy M. Breidegam Memorial Student Service Award**
To the student who has unselfishly given their service to the University community, following the example of Timothy M. Breidegam '78.

**The C.R. Chambliss Award for Excellence in the Sciences**
To a senior majoring in the lab sciences or math who has an overall GPA of at least 3.5, has conducted research or completed outreach that has benefitted Moravian University or the community, and values all aspects of a university education, not just their specific scientific pursuits.

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

**The Environmental Science Prize**
To a senior environmental science major for outstanding academic achievement in the study of environmental issues.

**The Environmental Policy and Economics Prize**
To a senior environmental policy and economics major for outstanding academic achievement in the study of environmental issues.

**The Patricia Erskine Memorial Award**
To the junior or senior Moravian University 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 Neuroscience Award
To a senior neuroscience major who has demonstrated excellence in academic and research pursuits in understanding the brain and behavior.

**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 Al Lazaro Memorial Jazz Prize**
To a music major of the current junior or senior class who has shown significant growth and excellence in jazz performance. Awarded in memory of standout student jazz performer Al Lazaro.

**The Presser Undergraduate Scholar Award**
To an outstanding music major in their final year of study.

**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**
The Lucas Accounting Award is presented to the Junior accounting major(s) who have demonstrated academic excellence, leadership, and community service.

**The Frederick (Jiggs) McConnell Prize in Moral Philosophy**
To a graduating senior who, in the judgment of the department of philosophy, has demonstrated excellence in moral philosophy.

**Outstanding Accounting Senior Award**
To a graduating student who shines in academia, expresses a serious interest in accounting, and demonstrates a desire to continue in the accounting field. Winners are chosen by faculty members.

**The Public Health Award**
To the graduating public health major who has demonstrated outstanding achievement in the study of public health, service to the community, and leadership within the Public Health program.

**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**
To a student who, having completed at least six courses in mathematics at the university, has demonstrated outstanding achievement in the study of mathematics.

**The Nursing Excellence in Practice Award**
To the nursing student who has demonstrated outstanding performance in practice excellence and professionalism.
**The Schattschneider Mathematics and Computer Science Prize**
To an outstanding junior or senior woman mathematics or computer science major who has shown great interest and potential to pursue an undergraduate research opportunity or graduate degree in mathematical sciences.

**The T. Edgar Shields Memorial Prize in Music**
To a member of the graduating class for progress and proficiency in music studies.

**The Sociology and Anthropology Student Award**
To a graduating senior majoring in sociology or anthropology who has a minimum GPA of 3.0 in the major, actively participates in (and leads, where possible) departmental activities, demonstrates values that uphold the principles of the disciplines of sociology and anthropology, and is an active member of society (through civic engagement and/or work experience).

**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 Theta Alpha Kappa Undergraduate Achievement Award**
To a Theta Alpha Kappa member who has shown outstanding achievement and dedication to excellence in religious studies and theology.

**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.
Prizes and Awards for Graduate Programs:
The Graduate Education Thesis Award
To the candidate for the master of education or master of arts in teaching degree whose thesis meets the highest standards of scholarship, critical reflection, and benefit to the practice, in honor of excellence in teacher action research.

**The Master of Business Administration Award**
To the graduating MBA student whose GPA places them in the 90th percentile and who also epitomizes the Moravian vision of practicing leadership, teamwork, community support, and reflection as determined by the graduate faculty.

**The Master of Science in Nursing Achievement Award**
To a master of science in nursing student for outstanding achievement throughout the graduate program of study, including academic and practicum course work.

**The Moravian University RN to BSN Nursing Excellence Award**
To an RN to BSN student who has displayed outstanding educational commitment, academic excellence, and professionalism in pursuit of the baccalaureate degree.

**The Rochelle N. Pavlov Santiago MACC Award**
To the graduating master of arts in clinical counseling student selected by the graduate faculty for perseverance, outstanding professionalism in clinical practice, and academic commitment.

**The Outstanding Master of Science in Occupational Therapy Student Award**
To the occupational therapy student selected by the graduate faculty for outstanding achievement in scholarship and professional practice.

**The Outstanding Master of Science in Speech-Language Pathology Student Award**
To the speech-language pathology student selected by the graduate faculty for outstanding achievement in scholarship and professional practice.

**The Outstanding Master of Science in Athletic Training Student Award**
To the athletic training student selected by the graduate faculty for outstanding achievement in scholarship and professional practice.

**The Outstanding Doctor of Athletic Training Student Award**
To the doctor of athletic training student selected by the graduate faculty for outstanding achievement in academics and scholarship, and for outstanding advocacy for the profession.

**The Outstanding Doctor of Physical Therapy Student Award**
To the doctor of physical therapy student selected by the graduate faculty for outstanding achievement in academics and scholarship, and for outstanding advocacy for the profession.

# Honor Societies

Alpha Alpha Alpha: First Generation Honor Society
Advisors: Carol Traupman-Carr and Alvert Hernandez

Alpha Kappa Delta: International Sociology Honor Society
Advisor: Debra Wetcher-Hendricks

Beta Beta Beta: National Biology Honor Society
Advisors: Christopher Jones and Kara Mosovsky

Chi Alpha Sigma: National Student Athlete Honor Society
Advisor: Bryn McNamara

Gamma Sigma Alpha: National Greek Honor Society
Advisor: Elizabeth Yates

Iota Iota Iota: National Women's Studies Honor Society
Advisor: Belinda Waller-Peterson

Iota Tau Alpha: Athletic Training Honor Society
Advisor: David Wilkenfeld

Kappa Delta Pi: International Honor Society in Education
Advisor: Laurie Kahn

Kappa Pi: International Honorary Art Society
Advisor: Angela Fraleigh

Omicron Delta Epsilon: International Economics Honor Society
Advisor: Eva Marikova Leeds and Chris D'Imperio

Omicron Delta Kappa: National Honorary Society for Scholarship and Leadership
Advisors: Meghan Santamaria

Phi Alpha Theta: National History Honor Society
Advisor: Jamie Paxton

Phi Beta Delta: Honor Society for International Scholars
Advisor: Anize Appel

Phi Eta Sigma: National First-Year Student Honor Society
Advisors: Natasha Woods and Kim Demyan

Phi Sigma Iota: National Foreign Language Honor Society
Advisor: Claudia Mesa

Phi Sigma Tau: National Philosophy Honor Society
Advisor: Carol Moeller

Pi Mu Epsilon: National Mathematics Honor Society
Advisor: Michael J. Fraboni

Pi Sigma Alpha: National Political Science Honor Society
Advisor: Khristina Haddad

Psi Chi: National Psychology Honor Society
Advisor: Michelle Schmidt

Psi Rho Nu: Neuroscience Honor Society
Advisor: Cecilia Fox

Sigma Pi Sigma: National Physics Honor Society
Advisor: Kelly Krieble

Sigma Tau Delta: National English Honorary Society
Advisor: Crystal Fodrey and Chris Hassey

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:

**100–109**
Reserved for courses not applicable to the major/minor, and which typically are taken in the first or sophomore year.

**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/minor, and which typically are taken in the sophomore or junior year.

**210–299**
IIntermediate 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/minor, 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.

**500–699**
Graduate courses, typically Master's level courses.

**700–999**
For advanced practitioners, post-professional programs, or advanced (normally, doctoral) graduate students.

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 University to fulfill its role and mission.

# Accounting

See School of Business and Economics

# Africana Studies

See Interdisciplinary Programs

# Arabic

See Modern Languages and Literatures

# Art

**Chair**: Associate Professor Murphy
**Professor**: Fraleigh
**Assistant Professor**: Amin
**Assistant Professor and Art Eduction Coordinator:** Rosania-Harvie
**Adjunct Faculty:** Adams, Brown, Colegrove, Galbiati, Hovencamp, Farinella, Kilburg, Lycan, Myers, Poster, To, Torok, Wynne

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

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

Five concentrations or tracks are available: studio art, studio art with photography/media concentration, art

history and criticism, art education, and graphic and interactive design. Foundational courses in studio art are the basis for all tracks. Working from observation, students learn technique while developing conceptual strategies. Students utilize a variety of traditional and digital media. Advanced students are eligible to apply for studio space to encourage sustained production of their work. A variety of classes in media-related arts including photography, video, website design, and printmaking are offered; the studio art photography/media concentration allows students to specialize in this area. The study of art history integrated into the studio experience is an essential element for creative and intellectual growth; students may also pursue the track in art history and criticism. Art education students take courses in art and education and complete 200 hours in the field prior to a full semester of student teaching in grades K-12, to earn a Pennsylvania Department of Education art teacher certification in Art Education, grades, PK-12. Art education courses encourage our students to support and challenge the cognitive, artistic, and social development of all learners. 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 University 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, Photography-Media Concentration, or Graphic and Interactive Design. The BA in art consists of 10 to 13 course units in art, depending on the track, and the the BFA requires 17 course units in Art. In all tracks, the BFA and BA, utilize a common core of four courses that emphasize the historical traditions of art, introduce the elements of design and principles of composition, and develop skills in drawing and painting. These courses are: ART 113, 142, 170, and 180. The student then selects one of the art tracks:

- **Studio Art**. The studio art track is designed to help students cultivate a vibrant academic community committed to creative and critical thinking, while also preparing students for careers in the arts or continued graduate study.
- **BA in Studio Art**: his 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, 229, 268, 270, 280, 370, 371, 372, 375, 376 and 380, and one art elective as approved by the adviser, are required.
- **Studio Art, Photography/Media concentration**. This track is designed to help students cultivate a vibrant academic community committed to creative and critical thinking. It prepares students for careers in photography and the arts, including historic, darkroom and digital photography and video, and also serves as a foundation for graduate study.
    - BA in Studio Art, Photography/Media concentration requires the same four common core courses, except substituting ART 114 for 113 (or taking ART 220 for the art history requirement). In addition, ART 167, 229, 268, 371, 372, 375, either 267 or 368, and two electives to be chosen from ART 131, 147, 220, 254, 265, 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, 265, 268, 346, 368, 371, 372, 375, and two electives to be chosen from ART 254, 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 History and Criticism 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.
- **Art Education**. This track is designed for students

to receive Pennsylvania certification in Art Education (PreK-12). This track is built on the four core art courses lists above (ART 113, 142, 170, and 180) and the following required courses: ART 119, 131, 159, 160, or 259, 270 or 280, 371 and 372. In consultation with their advisor, students may also choose from other studio electives to meet the PA Department of Education Competencies for Art Education. Art Education students are also required to complete the following courses in Education: EDUC 100.2, 160, 230, 244, 250, 366.2, 369.2, 375-377, and 379. Students must have an overall GPA of 2.7 in order to take education courses numbered above 200.**Graphic and Interactive Design**. This track is committed to creative and critical thinking and is designed for students interested in careers in the field of design, including graphic, publication, interactive, marketing, or branding design, or as preparation for graduate study and teaching. Majors in Graphic and Interactive Design should consider taking courses, minoring, or double-majoring in Computer Science or Marketing.

- 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.

Majors in Graphic and Interactive Design should consider taking courses, minoring, or double-majoring in Computer Science or Marketing.

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 non-art majors. It is not possible to minor in art education. Those interested in adding an Art Education Certification should refer to the education courses in the Art Education section of the catalog and plan accordingly, please see the Art Education Coordinator for more information.

## 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 and Interactive 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, 265, 346, 354, 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 should be chosen from

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

Through arts education, learners expand their thinking, problem-solving, and collaboration skills. The study of art education allows the future educator to help students understand new ways of thinking about the world around them through the study of Studio Habits and Visual Culture. Future Art Educators at Moravian learn to harness the power of art education to create a student-centered, creative, and collaborative atmosphere in their classrooms. They learn by example in the Art and Education classrooms at Moravian and through four years of field experience. We strive to support our future art educators as they discover themselves as teachers and begin to understand our changing educational systems and their prospective students. At Moravian, we hope to develop enthusiastic teachers who know the possibilities and opportunities within their communities. In the art education program, our students will learn to do the same for their future students.

A central component of the Moravian Art Education program is the ability to conceptualize and practice learner-centered lessons rooted in solid and authentic pedagogical approaches based on the PDE Visual Arts and Humanities Standards and National Core Art Standards. Courses in the program ensure that teacher candidates understand students' diverse learning needs and build a firm belief and confidence that the arts can strengthen our educational system. In addition to four years of field experience, Moravian Art Education students also sustain a studio art practice to inform and enhance their future careers in Art Education.

The Art Education track is designed for students who are interested in Pennsylvania Art Education (PreK-12) teaching certification. Students in this program take courses in art and education. The Art courses are selected to meet the Pennsylvania Department of Education Competencies for K12 Art Teaching Certification.

Required art courses include:

ART 119, ART 131, ART 142, ART 170 or ART 180, ART 160 or ART 159, ART 371.

Art Education Students are required to choose at least two additional 200-level ART STUDIO courses from this list:

ART 245, ART 254, ART 259, ART 265, ART 267, ART 268, ART 270 (prereq ART 170), ART 280 (prereq ART 180), ART 348, ART 367, ART 368, ART 370

At least two Art History courses from this list: ART 113, ART 114, ART 212, ART 220, ART 218, ART 222, ART 226, ART 229, ART 310, ART 236

2 Courses that include an emphasis on Aesthetics and Criticism: ART 113, ART 114, ART 125, ART 212, ART 230, ART 310, ART 372

Required Education courses include:

EDUC 100.2, 160, 230, 244, 250,366.2, 369.2, 375-377, and 379.

Please refer to the updated Undergraduate Art Education Advising Sheet for course sequencing.

## Art Education Graduate Programs

Moravian University also offers a Masters of Art in Teaching (MAT) with PA Art Education PK-12 teaching certification and a Masters of Education (M.Ed.). Candidates may also earn their MAT or M.Ed. in Curriculum and Instruction with a focus on Art Education, with or without certification.

Additionally, teachers currently working in the field may earn a PA teaching certification while on the job through the Teacher Intern Certification program. Teachers in this program take courses and earn intern hours in their current teaching position, with the support of a Moravian University supervisor. Please see the Education Department section of the course catalog for more information.

## Courses Related to Field Trips

In art history, graphic and interactive and some studio art courses, students are required to take a course-related field trip. Trip costs are not included in tuition or lab/kit fees. The cost of the field trips may fluctuate depending on destination and transportation costs. The cost of field trips can range from $50 to $175. Students will be notified when payment is due with a payment link. The payment must be made using a debit or credit card.

## Departmental Opportunities

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.

## Sophomore Review

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 (as determined by their advisor), students who declare their major late, who may be studying abroad, and students in other unique situations, will be scheduled for a review as soon as they are ready. Students who do not pass the initial review, as determined by the art faculty, will be required to repeat it in the following semester.

## Lab/Kit Fees

Lab/kit fees are required for some art classes and are charged to the student account, including ART 119, 125, 131, 142, 146.2, 147, 155, 159, 160, 167, 170, 180, 230, 231, 245, 254, 259, 265, 267, 268, 270, 280, 331, 346, 367, 368, 369, 370, 373, 374, 380. Lab fees cover usage of the lab and lab supplies, such as photographic chemicals, clay, printmaking supplies, models, computer software, hardware, and printing costs. In courses that utilize the color printers in the graphic and interactive design lab, a portion of the lab fee goes toward color printing costs. Kit fees cover the costs for art supplies that include materials relevant for the course (paper, markers, paint, brushes, clay, etc.). Kit fees are billed to each student's account. Art Kit fees are only refundable if students drop the course and return any supplies that are unused.

## Courses in Art History

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

**ART 113. Art History Survey: Caves to Cathedrals.** Basic problems of the development of Western art are considered in terms of major civilizations and epochs that produced them, from ancient times to the Renaissance. Introduces non-Western art such as African, Asian, Islamic, Judaic, aboriginal (art of Australia and New Zealand), and/or art of the Americas. Fall. (M6)

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

**ART 212. Artists as Activists**. How do artists, graphic and interactive designers, writers and performing artists raise questions and advocate social change? Global examples of visual culture will include propaganda, graphic, design, film music video, and theatre. Relationships between art, images, mass media, and acts of conscience will be evaluated using ethical/philosophical frameworks and formal and contextual analysis. Discussion will include historical, social, and political context of art, its method of production and distribution, and its inherent privileges or risks. Prerequisite: Junior or senior class standing. (U2)

**ART 218. Art of the Renaissance**. Development and growth of art in Italy and northern Europe, 14th-16th centuries. Prerequisite: ART 113, ART 114, or permission of instructor. Fall, alternate years. (M6)

**ART 220. History of Photography**. This course explores the social, cultural, political, scientific, and artistic contexts surrounding the history of photography, from its invention to the present day. The course will emphasize how the medium has influenced the way we interpret images and the impact that photography has had on visual culture. Through discussions, readings, hands-on activities, and museum visits, students will become familiar with photography's rich and diverse history. (M6)

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

**ART 226. Art of the 19th Century**. Development of art from neoclassical and romantic periods through the post-impressionists. Prerequisite: ART 113 or ART 114. Alternate years.

**ART 229. WI: Modern Art**. Development of European and American art from the post-impressionists (1890s) to Pop Art (1960s). Prerequisite: ART 113 or ART 114. Writing-intensive.

**ART 310. Art History Methodology: Criticism, Theory and Practice**. What is it you want to know about a work of art? The questions you ask and how you go about finding the answers lead straight to the issue of methodology. This course's goal is to understand the development of the discipline of art history and its theoretical underpinnings. It will survey the major art historians, the questions they asked, and the answers they proposed. Additional topics include connoisseurship and contemporary exhibit practices. Prerequisites: ART 113 and ART 114. Alternate years.

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

## Courses in Studio Art and Graphic and Interactive Design

Note: All studio courses in studio art, studio art-photo/media concentration, and graphic and interactive 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 are also open to non-majors without prerequisites. ART 119 is required in the Art Education track, but also open to other art majors and non-majors without prerequisites. ART 119, 147, 167, 170, 180, and 268 meet the M6 LinC rubric. It is suggested that Art majors in the graphic and interactive design, studio art-photo/media concentration, and art education tracks take ART 142 and ART 170 in the fall term of their 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 Education students should refer to the Art Education section of this catalog for more information on course sequencing.

**ART 119. Art Processes & Structures: Material Investigations**. Students in this process and project-based studio art course will explore universal concepts such as creativity, culture, and community through the works of contemporary artists and by making their own artwork. Students will explore concepts through art making, sketchbooks, reading, and journals. Materials in the course may include but are not limited to drawing, photography, video, printmaking, collage, sculpture, or fibers (based on student and instructor interest), to discover and challenge the visual language and the power of works of art. Students will develop cross-disciplinary skills such as the effective communication of ideas, problem solving, critical thinking, reflection, recording observations, working with materials, and forming meaning and metaphor. Prerequisites: None. (M6)

**ART 125. Art in Public Places**. Public space is produced by imagination. How we think of a space and how we direct action to it is how a space becomes public. This course will examine the role of art in public places and introduce students to the professional practice of making site-specific art. We will examine significant public artworks from around the world and make site visits to noteworthy public works in the Lehigh Valley area. Students will gain the skills to create a public work of art while considering a variety of media, taking an interdisciplinary approach, and working collaboratively. No prerequisites. (M6)

**ART 131. Introduction to Graphic Design**. Foundation skills in the formal and conceptual principles of graphic design: concept, composition, legibility, language, typography. Projects develop visual literacy and skills in text, drawing, and image production using the Macintosh computer as primary design tool. Critical thinking is stressed through analysis of content and its most effective form of visual presentation. Prerequisite: ART 142 or permission of instructor.

**ART 142. Visual Foundations: Composition, Color and Design**. A guided investigation of basic concepts and techniques of visual organization, addressing theory and application of two-dimensional design and color using various concepts, media, and techniques. Weekly projects develop students' awareness of formal elements of composition and interrelationships between form and content. Utilizing fundamental design principles, including line, shape, color, value, space, balance, proportion, and scale, students learn and use appropriate vocabulary to verbalize their creative process and critical thinking. Learning to analyze one's own work and the work of others is as important a skill as making the work. No prerequisites.

**ART 146.2. Printmaking and Book Arts**. This half-unit course introduces materials, tools, and procedures of printmaking and may include linocut, woodcut, intaglio, solarplate, and paper-making.

Final project may include a book designed, produced, and bound by the student. No prerequisites.

**ART 147. Screen Printing**. For beginning through advanced students, this course addresses concepts of design; elements of color, motif, pattern, and repetition; and techniques of stencils, open-screen color, drawing methods, photo emulsion, and C.M.Y.K. registration and printing. Field trip to observe state-of-the-art commercial screen printing operations. Emphasis on student projects, student presentations, and instructor-led formal critiques. No prior printmaking experience necessary. (M6)

**ART 155. Communicating with Social Media**. An entry-level course where students will explore the history and role of social media in public relations, marketing, advertising and other related fields. Students will develop knowledge and skills relevant to digital communication with a focus on social media marketing. Students will investigate professional, theoretical, cultural and societal aspects of social media while gaining tactical skills to produce digital content for a semester-long social media campaign project.

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

**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. The history and use of ceramics will be discussed. The basics of operating a ceramics classroom are included: loading, unloading, firing and maintaining electric kilns, including low-fire and high-fire; purchasing clay, glazes and other supplies; health and safety concerns.

**ART 167**. 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 development, wet darkroom printing, and the final presentation of photographs. (M6)

**ART 170. Drawing 1**. Skills and critical understanding of the fundamentals of drawing: composition, perspective, value, and balance, developed through rendering the observed world. Students engage in the pictorial issues of drawing, especially the relation of subject and context. These fundamentals are taught in context with a pictorial language, rather than elements of abstract design. (M6)

**ART 180. Painting 1**. This course introduces students to classical and contemporary painting techniques and concepts, with an emphasis on formal language and the fundamentals of artistic expression. Painting in this course is primarily observation based, working from still-life, landscape, and models. Exploration of technical and formal aspects of painting including value, color and temperature relationships, color mixing, brush and paint handling while compositional structure, figure/ground relationships, spatial concepts, and critical thinking skills will be emphasized. As the semester progresses, there is a growing emphasis on content and meaning, experimentation and the development of personal aesthetics through idea-based prompts. We will study and research major painting styles and movements in historical context. Hands-on learning, demonstrations, lectures, group and individual critiques will be given throughout the course. Water-miscible oil paint will be the primary medium for this class. (M6)

**ART 230. Typography and Information Design**. What language is to writing, typography is to graphic and interactive design. Today's designers, who work primarily in digital media, create messages that are both "virtual" (time-based and in perpetual motion) and fixed in place by ink on paper. This course explores how typography shapes content. Designing with letters, words, and texts develops legibility, emphasis, hierarchy of meaning, personal expression, and appropriateness. Students will learn the principles of clear, strong, effective design using current design applications and technology. Projects will explore design as rhetoric, information, and expression. Prerequisite: ART 131.

**ART 231. Publication Design**. Design of magazines, books, and brochures requires collaboration between writers, editors, and designers. Students learn to analyze and organize written and visual narratives. Research, planning, editing, and computer skills are developed and combined with clear and appropriate design vocabulary. Macintosh platform utilizing InDesign, Photoshop, Illustrator and Acrobat. Prerequisite: ART 230 or permission of the instructor.

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

projects will be included. Prerequisite: ART 131.

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

**ART 254. Digital Video**. Focuses on the study of moving imagery and its use as an artistic tool for creative expression and social inquiry. Starting with problem solving and idea generation, students move into the traditional language of film, and the theories, disciplines, and procedures used to plan and produce works in video. Through classroom lectures, demonstrations, discussion, and hands-on experience, students learn the basic technical and operational skills involved in video making as well as creative strategies for producing their own individual works.

**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 individualized study with permission of instructor.

**ART 265. Alternative Photographic Processes**. Without the tools traditionally used to fix an image, how might we visually record our lives? This course begins with that question as a premise for photographic thinking into the 21st Century. Students will engage in an exploratory image-making practice that is at once steeped in the origins of photographic seeing and married to increasingly urgent concerns about sustainability in artmaking and environmentally conscious image-making processes. The course encourages a deep appreciation for natural materials fostered by research and rich experimentation. Freed from the strict handling and disposal procedures of a traditional analogue photography course, students will create a rich hybrid language that celebrates photographic history, incorporates technology-based tools, and fosters materials-based experimentation and play. Prerequisite: Junior/Senior standing. (U1)

**ART 267. Black & White Photography 2**. This course will introduce advanced darkroom and camera techniques. Emphasis will be placed on the formation of a personal point of view. Historic precedents and contemporary examples will be explored as well as issues pertaining to form, content and craftsmanship. Prerequisite: ART 167.

**ART 268. Digital Photography**. A critical seminar for the production and study of digital image making. Students learn the basic technical and operational skills involved in creating photographic work electronically. Discussions and readings investigate issues pertaining to art and media culture, as well as similarities and differences between the objective nature of traditional photography and the inherent subjective quality of digital imagery. The class will build a critical, theoretical, and artistic framework to help students develop their own unique vision in the context of digital art making. Students are required to use either a dSLR or a mirrorless digital camera with manual controls and the ability to shoot RAW in order to take this course. (M6)

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

**ART 280. Painting 2**. This course emphasizes formal development and critical dialogue and will focus on technical assignments intended to increase one's ability to manipulate paint. Concentration is heavily located in representational exercises intended to advance skills while developing a more assertive conceptual approach. Emphasis is placed on contour, gesture, value and volume coupled with the accuracy of rendering illusionistic space. Assignments are seen in the context of both classical and contemporary artists who are investigating related conceptual and technical terrain. Different approaches to image making are explored to develop unique bodies of work. Prerequisite: ART 180.

**ART 331. Graphic and Interactive Design Practice.** Students refine visual and problem-solving skills in design through research and writing, using text- and image-based design programs. Projects may include identity design, résumé writing, and/or the creation of a robust social media presence. The business of design will be discussed with a focus on building design management skills including Art Direction, Project Management, and Account Management. Prerequisite: ART 231.

**ART 346. Interactive Design**. Introduction to the principles of website design, creation, and implementation. Creation and preparation of web graphics, design and critiques of websites, blogging and website development. Advanced work in image creation and manipulation. Comprehensive introduction and use of HTML/CSS development. Prerequisites: ART 131 and ART 268, or permission of instructor.

**ART 348. Animation for the Web**. The purpose of this class is to give the student an overview of storytelling with motion to create animation for the web. Within this framework, the student will learn professional practices of motion graphic design, including the fundamentals

of animation and programming for animation. Skills will be developed using major design applications, including Illustrator, Photoshop, Flash, Fireworks and/or AfterEffects.

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

**ART 356. Interactive Design 2**. Expands on knowledge gained in Interactive Design 1 to design, develop and publish highly dynamic and creative websites. Builds on a solid background of HTML and CSS Development, with focus on javascript 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.

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

**ART 367**. This is primarily an advanced portfolio class for self-motivated students who are capable of working independently. Students will meet as a group and individually with the instructor to monitor the progress of each student's work and participate in informal discussions regarding theory, practice and history. New work must be presented at each meeting. Prerequisite: ART 267 or permission of the instructor.

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

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

**ART 370. Advanced Studio: Material Explorations.** This advanced course will strengthen conceptual, technical, and observational skills while developing a sophisticated understanding of two-dimensional composition. In addition, students will engage in a hands-on investigation of the material and physical aspects of drawing and painting, learning how to make and use various paints, supports, and grounds including oil paint, egg tempera, encaustic, watercolor, and gouache. Materials and techniques will be explored through contemporary conceptual and formal practices. Prerequisite: ART 270 or permission of the instructor.

**ART 371. Advanced Studio Seminar**. This advanced hands-on learning course delves deeply into the theory and practice of contemporary art through idea inception and studio process. Investigation into different working styles and strategies employed by a variety of contemporary artists in service of uncovering each students' historical affinities, conceptual motivations and methods of making. This course will tackle theories that have developed during the past century, and the impact these concepts have had on current studio practices, criticism, and curatorial projects. Assigned coursework may include reading theoretical texts, short stories, examining film, pop culture, and current events along with papers, presentations and works of art. Spring.

**ART 372. Studio Thesis**. This course focuses on studio practice and thesis development. Classes are structured around individual and group critiques, readings, student presentations, and class discussions. The course objective is to build a critical and practical framework from which advanced students can develop their own unique vision through the art making process while preparing them for a professional life after college. Students will create a self-directed, studio practice and a strong cohesive body of work. Students will be required to have a solo exhibition during the course of the semester, prepare work for the end of the year Senior Thesis Exhibition, give an artist talk, and create a website. Prerequisites: ART 371 and senior standing, studio track. Fall.

**ART 373. Graphic Design Internship**. Qualified students work 12 hours per week at a graphic and interactive design studio, web design firm, publishing company, in-house design department, or advertising agency. In addition, regular seminars focus on portfolio development, ethical and professional standards, social media, web design, pre-press specifications, and printing. Prerequisite: ART 374.

**ART 374. Portfolio Seminar**. An advanced-level course for graphic and interactive 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.

**ART 375. Professional Practices**. Professional Practices is one of the two capstone experiences for studio art majors at Moravian; 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. Fall.

**ART 376. Studio Internship.** Qualified students work 12 hours per week at local museums, institutions, galleries, printshops, photo labs, residency programs, or with professional artists. In addition, regular seminars focus on portfolio development, exhibition preparation, professional standards, and marketing. Prerequisite: ART 375.

**ART 378. Graphic and Interactive 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.

**ART 380. Advanced Studio: Contemporary Figure**. This advanced course will strengthen conceptual, technical, and observational skills while developing a sophisticated understanding of two-dimensional composition. Assignments will focus on an in-depth study of figurative structure, including skeletal and muscular anatomy, and how these structures affect the surface definition. Emphasis will be placed on contour, gesture, value, and volume coupled with the accuracy of rendering illusionistic space. The figure will be studied through contemporary conceptual and formal practices. Prerequisite: ART 270 or permission of the instructor.

**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 DAT**: Jennifer Ostrowski
**Program Director MSAT**: David Wilkenfeld
**Graduate Advisors**: Ellen Payne and Jay Scifers

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

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

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

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

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

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

Admission is determined based on the following:

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

Each cohort in the MSAT program is limited to 24 students

Students who wish to enter the Moravian University Master of Science in Athletic Training in Summer 2018 or beyond should complete the health sciences major, pre-athletic training track.

## Accreditation

The Moravian University MSAT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

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

## Master Of Science In Athletic Training (Msat)

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

***Year One***
*Summer*

Didactic Education
10 WEEKS

- Anatomy & Physiology
- Introduction to Athletic Training & Psychosocial Aspects of Injury
- Emergency Care
- Therapeutic Modalities I
- Clinical Education I

Clinical Experience
3 WEEKS

- Secondary School Preseason Athletics Immersive Experience

*Fall*
8 WEEKS

- Analysis of Dysfunction of the Lower Extremity
- Answering Clinical Questions
- Clinical Measures for the Lower Extremity
- Foundations of Therapeutic Exercise
- Therapeutic Modalities II
- Evidence-Based Practice I
- Clinical Education II

8 WEEKS

- Lower Extremity Immersive Experience

*Spring*

8 WEEKS

- Analysis of Dysfunction of the Upper Extremity
- Clinical Measures for the Upper Extremity
- Therapeutic Exercise & Manual Therapy for the Lower Extremity
- Therapeutic Modalities III
- Evidence-Based Practice II
- Clinical Education III

8 WEEKS

- Upper Extremity Immersive Experience

***Year Two***
*Summer*

Didactic Education
10 WEEKS (3 DAYS/WEEK)

- Head & Spine Evaluation and Treatment
- Therapeutic Exercise & Manual Therapy for the Upper Extremity
- Pathophysiology
- Pharmacology
- Clinical Education IV

Clinical Experience
4 WEEKS (10 WEEKS, 2 DAYS/WEEK)

- Medicine & Rehabilitation Immersive Experience

*Fall*
8 WEEKS

- Physical Adaptation to Exercise
- Sports Nutrition
- Psychosocial Aspects of Rehabilitation
- Evidence-Based Practice III
- Clinical Education V
- Organization & Administration in Athletic Training

12 WEEKS

- Student-Selected Immersive Experience

*Spring*
15 WEEKS (ONLINE)

- Clinical Imaging
- Capstone in Athletic Training
- Evidence-Based Practice IV
- Clinical Education VI

15 WEEKS

- Student-Selected Immersive Experience

## *Course Descriptions*

**HLAT 500 – Clinical Anatomy & Physiology** (4 credits) This course examines all the systems of the body, with primary focus on the musculoskeletal system. Students' clinical anatomy is advanced through the use of virtual cadaver dissection, online dissection software, and anatomical models.

**HLAT 501 – Introduction to Athletic Training & Psychosocial Aspects of Injury** (3 credits) This course provides an introduction to the profession of athletic training, including basic skills required for injury prevention and treatment, as well as an overview of the psychological and social aspects associated with injury and recovery.

**HLAT 505 – Emergency Care in Athletic Training** (3 credits) This course will teach athletic training students recognition, evaluation and treatment of emergent conditions that may occur in the physically active population.

**HLAT 510 – Answering Clinical Questions** (1 credit) This course will introduce the student to the role and importance of research in the rehabilitation

professions. Course content will include defining research terminology, development of search terms, and the development of a research question.

**HLAT 521 – Therapeutic Modalities I** (1 credit)
This course is designed to introduce the student to theories on pain modulation and the acute inflammatory response, as well as cryotherapy, thermotherapy and intermittent compression therapeutic modalities commonly utilized in the athletic training profession.

**HLAT 581 – Clinical Education I** (1 credit)
This course is designed to introduce students to the practice of athletic training through the completion of a three-week clinical education experience.

**HLAT 550 – Analysis & Dysfunction of the Lower Extremity** (3 credits)
This course teaches evaluation techniques of the lower extremity, including the foot, ankle, knee and hip, as well as orthopedic conditions of the lower extremity.

**HLAT 530 – Clinical Measures for the Lower Extremity** (2 credits)
This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination and anthropometric measures.

**HLAT 575 – Foundations of Therapeutic Exercise** (2 credits)
This course introduces the concepts of tissue inflammation, repair and remodeling as applied to the rehabilitation process. Students will learn the theories regarding the evidence-based application of stretching, range of motion, joint mobilization, strengthening, aerobic exercise, plyometric exercise, proprioception, aquatic therapy, and other applications of rehabilitation skills.

**HLAT 511 – Evidence-Based Practice I** (1 credit)
This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question.

**HLAT 522 – Therapeutic Modalities II** (2 credits)
This course will teach the theory, application and clinical decision-making surrounding the use of electrical stimulation as a therapeutic modality.

**HLAT 582 – Clinical Education II** (2 credits)
This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of lower extremity dysfunction through the completion of an eight-week clinical education experience.

**HLAT 560 – Analysis & Dysfunction of the Upper Extremity** (3 credits)
This course teaches evaluation techniques of the upper extremity, including the shoulder, elbow, wrist and hand, as well as orthopedic conditions of the upper extremity.

**HLAT 540 – Clinical Measures for the Upper Extremity** (2 credits)
This course educates students in performance of assessment and documentation techniques for the lower extremity, including palpation, goniometry, strength testing, neurologic examination and anthropometric measures.

**HLAT 576 – Therapeutic Exercise & Manual Therapy for the Lower Extremity** (2 credits)
This course expands upon the Foundation of Therapeutic Exercise course by having the student apply previously learned materials regarding therapeutic exercise and manual therapy to the rehabilitation and treatment of patients with lower extremity pathology.

**HLAT 512 – Evidence-Based Practice II** (1 credit)
This course will educate the student regarding the research process including: development of research hypotheses, use of dependent and independent variables, disablement models, experimental design, data collection procedures, research methods and ethical issues associated with the completion of human subjects research.

**HLAT 523 – Therapeutic Modalities III** (2 credits)
This course teaches students the theory, application and evidence-based usage of therapeutic modalities including: therapeutic ultrasound, iontophoresis, shortwave diathermy, LASER and massage.

**HLAT 583 – Clinical Education III** (2 credits)
This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of upper extremity dysfunction through the completion of an eight-week clinical education experience.

**HLAT 670 – Head & Spine Evaluation & Treatment** (3 credits)
This course focuses on evaluation and treatment techniques of the spine and pelvis, including the cervical

spine, thoracic spine, lumbar spine and the sacroiliac joints, as well as common orthopedic conditions of the trunk in the physically active population.

***HLAT 677 – Therapeutic Exercise & Manual Therapy for the Upper extremity*** (2 credits)
This course expands upon the Foundation of Therapeutic Exercise course by having the student apply previously learned materials regarding therapeutic exercise and manual therapy to the rehabilitation and treatment of patients with upper extremity pathology.

**HLAT 665 – Pathophysiology** (3 credits)
This course teaches concepts of human physiology and basic pathology. Also involves detailed evaluation skills necessary for assessment and recognition of general medical conditions and pharmacologic applications of the physically active.

**HLAT 660 – Pharmacology** (1 credit)
This course examines application of pharmacology in the treatment of a variety of conditions. This course also includes discussion of nutritional supplements, performance enhancing drugs and recreational drugs.

**HLAT 684 – Clinical Education IV** (1 credit)
This course is designed to allow students to develop clinical proficiency in the evaluation, diagnosis, and treatment of head and spine dysfunction, as well as expose students to non-orthopedic conditions across the lifespan through the completion of a two-day per week, twelve-week clinical education experience in a variety of clinical settings.

**HLAT 679 – Physical Adaptations to Exercise** (3 credits)
This course is designed to promote an understanding of the adaptations of the human body in response to exercise, as well as fundamental concepts of strength and conditioning. The course will provide the student with anatomy and physiology of various systems of the body, programs, theories and concepts vital to exercise prescription, injury prevention, injury rehabilitation and reconditioning for return to activity.

**HLAT 622 – Sports Nutrition** (3 credits)
This course presents the scientific basis for sports nutrition emphasizing basic nutritional concepts, energy expenditure during resistance and endurance exercise, diet during training, the timing and composition of the pre- and post- competition meals, the use of nutrients supplements and ergogenic aids, and the special needs of various athletic groups.

**HLAT 678 – Psychosocial Aspects of Rehabilitation** (2 credits)
This course is designed to provide a basic understanding of the psychological and social aspects of injury and rehabilitation. Topics covered include emotional response to injury and rehabilitation, motivation, rehabilitation/ exercise adherence, psychosocial factors influencing rehabilitation and recovery, career transition and termination, and mental skills training and use.

**HLAT 613 – Evidence-Based Practice III** (1 credit)
This course will educate the student regarding statistical analysis, development of discussion points, figure and table creation and developing research conclusions.

**HLAT 685 – Clinical Education V** (3 credits)
This course is designed to allow students to develop clinical proficiency in the all areas of the athletic training profession and facilitate increasing levels of autonomous practice through the completion of a twelve-week clinical education experience.

**HLAT 610 – Organization & Administration in Athletic Training** (3 credits)
This course is designed to examine the various issues, policies and procedures involved with the administration of athletic training in a variety of professional settings. Study will include facility organization and design, legal liability, personnel management, equipment maintenance and budgeting, record keeping, health care services, counseling and public relations.

**HLAT 613 – Evidence-Based Practice III** (3 credit)
This course will educate the student regarding statistical analysis, development of discussion points, figure and table creation and developing research conclusions.

**HLAT 615 – Clinical Imaging** (1 credit)
This course provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine. The course presents both normal and diseased states. Diagnostic imaging techniques discussed include plain radiographs, flouroscan, arthrograms, magnetic resonance imaging, CAT scan, bone scan, diagnostic ultrasound and myelogram.

**HLAT 690 – Capstone in Athletic Training** (1 credit)
This course is designed for research discussion of critical questions and contemporary issues in athletic training and sports medicine. The course also serves to prepare students for the Board of Certification Examination and

for becoming licensed to practice as an athletic trainer.

**HLAT 614 – Evidence-Based Practice IV** (1 credit)
This course serves as the capstone for the evidence-based practice series. In this course, students prepare and defend scholarly research. Students also deliver a platform or poster presentation of a case study or original research in a public forum.

**HLAT 686 – Clinical Education VI** (4 credits)
This course is designed to allow students to develop clinical proficiency in the all areas of the athletic training profession and facilitate increasing levels of autonomous practice through the completion of a fifteen-week clinical education experience.

# Doctor Of Athletic Training (Dat)

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

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

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

**On-Demand Courses** (6 credits) (must be completed before enrollment in any other DAT courses)
HLAT 711: Introduction to Evidence-Based Practice Concepts
HLAT 775: Introduction to Evidence-Based Therapeutic Interventions

## Professional Perspectives (15 credits required*)

HLAT 701: Entrepreneurship in Sports Medicine
HLAT 702: The Athletic Trainer as an Educator
HLAT 710: Healthcare Policy
HLAT 766: Performing Arts Medicine
HLAT 801: Leadership in Athletic Training
HLAT 802: Spanish for Health Providers
HLAT 825: Diversity, Equity, Inclusion, and Accessibility in Athletic Training
HLAT 860: Medical Conditions in the Physically Active
HLAT 865: Special Populations in Athletic Training

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

- HLAT 712: Epidemiology & Informatics
- HLAT 810: Independent Research Inquiry
- HLAT 811: Qualitative Methods and Research Design **
- HLAT 812: Evidence-Based Practice: Answering Clinical Questions
- HLAT 813: Quantitative Methods and Research Design **
- HLAT 814: Evidence-Based Practice: Practice-Based Evidence

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

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

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

## Clinical Practice

## (15 credits required)

- HLAT 765: Emerging Practices in Athletic Training
- HLAT 780: Summer Institute I
- HLAT 878: Psychosocial Issues in Athletic Training
- HLAT 800: Advanced Anatomy
- HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured
- HLAT 880: Summer Institute II
- HLAT 881: Advanced Clinical Practice (repeatable twice)

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

**NOTE**: Courses in bold are required

## Schedule of Courses

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

**Fall Odd**
HLAT 702: The Athletic Trainer as an Educator
HLAT 710: Healthcare Policy
HLAT 750: Evidence-Based Assessment & Intervention for the Lower Extremity
HLAT 815: Clinical Imaging
HLAT 860: Medical Conditions in the Physically Active

**Spring Even**
HLAT 765: Emerging Practices in Athletic Training
HLAT 800: Advanced Anatomy
HLAT 801: Leadership in Athletic Training
HLAT 810: Independent Research Inquiry
HLAT 811: Qualitative Methods and Research Design **
HLAT 813: Quantitative Methods and Research Design **
HLAT 814: Practice-Based Evidence
HLAT 881: Advanced Clinical Practice

**Summer Even***
HLAT 700: Advanced Neurologic Evaluation & Treatment
HLAT 712: Epidemiology & Informatics
HLAT 802: Spanish for Health Providers
HLAT 878: Psychosocial Issues in Athletic Training
HLAT 880: Summer Institute II
HLAT 881: Advanced Clinical Practice

**Fall Even**
HLAT 770: Evidence-Based Assessment & Intervention for the Spine
HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured
HLAT 812: Evidence-Based Practice: Answering Clinical Questions
HLAT 865: Special Populations in Athletic Training

**Spring Odd**
HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity
HLAT 766: Performing Arts Medicine
HLAT 800: Advanced Anatomy
HLAT 801: Leadership in Athletic Training
HLAT 810: Independent Research Inquiry
HLAT 811: Qualitative Methods and Research Design **
HLAT 813: Quantitative Methods and Research Design **
HLAT 814: Practice-Based Evidence
HLAT 881: Advanced Clinical Practice

**Summer Odd***
HLAT 701: Entrepreneurship in Sports Medicine (beginning Summer 2025)
HLAT 721: Evidence-Based Therapeutic Modalities
HLAT 780: Summer Institute I
HLAT 802: Spanish for Health Providers
HLAT 825: Diversity, Equity, Inclusion, and Accessibility in Athletic Training
HLAT 878: Psychosocial Issues in Athletic Training (beginning Summer 2025)
HLAT 881: Advanced Clinical Practice

**Notes**

* Students who begin the DAT program during the Summer semester are not eligible for the Summer Institute in that year. Students will not graduate until completion of two Summer Institutes (HLAT 780 and 880).
** Students must take either HLAT 811 or HLAT 813 in their first spring semester.

## *Course Descriptions*

**HLAT 700: Advanced Neurologic Evaluation & Treatment** (3 credits)
This course will focus on evidence-based evaluation and treatment of patients with neurologic disorders of the central nervous system. This course requires critical

appraisal of neurologic pathology presentation in order to identify appropriate diagnostic and treatment interventions.

**HLAT 701: Entrepreneurship in Sports Medicine** (3 credits)
This course is designed to provide the student with the tools necessary to design and sustain an entrepreneurial venture in the area of sports medicine. Students are asked to view the athletic training profession through the lens of a business owner, rather than as a healthcare employee. The course will discuss strategies regarding successful business models, business plan development, marketing, finance, and leadership.

**HLAT 702: The Athletic Trainer as an Educator** (3 credits)
This course will focus on the athletic trainer as an educator, both in the formal role (faculty member) and informal role (preceptor). Students learn to recognize the unique educational contributions of both didactic and clinical settings, and will learn pedagogical strategies from multiple perspectives. Essential skills for the classroom, including presentation skills and various pedagogical styles will be introduced. Essential skills for clinical education, including fostering supervised autonomy and creating teachable moments, will be discussed.

**HLAT 710: Healthcare Policy** (3 credits)
This course introduces the topic of healthcare policy as it relates to the practice of sports medicine. Students will be challenged to think critically about the role of athletic training within the broader context of public health. Students will examine healthcare policy from four areas: economics and financing, supply and demand, political and legal, and quality and effectiveness as they relate to preparedness, wellness and provision of medical care. Important ethical questions related to healthcare policy and access to healthcare in relation to the changing political landscape will also be explored.

**HLAT 711: Introduction to Evidence-Based Practice Concepts** (3 credits)
This course will introduce the student to role and importance of research in the rehabilitation professions. Critical thinking will be utilized to develop focused clinical questions, and to search existing literature for an answer to these questions. Course content will include essential research terminology; concepts of diagnostic accuracy, sensitivity, specificity, and likelihood radios; clinical prediction rules; basic epidemiology and related statistics; patient-reported outcome measures.

**HLAT 712: Epidemiology & Informatics** (3 credits)
This course will focus on athletic training within the broader scope of public health. Students will be challenged to consider athletic training within the broader scope of public health, and to examine injury and recovery through an epidemiological lens with a focus on injury/illness incidence, prevalence, risk ratios, and relative risk reduction. Important ethical questions regarding access to athletic training services in underserved areas will be discussed. The use of informatics, including electronic medical record software, will also be addressed.

**HLAT 721: Evidence-Based Therapeutic Modalities** (3 credits)
This course will extend modality concepts and application beyond entry-level concepts, taking an evidence-based approach to implementation of highly-utilized modalities (ie, ultrasound, electrical stimulation), under-utilized modalities (ie, shortwave diathermy, EMG biofeedback), and evolving modalities (ie, light therapy, extracorporeal shockwave therapy). The focus will be on underlying concepts and clinical application.

**HLAT 750: Evidence-Based Assessment & Intervention for the Lower Extremity** (3 credits)
This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and peripheral nervous system disorders of the foot, ankle, knee, and hip. This course requires critical appraisal of lower extremity pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity** (3 credits)
This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and peripheral nervous system disorders of the shoulder, elbow, forearm, wrist and hand. This course requires critical appraisal of upper extremity pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 765: Emerging Practices in Athletic Training** (3 credits)
This course will provide an overview of topics related to the athletic trainer working in "nontraditional settings", including industrial settings, emergency medicine, physician practice, and occupational health, with a focus on patient-centered care and working in interdisciplinary teams. The concept of interprofessional collaboration will be emphasized, as multiple perspectives across these various settings are

introduced. Essential knowledge and skills related to these emerging practice settings will be addressed.

**HLAT 766: Performing Arts Medicine** (3 credits)
This course will address prevention and management of common injuries and medical conditions in performing artists including dancers, musicians, and theater artists. Students will be challenged to consider the special medical needs and unique qualifications of the athletic trainer to provide care for active patient populations not generally considered within the narrow traditional definition of "athlete."

**HLAT 770: Evidence-Based Assessment & Intervention for the Spine** (3 credits)
This course will focus on evidence-based evaluation and treatment, including manual therapy interventions, of patients with musculoskeletal and central nervous system disorders of the sacroiliac joint, lumbar spine, thoracic spine, cervical spine. This course requires critical appraisal of spinal pathology presentation in order to match appropriate manual therapy interventions.

**HLAT 775: Introduction to Evidence-Based Therapeutic Interventions** (3 credits)
This course will introduce the student to the most current evidence to support therapeutic interventions in rehabilitation, exercise, manual therapy, and pharmacology. The course will require students to think critically about how these intervention strategies have evolved over time, and how they can be used to improve patient care in the student's specific clinical practice.

**HLAT 780: Summer Institute I** (3 credits)
This residency course allows students to complete hands-on education and guided practice of clinical skills under the supervision of full-time and adjunct faculty of the DAT program. This course is offered during a one-week block each summer.

**HLAT 800: Advanced Anatomy** (3 credits)
This course will provide an intensive overview of musculoskeletal conditions from an in-depth anatomical perspective. Students will be challenged to consider injury and recovery through a pathophysiology lens using digital technology such as smartphone or tablet applications and a virtual cadaver table. This course will focus on the anatomy as it informs clinical practice.

**HLAT 801: Leadership in Athletic Training** (3 credits)
This course will focus on leadership skills for the athletic trainer. The course will discuss differences between leaders and managers, essential communication skills, working as a team, effective delegation strategies, critical decision-making, and facilitating work-life balance amongst supervisees. Multiple perspectives will be considered, as the course examines various definitions of leadership across various professions. Leaders in the field of Athletic Training education will make guest appearances in the course.

**HLAT 802: Spanish for Health Providers I** (3 credits)
This course is designed to help health professionals achieve novice to novice-mid Spanish proficiency level (as defined by ACTFL). It will introduce basic and 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 present in everyday situations that may be encountered at healthcare settings dealing with Spanish-speaking patients and personnel in the United States.

**HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured** (3 credits)
This course will teach athletic trainers advanced theories and skills in the recognition, evaluation, and treatment of emergent conditions. The class will include an update on the current CAATE standards as related to Domain 3 of the BOC Practice Analysis. We will then address new theories, techniques, and technologies in Domain 3.

**HLAT 810: Independent Research Inquiry** (3 credits)
This course allows students to work with a scholarly mentor to pursue an independent course of research inquiry. This may involve analysis of existing research data, drafting of professional manuscripts or presentation abstracts, or development of a new original research study to answer a clinical question. Students must have this course and the specific learning objectives approved by the Program Director prior to enrollment. This course requires a critical reflection on the objectives at the completion of the course. Please note: this course will run the entire 16-week semester.

**HLAT 811: Qualitative Methods and Research Design** (3 credits)
This course will overview qualitative research methodology and the process of conducting original qualitative research including experimental design, data collection procedures, research methods, and ethical issues associated with the completion of human subjects research. The course will require completion of a formal Introduction and Methodology for a proposed original qualitative research study design.

**HLAT 812: Evidence-Based Practice: Answering Clinical Questions** (3 credits)
This course will focus on answering focused clinical questions, with an emphasis on reading and thinking critically, and writing purposefully. Course content will include question development using the PICO (PIO, PICOT) framework, recognition and evaluation of various study designs, development of search terms and use of research databases. The course will require completion of a Critically Appraised Topic (CAT) paper.

**HLAT 813: Quantitative Methods and Research Design** (3 credits)
This course will overview the process of conducting original research including: development of research hypotheses, use of dependent and independent variables, disablement models, experimental design, data collection procedures, research methods, and ethical issues associated with the completion of human subjects research. The course will require completion of a formal Introduction and Methodology for a proposed original research study design.

**HLAT 814: Evidence-Based Practice: Practice-Based Evidence** (3 credits)
This course will allow students to see the impact of implementing practical solutions to improve the delivery of healthcare and health outcomes from multiple perspectives (disease-oriented evidence, patient-oriented evidence) within their patient population. Course content will focus on methodology, statistical analysis, and result interpretation and discussion. The course will require implementation of an intervention that is designed to improve patient outcomes, followed by evaluation of the effectiveness of the intervention. Pre-requisite: HLAT 813. Please note: this course will run the entire 16-week semester.

**HLAT 815: Clinical Imaging in Sports Medicine** (3 credits)
This course will educate students regarding basic interpretation, clinical utility, and diagnostic accuracy of a variety of clinical imaging techniques utilized in sports medicine. Students will be asked to think critically to determine the best imaging technique, given what has been learned about diagnostic accuracy of various tests for various pathologies.

**HLAT 822: Sports Nutrition** (3 credits)
This course will focus on the underlying concepts of sports nutrition as related to sports performance and optimal wellness for active populations. Areas to be reviewed include macronutrients (Carbohydrates, Lipids and Proteins), micronutrients (vitamins, minerals), practical aspects of hydration, as well as special topics of nutritional implications for active populations. All topics will take an evidence-based approach to the content and be reviewed beyond an elementary understanding of each area.

**HLAT 825: Diversity, Equity, Inclusion, and Accessibility in Athletic Training**
This course is designed to increase the awareness and appreciation of diversity within athletic training and health care. It will examine from perspectives of diverse races, ethnicities, social class, religions, sexual orientation, gender identity, ages, and abilities, through an interprofessional intersection of health care. How do we experience and understand diversity and difference? How do diversity and differences shape systems that affect individuals, families, communities, and society? Students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. Students will examine concepts of health and illness, as viewed from the perspective of the patient, the practitioner, and the public. This course prompts students to think critically about ideas of health and medicine as encompassing a range of social issues, like inequitable housing, restricted education, xenophobia, disparate maternal health and inadequate medical facilities, while exploring the dynamics of diversity, privilege, and oppression in domestic and global contexts. Together, course participants will query how a medical system built on racialized and gendered disparity can be reshaped to offer corrective justice for broad social inequity. Students will be encouraged to develop a critical consciousness and to explore ways of empowering to help eliminate ideologies of unequal treatment.

**HLAT 860: Medical Conditions in the Physically Active** (3 credits)
This course will examine common medical and non-orthopedic conditions in physically active individuals. Students will be challenged to consider evidence-based practice in the evaluation and treatment of these conditions, and will be required to develop policies and procedures related to these conditions in physically active individuals.

**HLAT 865: Special Populations in Athletic Training** (3 credits)
This course will examine the role of the athletic trainer in provision of care to individuals across the lifespan with varying medical conditions. The course will utilize a critical focus on the unique qualifications of the athletic trainer

needed to meet the special medical needs of the pediatric athlete, the female athlete, the pregnant athlete, the senior athlete, the disabled athlete, and the special-needs athlete.

**HLAT 878: Psychosocial Issues in Athletic Training** (3 credits)
Psychosocial strategies and referral has been required entry-level content for many years, yet certified athletic trainers continue to struggle with recognizing opportunities to intervene, and with and implementing psychosocial techniques. This course will take a case-study-based approach to issues including the stress-injury relationship, sport socioculture, emotional response to injury, rehabilitation adherence and return-to-play concerns, mental illness, and psychosocial referral. Students will learn basic psychosocial skills that are designed to enhance the patient's overall well-being and satisfaction with healthcare, and will be asked to reflect on their experiences implementing these techniques with patients in their own clinical practice setting.

**HLAT 880: Summer Institute II** (3 credits)
This residency course allows students to complete hands-on education and guided practice of clinical skills under the supervision of full-time and adjunct faculty of the DAT program. This course is offered during a one-week block each summer.

**HLAT 881: Advanced Clinical Practice** (3 credits)
This course allows students to identify a clinical mentor within a desired area of practice to assist in identifying knowledge and clinical practice gaps. Students may also opt to complete a clinical residency at a site different than their employment setting in order to obtain a different perspective of the role of the certified athletic trainer. Students must have this course and the specific learning objectives approved by the Program Director prior to enrollment. This course requires a critical reflection on the objectives at the completion of the course. This course can be repeated twice. Please note: this course will run the entire 16-week semester.

# Biochemistry

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

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

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

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

## The Major in Biochemistry

The major in biochemistry includes 16 total course units.

Required courses include BIOL 111; BIOL 210; CHEM 113, 114, 211, 212, 220.2 and 331; MATH 170 and 171; PHYS 111 and 112; BIOL/CHEM 327, 328, and 375.2 (or BIOL 370 with approval of the Biochemistry program co-coordinators); and BIOL 365 (or another course with the approval of the advisor) plus 1 elective from among the following: BIOL 235, 263, 350, 351, or 363; CHEM 222, 311, 313, 314, 315, 332, or 341. A biology or chemistry research experience (as defined by the Council on Undergraduate Research) such as Independent study (BIOL or CHEM 286, or 381–384) or Honors (BIOL or CHEM 400–401) can also be counted with prior approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments. (Note that BIOL/CHEM 375.2 and CHEM 220.2 are both half-unit courses.) Biology Seminar (BIOL 370) may be substituted for BIOL/CHEM 375.2 with the approval of the major advisor and chairs of the Biological Sciences and Chemistry Departments.

# Biological Sciences

**Chair**: Mosovsky
**Professors**: Fox, Husic, Jones
**Associate Professor**: Lord, Mosovsky, Thévenin
Emeritus: Irish
**Assistant Professors**: McClelland, Proud, Woods
Lecturer: Bortz

**Mission**: 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 University emphasizes the importance of gaining appreciation for, and some mastery of, all aspects of modern biology as well as the interdisciplinary connections across the sciences. This broad base of knowledge gives our majors the ability to succeed in all arenas calling for biological expertise: teaching at all levels; academic, government, private, and industrial research; science journalism and law; professional fields such as medicine, veterinary medicine, dentistry, and optometry; allied health areas such as physical and occupational therapy; and graduate study.

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

## The Major in Biology

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

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

- BIOL 111
- BIOL 210
- BIOL 266 or 328
- BIOL 370
- BIOL 212 or BIOL 219 or BIOL 330 or BIOL 335 OR BIOL 360

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

**Math and Chemistry Co-requisites:**
MATH 106 and 166 or MATH 170 or MATH 107
CHEM 113 and 114 and CHEM 211 and 212

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

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

## The Minor in Biology

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

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

BIOL 100, 102, 103, 104, 105, 107, 205, 206, and 209 do not count toward the minor.

## The Interdepartmental Major

The six courses that compose Set I of the interdepartmental major in biology include BIOL 111. The remaining courses in biology and the six courses of Set II are selected by the student with the approval of the advisor.

## Departmental Recommendations

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

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

## Courses in Biology

**BIOL 100. Principles of Biology**. Introductory biology course for non-majors that covers major principles in biology as they relate to higher organisms. When possible, the human organism is selected to illustrate a principle. Three 50-minute periods, one 3-hour laboratory. (F4)

**BIOL 102. Biology of the Birds**. Introduction to avian natural history and evolution. Topics include anatomy, migration, behavior, and distribution, as well as identification of common birds by sight and sound. Laboratories include field trips to identify local bird species and study their behavior and ecology. Cannot be used as a biology elective in the major. May Term. Mandatory camping trip second weekend of class. (F4)

**BIOL 103. Human Anatomy and Physiology I for Nursing Majors**.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. (F4)

**BIOL 104. Human Anatomy and Physiology II for Nursing Majors**. 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; Nursing majors must earn a grade of at least C or better in BIOL 103 in order to be allowed to enroll in BIOL 104; a student may withdraw from only one of the two courses, and may do so only once.]

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

**BIOL 106. Human Anatomy and Physiology I for Health Science Majors**. 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. (F4)

**BIOL 107. Human Anatomy and Physiology II for Health Science Majors**. 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.

**BIOL 108. Anatomy & Physiology of the Speech & Hearing Mechanism**. This is a course in the anatomical and physiological bases of human communication. This course designed to provide undergraduate students with an interest in Speech-Language Pathology or Audiology with a fundamental, integrative, and thorough understanding of the basic scientific principles related to the structural organization (anatomy), function (physiology), and biomechanics of human systems (including integument, skeletal, muscular, and nervous systems) responsible for speech, hearing, swallowing and vocalization. Concepts and principles important to understanding the human body are thoroughly discussed in lecture, with reinforcement through collaborative laboratory activities and clinical case studies. The successful completion of this course is required as a pre-requisite for most graduate programs in Speech-

Language Pathology or Audiology. Prerequisites: None.

**BIOL 110.2. First-year Bioscience Seminar**. For first-semester students intending to major in biology, biochemistry, neuroscience or environmental science. This course prepares students for the rigors and culture of their intended careers by strengthening the students' academic and professional skills. Students will interact with faculty and students in their intended major and develop valuable skills and tools to help them succeed in the biosciences here at Moravian University. Course content will focus on engaging topics within the biosciences and will place an emphasis on learning and practicing the skills of data analysis and interpretation, group work and group discussion, defense of arguments, and critical thinking. This course will also address the breadth of science careers available, the importance of research experiences, and essential study strategies. Fall. Two 50-minute classes/week.

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

**BIOL 175. Ecology of Tropical Forests**. Introduction to the ecology of neotropical forests with emphasis on the Amazon Basin. Examines the structure of tropical forests, their evolutionary history, and factors that contribute to biological diversity. Geological history of the Amazon Basin, seasonality, forest and river types, forest structure, speciation and biodiversity, epiphyte communities, gap dynamics, and ecological succession. Special attention is given to the adaptive strategies of plants and animals and to examples of mutualistic interactions. Includes a required excursion to the upper Amazon in Peru or Bolivia. During the excursion students conduct field research projects, and meet indigenous peoples. May Term. (F4)

**BIOL 205. Pathophysiology.** Mechanisms of disease in humans. Emphasis is on dysfunction at cellular, tissue, and organ levels. Chemical, physical, and genetic stress factors are examined to understand how they affect human systems. Prerequisite: BIOL 103 and BIOL 104. Fall. Three 50-minute periods.

**BIOL 206. Microbiology for Health Sciences**. This course is designed to provide students majoring in the health sciences with an introduction to general microbiology with an emphasis on the clinical roles that microorganisms play with regard to medical microbiology. The lab will entail teaching basic skills of microbiology, such as aseptic techniques, inoculations of microbiological media, staining of microorganisms, and identification of microorganisms. Prerequisites: BIOL 103 and BIOL 104 and CHEM 108. Spring. Three 50-minute periods, two 2-hour laboratories. Students with majors other than nursing require instructor permission to enroll.

***BIOL 209. Humankind and the Global Ecosystem***. Increases in human population and advances in technology allow humans to modify or destroy ecosystems at a rate unimaginable a century ago. We will examine current trends associated with environmental change in order to understand what they mean for us and other species with which we share the biosphere. Environmental issues are viewed through the lenses of economics, politics, and culture. Topics include ecology, population growth, environmental ethics, ecological economics, sustainable development, and the loss of biological diversity and the forces that cause it. (U1)

**BIOL 210. Genetics**. Introductory course with emphasis on eukaryotic organisms. Classical and contemporary aspects of genetics, including Mendelian inheritance, DNA and chromosome structure, gene regulation, dominance/recessivity, and molecular genetic techniques. Prerequisite: BIOL 111. Spring. Three 70-minute periods, one 3-hour laboratory.

**BIOL 212. General Zoology**.An introduction to basic concepts in biology through study of the major lineages of invertebrate and vertebrate animals. Topics covered will include basic structure and function, development, systematics, and evolution. The laboratory will focus on observation of structure-function relationships in living and preserved representatives of the major animal phyla. This course is designed for science majors. Three 50-minute periods, one 3-hour laboratory. Prerequisite: BIOL 111 or ENVR 112.

**BIOL 219. 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. Prerequisite: BIOL 111 or ENVR 112.

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

**BIOL 225. Invertebrate Biology.** Introduction to adaptive morphology, physiology, systematics, and development of selected invertebrates. Laboratory work includes anatomical, experimental, and field studies. Recommended for students interested in marine biology, secondary school education, graduate school, and laboratory work. Prerequisite: BIOL 111. Three 50-minute periods, one 3-hour laboratory.

**BIOL 230. Field Botany**. Introduction to plant systematics and ecology. In systematics, focus is on our concept of species: patterns and sources of variation in plant populations, compatibility and breeding systems, hybridization and introgression, and polyploidy; in ecology, the nature of local plant communities and forces that shape them. Fieldwork includes sampling of plant communities, collecting and identifying specimens, visiting botanical institutions. Prerequisite: BIOL 219. Fall. Two 50-minute periods, two 3-hour laboratories.

**BIOL 232. Field Marine Ecology**. Many major ecological concepts have roots in marine ecology and in experiments conducted in the intertidal zone. This course will take students to some of the most diverse coastal areas in North America and allow them to compare and contrast these habitats with the more familiar coastlines of New Jersey. This travel course will be based out of a marine lab along the ocean, exposing students to not only unique habitats but also to a setting where they can conduct a range of laboratory experiments with live marine animals, most of which we could never do here at Moravian. This course will immerse students (figuratively!) in marine ecological research and allows them to design, conduct, and analyze large-scale experiments. (F4)

**BIOL 235. Microbiology**. Nature and activities of microorganisms as seen through their morphology, physiology, genetics, biochemistry, and ecology. Special attention on the microbe as an infectious agent through investigation of host-microbe interaction, action of antibiotics, and immunological responses of host organisms to infection. Prerequisites: BIOL 111 and CHEM 113 and 114. Fall. Three 50-minute periods, two 2-hour laboratories.

**BIOL 245. Histology.** The study of microscopic anatomy dealing with the structures of cells, tissues and organs in relation to their functions. Students will be introduced to various histological techniques for preparing mammalian tissues for microscopic study in the laboratory. This is a lab-intensive experience accompanied by discussion meetings. Prerequisites: BIOL 111 and CHEM 113 and 114, or permission of instructor. May Term. (F4)

**BIOL 250. Animal Behavior**. (also PSYC 250) (also PSYC 250) Neurological, ecological, and genetic basis of behavior, with emphasis on evolutionary mechanisms that govern acquisition of behavioral patterns. Prerequisite: BIOL 100 or BIOL 111 or PSYC 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

**BIOL 263. Neuroscience**. Study of neuroanatomy, neurophysiology and neuropathology; special emphasis on functional aspect of brain organization; introduction to theories and research regarding a variety of neurological conditions and disorders through journal club discussions. Laboratory includes gross anatomy and microscopic study of the central nervous system, computer assisted neurophysiology experimentation, computerized and radiographic study of the brain and a semester-long behavior project. Prerequisite: BIOL 111. Fall. Three 50-minute periods, one 3-hour laboratory.

**BIOL 266. Cell & Molecular Biology**. Cell and molecular biology course focuses on the structure and function of prokaryotic and eukaryotic cells. It explores topics such as synthesis and function of macromolecules, membrane and organelle structure, bioenergetics, the secretory pathway, cytoskeleton, and cellular communication. Relevant human disorders are also used as examples of what happens when cells don't work as they should. Laboratory will focus both on experiments that help illustrate cellular phenomena, as

well as on the introduction of techniques and procedures commonly utilized in modern cell and molecular biology research. Prerequisite: BIOL111 and CHEM 114.

**BIOL 268. Costa Rica as a Model of Sustainability and Tropical Ecology**.
In 1948, the small Central American country of Costa Rica abolished its military and has long avoided the conflict and civil war that has plagued its neighbors. This has enabled the country to invest in conservation, national parks, health care, education, renewable clean energy, ecological research, and other practices leading to it becoming a model for sustainable development. The country routinely scores highly in the global Happiness Rankings – an indicator of the well-being of citizens. In this course, students not only explore the biodiversity and tropical ecology of the beautiful and varied landscapes, but also research examples of sustainable practices including agriculture, indigenous traditions, conservation, reduction of a nation's carbon footprint, and ecotourism. A trip to Costa Rica over spring break is a required component of the course that allows students to explore first-hand some examples of remarkable ecological theory and evolutionary adaptations and how sustainable theory is put into practice through a combination of traditional knowledge and national policy. Note: this course is also an InFocus Global Seminar course: InFocus Global Seminars provide students with an opportunity to engage in hands-on learning relevant to pressing global concerns connected to the InFocus challenge areas; in this case, all 4 themes are covered at some point in the course: Poverty and Inequality; Health and Healthcare; Sustainability; and War, Peacebuilding, and the Just Society. Students travel beyond the Moravian campus to learn multiple perspectives about how people have understood and sought to address these concerns. Prerequisites: Students should have completed at least one semester at Moravian before enrolling in this class; ideally, they would have at least sophomore standing.

**BIOL 310. Vertebrate Anatomy**.An in-depth exploration of the structure and function of vertebrate animals in an evolutionary context. Laboratory exercises examine the structural diversity of vertebrate organ systems through dissection of representative vertebrate classes. This course is designed to provide a strong foundation in vertebrate anatomy for students going on to graduate school or a professional school in the human health or veterinary sciences. Prerequisites: BIOL 212. Fall.

**BIOL 327. Biochemistry I**. (also CHEM 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for Biology/Chemistry 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: BIOL 111 and CHEM 212 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory.

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

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

**BIOL 332. Advanced Field Marine Ecology**. This upper-level travel course is intended for students who have previously completed BIOL232 and hope to build on this experience by developing their independent research skills. The travel component of the course will involve two weeks at a marine lab in some of the most diverse coastal areas of the US, and students will learn about the unique flora and fauna in these sites. Students enrolled in this course will develop independent research proposals prior to the travel component of the course and will work with the instructor to hone these proposals

into a large research experiment to be conducted during the travel part of the course. Prerequisite: BIOL232.

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

**BIOL 340. Immunology**. This course will introduce students to the basic principles of immunology as they relate to health and disease. Covered topics include innate and adaptive immunity, cell signaling and communication of threats, B and T cell maturation, activation, and differentiation, effector functions of the immune system, as well as immunological disorders and diseases. Students will develop laboratory skills relating to hematology, antigen-antibody interactions, cell-culturing, microscopy, and others. Prerequisites: BIOL 210 and CHEM 113 & 114.

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

**BIOL 351. Plant Physiology**. Important physiological functions of higher plants and relationships between these functions and the structural organization of plants. Topics include water relations and water balance, mineral nutrition, transport phenomena, assimilate allocation and partitioning, plant metabolism, stress physiology, defense strategies against herbivores and pathogens, plant growth and development (germination, flowering, dormancy, plant hormones and growth regulators). Laboratory includes a core of experiments designed to illustrate important concepts in plant physiology and a research project of the student's choice, investigative and open-ended in character. Prerequisites: BIOL 219 and CHEM 113. Three 50-minute periods, one 3- hour laboratory.

**BIOL 360. Ecology**. Interactions between organisms and their environment that determine their distribution and abundance in nature. Attention to evolutionary adaptation of species, population dynamics, community structure and function, and ecosystem analysis. Laboratory emphasizes qualitative and quantitative field investigations. Prerequisites: BIOL 111 or ENVR 112. Fall. Three 50-minute periods, one 3- hour laboratory.

**BIOL 363. Genomics**. This course explores the techniques used to sequence and assemble whole genomes and to analyze the results at the gene and genome levels; it is extensively computer-based. By the end of the semester, each student will have improved the sequence quality of 40,000 basepairs of DNA to a publishable level and extensively annotated it, indicating the locations of genes, repeat sequences, and other sequence motifs. Prerequisites: BIOL 210 and permission of instructor. Fall, alternate years. Two 3-hour periods.

**BIOL 365. Advanced Genetics**. Advanced genetics course emphasizing current knowledge and research in diverse aspects of genetics, primarily in eukaryotes. Topics include genome structure, transcriptional control, genetic regulatory pathways, and recombinant DNA technology. BIOL 210. Fall, alternate years. Three 50-minute periods, one 3-hour laboratory.

**BIOL 370–374. Biology Seminar**. Writing-intensive seminar in an area of biological science, with a focus on information literacy and the oral and written communication of biology. Students will research and present written and oral reports on the general topic. Emphasis on the development of skills in using primary biological literature and scientific databases, analysis and interpretation of data, and communication of ideas. Prerequisite: Junior or senior status or permission of instructor. Three 50-minute or two 70-minute periods.

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

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

# Business Administration

See School of Business and Economics

# Business Management

See School of Business and Economics

# Chemistry

**Chair**: Stephen Dunham
**Professor**: Salter
**Associate Professors**: Shari Dunham, Stephen Dunham, Holliday
**Assistant Professors**: Fianu
**Adjunct Professors**: Floyd
**Instructor-Lab Coordinator**: Farina

**Mission**: The Department of Chemistry provides a student-centered academic environment in which students discover, engage with, and reflect on concepts and techniques central to Chemistry and Biochemistry. Our curriculum integrates liberal arts and professional education. Students will develop skills that are essential to the practice of science: general reasoning, critical thinking, problem solving, leadership and teamwork, written and oral communication, and self-assessment and reflection.

The chemistry major at Moravian University 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, mass spectrometry, and nuclear magnetic resonance spectroscopy. You may choose to work with faculty members on research projects in theoretical, analytical, physical, organic, inorganic, or biochemistry. The department's courses, equipment, and resources have been reviewed and approved by the American Chemical Society, and we offer coursework and research experiences that lead to an ACS-certified B.S. degree in chemistry.

The Moravian University 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 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. When Available. Three 50-minute periods, one 3-hour laboratory. (F4)

**CHEM 108. Fundamentals of Chemistry**. ntroduction 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 and Spring. Three 50-minute periods, one 3-hour laboratory. Prerequisite for nursing majors: BIOL 103. (F4)

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

**CHEM 205. Environmental Chemistry**. An overview of the primary chemical processes that affect our environment. Topics include natural cycles of the atmosphere, hydrosphere, and biosphere, as well as some major perturbations introduced by industrialized societies. Lab provides hands-on experience with current important analytical methods for studying the chemistry of the natural environment, analysis and interpretation of experimental data, and applications such as treatment of wastewater and abatement of atmospheric pollutants. Prerequisite: CHEM 114. Fall, alternating years. Three 50- minute periods, one 3-hour laboratory.

**CHEM 211–212. Organic Chemistry**.Exploration of elementary concepts of organic chemistry and their application to study of structure, reactivity and synthesis of organic compounds. Emphasis on correlation of the structures of molecules with their functions and explanation of these correlations on fundamental scientific principles. Laboratory uses open-ended exploratory approach for learning fundamental laboratory techniques, as well as providing experience with classical synthesis and qualitative organic analysis including hands-on experience with MS, FTIR, and FTNMR spectroscopic techniques and chemical analysis. Prerequisite: Completion of CHEM 114 with a grade of “C-” or better. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

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

**CHEM 222. Quantitative Analysis**.Theory and application of classical quantitative analysis techniques, including gravimetric, titrimetric, potentiometric, visible spectrophotometric, and liquid-liquid extraction methods as applied to organic and inorganic material. Introduction to statistical treatment of experimental data and development of comprehensive understanding of solution equilibria. Substantial laboratory component provides hands-on experience with each method, applied to the assay of real samples. Prerequisites: CHEM 114 and CHEM 220.2 or permission of instructor. Spring. Two 70-minute periods, one 50-minute problem session, one 3-hour laboratory.

**CHEM 311. Instrumental Analysis**. Introduction to principles and major applications of modern instrumental techniques, including electrochemical, spectrometric and chromatographic methods, as applied to materials assay, quantitative spectrometric analysis of organic compounds, and investigation of properties of materials and reactions. Laboratory component stresses operation of key instruments to obtain data typical of each. Prerequisites: CHEM 222 and CHEM 331. Fall, alternating years. Two 70-minute periods, two 3-hour laboratories.

**CHEM 313. Physical Organic Chemistry**. Physical methods for studying organic structures and reactions. Topics include Hückel molecular orbital theory; applications of the concept of conservation of orbital symmetry to cycloaddition, electrocyclic reactions, and sigmatropic rearrangements; kinetic isotope effects; linear free-energy relationships; trapping of reaction intermediates. Readings taken directly from chemical literature. Prerequisites: CHEM 212 and CHEM 332. Spring. Three 50-minute periods, one 50-minute problem session.

**CHEM 314. Bioorganic & Medicinal Chemistry**. The role of organic chemistry in understanding and manipulating biological systems. Organic reaction mechanisms related to processes such as enzyme catalysis and biosynthesis and the rational development of pharmaceuticals to alter these processes will be discussed. Topics include synthetic peptide, DNA, and sugar design, mechanisms of enzyme catalysis, drug development, structure-activity relationships, pharmacokinetics, drug metabolism, and bioorthogonal chemistry in the context of treatments for conditions such as bacterial infections, allergies, inflammation, and cancer. Prerequisite: CHEM 212 or permission of instructor. Spring. Two 70-minute periods.

**CHEM 315. Synthetic Organic Chemistry**. Introduction to retrosynthetic approach for designing syntheses of organic molecules and systematic investigation of synthetic use of organic reactions encountered in Chemistry 211-212. Course focus is on synthetic utility of various organic reactions and logic of synthetic design. Prerequisite: CHEM 212 or permission of instructor. Spring. Three 50-minute periods, one 50-minute problem session.

**CHEM 327. Biochemistry I**. (also BIOL 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for BIOL/CHEM 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: BIOL 111 and CHEM 212 or permission of instructor. Fall. Two 70-minute lectures, one 70-minute problem session, and one 3-hour laboratory.

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

**CHEM 331–332. Physical Chemistry**. States of matter, chemical thermodynamics, theory of solutions, chemical equilibria, electrochemistry, chemical kinetics, elementary quantum theory. Problems and laboratory reinforce theoretical discussion. Prerequisites: CHEM 220.2 or 222, MATH 171, and PHYS 112. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

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

**CHEM 335. Advanced Environmental Chemistry**. An overview of the primary chemical processes that affect our environment. Topics include natural cycles of the atmosphere, hydrosphere, and biosphere, as well as some major perturbations introduced by industrialized societies. The discussion period will consist of student-led discussions and analysis of recent and historically relevant journal articles in environmental chemistry. Three 50-minute classroom periods, one 70-minute discussion period. Prerequisite: Junior/Senior class standing and completion of CHEM 220.2 and 212. Fall, alternating years. Exclusions: cannot receive credit for both CHEM 205 and CHEM 335.

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

**CHEM 370.2. Senior Seminar in Chemistry**. Advanced topics in chemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas of chemistry and biochemistry. Emphasis on development of ability for independent analysis of chemical problems. Includes lectures by visiting speakers on current chemical and biochemical research, as

well as literature research, written reports, and oral presentations on a chemical topic chosen by student in consultation with a faculty advisor. In addition, students will critique presentations by visiting scientists and other students. Prerequisite: Senior status or permission of department chair. Fall. One 100-minute period.

**CHEM 375.2. Senior Seminar in Biochemistry**. (also BIOL 375.2) Advanced topics in biochemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas of chemistry and biochemistry. Emphasis on development of ability for independent analysis of biochemical problems. Includes lectures by visiting speakers on current chemical and biochemical research, as well as literature research, written reports, and oral presentations on a biochemical topic chosen by student in consultation with a faculty advisor. In addition, students will critique presentations by visiting scientists and other students. Prerequisite: BIOL/CHEM 328 or permission of instructor. Fall. One 100-minute period.

**CHEM 190–199, 290–299, 390–399. Special Topics.**
**CHEM 286, 381–383. Independent Study.**
**CHEM 384. Independent Research.**
**CHEM 288, 386–388. Internship.**
**CHEM 400–401. Honors.**

**Chemical Sciences Courses**

**CHSC 108. Fundamentals of Chemistry.**

# Chinese

See Modern Languages and Literatures

# Masters of Arts in Clinical Counseling

**Program Director**: Dr. Julia Davis, NCC
**Field Education Director**: Michelle Brandt, MSW, LSW
**Professor**: Dr. Freda Ginsberg, MBA
Associate Professor of Practice: Dr. Michelle Santiago

**Program Mission**: The Master of Arts in Clinical Counseling in Moravian University's School of Behavioral and Community Health is a state-of-the art, 60-credit, 20 course training program offered in a blended curriculum utilizing online, hybrid, and live classroom formats, taught by seasoned clinicians who are experts in the field. Graduates of the program will be trained to demonstrate their commitment to evidenced-based treatment, life-long learning and counseling practice that is committed to social justice. The program is designed to meet Pennsylvania's academic and practicum/internship requirements for Licensed Professional Counselors (LPC). These requirements are outlined in PA Act 49.2. Graduates of the program will also complete 2 certificates that will be awarded upon graduation from the program including the: Trauma Certificate, Cognitive Behavioral Therapy Certificate, as well as the Tele-Health Certificate, which is completed in the Practicum course.

## Course Requirements

**Clinical Counseling Courses**

- MCC 500: Helping Relationships
- MCC 510: Professional Orientation: Ethics & Counseling
- MCC 520: Career & Lifestyle Counseling
- MCC 530: Human Growth And Development
- MCC 535 Assessment for Counselors
- MCC 545 DSM & Psychopathology
- MCC 550: Counseling Theory
- MCC 560: Social & Cultural Foundations
- MCC 570: Group Theory & Practice
- MCC 580: Research Design & Methodology
- MCC 640 Human Sexuality Across the Lifespan

**Clinical Sequence**

- MCC 680 Practicum* (tele-health micro-credential certificate completed in this course)*
- MCC 685 Internship Supervision I
- MCC 686 Internship Supervision II

The remaining 24 credits will be electives of your choosing, including courses like cognitive behavioral theory and techniques, addictions, child and adolescent counseling, forensic psychology, psychopharmacology, and special topics current to the field.

**Certificate Courses**

***1. Trauma Certificate:***

- MCC 600 Trauma Informed Practice
- MCC 605 Advanced Trauma Topics
- MCC 610 Grief & Bereavement
- MCC 615 Crisis Intervention

***2. CBT Certificate:***

- MCC 620 Cognitive Behavioral Therapy
- MCC 625 Third Wave Cognitive Behavioral Modalities

***3. Tele-Health Certificate*** - completed in MCC 680 Practicum

**Field Placement:**
Before you begin your practicum and internship, you will meet with the Direct of Field Placement to discuss areas of interest, skill development, and career goals. Most students interview at several sites before deciding where they want to complete their field placement work. The Director of Field Placement can suggest a local partner or you can suggest and explore potential sites of interest.

The supervision classes that you take concurrently with your field placement experience provide both supervisor and peer support to help you integrate and process experiences, learning, and understanding. To graduate, you must complete at least 700 hours of supervised clinical experience, which meets the Pennsylvania requirements for licensure as a Licensed Professional Counselor (LPC).

## Courses in Clinical Counseling (all courses 3 credits)

**MCC 500: Helping Relationships**: This course will teach students the fundamental techniques used in the helping processes so they may develop a proficiency in using them. Students will be required to reflect upon their use of the micro-counseling attending skills and critically analyze their work. The course will emphasize students' ability to create an effective counseling relationship and professional counseling environment.

**MCC 510: Professional Orientation: Ethics & Counseling**: This course examines the history, professional roles, specializations, organizations, credentialing, and ethical and legal issues in the counseling field. The course addresses counselors' professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the American Counseling Association Code of Ethics and PA jurisprudence.

**MCC 520: Career and Lifestyle Counseling**: This course covers theories and research on career development, and methods of career counseling and assessment. The course will require students to both explore their own career development, as well as learn how to conceptualize and provide intervention for the career development of their clients. Attention will be paid in this course to the intersection of career and life issues, as well as how career work is informed by the multicultural identities of clients.

**MCC 530: Human Growth and Development**: This course examines the research and theories of human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development. Normal development will be stressed, but aspects of atypical development, and developmental challenges will also be considered. Lifespan and developmental stages will all be contextualized through the lens of a multicultural framework.

**MCC 535: Assessment for Counselors**: This course will cover the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling. Students will learn to use assessments and test results to enhance their clinical interventions. Course content will prepare students to analyze, interpret, and evaluate assessment reports and recommendations from third parties.

**MCC 545: DSM & Psychopathology**: This course will cover the current DSM psychiatric system, and specifically the characteristics, etiology and contributing factors of specific diagnoses. Students will learn how to arrive at a differential diagnosis. The course will address evidence-based interventions for these diagnoses.

**MCC 550: Counseling Theories**: This course provides an overview of the major classical and contemporary theoretical approaches to individual counseling and how counselors put these theories into practice. Students will consider counseling theories through a multicultural and feminist lens to understand their client's behavior. Students will discern how to integrate counseling theories into their own counseling practice.

**MCC 560: Social and Cultural Foundations**: In this course students will explore multicultural theory, research and treatment modalities. Students will learn how to develop their knowledge, awareness and skills for

working with diverse clientele in counseling. The course requires students to examine both their own and clients' complex cultural identity with a particular focus on privilege and oppression and how these identities inform the counseling process. Special topics examined in this course include, but are not limited to: race, ethnicity, social class, ability, biological sex, sexual orientation, gender identity, language, religion, immigration, and nationality.

**MCC 570: Group Theory and Practice**: This course teaches the student to apply the theory and practice of group counseling as it is utilized in the mental health field. This applied course will focus on the facets of group counseling including: ethics, legalities, diversity, development, dynamics, process, methods, roles, and leadership styles and skills. Students will be required to co-lead a peer group in the classroom setting.

**MCC 580: Research Design and Methodology**: This course offers an overview of common research designs and analytical methods used in the behavioral sciences. The fundamentals of research will be covered including: the role of the literature review, theory, study construction, method design, and ethics. Students learn how to select appropriate research designs, employ data collection procedures, and write a research proposal.

**MCC 600: Trauma Informed Counseling**: This course serves as an overview of trauma-informed care in counseling. Course content will cover historical trauma treatment, as well as current approaches that include cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work. Consideration will be given to trauma- based diagnoses, how trauma prevails in specific populations, and the sociopolitical realities that traumatize some more than others.

**MCC 605: Advanced Trauma Topics**: This course covers advanced trauma care topics that build upon the knowledge gained and skills developed in the MCC 694 Trauma Informed Care course. The topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology.

**MCC 610: Grief and Bereavement**: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in counseling.

**MCC 615: Crisis Intervention**: This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

**MCC 620: Cognitive Behavioral Therapy**: This course covers the theory, principles, and interventions used in Cognitive Behavioral Therapy (CBT). The course will explore Aaron Beck's and Albert Ellis' versions of CBT utilizing an applied perspective for case conceptualizations and treatment plans. The course will cover empirically based CBT interventions for common psychopathological disorders.

**MCC 625: Third Wave Cognitive Behavioral Modalities**: This course will provide a theoretical overview of the main Third Wave Cognitive Behavioral Therapies (CBT) including: Mindfulness, Acceptance & Commitment Therapy (ACT), Compassion Focused Therapy (CFT) and Dialectical Behaviour Therapy (DBT). Students will also learn how to ethically apply these approaches across a range of practice environments with diverse populations.

**MCC 640 Sexuality Across the Lifespan**: This course will cover human sexuality across the lifespan as it construes an important aspect of one's identity and relationships with others. Course material will explore biological, social, and psychological facets of human sexuality, including development, identity, expression, and dysfunction. This course will not cover sex therapy.

**MCC 680: Practicum**: This weekly supervision course serves as the entry level field experience in the school counseling masters program. Students are expected to complete 100 hours of field experience in an approved school, institution, or agency. The Practicum requires a minimum of 40-direct service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision

with faculty and fellow Practicum students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Practicum Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Practicum experience. Prerequisites for Practicum: MCC 500 Helping Relationships, MSC 510 Professional Orientation: Ethics and Counseling; MCC 530 Human Development; MCC 535 Assessment for Counselors, MCC 550 Counseling Theory, MCC 560 Social and Cultural Foundations.

**MCC 685 & 686: Internship I & II**:This weekly clinical supervision course (Internship I or II) serves as the 2nd and 3rd in the clinical field experience sequence in the masters counseling program. Students are expected to complete 300 hours of field experience in an approved school, institution, or agency in both Internship I and II, totalling 600 hours. Each Internship requires a minimum of 120-direct client contact service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow Internship students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Internship Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Internship experience.

# Communication & Media Studies

**Program Director:** Joel Nathan Rosen
**Affiliated faculty:** C. Fodrey, G. Kaskowitz, M. Mikovits, S. Morelock, C. Murphy, D. Wetcher-Hendricks
**Adjunct faculty:** T. Molchany

Communications is the study of how to effectively communicate different types of information in various fields such as journalism, media studies, business, politics, and law. The study of communications is, by nature, interdisciplinary. At Moravian University, students wishing to pursue a major in communications do so by completing a six-course core of courses in communication and media studies, paired with courses in another area to align with their specific interests. Common combinations include communications with graphic design, management, psychology, sociology, and English, but any field of study can be effectively combined with communications.

Students who graduate from Moravian University with a degree in communications and media studies will be able to demonstrate: 1. a critical understanding of popular communication theories; 2. write and speak effectively; 3. familiarity with common practices in media organizations; 4. recognition of the role that mass media has played historically and is playing currently in a given society; 5. development of articulation skills through writing and speaking, technologies, and design deemed necessary to those considering a future in a communications or media-related field; 6. development of foundational technology and design skills necessary to those considering a future in a communications or media-related field; and 7. knowledge of and practitioner competence in the theories and practices of their respective area of focus, as defined by the complementary area of study (ex., marketing, English, psychology, etc.).

Students who earn a degree in communication and media studies often pursue jobs in areas such as writing and editing, publishing, journalism, event coordination, public relations, marketing, media, advertising in a variety of for-profit and not-for-profit organizations, as well as a number of evolving fields, including online-based communications, social media, and marketing.

Students are encouraged to use electives to enhance their achievement of these learning outcomes.

## The Minor in Media Studies

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.

Requirements and electives for each track are listed below.

**Mass Media Track**

Required courses:

- COMM 111 Human Communication

- One course in applied communications from the below list:
- ART 155 Communicating with Social Media (Also COMM 155)
- ENGL 211 Creative Nonfiction
- ENGL 230 Public Speaking
- ENGL 216 Professional Communication
- ENGL 218 Digital Rhetoric & Writing
- ENGL 224 Intro to Journalism
- COMM 376 Capstone in Communication and Media Studies

Elective courses:
Choice of two listed below.

ART 125 Art in Public Spaces
- ART 131 Intro to Graphic Design
- ART 212 Artists as Activists
- ART 220 History of Photography
- COMM 240 Communication Theory and Research
- COMM 259 Sport and Its Cultural Legacy (WI)
- COMM 266 The Blues (U2)
- COMM 355 Topics in Media Studies (WI)
- COMM 358 Segregation in America: The Language of Jim Crow (U2)
- ENGL 230 Public Speaking
- ENGL 312 News and Feature Writing (or equivalent)
- ENGL 316 Rhetorics of Everyday Life (WI)
- HIST 114 United States Since 1865
- HIST 267 Video Storytelling (Also COMM 267)
- HIST 365 Oral History & Podcasting
- IDIS 120: Filming Family Stories
- IDIS 259 Sport and Its Cultural Legacy (Also COMM 259)
- IDIS 350 Media Technology and Society. (Also SOCI 350)
- POSC 130 The First Amendment
- POSC 330 Politics and Popular Culture
- REL 128 Asian Traditions through Film
- REL 136 Seeing and Believing: Women, Religion, and Film. (Also WGSS136)
- SOC 115 Introductory Sociology (M4)
- SOC 350 Media Technology and Society (U1)
- COMM Special Topics
- COMM Independent Study
- COMM Honors

**Marketing Media Track**

Required courses:

- COMM 111 Human Communication
- MGMT 251 Marketing Management
- COMM 376 Capstone in Communication and Media Studies

Elective courses:
Choice of two listed below.

- ART 125 Art in Public Spaces
- ART 131 Intro to Graphic Design
- ART 220 History of Photography
- COMM 240 Communication Theory and Research
- COMM 259 Sport and Its Cultural Legacy (WI)
- COMM 355 Topics in Media Studies (WI)
- COMM 358 Segregation in America: The Language of Jim Crow (U2)
- ENGL 230 Public Speaking
- HIST 114 United States Since 1865
- HIST 237 Popular Culture in Medieval and Early Modern Europe
- HIST 267 Video Storytelling (Also COMM 267)
- HIST 365 Oral History & Podcasting
- IDIS 358 Segregation in America: The Legacy of Jim Crow. (Also COMM 358)
- MGMT 227 Consumer Behavior
- MGMT 228 Telling and Selling Your Brand
- MGMT 311 Marketing Research (WI)
- REL 128 Asian Traditions through Film
- REL 136 Seeing and Believing: Women, Religion, and Film. (Also WGSS136)
- SOC 113 Cultural Anthropology (M4)
- SOC 350 Media Technology and Society (U1)4
- COMM Special Topics
- COMM Independent Study
- COMM Honors

## Communication & Media Studies Major

Students who pursue Communications & Media Studies complete a major that includes the core courses below in communication & media studies and 6 courses from another field. These pre-approved tracks are listed below. Tracks presently available are Graphic & Interactive Design, Photography & Media, Sociology, Marketing, and Writing for Public Audiences. Students who wish to create a track that does not include one of these tracks must submit an interdepartmental major application to the Academic Standards Committee.

The six-course core in communication and media studies is composed of the following courses:

1) COMM 111 Human Communication

2) SELECT ONE OF THE FOLLOWING:

ENGL 230 Public Speaking

ENGL 216. Professional Communication

3) COMM 240 Communication Theory and Research

4) COMM 155 Communicating with Social Media

5) SELECT ONE OF THE FOLLOWING:

COMM 355. WI: Topics in Media Studies

ENGL 316. Rhetorics of Everyday Life

6) COMM 376. Capstone in Communication and Media Studies

Students then must complete one of the following tracks:

**A. Graphic and Interactive Design :**

1. ART 142: Visual Foundations
2. ART 131: Introduction to Graphic Design
3. ART 230: Typography
4. ART 346: Interactive Design I
5. Two of the following:

    - ART 231: Publication Design
    - ART 356: Interactive Design II
    - ART 358: User Experience and User Interface Design
    - ART 374: Portfolio Seminar
    - ART 373: Graphic and Interactive Design Internship

**B. Photography/Digital Media:**

1. ART 142: Visual Foundations
2. ART 268: Digital Photography I
3. ART 368: Digital Photography II
4. ART 220: History of Photography
5. ART 254: Digital Video
6. One of the following:

    - ART 167: Black and White Photography I
    - ART 265: Alternative Photographic Processes

**C. Marketing**

1. ECON 156: Economics and Business Statistics
2. MGMT 251: Marketing Management
3. MGMT 227: Consumer Behavior
4. MGMT 228: Telling/Selling Your Brand
5. MGMT 311: Marketing Research (WI)
6. MGMT 386: Internship

**D. Sociology**

1. SOC 113: Cultural Anthropology
2. SOC 115: Introductory Sociology
3. SOC 246: Basic Research Methods
4. One of the following:

    - SOC 258: Power and Conflict (WI)
    - SOC 355: Sociology of Gender (WI)
    - SOC 357: Racial and Ethnic Inequality (WI)

5. SOC/IDIS 350: Socio-History of Media Technology
6. SOC 386: Internship

**E. Writing for Public Audiences**

1. ENGL 216 Professional Communication OR ENGL 230 Public Speaking *whichever was not taken in Communication and Media Studies core
2. ENGL 218 Digital Rhetoric and Writing
3. ENGL 224 Introduction to Journalism
4. ENGL 312 News and Feature Writing in the Digital Age
5. One of the following:

    - ENGL 211 Creative Nonfiction
    - ENGL 242 Environmental Writing
    - ENGL 263 Writing as Activism
    - other writing courses as deemed suitable (to be approved by the Director of Writing)

6. ENGL 386: Internship

## Course Descriptions:

**COMM 111. Human Communication**.
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)

**COMM 112. Intro to Media.**
This course is an introductory survey of the role that

media plays in everyday life. Focusing particularly on the evolutions of mass media forms, ranging from print to today's uniquely digital environments, students will be introduced to the various media types and the socio-cultural implications and legacy of each. In addition, we will highlight those people and developments that have given rise to today's industry while we engage some of media's most storied achievements, catastrophic flops, panics, and controversies that remain at the forefront of media-based discussions, then as now. (M4)

**COMM 128. Asian Traditions through Film.** (Also REL 128) 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)

**COMM 155. (also ART 155.) Communicating with Social Media**. An entry-level course where students will explore the history and role of social media in public relations, marketing, advertising and other related fields. Students will develop knowledge and skills relevant to digital communication with a focus on social media marketing. Students will investigate professional, theoretical, cultural and societal aspects of social media while gaining tactical skills to produce digital content for a semester-long social media campaign project.

**COMM 230. (also ENGL 230) Public Speaking**. Basic theory of public speaking with emphasis on developing skills essential to effective interpersonal communication in industrial, business, and academic settings. Fall.

**COMM 240. Communication Theory and Research**. Students evaluate major theories and develop the skills to critically interpret data pertaining to communication. Course topics include cognitive processes involved in communication, social standards of communication, systems of communications, and media environments. Through guided field interactions, students apply relevant principles and analyses to communication contexts. By focusing upon the interrelationship between communication theory and research, this course prepares students for courses in specialized areas of communication and media studies and for upper-level general communications courses. Prerequisite: COMM 111 with a grade of C or better and/or permission of instructor.

**COMM 259. (also IDIS 259) Sport and Its Cultural Legacy**. A critical examination of the changing relationship between sport and culture, particularly as it pertains to Western sport. The course will include an historical overview of sport as cultural marker and its resultant industries before moving toward a range of specific socio-political dimensions, including issues of inequality, labor, marketing, and socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.

**COMM 266. (also IDIS 266)**. **The Blues**. Considers the social, political, and cultural record of black country music styles, i.e. 'the blues,' that initially takes shape in the years following the end of Reconstruction before it is commercialized and standardized through the efforts of a burgeoning recording industry in the early 1920s. We will look to analyze and demythologize many of the pre- and ill-conceived assumptions regarding its development, diffusion, and role as a chronicler of post-Reconstruction African American life by initially examining its place in the rural and agrarian American South before it pivots toward its more modern iterations in Chicago and other industrialized and urban northern and western settings resulting from The Great Migration. Open to juniors and seniors only. (U2)

**COMM 267. Video Storytelling.** (also HIST 267) This course explores the theories and methods of public history through the medium of video storytelling. We will examine how scholars and filmmakers have engaged in historical analysis and explored humanities topics through feature-length and short documentaries; study the major documentary modes and assess their potential applications for a range of public history and public humanities projects; and survey how museums, historic sites, and humanities organizations use video on their websites, social media accounts, interactive smartphone apps, and in-person tours. Finally, students will gain hands-on experience by completing semester-long group projects in collaboration with an on- or off-campus partner organization culminating in the production of a publicly shared short

video. The instructor will provide in-class instruction in pre-production planning, interview techniques, shooting video on smartphones, and post-production editing.

**COMM 355. WI: Topics in Media Studies.** Topics will focus upon particular concepts and theories in media studies, important scholars, notable developments and contributors to the various fields, as well as relevant debates and controversies. Prerequisite COMM 111 with a grade of C or better and/or permission of instructor. (Repeatable). (WI).

**COMM 358. (also IDIS 358) Segregation in America: The Language of Jim Crow**. 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. Open to juniors and seniors only. (U2)

**COMM 376. Capstone in Communication and Media Studies**. This course is designed to help students reflect and/or synthesize knowledge gained throughout the communication and media studies major. The underlying objective of the course is to get students thinking about reviewing and applying concepts covered in their previous classes through the construction of a senior project that demonstrates students' mastery over the subject matter based on individual student interest.Required of all communication and media studies-related majors. Intended to be taken in the Spring semester of the senior year. Prerequisite(s): Completion of or concurrent enrollment in an internship in communication and media studies; senior standing; and/or permission of the instructor.

**COMM 190–199, 290–299, 390–399. Special Topics.**
**COMM 286, 381–383. Independent Study.**
**COMM 384. Independent Research.**
**COMM 288, 386–388. Internship.**
**COMM 400–401. Honors.**

# Computer Science

See Mathematics and Computer Science

# Cooperative Programs

**Contact**: Dr. Diane Husic

## Cooperative Programs

Duke Nicholas School of the Environment offers a 3 + 2 Cooperative Program Masters in Forestry or Environmental Management.
Penn State Health Milton S. Hershey Medical Center offers a 3 + 1 (or 4 + 1) Cooperative Medical Laboratory Science

# Dance

See Music

# Data Science

See Mathematics and Computer Science

# Economics

See School of Business and Economics

# Education

**Chair:** Professor, Dr. Jean DesJardin
**Graduate Director:** Assistant Professor, Dr. Bess Van Asselt
**Associate Professors:** Dr. Laurie Kahn, Dr. Huijing Wen
**Assistant Professor:** Dr. Edward Nolan
**Professor of Practice:** Dr. Randy Ziegenfuss
**Faculty Associates:** MaryJo Rosania-Harvie (Art), Robert LaRue (English); Carole Lutte (Music), Joanne McKeown (World Languages); Jaime Paxton (History); Nathan Shank (Mathematics); Kelly Krieble (Physics, General Science)
**Adjunct Faculty:** Rick Amato, Joseph Anthes, Emily Aragona-Young, Cyndi Baylis, Carolanne Carty, Natalie Chickey, Mary Colon, Daniel Cullen, Wendy Elvin-Thomas, Maria Eppolite, Jennifer Friedrich, Lynn

Fuini-Hetten, Emily Laracy, Karen Lynn, Leah Naylor, Erin O'Conner, Amanda O'Donnell, Amanda Ortwein, Gina Rakos, Luke Roan, Kailey Tedesco, Anthony Villani, John Wallaesa, Paul Walsh
**Director of Field Experiences:** Mrs. Kathy West

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

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K - grade 4), middle level education (grades 4-8), Spanish (grades preK-12), music (grades preK-12), special education, English as a Second Language, and five secondary education (grades 7-12) subject areas: biology, English, general science, mathematics, and social studies.

For currently certified Pennsylvania educators, the Education department offers advanced certification programs in the following areas: Reading Specialist, Supervisor of Curriculum and Instruction, and Principal licensure. The Education Department also offers endorsements for Autism specialists, Social, Emotional, Behavioral, and Wellness specialists, ESL program specialists, and online instruction. advanced reading specialists, principals, supervisors of curriculum and instruction, online instruction and special education.

The Education Department offers a Masters of Education program that can be taken as a standalone or combined with the advanced certification and endorsement programs listed above. The Master of Arts in Teaching program offers initial licensure and advanced study at the graduate level for individuals who have already earned a bachelor's degree.

## Admission to the Program

**Acceptance to Moravian University 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.** 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, University 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 (approval to student teach) may reapply for the following semester if criteria for student teaching have been met. In such circumstances, completion of certification requirements may involve extending the student's program if the requirements cannot otherwise be met. A student who wishes to challenge an action by the Teacher Education Committee may request a hearing and personal appearance before the committee. If not satisfied by the hearing, he or she may appeal to the Office of the Provost.

## Assignment of Advisors

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

- **Early Childhood.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Early childhood education certification candidates have two advisors. The primary advisor is a faculty member from the academic major; the secondary advisor is Jean DesJardin in the Education Department. Students will meet with their academic advisor as well as their Early Childhood advisor before registering for courses.
- **Middle Level.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Middle-level certification candidates have two advisors. Students will meet with both advisors each semester before registering for courses.
- **Secondary.** Students interested in secondary certification should meet with an advisor early—in the freshman year, if possible. Once the student has identified his or her primary major and submitted a Declaration of Major form to the registrar, the student should consult with his or her advisor in the Education Department. The education advisor is the student's secondary advisor; the primary advisor is a faculty member from his or her academic major. The Education Department secondary education advisor will be assigned according to major. After the initial consultation, students should seek out (contact) the education advisors each semester before registering for courses.
- **Art.** Students interested in art certification should meet with MaryJo Rosania-Harvie 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 (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, World Language, 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 University Education Department must approve every student's certification, it is necessary to have test scores sent to the University. This is done on the examination's registration form.

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

## Field Experience

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

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

Students enrolling in a course that includes a field experience must complete and submit forms required by the Pennsylvania Department of Education. Mandated documents need to be approved by Moravian's director of field experiences. These clearance documents include the FBI Federal Criminal History Record (Act 114), the Pennsylvania State Police Criminal Record Check (Act 34), and the Pennsylvania Child Abuse History Clearance (Act 151).

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

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

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

The Mandated Reporter Training and Certificate (ACT 31) while this free online training is not mandated by the state, it is required by many school entities and Moravian University. Training can be completed at https://www.reportabusepa.pitt.edu

Some of these clearance documents take up to four weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must submit original clearance documents to the Education Department in a digital format run by X Medius. Clearances must be uploaded to a personalized virtual SAFEBOX which allows for the safe deposit of sensitive documents. Clearances will be reviewed and approved before students will be permitted to participate in field experiences. Please note that the last opportunity to add a course is by 4:00 P.M. on the last day of the drop/add period. The clearance documents must be valid for the entire academic semester the student is in a field experience. Students will be placed in field experiences only when all background checks indicate that no record exists. Information concerning how to obtain and submit these forms is available in the Education Department and on the Education Department website. In addition, the Pennsylvania Department of Education requires that all students participating in a field experience complete an Act 24 (Arrest/Conviction Report and Certification Form) and Dress Conduct and Attendance Agreement.

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 the Director of Field Experiences if they have questions regarding field experience

## Stages 1 and 2 Field Experience: Observation and Exploration

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

**Education 130–230**
Student Development and Instructional Design. Required for all art, music, middle level (grades 4-8), world language (K-12), and secondary education candidates.

**Education 160**
Culture, Community, and Diversity: Introduction to Critical Pedagogy. Required for all education certification candidates.

**Education 210**
Child Development 1. Required for all early childhood candidates.

**Education 211**
Child Development 2. Required for all early childhood candidates.

## 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 358.2 (FALL)*

Pre-Student Teaching

Required for all early childhood and middle level candidates

Along with EDUC 322 Math Thinking for ECE or EDUC 332 Math for Middle Level Learners and EDUC 324, Scientific Thinking and EDUC Middle Level (75 hours)

*Education 359.2 (SPRING)*

Pre-Student Teaching

Required for all early childhood and middle level candidates

Along with EDUC 321 Language Arts for Children, Pre-K to 4th Grade or EDUC 333, Literacy for Middle Level Learners and EDUC 324 Social Studies Methods, PreK-4 or EDUC 330 Social Studies for Middle Level Learners. (75 hours)

*Special Education 424.3*

Educating Students with Disabilities and Exceptionalities (40 hours)

## Secondary and World Language K-12 Education

**Education 350**
Reflective Teaching in Secondary Schools (40 hours)

**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 366.2 (Fall)**
Curriculum and Instruction in Art (75 hours)

**Education 369.2 (Spring)**
Curriculum and Instruction in Art (75 hours)

## Music Education

**Education 367**
Teaching Music to Children. (75 hours)

**Education 368**
Teaching Music to Adolescents and Adults. (75 hours)

## Stage 4 Student Teaching Experience

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

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 230 fall of the sophomore year, Education 244 spring of the sophomore year, Education 163 in the fall or spring of the sophomore year, Education 340 fall of the junior year, Education 366.2 and 369.2 during 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 Certification

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 230 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 Certification

Students seeking certification in early childhood education must complete a major of their choice as well as Moravian's program of general education (Learning in Common). If preferred, early childhood education certification candidates may complete a pre-approved interdisciplinary program, which is composed of either eight or nine course units. Students must select Mathematics 120 to fulfill the Learning in Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempted from this course and requirement.) Students also need an additional half-unit course in math. (Again, students majoring in math are exempted from this requirement.) In the multidisciplinary (M) categories, students must take either History 113 or 114 to fulfill the requirement in Historical Studies (M1); English 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; and both Education 213.2 and 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

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

**Education 100.2 and 160**
Taken in the freshman year, 40-hour field experience required for Education 160; clearances and other documents for fieldwork required.

**Education 210, 222, and 244**
Taken in the fall term of the second year; 40-hour field experience in that semester; clearances and other documents for fieldwork required. Overall GPA of 2.70 required to enroll.

**Education 211, 214.2, and 216**
Taken in the spring term of the sophomore year. 40-hour field experience in that semester; clearances and other documents for fieldwork required. Overall GPA of 2.70 required to enroll.

**Education 312, 322, 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 218.2, 321, 324, and 359.2** 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 prerequisite and EDUC 210 is a co-requisite for EDUC 244. A lab science (F4) course with a grade of C or better is required prior to enrolling in Education 323. Mathematics 120 with a grade of C or better is the prerequisite for Education 322, and an American history course with a grade of C or better is the prerequisite for Education 324.

## Early Childhood English as a Second Language (ESL) Certification

All above courses are required for the ECE Certification (PreK-4). Additionally, the following courses are required for the English as a Second Language major and certification (PreK-12):

- 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

## Middle Level Education Certification

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 Moravian's program of general education, Learning in Common. Students must select Mathematics 120 to fulfill the requirement in Quantitative Reasoning (F2) and Environmental Science 112 to fulfill the lab science requirement (F4). (Students majoring in mathematics, mathematics/general sciences, or mathematics/English are exempted from taking Mathematics 120. Students majoring in mathematics may substitute Physics 111 for Environmental Science 112.) In the Multidisciplinary (M) categories, students must take History 113 to fulfill the Historical Studies (M1) requirement; Education 131 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; Political Science 110 to satisfy the Economic, Social, and Political Systems (M4) requirement; and Interdisciplinary 110 to fulfill the Cultural Values and Global Issues (M5) requirement. The Aesthetic Expression (M6) requirement is waived for these students. In addition, middle level education students must complete one of the two Upper-Division (U) categories, which may be a part of the major; the other is waived.

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

**Education 230 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 230 is a co-requisite for EDUC 244. Environmental Science 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 120 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. (Both Mathematics 107 and 120 are waived for students majoring in mathematics, mathematics/general science, or mathematics/English.) History 113 with a grade of C or better, Political Science 110, and Interdisciplinary Studies 110 are prerequisites for Education 330. Students must pass the reading, writing, and mathematics PAPA exams prior to enrolling in any stage 3 pre-student teaching course. These exams should be taken in the freshman year.

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

## Secondary Education Certification

Moravian University 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 social studies programs, respectively. Students are advised to complete Education 160 and Education 230 in the sophomore year. (They must be taken in separate semesters.) Education 340 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.

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.

## Spanish Language and Culture for Educators Certificate

The 4-course Spanish Language and Culture for Educators certificate program offers a comprehensive and practical overview of the Spanish language for immediate implementation in schools. It also attends to how language and Hispanic/Latinx culture combine in cross-cultural communication in a K-12 context. The first three courses of the program will focus on using the Spanish language so that educators can reach a novice-high to low-intermediate Spanish proficiency level. Along the way, students will build their capacity to interact with Spanish speakers in their school communities. The final course will leverage this practice in a culminating experience where educators and other professionals will apply their knowledge of language and culture in a variety of school and community environments.

- SPAN 512 Spanish for Educators I
- SPAN 513 Spanish for Educators II
- SPAN 514 Spanish for Educators III
- EDUC 515 Spanish Language, Culture, and Community for Educators

## Special Education and English as a Second Language Certification

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

Moravian University is an approved program provider for a stand alone PreK-12 Special Education Certification. Our program effectively integrates all PDE competencies throughout, giving students ample opportunities to apply their knowledge in field experiences embedded and connected to their coursework and assignments. Furthermore, the mission of the education department is to develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our curriculum centralizes a commitment to diversity, equity and inclusion by engaging students in reflective practice and inquiry. This, along with learning and utilizing research-based teaching practices and innovative technology, ensures that our program candidates are ready to teach and embrace students in a variety of different classroom contexts.

- EDUC 534 Including Students with Disabilities (Summer II)
- EDUC 626 Comprehensive Literacy Practices (Fall I)
- EDUC 617 Special Education Identification and Intervention (Fall II)
- EDUC 618 Effective Inclusionary

Practices (Winter Interim)
- EDUC 610 Differentiating Instruction (Spring I)
- EDUC 624 Educating Students with Disabilities (Spring II)
- EDUC 670 Language Acquisition and Development (Summer I)
- EDUC 623 Special Education Processes and Procedures (Summer I)
- EDUC 660 Literacy Resistance in Secondary Schools (Summer II)
- EDUC 676 Literacy Assessment and Evaluation (Summer II)
- EDUC 570 Seminar in Early Childhood Education and Special Education (Fall)
- EDUC 575-7 12-weeks of student teaching with supervision (Fall)

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

## The Major in Early Childhood Education - English as a Second Language

Moravian University's Early Childhood Education - ESL program allows qualified students to earn dual certification in early childhood education (Pre-K-4) and ESL (Pre-K-12) within a four-year degree program. It is not possible to study ESL without the early childhood education program in an undergraduate program. Acceptance into the program follows the same acceptance criteria as all other certification programs at the university as stated below:

Acceptance to Moravian University 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 Basic Skills Test (PAPA - Pre-professional Academic Performance Assessment or Core Academic Skills for Educators) in Reading, Writing, and Mathematics. **This has been waived for 3 years as per PDE from 7/8/2022 to 7/8/2025.
- 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 based on these criteria: Students must achieve all the following for admission to student teaching: 3.0 overall GPA; 3.0 GPA in the academic major and 3.0 GPA in the professional education sequence.

**ECE PreK–4 Certification Required Courses**

- EDUC 100.2 Introduction to Second Language Learners
- EDUC 160 Culture, Community, and Diversity: Intro to Critical
- EDUC 244 Including Students with Disabilities
- EDUC 210 Child Development and Cognition
- EDUC 211 Child Development and Cognition II
- EDUC 312 Data Driven Assessment
- EDUC 321 Language Arts for Children PreK-4
- EDUC 322 Math Thinking PreK-4
- EDUC 323 Scientific Reasoning PreK-4
- EDUC 324 Social Studies PreK-4
- EDUC 358.2 Pre-student teaching seminar w/75 hours field work
- EDUC 359.2 Pre-student teaching seminar w/75 hours field work
- EDUC 370 Student Teaching Seminar
- EDUC 375-377 Student Teaching (full semester w/two placements)

**ESL PreK–12 Certification Required Courses**

- EDUC 410.3 Language Acquisition and Development
- EDUC 411.3 ESL Curriculum/Instruction (w/10 hours class assignments in Stage 3 field placement - Junior year)
- EDUC 412.3 ESL Learner, Family, & Community (w/10 hours class assignments in Stage 3 field placement – Junior year)
- EDUC 413.3 ESL Assessment and Support (w/10 hours class assignments in Stage 3 field work - Senior year
- EDUC 414.3 ESL Specialist/Capstone (+40 hours field work in ESL classroom - Senior year)

**Special Education Required Courses**

- EDUC 420.3 Differentiating Instruction or EDUC 422.3 Effective Inclusionary Practices

**Other Special Education and SLP concentration elective courses (Choose 2)**

- EDUC 425.3 Comprehensive Literacy Pre-K to 4
- EDUC 426.3 Literacy and Resistance Grades 5-12
- HLTR 253 A Phonetics and Phonology
- HLTR 354 A Clinical Linguistics

**Supporting Controlled Elective Courses (Choose 2 courses)**

- SOC/ANTH 113 Cultural Anthropology
- SOC 115 Introductory Sociology
- SOC 258 Power & Conflict
- SOC 355, Sociology of Gender
- SOC 357. Racial and Ethnic Inequality.
- COM 111 Human Communications

## The Major in Early Childhood Special Education

Moravian's Early Childhood Special Education program allows qualified students to earn dual certification in early childhood education (Pre-K to grade 4) and special education (Pre-K to grade 8) within a four-year degree program. It is not possible to study special education without the early childhood education program.

The following courses comprise the Early Childhood Special Education major:

- EDUC 244 Including Students with Disabilities (Grade of C or better required)
- EDUC 410.3 Language Acquisition and Development
- EDUC 420.3 Differentiating Instruction
- EDUC 421.3 Special Education Identification and Intervention
- EDUC 422.3 Effective Inclusionary Practices
- EDUC 423.3 Special Education Processes
- EDUC 424.3 Education Students with Disabilities and Exceptionalities
- EDUC 425.3 Comprehensive Literacy Pre K to 4 Writing Intensive Course
- EDUC 426.3 Literacy and Resistance/ Secondary Schools
- EDUC 427.3 Literacy Assessment and Evaluation
- MATH 120 Mathematics for Teaching I
- PSYC 120 Introduction to Psychology
- SOC 113 Cultural Anthropology or SOC 115 Introductory Sociology

In addition, students complete all of the courses listed for the Early Childhood Certification Program: Education 100.2, 160, 210, 211, 213.2, 214.2, 216, 218.2, 222, 321, 322, 323, 324, 358.2, 359.2, 370, 375, 376, and 377. Students also complete the normal Learning in Common Curriculum.

**Special Education PreK-12 certification** (ten courses listed below) are as a stand-alone certification (approved by PDE in August 2020).

- EDUC 244 Including Students with Disabilities
- EDUC 410.3 Language Acquisition and Development
- EDUC 420.3 Differentiating Instruction
- EDUC 421.3 Special Education Identification and Intervention
- EDUC 422.3 Effective Inclusionary Practices
- EDUC 423.3 Special Education Processes and Procedures
- EDUC 424.3 Educating Students with Disabilities and Exceptionalities
- EDUC 425.3 Comprehensive Literacy Pre-K to 4
- EDUC 426.3 Literacy and Resistance/ Secondary Schools
- EDUC 427.3 Literacy Assessment and Evaluation

## The Minor in Education

The minor in education for students not seeking teacher certification consists of five course units: Education 230, 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 the 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.)

The Education Department offers a Master of Education degree in curriculum and instruction for practicing teachers. 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.  30 graduate credits.

**First Year**

- 4 electives of choice (many students will opt to join the Autism Endorsement, Spanish Language and Culture for Educators, Social Emotional and Behavioral Wellness or English as Second Language track)

**Second Year**

- Fall I: EDUC 504 Historical and Theoretical Foundations of Education
- Fall II: EDUC 506 Teacher as Researcher
- Winter Interim: EDUC 701 Writing a Review of Educational Research
- Spring I: EDUC 702 Reflective Practice Seminar
- Spring II: EDUC 704 Action Research Thesis
- Spring: EDUC 705 Action Research Thesis

## Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching (M.A.T.) programs from Moravian University are designed for those who seek both an initial teaching certification and a master's degree. The M.A.T. programs provide you with the skills you need to teach in your chosen area along with advanced graduate level coursework that will allow you to refine your research and critical thinking skills. Each program is rich with the theoretical and practical concepts that you will need to be a reflective, inclusive and successful teacher.

Our programs include initial certification and a master's in Secondary Education (English, Math, Social Studies, General Science, and Biology), Early Childhood Education, Music Education and Art Education. Moravian University offers small class sizes so that students receive the quality education and support that they need to prepare for their teaching journeys. Students in their M.A.T. program of choice will also have ample opportunities to be immersed in the field where they will gain experience in a variety of classroom sites. Working with a qualified cooperating teacher, students will get a chance to try new and innovative teaching techniques and become acquainted with classrooms across the Lehigh Valley. Paired with coursework, your field experiences will prepare you to be a competitive candidate.

**MAT: Secondary Education**
**34 Credits**

**EDUC 502.2** Introduction to the Education of English Language Learners

**EDUC 507** Culture, Community & Diversity: Intro to Critical Pedagogy (40-hour stage 1&2 Field Experience)

**EDUC 503** Student Development and Instructional Design  (40-hour stage 1&2 Field Experience)

**EDUC 534** Including Students with Disabilities

**EDUC 530.2** Computer Technology in the Classroom

**EDUC 540** Reflective Teaching (40-hour stage 3 Field Experience)

**EDUC 566.2 or 569.2** Curriculum & Instruction in Content Area (110 Hour Stage 3 Field Experience)

**EDUC 575–7** Student Teaching

**EDUC 578** Seminar in Secondary Student Teaching

**EDUC 588** MAT Capstone Course

**MAT: Early Childhood Education**
**61 Credits***

**EDUC 502.2** Intro. to the Education of English Language Learners

**EDUC 507** Culture, Community & Diversity: Intro. to Critical Pedagogy (40-hour Stage 1&2 Field Experience)

**EDUC 510** Child Development & Cognition (40-hour Stage 1&2 Field Experience)

**EDUC 511** Child Development & Cognition (40-hour Stage 1&2 Field Experience)

**EDUC 512** Data Driven Analysis & Decision Making in ECE

**EDUC 513.2** Imagination & Creativity in Young Children

**EDUC 514.2** Music and Movement

**EDUC 516** Early Childhood Theories, Practices, & Family Partnerships

**EDUC 518.2** Wellness, Movement & Health for Young Children

**EDUC 521** Language Arts for Children, PK-Grade 4

**EDUC 522** Emerging Language & Literacy, PK-Grade 4

**EDUC 523** PK-Grade 4 Instructional Strategies for Scientific Reasoning

**EDUC 524** PK-Grade 4 Social Studies

**EDUC 525** PK-Grade 4 Instructional Strategies for Math Thinking

**EDUC 534** Including Students with Disabilities

**EDUC 558.2** Pre-Student Teaching Field Experience (75-hour EDUC 570 Stage 3 Field Experience)

**EDUC 559.2** Pre-Student Teaching Field Experience (75-hour EDUC 570 Stage 3 Field Experience)

**EEDUC 588** MAT Capstone Course

**EDUC 570** Seminar for ECE – Advocacy, Ethics, Leadership

**EDUC 575–7** Student Teaching

* With courses taken over the summer months, students who are full time can complete this program in approximately 18 months. All of the classes that students take are necessary and the credit requirements do align with our neighboring institution, DeSales. Other institutions appear to combine all of the instructional strategies classes for Literacy, Social Studies, Math and Science. Elementary teachers are tasked with knowing all subjects well and so we believe that these need their own course in order to be done effectively.

**MAT: Music Education**
**31 Credits**

**EDUC 502.2** Intro. to the Education of English Language Learners

**EDUC 503** Student Development & Instructional Design

**EDUC 507** Culture, Community & Diversity: Intro. to Critical Pedagogy

**EDUC 534** Including Students with Disabilities

**EDUC 567** Teaching Music to Children

**EDUC 568** Teaching Music to Adolescents and Adults

**EDUC 575–7** Student Teaching

**MUS 574.2** Student Teaching Seminar

**EDUC 588** MAT Capstone Course

**MAT: Art Education**
**35 Credits**

**EDUC 502.2 Intro.** to the Education of English Language Learners

**EDUC 503** Student Development & Instructional Design

**EDUC 507** Culture, Community & Diversity: Intro. to Critical Pedagogy

**EDUC 534** Including Students with Disabilities

**EDUC 543** Art and Child Development

**EDUC 546** Processes and Structures

**EDUC 566** Curriculum & Instruction in Art

**EDUC 575–7** Student Teaching

**EDUC 579** Seminar in Art Student Teaching

**EDUC 588** MAT Capstone Course

## PK-12 Principal Certification

The PK-12 Principal Certification program at Moravian University is a dynamic and comprehensive program designed to prepare future educational leaders for transformative leadership roles in PK-12 settings, specifically the school principalship. Integrating courses in leadership foundations, leadership for learning, organizational dynamics, inclusive education, and a capstone project, this program equips students with the skills needed for ethical and effective leadership. Fully aligned with the Pennsylvania Department of Education (PDE) requirements, the program meets all criteria for the Administrative I certification, ensuring graduates are ready to excel in educational leadership roles across Pennsylvania.

**The Required Courses are as follows:**

EDUC 683: Foundations of Educational Leadership
EDUC 684: Organizational Leadership
EDUC 685: Leadership for Learning
EDUC 686: Leading Diversity
EDUC 687: Educational Leadership Capstone

## Social Emotional and Behavioral Wellness (SEBW) Endorsement Program

The SEBW Endorsement Program is a Pennsylvania Department of Education approved add-on endorsement teacher certification to an existing Level I or Level II certification. The endorsement certification is intended to improve a candidate's attitudes and skills in working with children/ young adults who have social-emotional and/or behavioral needs in inclusive classrooms and community settings and their families.

## Post-Baccalaureate Spanish Certification PreK-12

Our MAT: Spanish K-12's mission is to prepare professionals who understand that pedagogical choices grow from a deep understanding of the study of world languages and cultures and also the unique needs of all learners, honoring the diverse students in our classrooms and the larger community being served. Further, in keeping with the national standards of the five C's, the mission of the world language education program is to prepare world language teachers to teach students how to 1) to communicate in languages other than English, in written and spoken form, 2) to understand perspectives, and products of other cultures, 3) to compare the target language to one's native tongue so as to develop insight into the general nature of linguistic communication, 4) to develop ease in participating in multilingual communities at home and around the world. Starting with these four principles and mindfulness of student profiles, candidates construct standards-based plans that are grounded in a study of best practices as defined by research, models of excellence in the field, and creative and ever-dynamic thought. Candidates understand that this reflective practice continues—and, in fact, defines—ones entire career.

## *Post-Baccalaureate Special Education PreK-12*

Moravian University is an approved program provider for a stand-alone PreK-12 Special Education Certification. Our program effectively integrates all PDE competencies throughout, giving students ample opportunities to apply their knowledge in field experiences embedded and connected to their coursework and assignments. Furthermore, the mission of the education department is to develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our curriculum centralizes a commitment to diversity, equity and inclusion by engaging students in reflective practice and inquiry. This, along with learning and utilizing research-based teaching practices and innovative technology, ensures that our program candidates are ready to teach and embrace students in a variety of different classroom contexts. With the addition of a rigorous capstone course, students pursuing

the Prek-12 Special Education Certification can also get their Master of Arts in Teaching in Special Education.

## *Doctor of Education (Ed.D.) in Transformational Leadership*

Responding to the needs of progressive educators looking to advance local educational transformation, Moravian University offers a Doctor of Education (Ed.D.) Degree in Transformational Leadership to prepare scholar-practitioners to thrive in current educational contexts while reimagining and redesigning for a future of equitable, human-centered systems.

The 56-credit hybrid, cohort-based program welcomes curious and committed applicants into the learning community in these areas: PK-12 school leaders, PK-12 teacher leaders, higher education leaders, and chief learning officers in non-profit and for-profit organizations.

The program, including the action research-based Dissertation of Practice, is typically completed in 26 months. Throughout the program, learners intricately weave both scholarship and practice––learning is personalized, relevant and contextualized. The program begins with a two-week summer residency on the campus of Moravian University in historic Bethlehem, Pennsylvania. For the remaining terms of year one, learning is conducted virtually, using both synchronous and asynchronous formats. Year two begins with another two-week residency with the remaining year two terms again conducted virtually. The program concludes with a final two-week summer residency and public exhibition with a focus on the Dissertation of Practice.

The Moravian University Doctor of Education program is built on a strong foundation of beliefs and values:

- Learning experiences, community, products and exhibitions are a fractal of the transformed world we seek to create.
- Learning experiences are co-directed with learners.
- All learning community members are considered leaders, teachers and learners; they design and lead for what the learning community needs, practicing deep democracy.
- The learning community lives with this paradox: the more complex a context/future possibility appears, the less traditional directional leadership it needs.
- The learning community prioritizes gifts/assets over deficits/problems.
- The learning community focuses on future possibilities, not current problems. Future possibilities are restorative, not retributive.
- The various paths to future possibilities are already in the community; the learning community creates the conditions for possibilities to emerge.
- Members of the learning community are active agents of inquiry and change. Visceral experiences lead to sustainable learning and outcomes (reframing mindsets and practice). This is learning in action.
- Location is a part of the learning experience (Lehigh Valley/Bethlehem) when on campus. The home base work learning environment serves as the learning context when off campus.
- Learning is open-walled; learning in practice is acknowledged.

Educational leadership programs are on the cusp of an evolution, and the Doctor of Education Program at Moravian University is uniquely designed to lead the field into a new era.

Culminating Dissertation of Practice Definition:

The Dissertation of Practice is a scholarly endeavor focused on a complex problem of practice with the potential to result in improved understanding, experience and outcomes in the student's professional practice. The work begins with the student identifying an education-related problem along with its organizational and historical context. Using theory and evidence to ask the most relevant questions, students will diagnose, research potential solutions, and develop recommendations to address the problem of practice. Since the Dissertation of Practice is grounded in action research, the student will engage in numerous iterative cycles of inquiry, interventions, data gathering and analysis to best address the problem of practice.

The Dissertation of Practice will culminate in a written document, structured similarly to the traditional dissertation, that reports on the extended research journey. The document will be stored on Moravian University's library similar to the way our M.Ed. students upload and store their master's thesis.

- The work includes a problem statement and framing of the approach, which establishes the rationale and significance of the work.
- The current literature is used as a foundation for the work and approach at key points: framing the problem, synthesizing what is known about the problem, and informing the solutions and implications of the work.
- The work is systematic and represents significant effort.

- The product represents a contribution to transformational leadership practice.
- The product and process serve as an opportunity for the student to demonstrate the ability to apply theory and research to solving or informing an educational problem.
- The work demonstrates the ability to present ideas and arguments and evidence in a logical, systematic, and coherent fashion in both written and oral formats.

**Required Courses**

- EDD 801 Becoming an Objector (4 credits)
- EDD 800 Becoming a Transformational Leader: The Building Blocks (6 credits)
- EDD 801 Becoming an Objector (4 credits)
- EDD 802 Transforming the Dissertation Process (4 credits)
- EDD 803 Reflecting on Myself as a Transformational Leader (2 credits)
- EDD 804 Becoming an Inventor (4 credits)
- EDD 805 Understanding Action Research Traditions (4 credits)
- EDD 806 Becoming a Curator (4 credits)
- EDD 807 Establishing my Dissertation of Practice Plan (4 credits)
- EDD 808 Becoming a Storyteller (4 credits)
- EDD 809 Implementing my Dissertation of Practice Plan (4 credits)
- EDD 810 Reflecting on My Transformational Journey (2 credits)
- EDD 811 Becoming a Stronger Practitioner/ Researcher (4 credits)
- EDD 812 Concluding my Dissertation of Practice Plan (4 credits)
- EDD 813 Sharing our Story: Transforming Ourselves, Our Practice and Our Communities (6 credits)

## 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 230 (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 University.

In addition, all 200-level education courses have a prerequisite of a minimum overall grade point average of 2.70 for enrollment.**EDUC 100.2. Introduction to Education of English Language Learners**. Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to the challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success. Fall.

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

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

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

**EDUC 160. Culture, Community, and Diversity: Introduction to Critical Teaching**. Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular

will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. (M3) Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring.

**EDUC 210. Child Development and Cognition I: Pre-natal to Five**. This course is devoted specifically to child development from pre-birth to age five. This course will begin with an overview of child study in contemporary contexts and the role teachers play in early childcare settings. Major developmental theories will be addressed as they relate to physical and motor, social and emotional, and cognitive domains. The course will also focus on the application of knowledge to teaching and working with very young children and their families. Strategies and activities will be learned to work with young children from diverse populations. The concepts will be foundational for all of the courses in early childhood education. Prerequisites: GPA of 2.70, Education 100.2 and 160. 40-hour field experience. Clearances and other documents for fieldwork required. Fall.

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

**EDUC 213.2. The Arts in Education.** This course examines why art experiences are valuable in young children's development and how to incorporate meaningful art activities across the preK-4 curriculum. Students in this hands-on class will make process-based artworks using a variety of art materials and learn how to adapt art instruction to ensure all children succeed, including diverse learners such as ELL's and children with disabilities. (Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement.) Prerequisites: GPA of 2.70. Prerequisite or Co-requisites EDUC 100.2, EDUC 160. Fall and spring.

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

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

**EDUC 218.2. Movement, Health, and Safety Education for Young Children**. This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisites: Education 100.2 or 160; GPA of 2.70; no freshmen (sophomore standing or higher). Fall/Spring.

**EDUC 222. Emerging Language and Literacy, Pre-K to 4th Grade**. The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience.

Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making process in reading-related skills and early reading. Students will also learn how to work with parents and policymakers who always influence early learning programs and who make decisions regarding early reading instruction. Co-requisite: Education 211. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall.

**EDUC 230. 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.

**EDUC 232.2. Interventions for Middle Level Learners**. The purpose of this course is threefold. First, it is to prepare the pre-service teacher to develop an inclusive learning environment, which specifically addresses the needs of the middle school learner. Second, it is to design and implement research-based interventions and instructional strategies, which address the needs of the middle school learner. These strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students' abilities and diversity. Third, it is to prepare the pre-service teacher to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote ongoing 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 that influence student success, assistive technology, differentiated instruction and the Universal Design for Learning. Prerequisites: GPA of 2.70; Education 100.2, 230, 160, 140.2, and 244. Fall.

**EDUC 244. Including Students with Disabilities**. This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisites: Education 160; Co-requisite Education 230 or 210; GPA of 2.70; sophomore standing or higher. Fall and spring.

**EDUC 250. Art and Child Development**. This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts. This class meets requirements for the Pennsylvania Department of Education, including teaching instructional strategies for making Accommodations and Adaptations for Diverse Learners in Inclusive Settings and English Language Learners. (M6)

**EDUC 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, EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244. 40-hour field experience. Clearances and other documents for fieldwork required. Fall.

**EDUC 321. Language Arts for Children, Pre-K to 4th Grade**.An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners'

abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience.Co-requisites: Education 322, 358.2. Prerequisites: GPA of 2.70; EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244; passing scores on PAPA Reading, Writing, and Mathematics. Clearances and other documents for fieldwork required. Spring.

**EDUC 322. Pre-K to 4 Instructional Strategies for Math Thinking**. Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials, and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Co-requisite: Education 321, Education 358.2. Prerequisites: GPA of 2.70; EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244; Passing score on PAPA Reading, Writing, and Mathematics; Mathematics 120 with a grade of C or better. Spring

**EDUC 323. Pre-K to 4 Instructional Strategies for Scientific Reasoning**. The aim of this course is to inform pre-service early childhood educators in science as a discipline. Students will learn how to make learning science both valuable and enjoyable for young children. Students will begin with an understanding of child development, interrelated math, literacy and science processes. Students in the field experience will use concept exploration design. Students will gain a solid understanding of scientific topics, while they are learning how to implement activities with children using constructivist and inquiry-based methods. Co-requisites: Education 324 and 358.2. Prerequisites: GPA of 2.70; EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244; F4 science course with a grade of C or better; passing scores on PAPA Reading, Writing, and Mathematics. Fall.

**EDUC 324. Pre-K to 4 Social Studies**. Students learn a multitude of practical ideas, strategies, and activities that early childhood educators can use to both interest young children in social studies and integrate social studies with other sciences, art, literature, math, reading, and writing. Since play is the basic way children learn, this course offers strategies to incorporate "play" into its materials. Students will develop a full thematic unit as a major project in the course. Co-requisite: Education 323, Education 358.2. Prerequisites: GPA of 2.70; EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244; History 113 or 114 with a grade of C or better; passing score on PAPA Reading, Writing, and Mathematics. Fall.

**EDUC 330. Social Studies for Middle Level Learners**. The purpose of this course is to introduce pre-service teachers through practical examples 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; EDUC 230 and 244; HIST 113; IDIS 110; POSC 110; passing scores on PAPA Reading, Writing, and Mathematics. Fall.

**EDUC 331. Science 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; EDUC 230 and 244; MATH 107 and 120 with a grade of C or better; passing scores on PAPA Reading, writing, and Mathematics. Fall.

**EDUC 332. Mathematics for Middle Level Learners**. This course is designed to prepare pre-service teachers to work with students in grades 4 through 8 to help them learn important mathematical concepts, skills, and problem-solving techniques. In the process, it is hoped that thinking will be challenged and interest in mathematics stimulated. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; EDUC 230 and 244; MATH 107 and 120 with a grade of C or better; passing scores on PAPA Reading, writing, and Mathematics. Fall.

**EDUC 333. Literacy for the Middle Level Learner**.

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; EDUC 230 and 244; Writing 100 or FYS; passing scores on PAPA Reading, Writing and Mathematics. Spring.

**EDUC 340. Reflective Teaching in Secondary Schools**. IIntroduction 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: GPA of 2.70, EDUC 160, 230, and 244; or permission of instructor. Two 70-minute periods. Forty-hour field experience. Clearances and other documents for fieldwork required.

**EDUC 358.2 or 359.2. 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 EDUC 211 or 230 and 244; clearances and other documents for fieldwork required; passing scores on Basic Skills Reading, Writing and Mathematics.

**EDUC 360, 361, 362, 364, 365. Curriculum and Instruction in the Secondary Content Areas**. Explores the unique nature of subjects (English, world language, mathematics, science, social studies) as they relate to the fundamentals of pedagogy and planning within those content areas in preparation for student teaching. Major course requirement to design and then implement a unit plan in the field. Also examines avenues such as professional organizations for professional growth (organizations, publications). Required for all students seeking secondary certification. Students should register for the course that corresponds with their certification area. Co-requisite: EDUC 340 (may be taken together with Education 360-365). Prerequisites: EDUC 230 and 244; GPA of 2.70; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

**EDUC 360. English**
**EDUC 361. World Languages**
**EDUC 362. Mathematics**
**EDUC 364. Science**
**EDUC 365. Social Studies**

**EDUC 366.2 Curriculum and Instruction in Art Education.** This course is the first seminar for pre-student teachers seeking PA PK-12 Art Education certification. While engaging in 75 hours of pre-student teaching, students in this course will develop lesson plans based on PA and National Core Art Standards for students within the grade level spans in the field, grades PK-6. Additionally, students in this seminar will develop a series of units based on one theme and aligned to art education pedagogy, culturally responsive teaching practices, National Core and PA Arts and Humanities standards, Studio Habits and Dispositions, learner development, and Constructivist teaching and learning theories. Pre-student teachers in EDU 366.2 will reflect on and develop their teaching competencies through field experience journaling and in-class discussions based on their pre-student teaching experience. Prerequisites: Education 160 and 230; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing, and Mathematics. Supervised 75 hours of fieldwork. Writing-intensive.

**EDUC 367. Teaching Music to Children**. Developing capacity for thought and action; skill in applying behavioral

objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: MUS 130.1, and 136.1, EDUC 160, 230 and 244; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Spring. Three 70-minute periods; fieldwork.

**EDUC 368. Teaching Music to Adolescents and Adults**. Continuation of Education 367. Techniques of motivation and relevance, conducting middle- and high school ensembles. Prerequisites: EDUC 230, 244 and 367; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. Three 70-minute periods, fieldwork.

**EDUC 369.2 Curriculum and Instruction in Art Education.** This is the second course for pre-student teachers seeking PA PK-12 Art Education certification. While engaging in 75 hours of pre-student teaching, students in this course will develop lesson plans based on PA and National Core Art Standards for students within the grade level spans in the field, grades 7-12. Additionally, students in this seminar will begin their professional teaching portfolio, refine and finalize a self-designed curriculum rooted in art education pedagogy, culturally responsive teaching practices, National Core and PA Arts and Humanities standards, Studio Habits and Dispositions, learner development, and Constructivist teaching and learning theories (started in EDUC 366.2) Pre-student teachers in EDUC 369.2 will develop educational experiences related to the artwork and themes for an alternative setting, in this case, the Payne Gallery at Moravian. Carefully designed lessons will be presented to K-12 students who visit the gallery. Students will also reflect on and develop their teaching competencies through field experience journals and in-class discussions based on their field teaching experience.Prerequisites: Education 160 and 230; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing, and Mathematics. Supervised 75 hours of fieldwork. Writing-intensive.

**EDUC 370. Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration**. This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: EDUC 211 and 244; GPA of 3.0; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics.

**EDUC 371. Issues in Middle Level Education**. This course is designed to support the student during the semester of student teaching. The course meets weekly to discuss the issues related to the challenges of teaching and the process of certification and securing a teaching position. The student's presence at each seminar is essential for the successful exchange of ideas, information, and coping strategies. The goal of this course is to develop the understanding, skills, and attitudes of the professional teacher – the teacher who acts with reflective consideration of principles, practices, and policies. The student will demonstrate evidence of professional knowledge and practice in the following areas: planning and preparation; classroom environment, instructional strategies, and professionalism. Prerequisites: EDUC 230 and 244, GPA of 3.0, completion of all middle level education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375, 376, and 377. Spring.

**EDUC 375–377. Student Teaching**. 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 University supervisors, students have direct learning experiences in their areas. Prerequisites: EDUC 211 or 230 and 244; QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 378. Pass/No Credit grade.

**EDUC 378. Seminar in Secondary Teaching**. Scheduled concurrently with student teaching. Students meet with subject area supervisors and Education Department supervisors on alternate weeks. Provides opportunity for student teachers to analyze their experiences in the field in relation to theory learned in previous courses. Prerequisites: EDUC 230 and 244, QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-

requisite: Education 375-377. One 2-hour period.

**EDUC 379. Seminar for Art Student Teachers**. Weekly seminar integrates theory with classroom experience for pre-service art teachers' professional development. Prerequisites: EDUC 230 and 244; QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375-377. One 2-hour period.

**EDUC 190–199, 290–299, 390–399. Special Topics.**
**EDUC 286, 381–383. Independent Study.**
**EDUC 384. Independent Research.**
**EDUC 288, 386–388. Internship.**

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

## Graduate Education – Post Bacc 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 230.

**EDUC 507 Culture, Community and Diversity: Introduction to Critical Thinking (MAT)**
Through field experience, reading, discussion, and intensive writing, students in the course will explore the diversity affecting their teaching, both within their classroom and within the broader community from which their students come. This examination will be both contemporary and historical. They will examine many forms of diversity, but in particular will examine how teachers need to consider language, culture, multiple intelligences, and learning styles in their work with diverse learners, including English language learners and students with disabilities. The course is unified through philosophical exploration of critical pedagogy, including the work of Paulo Freire and through the ethical issues related to teaching. Two 70-minute periods. 40-hour field experience. Clearances and other documents for fieldwork required. Fall and Spring. Undergraduate cognate: EDUC 160.

**EDUC 510 Child Development and Cognition I: Birth to Five Years (MAT)**
This course is a study of development of young children from birth through five. This course will begin with research and contemporary issues in learning and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with young children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: GPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Undergraduate cognate: EDUC 210.

**EDUC 511 Child Development and Cognition II: Six to Nine Years (MAT)**
This course is a continuation of the study of development of young children from six through nine. This course will begin with research and contemporary issues in learning

and teaching. Major developmental theories as they relate to physical and motor, social and emotional, and cognitive domains will be addressed. It will also focus on the application of knowledge to teaching and working with early school age children. Strategies and activities will be learned. The concepts will be foundational for other courses in early childhood education. Prerequisite: QPA of 2.70, Education 507. 40-hour field experience. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 211.

**EDUC 513.2 Creative Expression (the Arts) (MAT)**
In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into homes and families. National standards will also be addressed. Prerequisite: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 213.2

**EDUC 514.2 Music and Movement (MAT)**
This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed. Pennsylvania's standards for the arts and humanities will also be addressed. Note: In combination with Education 513.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: QPA of 2.70, Education 507. Fall and spring. Undergraduate cognate: EDUC 214.2

**EDUC 518.2 Movement (MAT)**
Health and Safety Education for Young Children
This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisite: Education 507; QPA of 2.70. Fall/Spring. Undergraduate cognate: EDUC 218.2

**EDUC 521 Language Arts for Children, Pre-K to 4th Grade (MAT)**
An introduction to the literacy process as it relates to children in the primary grades, kindergarten to fourth grade. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, and language systems along with phonemic development and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare the student to think and respond like a teacher. 75-hour field experience. Prerequisites: QPA of 2.70; Education 503; passing score on PAPA or PPST Reading and Writing. Clearances and other documents for fieldwork required. Spring. Undergraduate cognate: EDUC 321

| Course | Course Name | Credits |
|---|---|---|
| **EDUC 502.2** | Intro. to the Education of English Language Learners | 2 |
| **EDUC 507** | Culture, Community & Diversity: Intro. to Critical Pedagogy (40-hour Stage 1&2 Field Experience) | 3 |
| **EDUC 503** | Student Development & Instructional Design (40-hour Stage 1&2 Field Experience) | 3 |
| **EDUC 534** | Including Students with Disabilities | 3 |
| **EDUC 530.2** | Computer Technology in the Classroom | 2 |
| **EDUC 540** | Reflective Teaching (Fall only; 40-hour Stage 3 Field Experience) | 3 |
| **EDUC 561** | Curriculum and Instruction (Fall only; 110-hour Stage 3 Field Experience) | 3 |
| **EDUC 575, 576, 577** | Student Teaching | 9 |
| **EDUC 578** | Seminar in Secondary Student Teaching | 3 |

**Total = 31 credits**

**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

| Course | Course Name | Credits |
|---|---|---|
| **EDUC 507** | Culture, Community & Diversity: Intro to Critical Pedagogy | 3 |
| **EDUC 534** | Including Students with Disabilities | 3 |
| **EDUC 626** | Comprehensive Literacy Practices | 3 |
| **EDUC 617** | Special Education Identification and Intervention | 3 |
| **EDUC 618** | Effective Inclusionary Practices | 3 |
| **EDUC 610** | Differentiating Instruction | 3 |
| **EDUC 624** | Educating Students with Disabilities | 3 |
| **EDUC 670** | Language Acquisition and Development | 3 |
| **EDUC 623** | Special Education Processes and Procedures | 3 |
| **EDUC 660** | Literacy Resistance in Secondary Schools | 3 |
| **EDUC 676** | Literacy Assessment and Evaluation | 3 |
| **EDUC 570** | Seminar in Early Childhood Education and Special Education | 3 |
| **EDUC 575, 576, 577** | 12-weeks of student teaching with supervision | 9 |

**EDUC 525 Pre-K to 4 Instructional Strategies in Math Thinking (MAT)**
Students will learn math as a developmental process, which engages children as they grow and develop. The new National Council of Teachers of Mathematics focal points, which use a chronological approach to thinking about what should be taught in early childhood mathematics, will be addressed. Students will learn that math is a developmental and constructive process in which the teacher acts as an instructor and facilitator. The course will view approaches for presenting math to different age groups. For pre-school and kindergarten children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Prerequisites: QPA of 2.70; Education 503; Passing score on PAPA or PPST Mathematics; Mathematics 120 with a grade of C or better. Spring. Undergraduate cognate: EDUC 322

**EDUC 530.2 Computer Technology in the Classroom (MAT)**
Instructional use of word processors, spreadsheets,

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

**EDUC 534 Including Students with Disabilities (MAT)**
This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisite: Education 507; Co-requisite: Education 503 or 510; QPA of 2.70. Fall and spring. Undergraduate cognate: EDUC 244

**EDUC 553 Literacy for the Middle Level Learner (MAT)**
This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Prerequisites: QPA of 2.70; Education 501, 503, 507, 540.2 and 544; Writing 100 or FYS; passing scores on PPST or PAPA Reading, Writing and Mathematics. Spring. Undergraduate cognate: EDUC 333

**EDUC 558 Pre-Student Teaching Field Experience (MAT)**
The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

**EDUC 559.2 Pre-Student Teaching Field Experience (2nd experience) (MAT)**
The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: QPA of 2.70; completion of Education 502.2, 503, 507; clearances and other documents for fieldwork required.

**EDUC 567 Teaching Music to Children (MAT)**
Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: Music 230.1, 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 University 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 University 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 University 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.

## Graduate Courses in Education

**EDUC 500 The Teacher as Inquirer**
The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, with an emphasis on developing essential questions related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. (Three credits; Fall)

**EDUC 504 Historical and Theoretical Foundations of Education**
This course will focus on the historical and contemporary forces shaping the field of education and the assets-based pedagogies that inform the roots of teacher action research and participatory action research. The goal of this course is to enable practicing educators to better grasp the political and social influences on teaching and learning so they can take an informed position regarding contemporary debates about curriculum, pedagogy, and more. Prerequisite: None (Three credits)

**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: None (Three credits; Spring)

**EDUC 508 The Teacher as Evaluator**
This course prepares teachers to select, administer, and interpret assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer)

**EDUC 515 Spanish Language, Culture, and Community for Educators**
This course focuses on culturally relevant and sustaining education (CR-SE) competencies for professionals as they apply to current educational systems. Students will learn about and engage with culturally and linguistically diverse students and their families who speak Spanish as their native language. A thorough understanding of theories related to cultural and linguistic aspects will be highlighted, while professionals gain a deep understanding of cultural and linguistic factors that impact student learning, behavior, and outcomes. Current research will be discussed and applied to case studies and real-world settings (schools and communities). Current research and readings will further guide discussions around the cultural implications associated with curriculum and assessment. Emphasis will be placed on the role of the professional in relation to all topics discussed as professionals will analyze the school's approach to family and community involvement with a specific lean on L1 language use. Prerequisites: SPAN 512, SPAN 513, SPAN 514. (Three credits)

**EDUC 588 Masters of Arts in Teaching Capstone Course**
This course will focus on extending what you learned in your teaching experiences. By engaging with peer-reviewed and practitioner research along with your own reflections and community partners, you will refine your teaching portfolio and engage in professional learning communities. At the end of this course you will be fully prepared to continue utilizing these strategies in your teaching practice. Prerequisites: Students will have to complete all of their certification courses at the graduate level if they are in the Secondary Education, Art Education, or Music Education programs. If they are in the Early Childhood Program, they can take the capstone course after they fully complete their stage-3 student teaching semester or after stage-4 student teaching. (Three credits; Summer)

**EDUC 566.2 Curriculum and Instruction in Art Education – PreK-6**
Students in 566.2 will engage in 75 hours of pre-student teaching at the PreK-6 grade level. Students will develop lesson plans based on Pennsylvania Standards for Visual Arts and Humanities and the National Core Art Standards within the grade level spans where they are assigned. Additionally, students in this seminar will develop a series of units aligned to art education pedagogy, culturally responsive teaching practices, state and national standards, Studio Habits and Dispositions, learner development, and Constructivist teaching and learning theories. Pre-student teachers will reflect on and develop their teaching competencies through field experience journaling and in-class discussions based

on their pre-student teaching experience. Prerequisites: Stage 1&2 Field experiences. (Two credits)

**EDUC 569.2 Curriculum and Instruction in Art Education – Grades 7–12**
EDUC 569.2 is the second seminar for pre-student teachers seeking Pennsylvania PK-12 Art Education certification. While engaging in 75 hours of pre-student teaching at the 7-12th grade level, students will develop lesson plans based on Pennsylvania Standards for Visual Arts and Humanities and National Core Art Standards for within the grade level spans where they are pre-student teaching for the semester. Additionally, students in this seminar will align units previously developed in 566.2 to create an art education curriculum based on the needs of a specific school district. Students will research and report on district demographic statistics, learner development, and identities in this process. Pre-student teachers in EDU 569.2 will continue to develop their teaching competencies through field journal reflections based on their pre-student teaching experiences. Pre-student teachers will develop a professional teaching portfolio in this course. Prerequisites: Stage 1&2 Field experiences. (Two credits)

**EDUC 600 Best Practices in Online Teaching**
Best Practices in Online Teaching introduces the primary research-based concepts and structures necessary for effective instruction in blended and online learning environments. Through a variety of embedded projects in the field, registrants will design and deliver blended and online experiences, developing skills in the utilization of communications technologies in a variety of media to effectively communicate ideas and information. (Three credits; Summer)

**EDUC 601 Online Teacher as Instructional Designer**
The Online Teacher as Instructional Designer provides opportunities for registrants to develop learning modules for both blended and online learning. Utilizing a variety of available technology tools, students will create content modules, assessments and opportunities for learners to engage synchronously and asynchronously with other learners. Registrants will demonstrate effective online instruction as appropriate through the Educator Effectiveness model of teacher supervision and evaluation (adopted by the Pennsylvania Department of Education). As an online teacher, registrants will also learn the value of effective student feedback, accommodating diverse learners through the assessment process and implementing various research-based online assessment strategies, both formative and summative. (Three credits; Summer)

**EDUC 602 Online Teaching for the Online Learner**
Online Teaching for the Online Learner examines the conditions necessary for an effective online or blended learning environment. Registrants will explore issues of teacher and student ethics, including acceptable use, digital citizenship, legal issues with online education, confidentiality procedures/ protocols, copyright, academic honesty, and strategies for communicating and collaborating with others in a global environment. The course also focuses on the ethical professional responsibilities of meeting the needs of diverse learners including students with IEP and ELL supports. (Three credits; Fall)

**EDUC 603 The Online Endorsement Capstone Practicum**
This capstone course in the Online Instruction Endorsement Program sequence explores the professional role of the online teacher and includes a 60-hour practicum under the mentorship of a certified classroom instructor and University supervisor. Registrants will articulate a personal philosophy of teaching and learning in an online environment, conduct action research in the blended/online classroom and collaborate with school instructional and technology staff as they design and implement online/blended learning to meet the varied needs of diverse learners. Acting as an online instructor, registrants will demonstrate their abilities to plan, deliver, and assess instruction in a blended/ online learning environment. (Three credits; Spring)

**EDUC 604 Online Curriculum Development**
This course will provide educators with an opportunity to work with online resources that are available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. (Three credits)

**EDUC 605 Media Production: The Power of Digital Publication**
Using a framework for network literacies, this course will focus on digital participation and the development of persuasion, curation, discussion and self-presentation skills through media production and digital publication. A variety of publication tools related to print, web, video, audio and interactives will be used to fully explore what it means to publish on the web and engage in participatory culture. (Three credits)

**EDUC 606 Reading and Writing across the Curriculum**
Participants will explore a variety of process-based reading

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

**EDUC 607 Digital Alternatives to Test Preparation**
In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. (Three credits)

**EDUC 609 Teaching Grammar in the Context of Writing**
How do teachers help students attend to matters of grammar, usage, and mechanics within the context of a process approach to writing? This course is designed to answer this question by applying research in the field of language education directly to participants' classrooms. Teachers will plan and implement contextually based language mini lessons as part of a study of their teaching practice. (Three credits)

**EDUC 610 Differentiating Instruction**
This course will emphasize strategies of organizing learning opportunities of all students in today's classrooms. Participants will develop real lessons and handouts that utilize various strategies of differentiation. (Three credits; Fall of Odd-Numbered Years)

**EDUC 612 Literacy Seminar in New Zealand**
This study-abroad seminar is designed to develop the knowledge and skills pertaining to the nature of the reading process and the teaching of reading. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning in New Zealand and in the United States. (Three credits)

**EDUC 614 English Education in London, Oxford, Stratford-on-Avon, and York**
Explore strategies for the effective teaching of English language and literature within the largest European capital, England's oldest university city, and Shakespeare's hometown in rural Warwickshire. Participants will examine the British public and private school system and visit key sites of interest to English teachers, including the reconstructed Globe Theatre on the South Bank of the Thames, Westminster Abbey, The National Gallery, the National Theatre of Great Britain, The British Museum, Oxford University, the Royal Shakespeare Company, the Shakespeare's birthplace, grammar school, and parish church. Written projects include a journal, theatre critique, and English language and literature unit plan. (Three credits)

**EDUC 615 High Achieving Learners in the Regular Classroom**
How do classroom teachers best meet the needs of all learners, including those designated gifted and talented or those who consistently meet and exceed classroom expectations? This course will examine the research base as well as specific strategies and techniques that classroom teachers can use to promote student engagement and achievement of gifted, talented, and other high achieving learners in the regular classroom. (Three credits)

**EDUC 616 Drama in Education**
Participants will explore the use of drama to facilitate student learning in the content areas, K-12, and will construct thematically-based curricula that incorporate drama-in-education principles. Theories of dramatic art and historical uses of drama and theatre to promote mindful learning will be examined. (Three credits; Summer of Odd-Numbered Years)

**EDUC 617 Special Education: Identification & Effective Intervention**
This course examines the reasons for over-representation of culturally and linguistically diverse students in special education programs and examines evidence-based practices to build on students' strengths to ensure academic engagement and achievement. Effective strategies for data collection and analysis will be employed in an action research context. (Three credits; Fall of Even-Numbered)

**EDUC 618 Effective Inclusionary Practices**
Major topics include a history of special services to students with disabilities, emerging trends and important legal issues related to students with special needs. The primary focus of the course, however, is the design and application of strategies for effectively teaching these students. (Three credits; Spring of Even-Numbered)

**EDUC 620 A Constructivist Approach to Teaching Mathematics**
Participants will explore mathematical content and processes outlined in the NCTM Standards using a problem-solving approach. Teachers will collect and analyze their own students' work, read and discuss recent research findings, and design a teaching unit. (Three credits)

**EDUC 622 School Law and Professional Ethics**
This course focuses on the development and field-testing of a Policy Alignment Action Plan, entailing an examination of federal and state curriculum regulations and an analysis of the subsequent alignment of board curriculum policies and procedures. Also, four position papers are required addressing ethics and professional conduct, curriculum policy alignment recommendations, school policies and student success, and the over-representation of diverse learners in special education. (Three credits; Fall of Even-Numbered Years).

**EDUC 623 Special Education Processes & Procedures**
Special Education Processes & Procedures will use the seminar format. The course will cover a thorough analysis of foundational aspects of special education services, legal issues, ethical and professional issues, instructional planning, inclusionary practices, collaborative practices, and current trends regarding special education services as they relate to students with disabilities, their families, general education, and the community. Emphasis will be placed on the role of the special education teacher in relationship to all topics discussed. (Three credits; Summer of Even-Numbered Years)

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

**EDUC 625 Making History Live: New Approaches to History Teaching**
How can we teach our students in grades 5 to 12 to think like historians and at the same time bring history to life for them? This course will explore answers to this question by examining an exciting and continually developing research base which suggests that students of all ages can be guided to think historically. (Three credits)

**EDUC 626 Comprehensive Literacy Practices for Grades PreK–4**
This course is designed to prepare teachers to utilize evidence-based literacy assessment and instructional strategies effectively in their classrooms. Teachers will investigate a variety of ways to thoroughly assess various components of a well-balanced, research-based literacy program for children from pre – K to 4th grade. They will learn literacy assessment tools and techniques to identify students' strengths and needs and strategies to monitor students' progress and to plan effective interventions that will enhance literacy development, especially for ELLs and special needs learners. Empirically-based literacy teaching practices will be explored with references to the Pennsylvania Literacy Framework. (Three credits; Spring of Odd-Numbered Years)

**EDUC 627 Comprehensive Literacy Practices for Grades 4–8**
Teachers will actively explore current practice and investigate contemporary research on literacy development. Participants will share literature for the intermediate grades and examine a variety of topics including comprehension, response to literature, word analysis, process writing, the Pennsylvania Literacy Framework, and classroom management. (Three credits; Fall of Even-Numbered Years)

**EDUC 628 Literature Circles**
What are literature circles and what does reading research suggest about their role in classroom literacy instruction? Participants will examine a variety of models as they examine how to design, implement, and manage literature circles that support Pennsylvania academic standards for reading, writing, listening, and speaking. (Three credits)

**EDUC 629 The Literacy Specialist**
This course provides reading specialist candidates with

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

**EDUC 630 Managing the Constructivist Classroom**
How do teachers manage the transition from being the "sage on the stage" to the "guide on the side" when helping students to construct knowledge for themselves rather than receiving it ready-made from others? This course examines contemporary views of cognition that suggest learning is negotiated, distributed, situated, constructed, developmental, and affective. It simultaneously explores the research base for managing transactional classrooms. (Three credits)

**EDUC 633 Teaching Mathematics K-8 with a Problem Solving Approach**
This course is designed to help elementary and middle level teachers discover how to teach mathematics through real problem solving activities. Participants will review current literature in mathematics education and examine the Focal Points of NCTM and the Big Ideas from the PA Standards. Activities from the NCTM Navigation Series will be explored. Teachers using the 2nd editions of Investigations and CMP will explore units from these programs and gain sufficient understanding for successful implementation in their classrooms. (Three credits)

**EDUC 635 Assessment in Mathematics K-6**
Teachers will analyze their current practices while exploring related research on assessment. Teachers will design assessment tools to coincide with their curriculum. Performance assessment, rubric creation, and observation techniques will be especially stressed. (Three credits)

**EDUC 637 Making Meaning in Mathematics**
Many people admit freely their inability to understand mathematics while asserting their need to use it as part of their professional lives. This course will address numeric topics, algebra, geometry, and statistics so that participants can analyze the underlying principles of these fundamental processes. A constructivist approach will ensure that participants build a conceptually sound basis for their mathematical thinking, enabling them to use math confidently and apply its tools successfully. This course is especially relevant for science teachers who want to strengthen the math areas that are integrated into many science topics. (Three credits)

**EDUC 640 Environmental Science Education**
Teachers enrolled in this seminar will participate in a hands-on approach to the teaching of environmental science with an emphasis on the opportunities for environmental education that abound in and around school settings. An inquiry approach and outdoor fieldwork will be utilized to help participants develop practical experiences in environmental education for use in their respective school programs. (Three credits)

**EDUC 643 Etiology Autism**
This course will cover a thorough analysis of characteristics and etiology of Autism Spectrum Disorders (ASD) embedded in neurodiversity, socio-ecological and socio-cultural theories. Current research and readings will guide discussions around diagnosis, intervention, and programming as it relates to current trends, collaborative practices, and special education services for individuals with ASD and their families, general education professionals, and the community. Emphasis will be placed on the role of the teacher in relationship to all topics discussed. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

**EDUC 644 Assessment for Instructional Planning**
This course examines methods of assessment and implementing instructional strategies for children/young adults with ASD and how to use data driven analysis to plan curriculum and instruction in inclusive settings. Current research and readings will guide discussions around assessment domains, multi-tier interventions, adaptations/accommodations, functional behavior analysis, and planning as it relates to current trends, collaborative practices, and special education services for individuals with autism and their families. Specific methods of assessment for implementing instructional strategies that have been shown to be effective in promoting the development of

communication and social skills by students with ASD. Augmentative and alternative communications systems (AAC) and approaches for teaching social skills in home, school, and community environments along with coordination of services and advocating for students with ASD will be thoroughly and deeply discussed. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

**EDUC 645 Instructional Interventions and Methods Across Settings**
This course will cover a thorough analysis of instructional interventions for children/young adults in terms of strengths, limitations, and empirical-based evidence for children and young adults with ASD. Applied behavior analysis (ABA) will be explored in-depth and how it can serve some individuals with autism, with special attention given to classroom settings. Students will assess and structure the environmental supports to enable students with ASD to participate and progress in all environments and evaluate and proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and learn to teach functional equivalent positive behaviors. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

**EDUC 646 Collaboration with Families, Agencies, and the Community**
This course will cover topics related to collaboration with families of children/students with ASD within a socio-ecological and socio-cultural lens. Candidates will identify and engage with agencies that support students with ASD and their families and learn ways to communicate and advocate for students with ASD within communities. Students will design instructional programs with detailed and intentional attentiveness to legal mandates and family considerations in a field setting where candidates will teach students with autism spectrum disorders (ASD). Discussion periods are provided for the classification of techniques, methods, and approaches. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

**EDUC 647 Social Emotional Wellness Learning and Youth Development**
This course will cover a thorough understanding of the social, emotional, behavioral wellness for children and young adults embedded in socio-ecological and socio-cultural theories. Current research and readings will guide discussions around social emotional learning (SEL) and how it relates to resilience, including relationships between SEL and developmental outcomes, and the relevance of prevention science in education. The multi-tiered system and positive-behavior approach will be discussed as it pertains to implementation of evidenced-based SEL programs and educational practices for particular groups of students. Further, understanding of typical child, adolescent, and young adult development will be embedded in all topics. Emphasis will be placed on the role of the teacher in relation to all topics discussed. Four hours of field work are required to complete the required assignments for this class, clearances required). Prerequisites: Instructional I or II teacher certification. (Three credits).

**EDUC 648 Characteristics and Impact of Adverse Childhood Experiences, Trauma, and Mental Illness on PK-12 Students**
This course is necessary as trauma and adverse childhood experiences (ACEs) represent a significant threat to public health. CDC recommends the dissemination and implementation of trauma informed approaches to prevent and treat trauma. This course will cover a thorough understanding of Adverse Childhood Experiences (ACEs), trauma, and mental illness, including how such experiences and conditions can impact growth, development, and learning of young children and adolescents. Thorough discussions of research and theory of ACEs and the relevance as an educator of understanding ACEs, Trauma, and Mental Illness, and the role of schools in reducing risk factors and increasing protective factors will be discussed and applied to case studies and field work. Current research and readings will further guide discussions around the cultural implications associated with ACEs, Trauma, and Mental Illness. Emphasis will be placed on the role of the teacher in relation to all topics discussed. Four hours of field work is required to complete required assignments for this class (required clearances). Prerequisites: Instructional I or II teacher certification. (Three credits).

**EDUC 649 Behavioral and Mental Health Literacy**
This course will address the most common types of Mental Illness that PreK-12 students may experience, including internalizing and externalizing conditions. Students will be able to explain the processes and general relationship between diagnosis via the Diagnostic and Statistical Manual V (DSM-V) and the classification system under the Individuals with Disabilities Education Act (IDEA) and identify and describe the roles of other relevant child-serving systems within communities that can be supportive to addressing matters associated with social, emotional, and behavioral wellness of PK-12 students (e.g., children's mental health and juvenile justice). Thorough

discussions of research and theory and the relevance as an educator of understanding of Trauma and Mental Illness, and the requirements for schools (e.g., Student Assistance Program and Act 71) to support a youth who appears in emotional distress will be applied to case studies and field work. Emphasis will be placed on the role of the teacher in relation to all topics discussed. Four hours of field work required (required clearances). Prerequisites: Instructional I or II teacher certification. (Three credits).

**EDUC 650 Prevention and Intervention to Support Social, Emotional, and Behavioral Wellness across PK–12 Educational Environments**
This course will thoroughly discuss the features of a Multi-Tiered System of Support (MTSS) framework to support social, emotional, and behavioral wellness, including evidenced based research on prevention and intervention strategies associated with the MTSS framework. Culturally responsive practices that address students' developmental social and emotional learning needs will be highlighted within a socio-ecological and socio-cultural perspective. Through discussions of research and theory, students will gain an understanding of the planning and implementing approaches to de-escalate non- crisis and crisis situations in the instance when the safety of students or others may be in jeopardy that reflect trauma-informed principles and be able to demonstrate an understanding of how to use academic and behavioral progress monitoring data (e.g., individual, classroom, school-wide) to support educational practices. Problem-based and case study analysis, and field work at trauma informed schools will inform student learning and applications. Emphasis will be placed on the role of the teacher in relation to all topics discussed. Four hours of field work is required (required clearances, if needed). Prerequisites: Instructional I or II teacher certification. (Three credits)

**EDUC 653 Transforming Classroom Instruction through Curriculum Mapping**
Curriculum mapping has evolved as an invaluable communication, planning, and teaching tool. Using this dynamic method, educators can document what is being taught, what students are learning, how well they are learning, and how closely the curriculum reflects local and national standards. (Three credits)

**EDUC 655 Standards-Based Curriculum Design**
This course provides a systemic focus to the alignment of academic curriculum standards to student achievement through the development and implementation of an action research standards-based curriculum design school improvement project. The action plan for this project will integrate federal, state and district policies that address curriculum alignment, staffing, scheduling, budgeting, learning environment, and student capacity. (Three credits; Fall of Odd-Numbered Years)

**EDUC 658 Building A Culture of Learning**
This course investigates processes and strategies for inclusively building a school culture of learning with multiple stakeholder groups, both inside and outside the organization. An action research project focused on improving student achievement is required. The action plan for this project will address effective communication, collaborative school improvement, teacher leadership, family involvement, and the professional learning community. (Three credits; Spring of Odd-Numbered Years)

**EDUC 660 Literacy and Resistance in Secondary Schools**
What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? How do learning disabilities and language issues affect students' reading skills and desire and motivation to read? Participants will examine specific strategies to help adolescents develop reading comprehension, vocabulary, fluency, and word recognition. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. (Three credits; Spring of Even-Numbered Years)

**EDUC 667 Teacher Supervision & Evaluation**
This courses focuses on a research and standards-based instructional systems model of performance-based teacher supervision and evaluation. Registrants will develop and field test component action plans for effective instruction, differentiated supervision, action research as professional development, and student behavior interventions that promote an effective organizational and classroom climate. (Three credits; Spring of Even-Numbered Years)

**EDUC 668 Data-Driven Instructional Systems**
Students will design and field-test a Student Achievement and Tools Action Plan, demonstrating how to access data and compile reports, how to analyze and report on student performance data, how to use student performance data in various planning scenarios, how to align curriculum and instruction with student performance data, how to use data to support systemic planning, and how to report results to multiple audiences. A variety of administrative tools, including those recommended by the Pennsylvania Department of Education, will be utilized to access, analyze, and report on student performance and related

data. (Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer of Odd-Numbered Years)

**EDUC 670 Language Acquisition and Development**
Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Summer)

**EDUC 671 ESL Curriculum and Instruction**
Learn how to meet the educational needs of your English Language Learner (ELL). This course examines various ESL methods and teaching strategies to facilitate language acquisition. Participants will develop standards-based ESL lessons and instructional materials and explore strategies for adapting classroom activities according to the proficiency level of the language learner. An emphasis will be placed on current research and resources available to maximize the process of acquiring English and developing language skills. Additional topics will include the role of classroom management, multicultural materials, and the ELL acculturation process in planning and instruction. (Three credits; Spring)

**EDUC 672 ESL Learner, Family, and Community**
This course will examine behaviors, belief systems, and attitudes of multicultural and multilingual learners, their families, and school personnel in promoting a culturally sensitive learning environment and community. Research-based best practices will be explored, and emphasis will be placed on classroom/school implementation of strategies and techniques through action research methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored. (Three credits; Summer)

**EDUC 673 ESL Assessment and Support**
Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition and content learning. This course will combine readings, lecture, small group cooperative activities and hands-on assessment with English language learners. (Three credits; Fall)

**EDUC 674 The ESL Specialist**
This capstone course in the ESL program specialist certification sequence explores the professional role of the second language teacher and includes a 60-hour practicum under the mentorship of a certified ESL classroom teacher and a University supervisor. Registrants will articulate a personal philosophy of second language teaching and learning, conduct action research in the ESL classroom, create a professional development plan and collaborate with general and special education school staff as they design and implement instruction commensurate to the ELLs' proficiency levels. Taking on the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies. (Three credits; Summer)

**EDUC 675 World Language Curriculum and Instruction**
This course is designed to help foreign language teachers employ the ACTFL's proficiency and performance guidelines to teach reading, writing, listening, and speaking in contextualized ways. Methods of integrating instructional technology, managing the classroom, and assessing student performance, both oral and written, will be addressed. (Three credits)

**EDUC 676 Literacy Assessment & Evaluation**
This course is designed to prepare teachers to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will also learn to align instruction with PSSA testing data and examine how to develop interventions and instructional strategies for students with literacy-related learning difficulties, including students with disabilities and English language learners. Additionally, registrants will learn about the multi-disciplinary team process and the reading specialist's role in the early identification of students with learning difficulties that may be related to specific learning disabilities or to the unique needs of English language learners. Finally, participants will explore strategies for

communicating assessment data effectively to students, parents, and other school personnel. Students will gain clinical experience and practice through one-on-one and small group work with participants in the summer reading clinic. (Three credits; Summer of Odd-Numbered Years)

**EDUC 683: Foundations of Educational Leadership**
This course, aimed at those pursuing Administrative I (Principal) certification in Pennsylvania, lays the conceptual and theoretical groundwork for understanding transformational leadership within the framework of current complex educational challenges. It delves into the historical perspective of education, transformational leadership theory, strategic foresight, empathy, inclusivity, and decision-making enhanced by emerging technologies like artificial intelligence. Throughout the course, students will hone their communication and storytelling skills, essential for effectively conveying a shared vision and driving systemic transformation in education.

**EDUC 684: Organizational Leadership**
This course integrates the aspects of historical context, political dynamics, community engagement, and organizational culture within K12 education. It offers a comprehensive understanding of how educational policies and practices have evolved, highlighting the critical role of community effective network building. Students will develop skills in strategic thinking, community collaboration, and cultural leadership, equipping them to effectively navigate and influence the educational landscape with insight, adaptability, and foresight.

**EDUC 685: Leadership for Learning**
This course is designed to equip aspiring educational leaders with the skills and knowledge necessary to foster innovation and effect positive learning-focused change in their institutions. Participants will delve deeply into contemporary learning theories and explore how these can be applied in the context of educational leadership roles and responsibilities. The course emphasizes the development of a changemaker mindset, focusing on leading effective change for educational transformation. Additionally, learners will have the opportunity to apply their knowledge in practical, real-world scenarios, particularly in areas of professional development and supervision.

**EDUC 686: Leading Diversity**
This course delves into Diversity, Equity, and Inclusion (DEI), professional ethics, and Special Education, equipping learners with essential skills for school leadership. It emphasizes a deep understanding of DEI, teaching learners to embed these principles across all aspects of school leadership for equitable and inclusive practices. Special focus is placed on applying inclusive practices in Special Education, exploring identification of learning disabilities, inclusive teaching and culturally responsive pedagogies. Ethical leadership is a core component, encouraging students to develop strong moral decision-making and integrity in their educational roles. The course's goal is to prepare future principals to lead diverse and inclusive educational communities, creating environments conducive to the growth of all individuals, both young and adult.

**EDUC 687: Educational Leadership Capstone**
This is the culminating course in the Principal Certification program. In this capstone course, learners will undertake a comprehensive action research cycle/project, demonstrating their mastery of transformational leadership principles and techniques. This project will require the integration of diverse skills ranging from strategic planning and community engagement to ethical decision-making and inclusive educational practices, reflecting the depth and breadth of learning from the entire program. Through this experiential learning approach, the course aims to solidify learners' abilities to enact meaningful change and innovation in educational settings, preparing them for successful careers as transformative educational leaders.

**EDUC 690-699 Special Topics in Education**

**EDUC 700 Curriculum Development and Action Research** This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree Candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. (Three credits; Spring)

**EDUC 701 Writing a Review of Educational Research** Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the

literature on a specific educational research topic identified by each participant. (Three credits)

**EDUC 702 Reflective Practice Seminar**
This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. (Three credits; Fall)

**EDUC 704–705 Action Research Thesis**
Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. (Three credits each; Spring)

**EDUC 710 Writing Educational Research for Publication and Presentation** Teacher research has the potential to improve teaching and learning beyond the individual teacher researcher's classroom only when it is disseminated to and critiqued by a wider audience of professional educators. This course is designed to help master teachers prepare their research for publication in a professional peer-reviewed journal and for presentation at a local, state, national, or international conference. Using their master's degree thesis data and analytic framework, registrants will design a conference poster, prepare a multi-media presentation, and draft a manuscript for submission to a professional journal. (Three credits. Pre-Requisite: Successful Completion of EDUC 704-05 or equivalent.)

**EDUC 713 Facilitating School Improvement**
Supervisory certification candidates enrolled in this course will develop a School Improvement Case Study; analyze context and student performance data; construct a consensual vision with stakeholder participants; conduct school improvement research appropriate to the specific school improvement initiative; align challenges, vision, program and school improvement strategy; and both implement and critique an action plan for the project. (Pre-requisites: Admission to Supervisory Certification Program; no grade in certification program of less than a B; an up-to-date coursework portfolio approved by the Administrative Certification Officer. Three credits; Summer)

**EDUC 714 Supervisory Practicum I**
This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include identifying staff development needs and resources, planning activities to address the needs of the educational program, integrating curriculum across multiple disciplines, and budgetary planning for curriculum and personnel development. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the supervisory coursework standards is a requirement needed prior to registration for EDUC 714. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Co-Requisite: Supervisory Certification Candidacy and final fall 600-series course with no grade lower than B. Three credits; Fall)

**EDUC 715 Supervisory Practicum II**
This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include designing curriculum scope and sequence, evaluating instructional methodologies and strategies, monitoring and developing alternative forms of student assessment, and assessing instructional service delivery. (Co-Requisite: Supervisory Certification Candidacy and final spring 600-series course with no grade lower than B. Three credits; Spring)

**EDUC 723 Organizational Leadership**
Students enrolled in this course will develop a School Improvement Case Study, including a stakeholder analysis and invitation to participate; school context and student performance data analysis; construction of a consensual vision with stakeholder participants; school improvement research appropriate to the specific school improvement initiative; alignment of challenges, vision, program and school improvement strategy; and the implementation and critique of an action plan for the project. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the PiL standards is a requirement needed prior to registration for EDUC 723. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer)

**EDUC 724 Principal Certification Practicum I**
This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of

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

**EDUC 725 Principal Certification Practicum II**
This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects focus on improving student achievement and include an action-based research project and the development and implementation of a curriculum project including scheduling and budgeting that integrates federal, state, and district requirements and policies. (Pre-requisite: Admission to Principal Certification Program and completion of EDUC 724 with B or higher. Three credits; Spring)

# Doctoral Graduate Courses in Education

**EDD 800 Becoming a Transformational Leader: The Building Blocks**
This course serves as the foundation for the Doctor of Education program. The primary goal of the term is to build a broad foundation of knowledge blocks in education and leadership––histories, theories, principles––to be accessed as learners build their journey of systemic transformation in subsequent terms. Prerequisite: None. (6 credits)

**EDD 801 Becoming an Objector**
The primary goal of the term will be to deepen the foundation of knowledge blocks in education and leadership––histories, theories, principles––presented in Becoming a Transformational Leader: The Building Blocks, while applying an array of knowledge blocks to a contemporary issue of practice in the home learning community. Issues of practice that will be derived through becoming an objector will be driven by each learner's home base contexts and may include areas such as Diversity, Equity, and Inclusion (DEI), educational technology, trauma, conflict, communications, law/ethics, finance, policy, social emotional learning, and other relevant and emerging areas. Prerequisite: None. (4 credits)

**EDD 802 Transforming the Dissertation Process**
This course is designed to begin the process of the dissertation of practice, a scholarly endeavor of structured inquiry that impacts a complex problem of practice. Learners will be introduced to the dissertation traditions as found in Doctor of Education programs, will critique the traditional dissertation through the lens of practice and will follow a collaborative process to co-design a relevant and contextualized action research dissertation. Prerequisite: None. (4 credits)

**EDD 803 Reflecting on Myself as a Transformational Leader**
This course is designed to provide the opportunity to deeply reflect on oneself as a leader at this point in the program. In addition, learners will look forward, scanning their horizon and determining who they wish to be as a leader. Prerequisite: None. (2 credits)

**EDD 804 Becoming an Inventor**
This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. Learners will continue implementing an action research cycle with a deepened focus on the design elements associated with an inventor's mindset (designing solutions that bring about change). Prerequisite: None. (4 credits)

**EDD 805 Understanding Action Research Traditions**
This course is designed to provide learners with an overview of the dissertation of practice through the lens of action research. Action research traditions as applied to various challenges in the home learning environment will be examined. The goal of this course is for each learner to identify an extended inquiry that will become the dissertation of practice. Prerequisite: None. (4 credits)

**EDD 806 Becoming a Curator**
This course will continue to help the learner This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. The goal of the term will be to refine and deepen their foundation of knowledge blocks in education and leadership––histories, theories, principles––as applied to systemic transformation in the home learning environment. Learners will continue implementing an action research cycle with a deepened focus on the design elements associated with a curator's mindset. Prerequisite: None. (4 credits)

**EDD 807 Establishing my Dissertation of Practice Plan**
This course is designed to begin to bring the dissertation of practice to life by merging theory with practice. Learners will work with a dissertation coach and support network through consultation to finalize research implementation plans. Learners will complete processes required for the Institutional Review Board (IRB) and receive writing support as necessary. Learners will be prepared to initiate the formal action research process by the conclusion of this term. Prerequisite: None. (4 credits)

**EDD 808 Becoming a Storyteller**
This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. The goal of the term will be to refine and deepen their foundation of knowledge blocks in education and leadership––histories, theories, principles––while implementing systemic transformation in the home learning environment through the dissertation of the practice research process. A deeper focus on being a storyteller (reflecting on what you learned and sharing it with an audience) and the mindshifts associated with them will also occur. Prerequisite: None. (4 credits)

**EDD 809 Implementing my Dissertation of Practice Plan**
This course is designed to support the completion of multiple components of the dissertation of practice. Learners will work with a coach and support network through consultation to iterate implementation plans. Prerequisite: None. (4 credits)

**EDD 810 Reflecting on My Transformational Journey**
This course is designed to provide the opportunity to deeply reflect on oneself as a leader at this point in the program. In addition, learners will look forward, scanning their horizon and determining who they wish to be as a leader. Prerequisite: None. (2 credits)

**EDD 811 Becoming a Stronger Practitioner/Researcher**
This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. The goal of the term will be to complete the dissertation of practice and prepare for public exhibition with a focus on storytelling. Prerequisite: None. (4 credits)

**EDD 812 Concluding my Dissertation of Practice Plan**
This course is designed to support the completion of the dissertation of practice. Learners will work with a coach and support network through consultation to iterate implementation plans. Presentations representing research will be made to multiple audiences. Prerequisite: None. (4 credits)

**EDD 813 Sharing our Story: Transforming Ourselves, Our Practice, and Our Communities**
This course is designed to support the dissemination of research and designing plans for future growth beyond the Doctor of Education program. Activities will leverage the location of the two-week residency (Bethlehem/ Lehigh Valley) for community building and deepening the learning experience. Prerequisite: None. (6 credits)

# Engineering

Engineering (Cooperative Dual Degree)
**Advisor**: Kelly Krieble

Email: krieblek@moravian.edu

The department offers several types of opportunities for students wishing to pursue a career in engineering. Two of these options involve dual degree programs (the 3/2 and 4/1) in which the student will study at Moravian University for several years and then transfer to the associated institution to finish up the program of study, resulting in a degree being granted from each institution. A third option involves simply continuing graduate study at an engineering institution of the students choosing upon successful completion of the undergraduate program at Moravian University. In all cases, while the student is at Moravian University, the program of study will be as a physics major. Areas of engineering study for the third option are only limited by the areas offered at the graduate institution, those for the 3/2 and 4/1 are limited and as indicated below.

## 3/2 Undergraduate Program

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

- Biomedical Engineering
- Energy, Environmental, & Chemical Engineering
- Computer Engineering

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

## Major Requirements

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

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

Upon successful completion of three years at Moravian University and upon recommendation of the University, a student in the cooperative engineering program may apply for transfer to the appropriate engineering department of Washington University. Following completion of the engineering program, the student is awarded the Bachelor of Arts from Moravian and the Bachelor of Science in engineering from Washington University. The F2 foreign language requirement for LinC is waived for students in the 3/2 program.

## 4/1 Graduate Program

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

# English and Writing Arts

**Chair:** Associate Professor Waller-Peterson
**Professors:** Black, Dougal
**Associate Professors:** Gray, LaRue
**Assistant Professor of Practice:** Crooke
**Emeritus Faculty:** Diamond, Hinnefeld, Reid, Wingard
**Adjunct Faculty:** Alu, Brandes, Egging, Fillman, Harris, Hassay, Joella, J. McClelland, Tedesco

## Mission Statement

The English & Writing Arts Department at Moravian University engages critically with literary, historical, creative, theoretical, and rhetorical traditions and practices in English Studies by providing students the opportunity to work both individually and collaboratively to pursue meaningful inquiry and creative endeavors that ask difficult questions rather than seeking easy answers. We do this through discursive engagement with texts, broadly conceived, guided by Moravian's liberal arts principles, which inform opportunities for research, reflection, community, and leadership development characterized by lifelong connections between coursework and professional goals.

## The Major in English

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

The English major consists of eleven courses: a six-course core, four major electives, and a capstone experience. Majors must take at least three courses at the 300-level.

Core (six courses):

- One Introduction to Literary Studies course (pre-requisite for ENGL 225): ENGL 112, 114, 120, 121, 122, 125, or other Department-approved 1XX- or 12X-level ENGL course
- ENGL 225 (writing-intensive)
- ENGL 211, 212, or 217 for the required second English WI course
- Two literary period courses (British/ Transatlantic or American)

- (British/Transatlantic: ENGL 240, 351, 352, 354, 355)
- (American: ENGL 244, 340, 341, 342)
- Or a special topics course approved by the major advisor
- Note: one of the two period courses must be pre-20th century (ENGL 340, 341, 351, 352, 355)

- One genre course:
- Drama (ENGL 232, 233, 234)
- Fiction (ENGL 343, 353)
- Poetry (ENGL 320)
- Or a special topics course approved by the major advisor

- Four electives, numbered at the 200 level or above; one of these may be fulfilled by any course from the Department of Modern Languages and Literatures at the 110 level or above.
- Capstone experience: at least one of the following:
- Senior Seminar (ENGL 371)
- Student teaching in an education certification program

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

## Notes on the Major in English

- Students must take at least three courses at the 300 level.
- In preparation for creating an English major portfolio in the Senior Seminar, students must save copies of their work in each course, including drafts with peer and instructor comments.
- Students must complete a Hands-On-Learning Assignment (HLA). See https://www.moravian.edu/english/programs/hands-on-learning for more information.
- Internships (ENGL 288 and 386-388) and study abroad are strongly encouraged for all majors; an internship is required for all students completing the English major with Writing Arts Concentration. Students should consult with Professor Harris regarding internships and with the Center of International Studies regarding study-abroad opportunities.
- WRIT 101-106, LINC 101-104 may not be used to satisfy requirements for the major, minor, or interdepartmental major programs of the English Department.

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 six courses: One 11x or 12x ENGL course; ENGL 225; ENGL 211, 212, or 217; one literature course (200- or 300 level); and two electives (200- or 300-level).

## The Interdepartmental Major

The six courses in Set I of the interdepartmental major include ENGL 11x or 12x and 225, which should be taken in the year the student declares the major. ENGL 11X or 12X is the pre-requisite for ENGL 225. The four other English courses, from the 200- and 300-level, and the six courses of Set II are selected by the student with the advisor's approval.

## English Major with Writing Arts Concentration

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

I. English Major Core

- One Introduction to Literary Studies course (pre-requisite for ENGL 225):
- ENGL 112, 114, 120, 121, 122, 125, or other Department-approved 1XX- or 12X-level ENGL course
- 
- ENGL 225 WI: Introduction to English Studies
- ENGL 211, 212, or 217 for the required second English WI course*
- One literary genre requirement
- Two literary period requirements (one of which must be pre-20th century: ENGL 340, 341, 351, 352, 355)

II. Internship Pre-Requisite

- ENGL 216, 218, 224 or another departmentally approved course in digital writing, professional writing, or journalism.

III. English Internship (at least one; a second internship may count as one of the Writing Electives [section IV below])

- ENGL 288 and/or ENGL 386 (at least one): English Internship**

IV. Writing Electives

Four writing courses (chosen from the following list of current English catalog and special topics courses), at least two of which must be at the 300 level. Note that students may complete an additional internship (386), following on the required internship listed under part III above, as one of these four required writing courses.

- ENGL 211 WI*: Creative Nonfiction
- ENGL 212 WI*: Introduction to Creative Writing
- ENGL 213.2: Working with Student Writers
- ENGL 214.2: Writing Studies Research Seminar
- ENGL 216: Professional Communication
- ENGL 217 WI*: Introduction to Writing Arts
- ENGL 218: Digital Rhetoric and Writing
- ENGL 224: News and Feature Writing
- ENGL 230: Public Speaking
- ENGL 242: Environmental Writing
- ENGL 263: Topics in Writing as Activism
- ENGL 311: Fiction Writing
- ENGL 312: News and Feature Writing in the Digital Age
- ENGL 313: Poetry Writing
- ENGL 316: Rhetorics of Everyday Life
- ENGL 386: Internship
- Other special topics courses may be used to fulfill this requirement. Please consult with an English advisor.

V. Capstone Experience

- ENGL 371: Senior Seminar

*Note that Writing Arts certification students may NOT "double-dip" with their chosen WI course (that is, a course taken as the core WI course may not also be included as one of the four required writing courses).

**English majors seeking certification in Writing Arts will be required to have a cumulative QPA of 2.7 or higher before enrolling in the English Internship (in keeping with the University-wide policy for internships).

## Teacher Certification in English

Students seeking a major in English and certification in early childhood education (pre-K-grade 4) follow a modified version of the major that requires ENGL 11X or 12X, ENGL 225, two period courses (one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), the capstone experience (for certification students, student teaching serves as the capstone), and four courses selected in consultation with the advisor.

Students seeking a major in English and certification in middle level education (grades 4-8) follow a modified version of the major that requires ENGL 11X or 12X, ENGL 221, 225, two period courses (one British and one American, one of which must be pre-20th century), a genre course, a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing), the capstone experience (for certification students, student teaching serves as the capstone), and three courses selected in consultation with the advisor.

Students seeking a major in English and certification in secondary education (grades 7-12) follow a modified version of the major that requires ENGL 11X or 12X, ENGL 221, 225, and 230; 330 or 350 or another Major Author course as approved by the Dept.; two period courses (one British and one American, one of which must be pre-20th century); a genre course; a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing); the capstone experience (for certification students, student teaching serves as the capstone); and one course selected in consultation with the advisor.

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

## Courses in English

LinC 101 or any LinC F1 (for students in LinC Gen Ed

program) equivalent is a prerequisite for all courses in the Department of English and Writing Arts. In the case of ENGL 11X and 12X courses, however, it is permissible to take the LinC F1 or equivalent as a co-requisite with a 11X or 12X course. ENGL 11X and 12X courses fulfill the LinC M2 requirement, serve as the required entry-level course for the ENGL major/minor, and serve as a prerequisite for ENGL 225, the gateway course for majors/minors. Students may take more than one ENGL 11X or 12X course, but only one may count toward the major/minor.

**ENGL 112. British Literature.** Introduction to distinctive British works, emphasizing analytical and communication skills. Prerequisite: None. (M2)

**ENGL 114. Medieval Literature.** (Also MDVL 114) As an exploration of selections of medieval literature (c.500CE - c.1500CE) drawn from the variety of voices that gave rise to English literary culture, this course introduces major literary genres (e.g., prose, poetry, and drama) and emphasizes analytical and communication skills, as well as historical, cultural, and literary contexts. Prerequisite: LinC 101 or equivalent. (M2)

**ENGL 120. American Literature.** Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral communication skills. Prerequisite: LinC 101 or equivalent. (M2)

**ENGL 121. African American Literature.** (Also AFST 121, WGSS 121) Introduction to the African American literary tradition, which might include the genres of poetry, non-fiction, fiction, and drama. The course will explore how categories of race, gender, sexuality, class, and ethnicity shape this literature and reflect its peoples' relationship(s) with the American nation. Prerequisite: LinC 101 or equivalent. (M2)

**ENGL 122. Native American Literature.** (Also INDG 114) This course introduces students to Native American Literature by exploring the rich diversity of tribal cosmologies, the vibrant storytelling imparted by the oral tradition, the tragic history of conflicts with European American settlers, and significant themes as well as wide-ranging stylistic approaches and particular literary techniques of contemporary Indigenous writers, with emphasis on analytical, written, and oral communication skills. . Prerequisite: LinC 101 or equivalent. (M2) ENGL 101. American Literature. Introduction to the development of the American literary heritage, with emphasis on analytical, written, and oral skills. (M2)

**ENGL 125. Introduction to Health Humanities.** (Also HHUM/HTLP 125). Health humanities is the study of wellness and illness as shared human experiences arising from, and influenced by, culture, politics, art, technology, and the environment. This interdisciplinary course explores the methods of the Health Humanities (close reading, contextualization, intervention) in the arts (literature, theater, film, and visual arts) and humanities (literature, philosophy, religion, history) using texts that explore the themes of health and illness. (M2)

**ENGL 129. Monsters in Modern Asian Cultures.** (Also FORL 129) Godzilla, Pokémon, vengeful ghosts, serpentine seductresses...: monsters in modern and contemporary Asian cultures have frightened and fascinated audiences across time and borders. The monstrous, the supernatural, and the uncanny are that which transgress, transform, and destabilize existing cultural norms, providing nuanced insights into the collective psyche of a society. This course explores the many ways monsters symbolize and personify issues, problems, fears and hopes that have shaped modern East Asian societies. We will also discuss the global popularity of monster movies, manga, and video games, how they shape the world's perception of Asia, and through which, how Asian societies remake their own cultural images. Prerequisite: None. (M2)

**ENGL 210.2. Business Writing.** Introduction to writing for the business sector (correspondence, reports, proposals, presentations, other forms of business writing). Prerequisite: LinC 101 or equivalent.

**ENGL 211. WI: Creative Nonfiction.** Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent. (M6) (WI)

**ENGL 212. WI: Introduction to Creative Writing.** Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6) (WI)

**ENGL 213.2. Working with Student Writers: Theory and Praxis.** This course offers a broad overview of composition and writing tutoring pedagogy and covers best practices for working with student writers. Students will gain practical teaching, presentation, and leadership skills through extensive practice with student writing samples and a range of reflective and research-based assignments. We will also address considerations broadly related to student success and academic readiness. This course is designed to support students who wish to become Writing Fellows or Writing Center Tutors.

Prerequisites: LinC F1 and permission of instructor.

**ENGL 214.2. Writing Studies Research Seminar.** This course builds upon concepts covered in ENGL 213.2 and provides guided instruction in composition and writing tutoring research. Students identify a topic of interest, then develop and carry out a small-scale research project. Students are expected to present or publish their research for a wider audience in a venue appropriate to the purpose and context of the project. Prerequisites: ENGL 213.2, cGPA of 3.00 and permission of instructor.

**ENGL 216. Professional Communication.** Introduction to business and technical composing practices and genres with an emphasis on audience awareness, document design, and project development and management. Includes critical rhetorical study and creation of job and grant application materials, manuals, proposals, print and digital marketing materials, and/or other deliverables requested as part of the class's service learning collaboration with local nonprofit organizations. Prerequisite: LinC F1 or equivalent.

**ENGL 217. Introduction to Writing Arts.** Students explore foundational concepts in writing studies in order to understand writing as both a subject of study and a significant symbolic activity in our everyday lives. Prerequisite: LinC F1 or equivalent . (WI)

**ENGL 218. Digital Rhetoric and Writing.** Students rhetorically analyze established and emerging digital genres in order to gain the theoretical and practical background necessary to approach the production of writing for digital platforms. Prerequisite: LinC F1 or equivalent.

**ENGL 221. The English Language.**
Introduction to phonology, grammar, lexicon, and other aspects of English from its beginning to the present, with an emphasis on current language issues. Prerequisite: LinC F1 or equivalent.

**ENGL 224. Introduction to Journalism.** An integrative journalism course in which students will learn how to report, write, edit and pitch news and features for a variety of media outlets; taught by an active media professional, with assistance and resources from Moravian's Zinczenko Center for Integrative Media. Prerequisite: LinC F1 or equivalent.

**ENGL 225. WI: 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. Prerequisite: LinC F1 or equivalent and ENGL 11x/12x. (WI)

**ENGL 230. Public Speaking.**
Basic theory of public speaking with emphasis on developing skills essential to effective interpersonal communication in industrial, business, and academic settings. Prerequisite: LinC F1 or equivalent.

**ENGL 232. Art of the Theater.**
Aesthetic, historical, and production aspects of theater. Practical experience in production. Prerequisite: LinC F1 or equivalent. (M6)

**ENGL 233. Modern Drama and Theater.** Development of dramatic literature and theatrical practice in the 20th century. Prerequisite: LinC F1 or equivalent.

**ENGL 234. American Drama and Theater.**
Development of dramatic literature and theatrical practice in the United States, from its origins to the present, with emphasis on contemporary plays. Prerequisite: LinC F1 or equivalent

**ENGL 235. Shakespeare with Swords.** Shakespeare with Swords offers a semester-long study in performing some of the most famous dramatic texts in Western literature. Students will learn how to "unpack" the dense language, find the music of the text, and bring centuries-old words to life on stage. Students will also be introduced to stage combat techniques (single sword) common in performance of Shakespeare, to the vocal and physical work required to perform on stage. Prerequisite: THEA 135 OR THEA 232/ ENGL 232. (M6)

**ENGL 240. Post-Colonial Literature.** Introduction to literature produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5)

**ENGL 241. Modern African Literature.**
(Also AFST/WGSS 241). This course offers an introduction to the body of literature that has come to be defined as African literature. With a particular interest in the (re) establishment and/or (re)positioning of images of Africa, we will read and analyze the works of several writers who paved the way for contemporary African writers like Chimamanda Ngozi Adichie, Teju Cole, Taiye Selasi, and A.

Igoni Barrett, as well as works by some of these authors. Though it should go without saying, an interrogation and contextualization of issues of gender, sexuality, race/racism, ethnicity, and nationality will be crucial in fully making sense of the texts and their narratives. (M5)

**ENGL 242. Environmental Writing.**
This writing course will survey a broad spectrum of environmental literature, from Thoreau's Walden to Cheryl Strayed's recent bestseller Wild, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required. Prerequisites: LinC F1 and permission of instructor. (M6)

**ENGL 252. Literature and Health: Perspectives of Illness and Healing.**
(Also HHUM 252, HLTP 252) Lucille Clifton states, "I don't write because I have a mission to heal the world. My mission is to heal Lucille if I can, as much as I can." Writing offers Clifton a medium through which she can enact a form of healing and self-preservation. Similarly, illness narratives communicate the embodied and disembodied experiences of people living with sickness, disease, and illness in an effort to make sense of their changing bodies, lives, and identities. This reading intensive course explores health, wellness, and illness narratives through a sustained engagement with non-fiction and imaginary literature. Prerequisite: LinC 101 or equivalent plus junior or senior class standing. (U1)

**ENGL 262. Literature and the Way We Live.** (Also IDIS 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' Antigone to the present. Prerequisite: Prerequisite: LinC F1 or equivalent and Junior or senior standing. (U2)

**ENGL 263/363. Topics in Writing as Activism.** To what extent can, or should, writing (and also reading) function as a kind of activism? Can written work change minds and hearts? Should it be designed to do so? Can writing be more than a hobby--but also more than a vocation? That is, can the acts of writing and reading be seen as moral acts, as part of living a fully engaged life? In this course we will examine these and other questions as we read, view, discuss, and emulate both factual/documentary and imaginative works (ranging from op-ed pieces and documentaries to poems and short stories). Prerequisite: LinC F1 or equivalent and Junior or senior standing. (U2)

**ENGL 264. Dying to Go Green: The Green Burial Movement.** This writing course will consider the emerging movement in "natural" – or "green" – burials, both in this country and abroad. Our primary text will be Grave Matters, which tells the stories of families who stepped outside the doors of their local funeral parlors and laid their loved ones to rest in natural cemeteries, backyard grave sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices. Prerequisite: LinC F1 or equivalent

**ENGL 272. Introduction to Queer Theory.**
(Also AFST 272, WGSS 272) This mid-level course introduces students to the development of, and some important arguments within the field of Queer Theory. Building on the lessons from WGSS 101, the course will address topics that include, but are not limited to, the category of the "normal" and its impact on understandings of sexuality, gender, race, ethnicity, class, and nationality. Prerequisite: WGSS 101.

**ENGL 311. Fiction Writing.** Focused study of contemporary fiction, writing of several short fictional works. Workshop setting. Prerequisites: English 212 or permission of instructor. (M6)

**ENGL 312. News and Feature Writing in the Digital Age.** Building on the foundation of Introduction to Journalism (English 224), this course combines advanced hard news reporting skills with creative storytelling techniques of feature writing. Students will write and edit story packages for print, online, and mobile media, incorporate photos and video, and use the fundamentals of SEO and social media to promote the content they create. Prerequisites: ENGL 224 (Introduction to Journalism) or another 200-level English writing course approved by the Department of English and Writing Arts Chair.

**ENGL 313. Poetry Writing.** Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 212 or permission of instructor. (M6)

**ENGL 316. Rhetorics of Everyday Life.** Students

analyze contemporary everyday discourses through rhetorical lenses, focusing on the ways language and other symbols function to persuade and/or to promote or prohibit understanding across differences. Students study theories of rhetorical analysis and practice those theories by analyzing self-selected contemporary discursive artifacts from pop culture, politics, and other aspects of everyday life. Students learn methods for critiquing the relative effectiveness of discourses within certain contexts as well as how to use that knowledge to better assess the effectiveness of their own writing. Prerequisite: ENGL 217, ENGL 218, COMM 240, or permission of instructor.

**ENGL 320. The Art of Poetry.** Designed to provide the student of literature with theories and techniques for understanding, appreciating, and evaluating poetry. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 325. Chaucer and Shakespeare.** (Also MDVL 325) This course begins with the reading and study of Chaucer's The Canterbury Tales and selected other works, followed by reading and study of selected major plays and sonnets by Shakespeare. No previous study of Middle or Early Modern English required, but ENGL 221 recommended. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 330. Shakespeare.** The major plays. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 340. American Literature 1800–1865.** A study of the range of literary voices that constitute "American literature" from 1800-1865, including works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better-known writers of the era—Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 341. American Realism.** Development of realism in American literature from its late 19th-century beginnings to its height in the early to mid-20th century. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 342. 20th Century American Literature.** Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 343. American Fiction after World War II.** Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 349. 21st-Century Queer Minority Writing.** (Also AFST/WGSS 349) This course takes the following question as its starting point: How do non-white members of the LGBTQ+ community experience their sexualities and identities in and apart from mainstream representations? Focusing on narratives from the 21st-century, we will work towards a better understanding of what it means to be queer and a racial minority. In so doing, we will work towards a better understanding of what it means to belong to this (Queer) Nation. Prerequisite: LinC F1 or equivalent and Junior or senior standing. (U2)

**ENGL 350. Chaucer.** (Also MDVL 350) The Canterbury Tales and selected minor poems from the perspective of textual and source analysis, as well as feminist, psychological, and new historicist approaches. No previous study of Middle English required but English 221 recommended. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 351. British Renaissance and Neoclassicism.** British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 352. British Literature 1780–1830.** A study of literature by men and women of varying ethnicities and social classes, and of primary documents that reveal major historical conditions and social and cultural movements to which these writers responded. Some emphasis upon major Romantic poets. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 353. The British Novel.** A study of the English novel from its beginnings in the 18th century to the 20th century. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 354. 20th-Century British Literature.** British and Irish poets and novelists, with some emphasis on writers who have gained recognition since World War II. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 355. Literature and Culture of Medieval Britain.** (Also MDVL 355). Study of selected major and minor texts (mostly in translation) from Old English and Middle English literature, with corresponding interdisciplinary study of their cultural contexts. Examination of the evolution of literary genres, styles, and audiences. Exploration of the approaches and perspectives of contemporary scholarship to topics and issues in medieval studies, with a consideration of the links between contemporary and medieval cultures. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 362. Narrative and Film.** (Also AFST/WGSS 362). Through close analyses of contemporary imaginative films, this course examines the relationship between narrative and cinema. Addressing the medium's relationship with more traditional narrative forms (e.g., novels, short stories, etc.) and these forms' contributions to the constructions of categories of race, gender, sexuality, class, and (inter) nationality, we will explore the questions, "How do films narrate? and "What do they narrate?" By the end of the course, we should have a more complex understanding of how narratives are constructed, how the medium of film challenges us to reimagine the shape and limits of what a text might be, and what the narratives offered tell us about the state of our societies and/or cultures.

**ENGL 365. 20th-Century Black Women Writers.** (Also AFST/WGSS 365) This course explores the literature and critical writings of twentieth century Black women writers to analyze depictions of black womanhood, community, resistance and resilience. Possible writers include Toni Morrison, Gloria Naylor, Octavia Butler, Ann Petry, Ntozake Shange, and others. Prerequisite: F1 or equivalent and ENGL 225 and junior or senior class standing, or permission of instructor. (U2)

**ENGL 366. Contemporary Illness Narratives.** (Also HHUM/HTLP 366). Illness narratives communicate the embodied and disembodied experiences of people living with disease and disability in an effort to make sense of their changing bodies, lives, and identities. This course explores some of the conventions writers use to express their experiences with illness, and the ways in which these illness narratives impact the readers' understanding of their own stories of illness. Prerequisite: F1 or equivalent and ENGL 225, junior/senior class standing, or permission of instructor.

**ENGL 370. Seminar.** Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.

**ENGL 371. Senior Seminar.** This course will synthesize and expand upon what students have learned throughout their major. Weekly meetings will consist of readings, discussion, and writing on topics within English Studies. Course requirements will include an extended written work in a student's chosen genre, as well as a portfolio. Prerequisite: ENGL 225 and permission of instructor.

**ENGL 190–199, 290–299, 390–399. Special Topics.**
**ENGL 286, 381–383. Independent Study.**

**ENGL 384. Independent Research.**

**ENGL 288, 386–388. English Internship.** Practical field experience in writing for mass media, business, industry, or nonprofits. Designed in consultation with director of internship program and field supervisor. By arrangement. Prerequisites: Junior or senior standing; for 288: 200-level writing course approved by the English major advisor or English Dept. Chair; for 386-388: 288 and one 200-level writing course approved by the English major advisor or English Dept. Chair; plus one additional English course. ENGL 400-401. Honors.

# Environmental Studies and Sciences

**Director**: Diane Husic

The environmental studies and sciences program at Moravian University 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 ECON 152 and a course in statistics (MATH 107 or ECON 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 112**
Environmental Science

**Environmental 111**
Introductory Geology

**Economics 240**
Environmental Economics and 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 seven courses in addition to those in the core.

**Biology 212 or Biology 219**
General Zoology or Introductory Botany

**Biology 360**
Ecology

**Chemistry 113–114**
General Chemistry I and II

**Chemistry 205**
Environmental Chemistry

**Environmental 210**
Introductory Geographic Information Systems
**Environmental 244 or Environmental 240** Climate Negotiations on the International Stage or Environmental Policy

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

**Biology 220**
Biostatistics

**Biology 225**
Invertebrate Biology

**Biology 232**
Field Marine Ecology

**Biology 235**
Microbiology

**Biology 250**
Animal Behavior

**Biology 330**
Marine Ecology

**Biology 332**
Advanced Field Marine Ecology

**Biology 335**
Evolution

**Chemistry 211**
Organic Chemistry I

**Chemistry 212**
Organic Chemistry II

**Chemistry 222**
Quantitative Analysis

**Physics 109 or PHYS 111**
Introductory Physics for the Life Sciences

I or Introductory Physics I

**Environmental 268**
Costa Rica as a Model of Tropical Ecology and Sustainability

**Environmental 330**
Environmental Health

**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

**Environmental 244 or Environmental 240**
Climate Negotiations on the International Stage or Environmental Policy

**Political Science 340**
Energy Policy

They must also take two of the following electives:

**Economics 228**
Economic Development

**Economics 330**
Public Economics

**Economics 336**
International Economics

**Environmental 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.

## The Minor in Environmental Science

The minor in Environmental Science consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science)[1],[2] plus four (4) additional science courses currently approved for the Environmental Science (B.S.) major. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Policy & Economics may not count Introductory Geology (ENVR 111) for both the major and a minor in Environmental Science. An alternate course must be substituted for the minor.

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

**Biology 220**
Biostatistics

**Biology 225**
Invertebrate Biology

**Biology 232**
Field Marine Ecology

**Biology 235**
Microbiology

**Biology 250**
Animal Behavior

**Biology 330**
Marine Ecology

**Biology 332**
Advanced Field Marine Ecology

**Biology 335**
Evolution

**Chemistry 211**
Organic Chemistry I

**Chemistry 212**
Organic Chemistry II

**Chemistry 222**
Quantitative Analysis

**Physics 109 or PHYS 111**
Introductory Physics for the Life Sciences I or Introductory Physics I

**Environmental 268**
Costa Rica as a Model of Tropical Ecology and Sustainability

**Environmental 330**
Environmental Health

**Environmental 286, 381-384**
Independent Study

**Environmental 288, 386-388**
Internship

**Environmental 400-401**
Honors

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:

**Environmental 210**
Introductory Geographic Information Systems

**Economics 152**
Principles of Economics

**Economics 228**
Economic Development

**Economics 236**
International Economics

**Economics 240**
Environmental Economics and Policy

**Economics 241**
Natural Resource Economics and Policy

**Economics 330**
Public Economics

**Environmental 286**
Independent Study

**Environmental 288**
Internship

**Environmental 370**
Environmental Studies Seminar

**Environmental 381–384**
Independent Study

**Environmental 386–389**
Internship

**Political Science 110**
The American Political System

**Political Science 115**
International Politics: How the World Works

**Political Science 237**
Public Administration and Public Policy

**Environmental 240**
Environmental Policy

**Political Science 340**
Energy Policy

**Sociology 312**
Environmental Law

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

## Courses

**ENVR 110. Introduction to Environmental Studies.** Introduction to the principles of ecology and the relationship of humans to their environment. Emphasis on scientific, social, philosophical, and economic factors related to global environmental issues. Topics include agriculture and food production, water and air pollution, energy use and its environmental effects, toxic waste, and renewable/nonrenewable resources. Prerequisites: Not open to students who have completed ENVR 112. (M5)

**ENVR 111. Introductory Geology**. An introduction to the study of the Earth since its origin 4.5 billion years ago. Readings, lecture, interactive labs, and field trips examine rocks and minerals, forces within the earth such as plate tectonics, and mechanisms sculpting the earth's surface. Geologic time and human influence on the planet are also discussed. Three 50-minute periods, one 3-hour laboratory. (F4)

**ENVR 112. Environmental Science**.Introduces non-major students to fundamental principles of ecology and the relationship of humans to their environment. Topics include agriculture and food production, water and air pollution, energy use and associated environmental effects, toxic waste, and renewable/nonrenewable resources. Prerequisites: Not open to students who have completed ENVR 110. (F4)

**ENVR 113. Changes in the Land: Lessons in Sustainability From Early American History.** This course examines the more nature-sensitive practices of early America including a tendency toward minimalist consumption practices, thoughtful repurposing and recycling of materials, and more land-centered ways of life. Students will explore the complexities of sustainable human uses of environments by examining and comparing, as case studies, Moravian University's own sustainability practices as compared to sustainability practices throughout local history (including that of the Moravians and throughout the period of Lehigh Valley industrialization). Topics include: environmental effects of human occupation, past and modern-day agriculture, colonial practices, changes to people's relationship to land over time, diverse perceptions of nature, and evolving concepts of sustainability. Prerequisites: None. (M4)

**ENVR 210. Introductory Geographic Information Systems**.Geographic information systems are a primary tool for analysis of spatial data. ArcGIS desktop software is used to edit, query, and analyze spatial databases and display the results of analysis. Both vector and raster data are considered. Emphasis on applications of GIS to the lecture/laboratory sessions. Sophomore standing required. Spring.

**ENVR 240. Environmental Policy**. After considering

the history of environmental legislation in the U.S., contemporary policy and decision-making processes related to environmental issues at the local, state, national and international levels will be examined. Current controversies in legislative and regulatory issues will be discussed. (U1)

**ENVR 242. Environmental Writing**.This writing course will survey a broad spectrum of environmental literature, from Thoreau's Walden to Cheryl Strayed's recent bestseller Wild, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required. (M6)

**ENVR 244. Climate Negotiations on the International Stage**.This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

**ENVR 255. Lehigh Valley Landscape, Culture, and Story of Place.** (Also IDIS 255) This course offers tools for interpreting the landscape and narrating historical change since pre-colonial times. Beginning with an orientation to the geography of the Lehigh Valley, particularly those features that have the greatest influence on human lives, the course examines the physical, cultural, and economic changes of the Lehigh Valley through the lens of its landscape features and natural resources with an eye toward the future. Students learn to think spatially and geographically about cultural change and the local environment, including work on a multimedia project that includes ways to visualize and document the unique story of the region and to consider the future.

**ENVR 264. Dying to Go Green: The Green Burial Movement**. This writing course will consider the emerging movement in "natural" – or "green" – burials, both in this country and abroad. Our primary text will be Grave Matters, which tells the stories of families who stepped outside the doors of their local funeral parlors and laid their loved ones to rest in natural cemeteries, backyard grave sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices.

**ENVR 268. Costa Rica as a Model of Sustainability and Tropical Ecology**. In 1948, the small Central American country of Costa Rica abolished its military and has long avoided the conflict and civil war that has plagued its neighbors. This has enabled the country to invest in conservation, national parks, health care, education, renewable clean energy, ecological research, and other practices leading to it becoming a model for sustainable development. The country routinely scores highly in the global Happiness Rankings – an indicator of the well-being of citizens. In this course, students not only explore the biodiversity and tropical ecology of the beautiful and varied landscapes, but also research examples of sustainable practices including agriculture, indigenous traditions, conservation, reduction of a nation's carbon footprint, and ecotourism. A trip to Costa Rica over spring break is a required component of the course that allows students to explore first-hand some examples of remarkable ecological theory and evolutionary adaptations and how sustainable theory is put into practice through a combination of traditional knowledge and national policy.

**ENVR 370. WI: Environmental Studies Seminar**. Designed to apply research methods to current environmental issues. Students will research and present written and oral reports on the general topic. Emphasis is on the development of skills in using primary literature, analysis and interpretation of data, and the communication of ideas. Writing-intensive.

**ENVR 190–199, 290–299, 390–399. Special Topics.**
**ENVR 286, 381–383. Independent Study.**
**ENVR 384. Independent Research.**
**ENVR 288, 386–388. Internship.**
**ENVR 400–401. Honors.**

# Finance

See School of Business and Economics

# French

See Modern Languages and Literatures

# German

See Modern Languages and Literatures

# German Studies

See Modern Languages and Literatures

# Global Religions

**Chair**: Associate Professor Kin Cheung
**Professors**: Kelly Denton-Borhaug, Arash Naragh, Jason Radine
**Associate Professors**: Kin Cheung

In the Department of Global Religions, 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:

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

## Self-Designed Pathways In The Major

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

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

The tags above may be used to help you craft your own focus; for example, if you wished to focus on Sacred Texts, you could possible study sacred texts in almost every religious tradition we teach. We cannot guarantee, however, that the courses you're looking for will be offered every semester; you'll need to plan ahead and work with your advisor on these issues. The tags also can help you navigate our offerings, choose

courses that interest, and plan for options that involve cross-listing courses, since many of the courses ALSO satisfy requirements for the Ethics minor, the Peace and Justice Studies minor, the Gender Studies minor, etc.

## The Minor in Religion

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

## The Interdepartmental Major

The six courses of Set I of the interdepartmental major include Religion 370 plus five other courses. These five religion courses and the six courses of Set II are selected by the student with the approval of the advisor. Two distribution areas in addition to advanced studies in religion must be studied in Set I.

## Opportunities: Additional Study and Careers

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

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

## Courses in Global Religions

**REL 110. What Is Religion?** Students will attempt to arrive at their own "thick descriptions" regarding the nature, meaning, and phenomenon of religion(s) and religious experience. Introduction to psychological, theological, sociological, and anthropological methods in exploring the ways religion functions in the lives of individuals as well as in the construction, maintenance, and daily life of societies. Engagement in cross-cultural comparison and contrast. (M4) Introduction

**REL 112. Hebrew Bible/Old Testament**. Examination of how the Hebrew Bible/Old Testament was written and what its original meanings were, using the tools of historical criticism, archaeology, and religious history. The diverse religious perspectives within the text will be explored. Knowledge of the Hebrew language is not expected. (M3) Sacred Texts

**REL 114. Jesus and the Gospels**. Exploration of what we can know historically about the life and activities of Jesus. Comparison of the four gospels of the Christian New Testament, so that their separate messages and emphases can be discerned. Gospels that present different views of Jesus and his teachings but were not included in the Christian Bible will also be studied. (M3) Sacred Texts

**REL 115. Major Themes in the Qur'an**. The historical background within which the Qur'an appeared. Characteristic features of Qur'anic worldview. Topics of study include Qur'anic views of God, God-human relation, God-world relation, and ethico-religious concepts. The course addresses different approaches and methods of interpretation in the tradition of Qur'anic exegesis and explores various challenges the Qur'an faces in the modern era, such as feminist challenges and the issue of violence and human rights. (M3) Sacred Texts

**REL 116. Paul and Early Christianity**. Movement of earliest Palestinian Christianity into the Hellenistic world, studied through a focus on the Book of Acts and on the life and letters of the Apostle Paul. Historical methods for study of the Bible as a whole. (M3) Sacred Texts

**REL 121. Introduction to Roman Catholic Thought**. An introduction to the Roman Catholic expression of Christianity. Use of historical, sociological, theological and ethical methods to explore the development of the Roman Catholic Church, its social structures such as the Magisterium, its ecclesiology, doctrines, rituals, and body of social teaching. The focus will especially address the concerns, experience, and practices of contemporary U.S. Catholics. (M3) Introduction

**REL 123. Religions of India: Hinduism and Buddhism**. An introduction to the basic beliefs and practices of Hinduism and Indian Buddhism through the study of primary sources. Secondary sources will be used to examine popular Hinduism and contemporary South Asian Buddhism. (M5)

**REL 124. Religious Thought of China and Japan**. A study of the Confucian, Daoist/Taoist, and Buddhist traditions and their contribution to the intellectual, ethical, and spiritual life of East Asian cultures. Local

traditions will also be discussed. (M3) Introduction

**REL 125. Introduction to Islam**. A survey of the ideals and practices of Islam across its history. It includes ritual, theological, philosophical, mystical, ethical, and political dimensions of Islam. Special attention is given to Islam's primary message and its implementation in the life of Muslims. (M3) Introduction

**REL 126. Judaism**. An introduction to Jewish religion, culture, and history. The course will explore major Jewish textual resources (the Jewish Bible, rabbinic commentaries, philosophy, and mysticism) as well as Jewish religious lifeways such as worship and holidays. The diversity of Jewish cultures and languages, Jewish political nationalism (Zionism), as well as the complex and ever-changing question of Jewish identity will also be studied. (M3) Introduction

**REL 127. Health, Healing, and Medicine in Asian Contexts**. How does healing go beyond the physical to include the emotion and spiritual? What are the boundaries between medicine and religion? This course investigates these questions by turning to Indian and Chinese religious-philosophical traditions. We will example Chinese medical arts such as acupuncture and qigong, Indian Ayurveda medicine and its relationship to Yoga, and the contemporary discourse on Buddhist-based meditation practices—including Mindfulness—for health. (M5)

**REL 128. Asian Traditions through Film**. (Also COMM 128) What can we learn about Asian religious-philosophical traditions through film? What can we learn about the form and content of this medium by watching others and creating our own film? This course exposes students to Hinduism, Yoga, Buddhism, Confucianism, Daoism, Chinese divination and geomancy, and contemporary expressions of Asian religions. Students learn not just from the content and narrative of film, but also its meta-narrative, or narration in form and structure, including editing (shot composition), lighting, musical arrangement, and implicit ideologies (romanticization, Orientalism). Students will watch clips and short films in class, and feature-length films before class (through Ensemble Video). The final group project involves creation of a short film that will be screened to the rest of the class. Students will gain basic concepts of Asian religious-philosophical traditions and learn how to critically evaluate films that we will view. (M6) Culture

**REL 131. Intro to Christianity: Jesus Saves?** Introduction to the pluralism of Christian images, metaphors, and theories of salvation. Students will read ancient and modern theological texts, and learn from visual art, film, and literature. In addition to conducting theological investigation, students will explore the social and historical underpinnings of various salvation metaphors as they occur in various cultures and epochs. (M3) Philosophy and Theology.

**REL 132. Asian American Experiences.** (Also HIST 132, WGSS 132, ) Asian American history is American history. Why, then, does the history of Asian Pacific Islander Desi Americans continue to be underrepresented across the curriculum? This course engages with the religious experiences of APA or AAPI populations in order to understand Asian American history in the United States. We will begin by asking how to understand APA identities and the history of immigration and exclusion—including how Buddhist identities of Japanese Americans were used to argue against their identity as Americans. Then, we turn to APA experiences of healing and medicine against the backdrop of xenophobic metaphors for disease and contagion and how that fueled anti-Asian violence and sentiment during the COVID-19 pandemic. Finally, we examine the hypersexualization of Asian/American women in the media and how this contributed to the narratives around the March 2021 Atlanta-area shootings. Prerequisites: None. (M1)

**REL 133. Native American Religions**. Traditional myths, rituals, and life-cycle ceremonies of native American peoples, representing several geo-cultural regions of North America. Attention will also be paid to issues of medicine and healing, gender relations, ecological values, and indigenous responses to threats of physical and cultural genocide. Fall, alternate years. (M5) Culture

**REL 136. Seeing and Believing: Women, Religion, and Film.** (Also WGSS 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3) Gender Studies/Culture

**REL 165. Life Walk of Justice: Introduction to Peace and Justice Studies**. (also IDIS 165) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses

to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. (M3) War and Peace & Ethics and Justice

**REL 210. Christian Ethics**. A careful reading and discussion of representative texts in Christian ethics, with particular emphasis upon the distinctiveness of Christian ethics, Christian faith and social responsibility, the relation between Christian ethics and Christian theology, and the diversity of Christian ethics among the various Protestant and Catholic traditions. (U2) Ethics and Justice

**REL 211. Christian Ethics and War**. How should humans respond to the perennial human problem of war? This course provides an introduction to ethics from Christian perspective through focus on this social issue. Students will be exposed to a wide spectrum of responses, including pacifism, nonviolent direct action, just war theory, Christian realism, warrior ethics, and more; and will develop their own ethic as their final project for the semester. (U2) War and Peace

**REL 215. Christian Theology**.Major issues within mainstream Christian faith, with attention to God, the nature of Christ, death and the ultimate Christian hope. (M3) Philosophy and Theology

**REL 217. Paul through Jewish and Christian Eyes**. An introduction to the complex, perilous and fascinating world of New Testament biblical interpretation through focus on the writings of Paul of Tarsus. We will explore the robustly debated topic of how to understand Paul, his letters, and his theology through study of the history of Christian antijudaism and antisemitism, exposure to contemporary biblical criticism, archeology, and other scientific findings, and via service learning. (M3) Sacred Texts

**REL 221. Buddhism and Mindfulness**.
What is mindfulness? Does it improve health? Why are mindfulness-based programs being increasingly introduced into big corporations, startups, churches, public schools, hospitals, prisons, law enforcement, and the military? This course will explore: 1) the relationship between Buddhist traditions and mindfulness; 2) scientific research on the effects of mindfulness; and 3) the ethical debate on the commodification of mindfulness. (U1) Health and Science

**REL 225. Pilgrimage: Searching for God in a (Post) modern World**. Pilgrimage: Searching for God in a (Post) modern World. This course will provide students with the opportunity to study and reflect on the relationship between Christian thought and (post)modern life. We will look at the way supposedly "secular culture" makes reference to "signals of transcendence," and expresses longing for spiritual meaning, focusing on the changing nature of "pilgrimage" and its relationship to religious authority, theology, spiritual conviction, tourism and movement, and the role of culture. Students will embark upon their own pilgrimage as a part of their class work, in addition to studying diverse sites and pathways of pilgrimage (secular and religious) in the U.S. and world (M3) Culture

**REL 226. From Prophecy to Apocalyptic**. An exploration of the phenomenon of prophecy as a social institution as known in the ancient Near East as well as prophetic literature in biblical texts. The development of apocalyptic thought in Judaism and Christianity will be studied, up to the book of Revelation. (M3) History

**REL 227. Ancient Near Eastern Religion**. A study of the religions of the ancient Near East, this course will explore the myths and rituals of the peoples of Mesopotamia, Anatolia, Syria-Palestine, and Egypt before the Roman era. Foundational to western civilization in general, these religions also form the cultural context and background for the sacred scriptures of Judaism, Christianity, and Islam. (M3) History

**REL 230. Advance topics in the Ethics of Abortion**. This course analyzes the ethical issue of abortion through examination of philosophical pro-life and pro-choice arguments from a variety of perspectives. Our philosophical/ethical investigation includes address of abortion and public reproductive health, abortion in a changing legal justice landscape in the U.S., and the intersection of abortion and religious ideas and values. Students may not take PHIL 230 and PHIL 330. There is no prerequisite for the 200-level. (U2)

**REL 231. Atheism**. **Atheism is the belief that there is no God or gods.** This course is a systematic and sympathetic examination and critical evaluation of atheism. It is primarily focused upon understanding contemporary arguments against theism, such as arguments from evil and divine hiddenness; sociological and psychological theories about the origin of religion (e.g., Freud and Durkheim); and the implications of atheism with respect to the questions of moral values, the meaning of life, and possibility of immortality. (U2) Philosophy and Theology

**REL 240. Religion and Feminist/Gender Studies**. (Also Women's Studies 240). Students study methods from feminist and gender studies to explore

the intersection of women's lives and experience, and traditions of Christianity, Judaism, Islam, Buddhism, and Hinduism. We investigate the personal and political through case studies that address issues such as leadership/ritual roles in diverse institutions; religious text/law; image(s) of the divine; gender, violence, and "religious extremism"; religion and the body; and feminist theological exposition. (U2) Ethics and Justice

**REL 244. What is Peace?**.(Also PHIL/PJUS 244). Students explore the nature, meaning and discipline of peace studies from different traditions, theories and perspectives. They investigate case studies of peace movements in recent times, and develop their own visions of peace through a research project they present for peer review. This final project will take the shape of a paper, film, or other modality according to student interest. (M3) Ethics and Justice

**REL 245. Religion and Politics**. What is "civil religion"? This course examines the relationship between religious ideas and values, and political structures, decision-making, and culture. Topics include the historical background of civil religion in the U.S., church-state relations and the First Amendment, the role of religion in politics post 9/11, the intersection of politics, religion and race, and other current issues. (U2) Ethics and Justice

**REL 246. War and Peace in the Biblical World.** This course will explore ideologies of warfare and other forms of sanctioned mass violence, as well as ancient hopes and expectation for peace. Ancient Near Eastern texts and practices will be studied in addition to biblical texts. (U2) War and Peace

**REL 248. Topics in Religion and Literature**. How the religious dimension of human How the religious dimension of human experience is expressed and interpreted in literature, with focus on a particular author, group of writers, theme, or school of critical interpretation. Identification and evaluation of the way human religious experience is articulated through the literary imagination, whether classical, modern, or contemporary. Culture

**REL 250 Environmental Ethics**. (also PHIL 250) 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) Health and Science

**REL 251. Modern Jewish Religious Movements**. Modern Judaism exists in a wide spectrum of beliefs and practices, from ultra-traditionalism to secular humanism. This course will explore both the making of modern Judaism and the religious "map" of Jewish life today. Topics will include Hasidic Judaism, Zionism, and contemporary North American trends in Judaism. (M5) Culture

**REL 253. Philosophy of Religion**. (also PHIL 253) The nature of religion and beliefs concerned with existence, nature, and knowledge of God, with alternative positions to theism. (U2) Philosophy and Theology

**REL 254. Jewish Philosophy**.(also PHIL/MDVL 253) An introduction to philosophy within Judaism, a field that asks the question: is a religion based on faith and tradition also rational and logical? Specific topics addressed will be: Can or should God's existence be proven? Is God's power infinite or limited? What should we make of the biblical descriptions of God being human-like? Does God perform miracles? Does God care about the small details of our lives? How can people become close to God? What is the role of the Jewish people in the world? Why is the Jewish religion distinctive among religions? No background in Judaism is need for this course; sufficient background information will be provided. Prerequisite: None. (M3)

**REL 255. Latin American Liberation Theology**. Introduction to the study and practice of liberation theology in the Latin American context through classroom study of the history, method, and content of liberation theology. Our purpose will be to investigate how this movement emerged and the effects it continues to have culturally, politically, religiously, and personally. All students and professor will embark on a travel seminar during Spring Break to the border region between Mexico and Arizona. (M5) Ethics and Justice

**REL 260. Moral Injury**. (also NURS/HLTP 260) Moral Injury has been defined as "the inevitable outcome of moral engagement with the reality of war and killing," (Antal and Winings: 2015) and as "the result of participation in the moral distortion of the world created by war" (Denton-Borhaug: 2021). In this course participants will explore and analyze moral injury through multidisciplinary methods including public "whole" health, spiritual, philosophical and theological frameworks, the arts and humanities, as well as through diverse social and physical scientific paradigms/methods. Our aim will be to illuminate increased understanding of the individual experience of moral injury; analyze the relationship between moral injury and U.S. War-culture; and engage in reflective moral deliberation regarding what the

phenomenon of moral injury requires of us as individuals, citizens, people with religious (or no-religious) identities, and members of diverse moral communities. (U2)

**REL 261. Islamic Philosophy, Theology, and Mysticism**. ((also PHIL 261) An exploration of key notions and figures in Islamic philosophy, theology, and mysticism. Some issues embedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Philosophy and Theology

**REL 262. Religion and Capitalism**. Did the Protestant work ethic contribute to capitalism? How are Chinese Buddhist institutions currently involved in the stock market? This course examines historical and contemporary engagement of religious institutions with various forms of capitalism. We will discuss how karma acts as a medium for the exchange of spiritual and material goods. We investigate arguments that characterize capitalism as a religion. (M4) Ethics and Justice

**REL 263. Civil Rights and the Moral Life**. (also IDIS 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2) Ethics and Justice

**REL 264. Science and Theology**. Is it (im)possible to hold religious beliefs and convictions, and simultaneously to be a modern person of science? This course will examine the interface between science and theology from a variety of perspectives. We will explore key questions and supposed conflicts between science and religion, emphasizing the interaction between the two, how science impacts religion and vice versa. A capstone paper, a Credo, will ask the student to reflect on how one's understanding of scientific theories affects his/her beliefs about certain key religious ideas such as Creation or human nature. Prerequisites: Junior or senior class standing. (U1) Health and Science

**REL 265. Sociology of Religion** (also SOC 265). Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion. Culture

**REL 266. History of the Early 18th Century Moravians**. This course explores the history of the Moravians as an 18th-century transatlantic community. Their communities are an interesting example of 18th-century intentional communities. How were their congregations organized? What did Moravians believe, and how does this relate to other religious groups? How did they perceive their own history, and how did Moravians record history? Eighteenth-century Moravians were highly controversial; we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race and sexuality. (M1) History

**REL 269. Sex and Karma.** (also WGSS 269) How did the most popular Buddhist deity of worship transform from male (Avalokiteśvara in India) to female (or Guanyin/Kannon/Gwan-eum in East Asia)? Does being born female indicate bad karma? How do goddesses and prostitutes use sex to help others? What are Buddhist and Hindu views on masturbation, sexual pleasure, homosexuality, gender fluidity, and queerness? This course investigates these questions through Asian religious images, narratives, and films. Prerequisites: Junior or senior class standing.

**REL 270 Ethics in Asian Cultures.** (Also PHIL 270) Ethical discourse from Asia does not fit neatly into the major western categories of consequentialism (utilitarianism), rule-based deontology, or virtue ethics. There is lively debate on how to classify Confucian ethics and Buddhist ethics. This course explores this classification problem and then examines how Confucian and Buddhist insights can help illuminate contemporary issues. Possibilities include 1) lies, "alternative facts", and theories of truth; 2) the ethics of artificial intelligence; 3) medical ethics, etc.

**REL 310. Methods in Religious Study**. Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion.

**REL 370. WI:Seminar in Religion**. Selected topics significant in current religious studies, drawing together several themes or methods within religious studies and posing issues of broader interdisciplinary significance. Required for majors, minors, interdepartmental majors,

and open to others by permission of instructor. Spring, alternate years. Two 70-minute periods. Writing-intensive.

**REL 385. Directed Study in Religion**. A required course for religion majors. Students will select and conduct an individual research project under the direction of a faculty member. Ideally the student will have already taken Religion 370. The first part of the course will be focused on methodology.

**REL 190–199, 290–299, 390–399. Special Topics.**
**REL 286, 381–383. Independent Study.**
**REL 384. Independent Research.**
**REL 288, 386–388. Internship.**
**REL 400–401. Honors.**

# Greek

See Modern Languages and Literatures

# Health Sciences

**Advisors**: Dr. James Scifers, Dr. Louise Keegan, Dr. Colin Tomes, and Danielle Costanzo

The Health Sciences major is intended for students who wish to pursue careers in health professions after completing their undergraduate degree at Moravian University. This program is designed to specifically prepare students for graduate study in the fields of Athletic Training, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Upon declaring a major in health sciences, students select one of the following tracks, based on their intended career path:

**Health Sciences Core: 8 units**

- BIOL 106: Human Anatomy & Physiology for Health Science I
- BIOL 107: Human Anatomy & Physiology for Health Science II
- PSYC 120: Introduction to Psychology
- HLTR 185: Introduction to Health Professions
- HLTR 210: Medical Terminology
- HLTR 310: Research Methods in Health Sciences
- HLTR 385: Social Issues in Health Sciences
- MATH 107: Elementary Statistics
- OR
- HLTP 189: Biostatistics for Health

**Pre-Athletic Training Track: 9 units**

- BIOL 111: Foundations of Biology
- CHEM 108: Fundamentals of Chemistry
- HLTR 231: Nutrition for Health Sciences
- HLTR 260: Kinesiology
- HLTR 261: Prevention & Management of Athletic Injuries
- HLTR 360: Exercise Physiology
- PHYS 109: Physics for Life Sciences I
- Two additional courses, chosen from the list of Health Sciences elective courses and approved by advisor

**Pre-Occupational Therapy Track: 9 units**

- HLTP 110: Introduction to Public Health
- HLTR 260: Kinesiology
- HLTP 321: Global Health
- OR
- HLTP 289: Social Determinants of Health
- PSYC 207: Lifespan Development
- PSYC 362: Abnormal Psychology
- PHYS 109: Physics for Life Sciences I
- SOC 115: Introductory Sociology
- OR
- SOC / ANTH 113: Cultural Anthropology
- Two additional courses, chosen from the list of Health Sciences elective courses and approved by advisor

**Pre-Physical Therapy Track: 9 Units**

- BIOL 111: Foundations of Biology
- One additional course in BIOL at the 200-level or above, to be selected in consultation with advisor
- CHEM 113: General Chemistry I
- CHEM 114: General Chemistry II
- PHYS 109: Physics for Life Sciences I
- PHYS 110: Physics for Life Sciences II
- PSYC 207: Lifespan Development
- Two additional courses, chosen from the list of Health Sciences elective courses and approved by advisor

**Communication Sciences & Disorders Track: 9 units**

- PHYS 109: Physics for Life Sciences I
- HLTR 150: Introduction to Communication Sciences & Disorders
- BIOL 108: Anatomy & Physiology of the

Speech & Hearing Mechanism
- HLTR 252: Speech & Hearing Science
- HLTR 253: Phonetics & Phonology
- HLTR 354: Clinical Linguistics
- HLTR 355: Audiology
- EDUC 410.3: Speech & Language Development
- Two additional courses, chosen from the list of Health Sciences elective courses and approved by advisor

**Health Sciences Electives:**

- Any HLTR course not required for major or discipline-specific track
- Any HLTP course not required for major or discipline-specific track
- BIOL 206: Microbiology for Health Sciences
- BIOL 210: Genetics
- BIOL 350: Human Physiology
- CHEM 108: Fundamentals of Chemistry
- CHEM 113: General Chemistry I
- CHEM 114: General Chemistry II
- ECON 211: Economics of Healthcare
- HLTR 285: Clinical Observership
- NEUR 218: Brain Sex
- PHYS 109: Physics for Life Sciences I
- PHYS 110: Physics for Life Sciences II
- PSYC 207: Lifespan Development
- PSYC 260: Sports Psychology
- PSYC 362: Abnormal Psychology
- SOC / ANTH 113: Cultural Anthropology
- SOC 115: Introductory Sociology

## Courses in Health Science

**HLTR 150. Introduction to Communication Disorders.** The course is designed to introduce students to the field communication sciences and disorders (CSD). It will provide learners with an overview of disorders of speech, language, and hearing as seen in children and adults. Additionally, special topics such as overviewing typical speech and language development across the lifespan and multicultural issues and CSD will be discussed.

**HLTR 185. Introduction to Health Professions.** Students are introduced to various health professions and the knowledge base, skills, and abilities necessary for success in healthcare. This course examines healthcare from multiple perspectives including healthcare ethics, cultural competence, and social disparities in healthcare access. Students are asked to reflect on their roles as future healthcare providers in addressing current issues facing national healthcare. The course reflects key introductory themes in health professions education which will be developed in more depth in subsequent courses within the Health Sciences program. This course is intended to foster a deeper understanding of the following: 1) Health professions education as a field of study and practice 2) Current challenges to the healthcare system and implications for health professions education 3) Current trends and priorities in health professions education 4) Interprofessional practice the healthcare environment.

**HLTR 210. Medical Topics and Terminology.** Students are introduced to the study and application of medical terminology, interprofessional communication, and documentation through the system-by-system exploration of general medical topics. This course meets pre-professional learning objectives by providing a foundational understanding of medical word parts and origins, word building, abbreviations, medical record conventions, and unique medical terminology through dissection and analysis of realistic case studies and the construction of medical documents. Prerequisite: health science majors only or 'permission of the school dean/associate dean.

**HLTR 231. Nutrition for Health**. (Also HLTP/NURS 231) Is an introduction to the science of nutrition with emphasis on applications for the allied health professions. As such, focus will be on the nutrient needs of the body, the processes by which nutrients are obtained and processed, and the foods that meet these needs in selected social, environmental, cultural, and performance contexts. The course is designed for students entering professional fields such as nursing, physical or occupational therapy, speech-language pathology, athletic training, and public health which require a functional understanding of the relationship between nutrition and health or performance. Students will be introduced to tools and techniques of the field by completing an individual dietary assessment and consulting robust scientific literature to answer discipline-specific questions. (U1)

**HLTR 252. Speech & Hearing Sciences**. The communication process is a physical and biological science. This course is designed to give students an introduction to speech and hearing science theories, instrumentation, and measurement, emphasizing normal speech perception and production to establish a reference for pathological deviations.

**HLTR 253. Phonetics & Phonology**. This course focuses on the physical and linguistic aspects of speech sounds. We will examine these sounds in terms of articulatory, acoustic, and perceptual aspects. Particular

emphasis will be placed on the use of the International Phonetic Alphabet (IPA) for transcribing speech, and in the development of auditory and speech perception skills necessary for transcription and analysis of typical and disordered speech. Topics in phonetics are also essential topics as preparation for studying phonology, which seeks an understanding of how speech sounds are organized in languages. Towards the end of the course we focus on these language-specific patterns.

**HLTR 254. Social and Communication Development.** This 1-unit course is designed as an overview of typical social and communication development from birth through adulthood. Course content includes but is not limited to the review of theoretical perspectives of language acquisition, the typical sequence of speech and language development, special topics in communication development, and the analysis of communication samples.

**HLTR 260. Kinesiology**. Upon completion of this course, a student should be able to identify the structural characteristics, movements, and muscles acting as the major joints of the body. The student will be able to select movements or exercises which utilize specific muscle groups and analyze the joint actions, muscle actions, and mechanical principles which apply to the performance of a specific movement. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350 or BIO 106 and BIO 107. Fall

**HLTR 261. Management and Prevention of Sports Injuries**. This course is an introduction to the principles and practices associated with sport and fitness injury management. The course emphasizes the development of competencies in the recognition and treatment of injuries appropriate for professionals working with active populations. Topics include injury mechanics, injury prevention strategies, and injury recognition and management. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350. Spring.

**HLTR 270. Emergency Medical Care**. Upon successful completion of this course the student will be eligible to take the National Registry of Emergency Medical Technician (NREMT) Exam required for the Commonwealth of Pennsylvania EMT certification. This course meets all the educational requirements for the certification process as specified in the regulations of the Commonwealth of Pennsylvania Bureau of Emergency Medical Services (EMS). Sophomore or above, students enrolled in this course are required to provide proof of background checks, vaccinations, and other onboarding required paperwork. Students enrolled in this course are also required to complete clinical education hours outside of class meeting times. Prerequisites: None.

**HLTR 285/285.2. 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.

**HLTR 310. Research Methodology in the Health Sciences**. Scientific method as the means through which knowledge advances in allied health fields. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze data. Writing intensive. Prerequisite: PSYC 120 and junior or senior class standing.

**HLTR 354. Clinical Linguistics**. Clinical linguistics is a core component of interdisciplinary education for those who wish to work with individuals who experience communication difficulties. This course will provide grounding in the traditional aspects of language (e.g. phonetics, phonology, grammar and semantics) and an overview of theories and approaches relevant to language science and linguistics. Students will describe, analyze, and interpret aspects of social interaction in a variety of populations across the lifespan (e.g. populations that are typically developing, multilingual, and have cognitive and linguistic difficulties). (U1)

**HLTR 355. Audiology**. The general objective of the course is to introduce the student to the profession and practice of audiology. This course will provide students an overview of the anatomy and physiology of the auditory system, the physical properties of sound relevant to hearing and auditory disorders. In addition, the students will be introduced to the concept of hearing assessment, and techniques for hearing assessment. The information will be studied across the life span and across culture. Prerequisite: HLTR 252.

**HLTR 360. Exercise Physiology**. This course is an introductory course in exercise physiology. It will introduce certain concepts of the “how and why” the body responds to both acute and chronic exercise stress. Topics will include exercise metabolism, respiration, circulation,

neuromuscular, hormonal, and environmental influences on exercise. Prerequisites: BIOL 104 or BIOL 107.

**HLTR 385. 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.

**HLTR 190–199, 290–299, 390–399. Special Topics.**
**HLTR 286, 381-383. Independent Study.**
**HLTR 384. Independent Research.**
**HLTR 288, 386–388. Internship.**
**HLTR 400-401. Honors.**

# Hebrew

See Modern Languages and Literatures

# Historical Studies

Advisor: Dr. Jamie Paxton

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

## Secondary Certifications

Those with a social studies certificate are permitted to teach history, geography, government, and economics, as well as psychology, sociology, and anthropology at both the middle and high school levels. In order to obtain the social studies certification for the State of Pennsylvania, students complete the historical studies major, plus Sociology 115 and Psychology 120, the entire secondary education program described later, and all other Moravian University graduation requirements. Students are encouraged to complete the social studies certificate, although it is difficult to accomplish in a normal four-year course of study.

## The Major in Historical Studies

Minimum requirements for the departmental major in historical studies are:

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

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

## Completing a Full Major in History

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

## Coursework for Secondary Teaching Certification

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

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

To satisfy state guidelines, the student is required to take three college credits in English composition (LinC 101), three college credits in English literature (English 101, 102, 103, 104, or 105; or Education 131), and six college credits in mathematics (1.5 Moravian course units). Most of these guidelines should be met through appropriate selection of courses taken to complete Learning in Common guidelines. Beyond the Learning in Common requirement, students must take at least 0.5 course units in mathematics.

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

For information on coursework for middle level certification see Education.

## Applying for Admission into the Teacher Certification Program

Students should be aware that they are not automatically admitted into the teacher-certification program. Students must make two applications for acceptance into the teacher-certification program. Students may apply for initial admission in to the program after completion of 12 course units, after passing the PPST sections of the PRAXIS exams in reading, writing, and mathematics (information about those tests is available in the Education Department office), and after attaining a 3.0 GPA overall. Initial application forms are available in the Education Department. In order to student teach, students must turn in a formal application, also available in the Education Department, two semesters prior to student teaching. Applications for fall student teaching must be received by December 1 of the preceding year, and for spring student teaching by April 15 of the preceding year. Criteria for acceptance include a 3.0 GPA overall, a 3.00 GPA in the academic major, and a 3.00 in the professional education sequence. In addition, students must receive the written support of their major department and the Education Department, successfully complete field experiences, and demonstrate positive character. Issues of character can be reflected in discipline events involving the Office of Student Affairs, academic honesty violations, and more.

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

## Other Pennsylvania Requirements for Certification

After successful completion of the Moravian education program, initial Pennsylvania teacher certification mandates that students pass all required tests. All education students must satisfy the basic reading, writing, and math skills requirement as described above. In addition, students must successfully pass the Praxis content knowledge exam: Social Studies: Content Knowledge (test 5081). Finally, during student teaching, students will be evaluated using the PDE-430 form. Students must meet criteria for successful completion of the PDE-430 form in order to be certified.

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

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

# History

**Chair**: Associate Professor Berger
**Full Professors**: Bardsley, Lempa
**Associate Professors**: Aguilar, Berger, Paxton
**Assistant Professor of Practice**: Anderson
**Adjunct Faculty**: Muhlfeld

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

## The Major in History

The history major consists of ten (10) course units:

- Three (3) 100-level courses: one from Group A, one from Group B, and one from Group C. A course appearing in more than one list does not fulfill both categories: students must take a second course in one of the other groups.

**Group A**

- HIST 110. Latin America in the Colonial Era.
- HIST 111. Modern Latin America.
- HIST 115. History of Africa.
- HIST 119. Arab-Islamic Civilizations.
- HIST 120. The History of Native North America.

**Group B**

- HIST 113. The United States to 1877.
- HIST 114. The United States since 1865.
- HIST 120. The History of Native North America.

**Group C**

- HIST 112. Europe in Global Context.
- HIST 116. Medieval Europe.
- HIST 117. England through the Reign of Elizabeth I.
- HIST 118. The Ancient Near East, Greece, and Rome.
- HIST 130. Ancient Greece.

- Four (4) 200-level courses, two (2) of which must be HIST 270: Historical Methods and Interpretations and HIST 288: Internship in History.
- Three (3) 300-level courses, one (1) of which must be HIST 371: Senior Seminar. Only one (1) of the courses numbered HIST 381-388 may be used to satisfy the major requirements.

## The Interdepartmental Major

A student wishing to use history as Set I of an interdepartmental major is required to take HIST 270: Historical Methods and Interpretations and five (5) other course units. Two (2) of the remaining courses must be at the 200 level and a third at the 300 level.

## The Minor in History

The history minor consists of HIST 270: Historical Methods and Interpretations and four (4) other courses to be selected from at least two of the three major areas in the department curriculum (Europe, United States, outside the United States and Europe). In addition to HIST 270, at least one (1) other course must be at the 200 or 300 level.

## Public History Certificate

The Public History certificate is an interdisciplinary program that explores the theories and methods of producing history and humanities scholarship for general, non-academic audiences. Through in-class study, hands-on skills training, and off-campus internships, students will learn how practitioners create and share knowledge in multiple formats and sites: museums and historic sites, documentary films, podcasts, art installations, archaeological digs, interactive websites, oral history interviews, walking tours, and archives. Five (5) other courses required.

Core Courses:

- HIST 266: Introduction to Public History
- HIST 288: History Internship

Electives:

- IDIS 120:Filming Family Histories
- ART 119: Art Processes and Structures
- ART 125: Art in Public Places
- ART 155: Communicating with Social Media
- ENGL 216: Professional Writing
- ENGL 224: Introduction to Journalism
- ENGL 230: Public Speaking –
- ENGL 263/363: Writing as Activism
- ANTH 235: Anthropology of Tourism
- HIST 265: Experimental Archaeology
- HIST 267/COMM 267: Video Storytelling
- ART 254: Digital Video
- ART 268. Digital Photography
- HIST 365: Oral History and Podcasting

## 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 (previously taken by applicants who have received a grade of at least A–). A History Fellow will be expected to:

- Write a research paper of 20 pages in the area covered by the survey class.
- Attend all class meetings, as well as individual meetings of students with the professor, and assist with class preparation.
- Assist with or lead group discussions; tutor; moderate Blackboard discussions.

The fellows will enjoy one-to- one interaction with the faculty member(s) who serve as mentor(s), gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material.

These teaching fellowships will be available to those who qualify for them and succeed in a competitive application process including an interview with the department chair.

## Departmental Recommendations

- 100-level courses are introductory surveys satisfying the M1 or M5 LinC requirements. Students will be introduced to the importance of primary sources in producing historical knowledge and some of the issues involved in interpreting them. These courses are open to all students without prerequisite.
- 200-level courses address a wide range of thematic topics, with the emphasis on historical interpretations and historiography. Usually they do not satisfy LinC requirements (except a few courses that meet M5). They are open to all students who have completed a 100-level history course.
- 300-level courses are seminars that encourage original research from primary sources (often in translation and in published form). These courses provide an environment for students to apply skills in historiography and source analysis developed in previous courses. Open to all students who have completed a 100-level history course and HIST 270: Historical Methods and Interpretations. Only one course numbered 381-388 may be used to satisfy the major requirements. A grade of C or better in HIST 270 is required to enroll in 300-level history seminars. In rare cases, exceptions can be granted by the department chair.

## Courses in History

**HIST 110. Latin America in the Colonial Era.** Spanish and Portuguese colonization of the Americas and struggles for independence, including ancient American civilizations, Iberian background and influence, Age of Discovery and conquest, development of colonial institutions, cultural and intellectual development, race and racial mixtures, colonial rebellions, wars of independence. (M1)

**HIST 111. Modern Latin American**. Tradition and revolt in Latin America, the Hispanic-American caudillo, U.S.-Latin American relations, republican histories of Argentina, Mexico, and Cuba. (M5)

**HIST 112. Europe in Global Context**.The history of Europe gives us initial insight into how the human construct called Western civilization has emerged. By exploring this history, we locate ourselves in time and place, thus helping us judge our position and possibilities. The course is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What do we mean by "state" or "race"? What about our civilization is Western, and what is non-Western? (M1)

**HIST 113. The United States to 1877**.
American society, politics, and culture from the first settlements through Reconstruction, including the colonial experience, the Revolutionary War, the new political order, transformation of economic and social systems in the Jacksonian age, and the crisis

of the republic in the Civil War. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

**HIST 114. The United States since 1865**. American politics, society, and culture from the Civil War to the present, including Reconstruction, late 19th-century urban-industrial world, Populist-Progressive era, America's emergence as an international power in two world wars, the 1920s, Great Depression, and 1945 to the present. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

**HIST 115. History of Africa**. History and cultures of sub-Saharan Africa. Topics include human evolution in Africa, traditional lifestyles and beliefs, development of African kingdoms, Atlantic slave trade, European colonialism, and problems of modern African states to the present. (M5)

**HIST 116. Medieval Europe**. The emergence of Western European civilization from the remnants of Roman and Germanic cultures, c. 500-1500 CE. Topics include the spread of Christianity, evolution of aristocracy and peasantry, the growth of towns, clashes between church and state, the emergence of universities, and the demographic disasters of the plague and warfare of the late Middle Ages. (M1)

**HIST 117. England through the Reign of Elizabeth I**. Survey from the Neolithic era to the start of the 17th century. Topics include Roman Britain, Anglo-Saxon Britain, Viking invasions, the Norman Conquest, the growth of law and Parliament, relationships between church and state, the Black Death, the Reformation, and everyday lives of members of each social class. (M1)

**HIST 118. The Ancient Near East, Greece, and Rome**. Explores the history of the ancient Near East and Europe from prehistoric times to the medieval era. Among the civilizations surveyed are those of the Mesopotamians, Egyptians, Hebrews, Greeks, and Romans. (M1)

**HIST 119. Arab-Islamic Civilizations**. The Near Eastern world from the late Byzantine through emergence and development of Arabic-Islamic civilization. Reviews pre-Islamic Arabia and the Near East, achievements of the Prophet Muhammad, establishment of the Islamic religion, the caliphate, and the Arab Empire, including Spain, North Africa, and the Middle East. Islamic religion, law, mysticism, literature, art and architecture, and the Arabic-Islamic renaissance and its impact on the West via Islamic Spain. Ends by considering the Arabic-Islamic world in modern times. (M5)

**HIST 120. The History of Native North America**. Embracing hundreds of distinct cultures over a period of 15,000 years, the history of Indigenous peoples in North America is vast and complex. This course uses case studies of specific cultures from Mexico, the United States, and Canada to provide a thematic overview of the continent's Indigenous history until the present. The course will take an interdisciplinary approach to issues such as trade, religion, warfare, colonization, disease, dispossession, and revitalization and introduce students to the methods scholars use to study oral cultures. In addition to written sources, we will draw on the insights of anthropology, archaeology, genetics, chemistry, and linguistics to expand our understanding of the history of Native North America. (M5)

**HIST 129. Mexico: Revolution and Globalization**. This course allows students to explore the issues associated with political revolution and economics globalization in Latin America by focusing exclusively on the modern history of a single nation, Mexico. After a brief survey of Mexico's indigenous and colonial experiences, this course primarily covers elements of Mexico's evolution during the nineteenth and twentieth centuries, beginning with a comparison of Mexico's independence movement to the American Revolution. It continues through the circumstances surrounding the Mexican Revolution of 1910, the impact of NAFTA of 1994, and the political transition fostered by the 2000 elections. (M5)

**HIST 130. Ancient Greece**. History of the Greeks through Alexander the Great, with emphasis on readings in primary sources including Homer, Herodotus, Thucydides, and Plato. Topics include the classical city-state, invention of democracy, emergence of Greek philosophy and science, and diffusion of Greek culture. (M1)

**HIST 132. Asian American Experiences.** (Also REL 132, WGSS 132, ) Asian American history is American history. Why, then, does the history of Asian Pacific Islander Desi Americans continue to be underrepresented across the curriculum? This course engages with the religious experiences of APA or AAPI populations in order to understand Asian American history in the United States. We will begin by asking how to understand APA identities and the history of immigration and exclusion—including how Buddhist identities of Japanese Americans were used to argue against their identity as Americans. Then, we turn to APA experiences of

healing and medicine against the backdrop of xenophobic metaphors for disease and contagion and how that fueled anti-Asian violence and sentiment during the COVID-19 pandemic. Finally, we examine the hypersexualization of Asian/American women in the media and how this contributed to the narratives around the March 2021 Atlanta-area shootings. Prerequisites: None. (M1)

**HIST 135. Food in the Americas.** Food is part of our daily life and our culture. It is essential to our existence and health, however in our current society, food is frequently seen just as fuel to keep going. Through a variety of readings and writing projects, we will study how food and foodways have changed in the Americas throughout history and across cultures. We will explore basic staples like corn and wheat, the meaning of food for different societies, and what cooking and eating practices can tell us about race, class, gender, power, colonialism, and identity. Due to the relevance of food in our lives, this class will also entail a reflection upon our own eating habits and looking at our family history from the perspective of food. (M5)

**HIST 145. Nutrition and Race in the Americas.** This course explores food by focusing on the role science of nutrition and public health policies have had in the Americas since the nineteenth century. Food and nutrition policies became the cornerstone of a healthy and productive workforce and, therefore, central to the process of nation-state formation and modernization. Health and nutrition experts targeted women and the poor in their campaigns to transform daily habits. Throughout the semester, we studied the meaning of food for different societies on this continent and what cooking and eating practices can tell us about race, class, gender, power, colonialism, and identity. (M5)

**HIST 219. Bismarck to Hitler to Fischer: History of Modern Germany**. Traces Germany's historical path from 1848 to 1990, starting with the German states' struggle toward modernization and unification in the late 19th century. Explores Germany's experience and role in World War I; the cultural euphoria, political misery, and economic despair of the Weimar Republic; the Nazi seizure of power in 1933; and the Holocaust. Discusses Germany's role in the Cold War and the cultural battles of the 1960s, ending with the surprising national reunification in 1990.

**HIST 220. The Holocaust**. (Also IDIS 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. (U2)

**HIST 221. History of the Body**. This course explores the history of the body by focusing on its relationship to medicine, health, sports, and society since 1500. We explore how science, medicine, and sports have "made" our bodies. We will ask, whether the body could be a machine and whether there is one sex or two sexes. We will investigate how the bodies moved, how they were exercised, and how the sports developed. We will then explore the ways the bodies were dressed. Finally, we will take a look at how the body became political, how it was defined in terms of race and otherness. We engage these themes through readings, discussions, analysis of images and movies, and writing. An integral part of this class is to see the history of the body as a contested field of changing historical interpretations. (U1)

**HIST 222. History of 18th-century Moravians**. Bethlehem is a fine example of an 18th-century Moravian community. It was part of a world-wide network of Moravian communities and mission stations. In this course, we will explore the Moravian world. How were their congregations organized? What did Moravians believe and how does this relate to other religious groups? How did they perceive their own history and how did Moravians record history? 18th-century Moravians were highly controversial and we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race, and sexuality.

**HIST 227. Modern South Africa**. (Also POSC 227). This course will introduce and analyze the modern history and politics of the Republic of South Africa and its neighbors. The course will emphasize the development of political, economic, and social structures; current actors; and prospects for change. Specific topics will include British, Afrikaner, and Portuguese colonial policies; the development of African nationalism and the transition to majority rule; and the policies and prospects of modern Angola, Botswana, Mozambique, Namibia, South Africa, and Zimbabwe. (M5)

**HIST 237. Popular Culture in Medieval and Early Modern Europe**. Customs, beliefs, and activities of ordinary people during the Middle Ages and early modern period. Topics include witchcraft, riots and rebellions, carnivals, and heresies. Attention to historians' methods

of approaching the lives of ordinary, non-elite people of the past and the ways in which they explore the lives of subalterns using sometimes hostile sources.

**HIST 238. Women in Europe 500–1700**. (Also WGSS 238) Experiences of women and attitudes toward women in medieval and early modern Europe, especially on ways in which women's lives were shaped by social status, marital status, and religion. Students will develop their ability to identify arguments within historical writing, assess ways in which historians use evidence, and understand some of the major debates among historians about women and their status.

**HIST 241. Early America**. Background and settlement of North American colonies, development of British colonial policy, colonial civilization, and the revolutionary movement to separate colonies from the empire and create a new nation. Fall.

**HIST 243. The United States from The Market Revolution to the Civil War**. Internal development of the U.S. from the War of 1812 through the Civil War and Reconstruction, including the westward movement, reform impulses, social and economic effects of early industrialization.

**HIST 244. Race & Citizenship in Modern US History.** Students in this course examine connections between race, ethnicity, inequality, and citizenship status in late nineteenth-, twentieth- and early twenty-first-century U. S. history. We consider the roles race and ethnicity have played in determining who can and cannot become a U.S. citizen. We also study the ways in which the entitlements of citizenship have or have not been distributed equally to all in the nation. We investigate as well the various forms political activism by communities of color has taken regarding citizenship rights and the range of demands activists have made in efforts to secure full citizenship. In addition, we explore the ways that public policies and laws have contributed to intensifying and alleviating racial disparities. Ultimately, we look to history in an effort to make sense the racial landscape that exists today. (U2)

**HIST 245. The United States 1945 to the Present.** Topics include the Vietnam War, the civil rights revolution, the counterculture of the '60s, conflicts in Israel and the Gulf War, the Nixon administration and its moral and constitutional crisis (Watergate) in the '70s, the "Reagan Revolution" of the '80s, and the Clinton administration and its moral and constitutional crisis in the '90s.

**HIST 250. The History of Canada to 1885**. An introduction to major themes in the history of Canada from pre-contact times until the Northwest Rebellion of 1885. Special attention will be given to major historical debates and the changing nature of historical interpretation around such topics as relations between Europeans and First Nations, the fur trade, women and society in New France, Loyalists, the rebellions in Upper and Lower Canada, responsible government, Confederation, and the Riel Rebellions.

**HIST 255. The United States and Latin America: History of Their Relations**. Explores the historical creation and transformations of a variety of relations connecting the nations of Latin America with the United States. Students will discuss issues of national sovereignty, economic development, political revolution, defense strategy, human rights, and immigration as they pertain to these relations. Attention to Mexico, the Caribbean, and Central America in their interaction with the United States. (M5)

**HIST 260. Environmental History**. Explores the changing relationship between human agency and the environment over the course of world history. Themes include the agricultural and industrial revolutions, the integration of world ecozones, historical epidemiology, and the impact of technological change on the environment.

**HIST 265. Introduction to Experimental Archaeology**. Introduction to Experimental Archaeology focuses on learning about the past by recreating and reverse-engineering artifacts, structures, and techniques. For example, we will create some stone tools through flint knapping, create some premodern pottery using bonfires and/or kilns, and collaborate on construction of a structure or other large project. The course has a lab component, for which a lab fee will be charged. The course may require a weekend camping trip and a trip to a museum. Class meetings will be held on Moravian's campus and at the Deputy Center in Bangor. (U1)

**HIST 266. Introduction to Public History.** This course introduces students to the theories and methods of public history, an interdisciplinary subfield that produces scholarship for non-academic audiences. We will examine the development of public history as a discipline and survey its major forms: museums and historic sites, digital exhibitions, walking tours, oral history initiatives, archives, material culture studies, architectural and landscape preservation, podcasts,

documentary films, and more. The course emphasizes experiential learning through group projects completed in collaboration with on- and off-campus partners.

**HIST 267. Video Storytelling.** (also COMM 267) This course explores the theories and methods of public history through the medium of video storytelling. We will examine how scholars and filmmakers have engaged in historical analysis and explored humanities topics through feature-length and short documentaries; study the major documentary modes and assess their potential applications for a range of public history and public humanities projects; and survey how museums, historic sites, and humanities organizations use video on their websites, social media accounts, interactive smartphone apps, and in-person tours. Finally, students will gain hands-on experience by completing semester-long group projects in collaboration with an on- or off-campus partner organization culminating in the production of a publicly shared short video. The instructor will provide in-class instruction in pre-production planning, interview techniques, shooting video on smartphones, and post-production editing.

**HIST 270. Historical Methods and Interpretations**. The first half of the course introduces the main philosophies and schools of historical analysis: Marxist history, psychohistory, Annaliste, women's, social, and cultural history. Topics include contributions of major historians and current historical debates and controversies. In the second half, students receive a systematic introduction to historical research, including major research tools in the field, research methods and strategies, models of historical research, preparation and evaluation of formal presentations on historical topics. Required for history and historical studies majors. Prerequisite: Any history course.

**HIST 288. Internship in History**. This course will accompany students as they complete internships, providing them with a structure and format for reflecting on their experiences. Students will meet as a group once per week and complete at least 8 hours per week of fieldwork. Fieldtrips will examine the ways in which public history is constructed and presented. Students will also explore their own career plans. Prerequisites: junior or senior class-standing, and at least one 100-level history course.

**HIST 365. History Podcast.** This course will explore the theories and methods of public history through the practice of oral history and the medium of podcasting. Students will examine the development of oral history as a field of practice; investigate its key theories, methodological principles, and ethical precepts; and critically analyze the use of interviews as primary sources in scholarly writing from a range of disciplines. The course will also trace the development of podcasting as a communications medium, critically analyze major podcast genres, and introduce students to the best practices of audio production. Finally, students will gain hands-on experience by completing semester-long group projects in collaboration with an on- or off-campus partner organization culminating in the production of an archived oral history interview and a publicly shared short podcast. The instructor will provide in-class instruction in project planning, oral history interview techniques, and audio recording and editing. Prerequisites: Having passed HIST 270 with C or more.

**HIST 371. Senior Seminar**. Students will prepare a research paper suitable for delivery at an undergraduate conference. Topics, which must be approved by the instructor, may be from any area of study covered in the department courses. One member of the department will direct the seminar and hold its weekly meetings, but all history faculty will serve as advisors as the students prepare their projects. Prerequisites: Senior standing and completion of at least one history seminar and HIST 270, or permission of instructor. Fall. One 2-hour period.

**HIST 374. Seminar: History of the Emotions**. What are emotions? How have they been used and manipulated throughout history? Was a middle-class man (or woman) entitled to have emotions? What is love, and what have been its institutions over time? The seminar will examine the emotional background of French and German dueling in the 19th century, as well as the emotions and reactions of those whose duty was to destroy all enemies of the nation. This research seminar explores one of the most profound features of human identity over the last 500 years, and one that has received little attention from history.

**HIST 375. First People of North America**. Provides an introduction to the interdisciplinary methodology of ethnohistory with which students will explore the history of First People within the U.S. and Canada. Because of the diversity and complexity of First People's cultures, this course will explore select themes, including but not limited to oral history, cosmology and religion, colonization, disease, trade, and cultural change and continuity. Using primary sources, students will write an ethnohistorical research paper on a topic of their choice.

**HIST 376. Medieval Peasants**.(also MDVL 376). Provides an introduction to the primary sources, methodology, and historiographical debates surrounding the late-medieval English peasantry. Topics covered

include the effects of the Black Death, the extent of community and cohesion within peasant villages, changes in inheritance practices, and mechanisms of charity. Students will write article-length papers based on both primary and secondary sources. Prerequisite: Completion of HIST 270 with a grade of C or better.

**HIST 377. WI: Modern Mexico**.This course explored the creation of modern Mexico from a social and cultural perspective. It begins with an analysis of the independence war followed by a study of the difficulties faced by the new nation such as the Mexican-American War. Then we examine the conditions generated by the dictatorship of General Porfirio Diaz, who ruled the country for more than three decades, resulting in a civil war: the Mexican revolution. We will look at the institutionalization of the social revolution, the rise of nationalism and the social movements that have created present-day Mexico. The course concentrates on three main themes: race, gender and public health. Our journey is based on the analysis of a vast array of primary sources and secondary sources which not only include official documents, newspapers or images; but also literature, art, cinema and other cultural manifestations. Prerequisite: any 200-level HIST course. (WI)

**HIST 385. History Fellowship**. Highly motivated history and history/education students may be chosen as History Fellows: teaching assistants for the lower-level survey courses. They will assist the professor in preparing the class; serve as tutors; and lead group discussions and moderate Blackboard discussions. The fellows will enjoy one-to-one interaction with faculty, gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material. The fellowship ends with a substantial research paper or journal. Prerequisites: Second-semester sophomore standing (or higher) and GPA of 3.50 or above in the major; a grade of at least A– in the survey course to which the fellow is assigned; competitive application process, including interview with department chair.

**HIST 190–199, 290–299, 390–399. Special Topics.**
**HIST 286, 381–383. Independent Study.**
**HIST 384. Independent Research.**
**HIST 288, 386–388. Internship.**
**HIST 400–401. Honors.**

# Pathways

**Program Director**: Professor Traupman-Carr

## Pathways Degree Completion Program, Major in Integrative Studies

Pathways helps the post-traditional learner to realize their potential for human growth through an intentional and interactive course of study rooted in the concept of the "arts that liberate," melding work-life experiences with a transdisciplinary approach rooted in the principles of liberal education. It explores human beings' relation to the world and affords a context in which students may discover how to make meaningful contributions in public life and in a chosen career. Offering the foundation for a life marked by ongoing insight into the human condition, the program promotes professional development and personal fulfillment.

Through participation in PATHWAYS, post-traditional students can merge framework thinking learned through their coursework with life and work experiences that they bring to the classroom. The culmination of the program comes in IDIS 370, Integrative Seminar (WI), that explores questions of the benefits and challenges of living in a globalized world. The seminar encourages open dialogue and close collaboration, engaging with multiple perspectives.

Many students will find that they can transfer previous coursework into the PATHWAYS program. Many of these will fulfill the college's general education (LINC) requirements, but some may count towards the Bachelor of Arts in Integrative Studies

Courses fall into four broad categories, designed to build the competencies necessary to succeed in PATHWAYS and, ultimately, to flourish in personal and professional life.

1. Courses that introduce and model how different academic disciplines offer distinctive approaches for gaining insight into the world and which examine the role that culture plays in informing one's understanding of self, society, and the world. Some of these courses fulfill the institution's general education requirements, while others may count towards the Bachelor of Arts in Integrative studies.

2. Courses that undertake an interdisciplinary or cross-cultural study for deepening students' capacities for responsive and responsible dialogue in a pluralistic society. (This category consists of selected courses that draw upon a variety of different disciplines and

perspectives.) PATHWAYS culminates in the senior year with IDIS370, Integrative Seminar (WI), a capstone Seminar in which students engage in critical reflection and informed dialogue on the question of what it means to flourish as a human being in the contemporary world.

3. Courses in a concentration, an area of intellectual, personal, or career interest to students. Concentrations include as few as 4 courses, but may be larger. Not included in the concentration, but an important part of making connections between the academic and work worlds, is the internship seminar, in which students who are already employed or have been employed reflect on the way that education informs the workplace and is enhanced by collegiate learning. Many, but not all, of the concentrations are available online. (Art and Design are not available online.)

4. General education courses, completed by all students earning a bachelor's degree at Moravian College. Many of the courses in this category will also be used to fulfill courses in one of the categories listed above.

## Post-Secondary Certificates

In addition, the PATHWAYS advisors will award a post-secondary certificate when a student completes 4 to 5 course units (16 to 20 credits) in one of the areas of concentration. The specific number is determined by the advisors and sponsoring department and is shown in the catalog below. (For some concentrations, this is the entire concentration.) A post-secondary certificate requires completion of at least 16 credits in one area (for Moravian University, this would be 4 course units)

## General Education requirements:

Students in the Pathways degree completion program must complete the general education curriculum. Many students will find that they can transfer previous coursework in to complete parts of this curriculum. The courses which will be offered at Moravian University, primarily online or in hybrid format, to fulfill the general education (LINC) requirements are listed below.

| | |
|---|---|
| F1 | WRIT 100 |
| F2 | MATH 107 |
| F3 | SPAN 100 & 105 |
| F4 | Summer option |
| M1 | HIST 113 |
| M2 | ENGL 104 |
| M3 | PHIL 120 |
| M4 | ECON 152 |
| M5 | Not Needed |
| M6 | MUS 117 or ENGL 212 |
| U1 | Not Needed |
| U2 | IDIS 373 |

## The Major in Integrative Studies

The curriculum includes a set of common courses for all students enrolled, as well as courses in a concentration of the student's choosing; with permission of one of the program directors, students may self-design a concentration of no fewer than 4 courses:

**Core courses:**

1. PHIL 110, Introduction to Logic (M3)
2. IDIS 373 Contemporary Work-Life Balance Seminar (300-level) (U2)
3. IDIS 370 INTEGRATIVE STUDIES SEMINAR (WI and capstone)
4. SOC 115, Introductory Sociology, or ECON 152, Principles of Economics (M4)
5. PHIL 120, Introduction to Philosophy
6. History (any 100-level history course) or ENGL 104 or ENGL 105
7. MATH 107, Elementary Statistics (F2)
8. Internship seminar (INTR 386)
9. Courses 9-12/13: students choose a set of courses in a single concentration. If any of the above courses (1-8) are in the same field as their concentration, they are may not double dip; four independent courses must be chosen to complete the Multidisciplinary Studies program. Students who use one of these courses for their concentration choose another of the following courses to fulfill the rest of the major.

**Concentrations:**
***English***

- ENGL 225
- ENGL 211, 212, 216, 217, or 218 or other writing course
- One of the following literature courses: ENGL 233, 234, 240, 244, 262, 330, 340, 341, 342, 343, 350, 351, 352, 353, 354, 360, or 361
- One other English course approved by the English department

***History***

3 courses at the 100-level, covering three geographic regions:

- HIST 113 or 114
- HIST 112, 116, or 117
- HIST 110, 111, 118, or 119
- HIST 270
- One HIST 200 level or higher

***Business*** (not ACBSP accredited)

- ACCT 157
- ECON 152
- MGMT 223
- ECON 231 or MGMT 216 or MGMT 253

***Design***

- ART 142
- ART 131
- ART 230
- ART 231

***Philosophy***

- PHIL 120
- PHIL 110
- PHIL 222 or 224
- Two other PHIL courses 200 level or higher

***Self-Designed concentration***

With the approval of a program advisor, a student may self-design a concentration of 4-5 courses around a singular theme. The courses in the concentration must be independent of the courses in the eight-course core, but they may double dip these courses with general education requirements.

## Post-Secondary Certificates:

Moravian University offers a limited number of post-secondary certificate programs. Each of these programs can be completed in one calendar year, though many students may choose to stretch them out over two years. The minimum number of credits required for one of these certificates is 16 credits (4 units); the maximum number of credits required is 24 credits (6 units).

In accordance with existing transfer policies, students may transfer up to 50% of the credits into the certificate programs. Transfer courses must be submitted on an official transcript from a regionally or nationally accredited institution of higher education, with letter graded courses demonstrating grades of no less than a C (not C-) in the courses intended for transfer.

Each of the post-secondary certificates can be expanded into a full major in the certificate area (e.g., an art certificate can be used as a springboard for the art major) or as a concentration within the Integrative Studies major.

Students may fold their certificate into the Integrative Studies major, if they wish.

**Certificate in Design**

The certificate in design introduces students to foundational and intermediate design skills and competencies, in an intensely hands-on educational setting. The certificate in design is not available online. Studying design allows students to develop strong creative skills, drawing on foundational areas of drawing, form, and color. Students can use their design knowledge and experience in most workplaces in contemporary society.

The certificate includes four courses:

- ART 142, Visual Foundations
- ART 131, Introduction to Graphic Design
- ART 230, Typography and Information Design
- ART 231, Publication Design

**Certificate in Philosophy**

The certificate in philosophy introduces students to ways of knowing and thinking, important and essential elements of a liberal arts education and to understanding human existence. The study of philosophy emphasizes an analytic approach to philosophical questions, guiding students to understand and evaluate arguments and to think and write precisely and clearly, to form cogent arguments and employ logical thinking. The skills learned through the study of philosophy are applicable to a wide range of disciplines and careers.

The certificate in philosophy includes 4 courses, which are as follow:

- PHIL 120, Introduction to Philosophy
- PHIL 110, Introduction to Logic
- PHIL 222, Ethics
- One other philosophy course above the 100 level

# Interdisciplinary Programs

## First-Year Writing

**Director of Writing**: Dr. Crystal Fodrey
**Associate Director of Writing**: Chris Hassay

## Mission

Through a writing-enriched curriculum that emphasizes the transfer and iterative building of writing abilities across a student's liberal arts education, the Writing at Moravian program seeks to foster rhetorically informed and reflective writing experiences within all academic units at Moravian University.

## Moravian's First-Year Writing Courses: An Introduction

First-Year Writing at Moravian University is your introduction to college-level writing, reading, and critical thinking as well as the campus services that can and will aid you in your success. Depending on your placement, First-Year Writing is LinC 101: Writing Seminar OR the two semester course sequence of Writing 101: College Reading and Writing and LinC 102: Writing Seminar OR the two semester course sequence of Writing 105: College Reading and Writing for Multilingual Learners I and Writing 106: College Reading and Writing for Multilingual Learners II. While these different courses are detailed below, all FYW sections share these important characteristics:

- The engaging, focused topic and types of writing assigned in each writing seminar are determined by the individual faculty member, growing out of his/her specialty and interests. The threads of academic literacy that connect all FYW courses—designed to foster the transfer writing skills from FYW to other LinC and upper-division writing courses—are the critical reading and writing-related outcomes and an emphasis on the development of writing abilities through the integration of key concepts such as discourse community, research, rhetorical situation, audience, purpose, genre, writing process, and reflection.
- All first-year students who begin in the Fall semester participate in a common first-year reading and related discussion and activities.
- FYW is based on the concept of the seminar—teaching a small group of students (17–19).
- The format of FYW features ongoing, frequent meetings that encourage participation and interaction between students and faculty, between students, and between students and representatives of campus organizations and offices.
- Selected upper-level students called Writing Fellows are trained as writing tutors to work alongside faculty with first-year students.

## First-Year Writing Courses:

**LinC 101: Writing Seminar**

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

**WRIT 101: College Reading and Writing**

College Reading and Writing is designed to help students transition to college expectations and introduces students to academic literacy practices of critical reading and writing essential to academic success at the college level. Students work collaboratively with classmates, the professor, and the Writing Fellow to improve writing, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian. (This course, a precursor to our interdisciplinary Writing Seminars, is required for some incoming students based on academic history and is recommended to others based on responses given on the new student survey and availability.)

**WRIT 105: College Reading and Writing for Multilingual Learners I**

College Reading and Writing for Multilingual Learners

I is designed to help students transition to US college expectations and introduces students to academic literacy practices of critical reading and writing essential to academic success at the college level. Students work collaboratively with classmates, the professor, and the Writing Fellow to develop English literacies, build community, and explore available campus resources to achieve academic and personal success during their time at Moravian.

**WRIT 106: College Reading and Writing for Multilingual Learners II**

College Reading and Writing for Multilingual Learners II builds on the English and academic literacy practices from College Reading and Writing for Multilingual Learners I. The course is designed to help students develop academic reading and writing skills and strategies, generate research questions, find and evaluate sources, and make informed decisions about how best to achieve their purposes in various writing situations. Prerequisite: WRIT 105. (Meets LinC F1 Requirement.)

**WRIT 190–199, 290–299, 390–399. Special Topics.**
**WRIT 286, 381–383. Independent Study.**
**WRIT 384. Independent Research.**
**WRIT 288, 386–388. Internship.**
**WRIT 400–401. Honors.**

## Interdisciplinary Courses

**IDIS 110. World Geography and Global Issues**. Relationships between place and culture, politics, economics, and society. How various regions respond to problems such as poverty, war, and health care, and how their responses affect the global community. Topics change at the discretion of the instructor. Two 70-minute periods. (M5)

**IDIS 120. Filming Family Histories.** This course examines the connection between personal experiences and collective histories and trains students to develop historical arguments on video. Using primary sources and audio recordings from oral history interviews conducted by students, we will produce short videos framing family stories in larger historical contexts. By creating narratives that move between local and national/global scales, and individual and collective scales, students will learn how their family history has been shaped by the wider customs and beliefs of their national, ethnic, or religious culture. Through an examination of family histories, students will also investigate the ways in which cultural contexts have shaped their own values and perspectives. Finally, through peer review of video drafts and oral presentations in which two students compare family histories, the class will analyze how social and historical forces create points of commonality and difference between their lives.

**IDIS 140. Unlocking Creativity.** This course introduces students to a variety of approaches to unlock creativity. Hands-on exercises and experiences provide usable approaches to help students increase spontaneity, follow their intuition and get out of the way of their own ideas. They will learn to recognize obstacles to creativity, and begin to break down habits and patterns that block the flow of creative thinking. These techniques, though applicable to artistic practice, are useful outside of the arts. Creative problem solving, brainstorming, and seeing/thinking in new ways are essential skills for navigating an ever-changing world, and are prized in the workforce. Activities in the course include Visual Art, Movement/Dance, Sound/Music, and Writing. (M6)

**IDIS 161. All About Prague**. This course is an introduction to Czech history and architecture in the context of Central European history, with a minor emphasis on music. This introduction includes the historical origins of the Moravian Church and a subsequent visit to Bethlehem Chapel, effectively its birthplace. We survey Czech history and European architecture before departing on a week-long trip to Prague, where all architectural styles of the last one thousand years are on display.

**IDIS 164. History, Architecture, and Politics of Venice, Salzburg, Munich, Paris, and Berlin**. This course is devised around a 20-day trip which will take students to five cities: Venice, Salzburg, Munich, Paris and Berlin. The main purpose of this course is to introduce the students to the major architectural styles, as they are expressed through the landmarks of each one of the five cities, and relate them to the history and political regimes of the time those landmarks were created. The ultimate objective here is two-fold. By the end of the trip students should be able to identify most of the major architectural styles that have dominated the history of the western world and recognize the major features of each of those styles. They should also understand the extent to which architecture, on top of being a form of art in its own right, is also a powerful tool in the hands of political leaders to showcase the power, the wealth and sometimes, but not

always, the genius of the regimes they lead. The course will consist of visits to sites preceded and followed by readings on the part of students and lectures by the instructor. (M6)

**IDIS 165. Life Walk of Justice: Introduction to Peace and Justice Studies**. (Also Religion 165) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. Prerequisites: First-Year students and sophomores only; juniors and seniors with permission of the instructor. (M3)

**IDIS 166. Conflict Transformation**. (Also PJUS 166). Conflict Transformation provides students with a lens for understanding social conflict as a normal and continuous dynamic within human experience. Using cases in conflict across a range of global and local contexts, this class will examine the lifecycle of social and political conflicts as they emerge, escalate, de-escalate, and what can be done to contribute to more constructive transformations and a more sustainable peace. Students will also develop a set of basic conflict resolution tools applicable to careers in business, law, political science, education, healthcare, and more. (M5)

**IDIS 185. (185.2). Interdisciplinary Project**
The Interdisciplinary Project is an experiential and interdisciplinary project available to students who have completed at least one term of study at Moravian University. The project must be interdisciplinary in scope. Projects may be undertaken by a group of students working with a faculty member, or by a single student working one-on-one. Projects are normally conducted on campus, but could include some immersion in the local community, with faculty supervision. Unlike an internship, there usually is no site supervision from the community. Work done for the project must be independent from that prepared for other classes, or from service hours required for other classes or extracurricular organizations.

A full-unit interdisciplinary project requires a minimum of 8 hours of "hands-on" work per week for a fall or spring term (a minimum of 4 hours of "hands-on" work per week is required for a half-unit interdisciplinary project). Examples of "hands-on" work might be building sets in the theatre; preparing other students for musical performance working with other students or a faculty member on some element of research; or doing work outside the institution in a professional setting, similar to some of the work one might find in an internship placement. The faculty supervisor will assign additional work, such as readings and written work, to foster critical thinking and reflection in the applied disciplines, to ensure that the project meets the 174-hour minimum requirement.

At the end of the semester students provide evidence if reaching this goal in a formal presentation, performance or comparable public display. The overall experience enhances students' preparedness for future employment or post-graduate studies. Students who are undecided may use the project to help discern possible career/major paths. Applications for the Interdisciplinary Project are submitted to the Learning in Common Committee for review by the end of term prior to the term of the project (for example, by the end of fall for a spring project).

**IDIS 200. Student Advising.** Student mentors and Writing Fellows who support the Advance into Moravian program (AIM). Course repeatable.

**IDIS 201. Writing Fellow**. This course supports course-embedded peer-educators throughout their first-semester placement; providing space for periodic consultation and conferencing.

**IDIS 210. Modern Urbanization: Destruction and Restoration of Cities around the World**. Modern urbanization has threatened the nature of our cities for years. Unless efforts are made to protect them, cities around the world will lose their historical, cultural, and social specificities, and probably look alike by mid-century. By focusing primarily on seven of the world's greatest cities (Bangkok, Beijing, Berlin, Cairo, Kyoto, Paris, and Venice), we examine how they address (or fail to address) those challenging issues. (M5)

**IDIS 213. The Impact of Technology on Diet and Disease**. Historically, technology has had an enormous impact on diet and disease. Beginning with the domestication of crops and animals, the course will trace changes in the diet and human social systems resulting from advances in agriculture and food distribution. Topics include the 18th-century agricultural and industrial revolutions and the "green revolution" of the 1950s; hormones, antibiotics, genetically engineered crops; pandemics such as the Black Death of the 14th century, Spanish influenza in 1918, and AIDS and other emerging diseases. Prerequisite: junior or senior standing. (U1)
**IDIS 214. Immigration, Exile and Internal**

**Displacement in Latin American and Latino Literature**. (Also Foreign Language 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.

**IDIS 216. Intersection of Culture and Healthcare.** (Also Nursing 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)

**IDIS 217. From Ape to Madonna: The Evolution of Humankind**. (Also ANTH 217, BIOL 217) Addresses the historical and comparative evolution of our species. Using the approaches of evolutionary biology, physical anthropology, and archaeology, this course traces human physical evolution and cultural development from its earliest beginning, more than five million years ago, to about 15,000 years ago, just before the beginnings of plant and animal domestication and the rise of complex societies. Special attention paid to the impact that evolutionary ideas have had on social, political, and educational issues in American life. Prerequisite: junior or senior standing. (U1)

**IDIS 218. Wicked Plants**. This course explores the origin and diversification of land plants, especially flowering plants with ethnobotanical uses. This course covers plant identification and nomenclature, botanical accuracy of medicinal plants, edible plants, and toxic plants. This course also introduces students to plants that changed the course of history through their capacity to be edible, deadly, addictive, healing, and economically profitable. The cultivation and global spread of plants became the impetus for many inventions that are discussed in this course. Students read primary literature, communicate scientific findings, synthesize information from multiple sources verbally and in written format. This is an interdisciplinary course that combines plant taxonomy with the historical use of plants. Prerequisite: junior or senior standing. (U1)

**IDIS 220. The Holocaust**. (Also History 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)

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

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

**IDIS 244. Climate Negotiations on the International Stage**. This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such

as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

**IDIS 250. Moral Marketing**. (Also Management 250) How the ideas of tzedek ("justice") and charity ("love") apply to marketing to the world's poorest people (those living on less than $2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American secular traditions. Each of these three perspectives has unique traditions regarding the role of the individual and the community, and the obligation towards helping those less fortunate. Discussion of differences between morality and ethics based on these three perspectives, as well as approaches to social justice as an obligation, an act of love, or a practical solution. Needs of the poor in emerging nations and how products could be created and distributed in these emerging nations in accordance with these different ethical and moral perspectives. (U2) Prerequisite: junior or senior standing.

**IDIS 251. Human Sexuality**. (Also SOC 251) The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. Prerequisite: Junior or senior class standing. (U2)

**IDIS 255. Lehigh Valley Landscape, Culture, and Story of Place.** (Also ENVR 255) This course offers tools for interpreting the landscape and narrating historical change since pre-colonial times. Beginning with an orientation to the geography of the Lehigh Valley, particularly those features that have the greatest influence on human lives, the course examines the physical, cultural, and economic changes of the Lehigh Valley through the lens of its landscape features and natural resources with an eye toward the future. Students learn to think spatially and geographically about cultural change and the local environment, including work on a multimedia project that includes ways to visualize and document the unique story of the region and to consider the future.

**IDIS 256. Social Controversies**. (Also SOC 256) Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: Sociology 115; junior or senior standing. (U2)

**IDIS 259. Sport and Its Cultural Legacy**.A critical examination of the changing relationship between sport and culture, particularly as it pertains to Western sport. The course will include an historical overview of sport as cultural marker and its resultant industries before moving toward a range of specific socio-political dimensions, including issues of inequality, labor, marketing, and socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.

**IDIS 262. Literature and the Way We Live**. (Also ENGL 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)

I**DIS 263. Civil Rights and the Moral Life**. (Also REL 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2)

**IDIS 268. Costa Rica as a Model of Sustainability and Tropical Ecology**. In 1948, the small Central American country of Costa Rica abolished its military and has long avoided the conflict and civil war that has plagued its neighbors. This has enabled the country to invest in conservation, national parks, health care, education, renewable clean energy, ecological research, and other practices leading to it becoming a model for sustainable development. The country routinely scores highly in the global Happiness Rankings – an indicator

of the well-being of citizens. In this course, students not only explore the biodiversity and tropical ecology of the beautiful and varied landscapes, but also research examples of sustainable practices including agriculture, indigenous traditions, conservation, reduction of a nation's carbon footprint, and ecotourism. A trip to Costa Rica over spring break is a required component of the course that allows students to explore first-hand some examples of remarkable ecological theory and evolutionary adaptations and how sustainable theory is put into practice through a combination of traditional knowledge and national policy.

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

**IDIS 320.2. Writing in Science Education.** Topical writing for various audiences in science education, including students, parents, colleagues, administrators, editors of professional journals, and review committees of funding agencies. Topics involve contemporary issues in science and/or science education. For general science teacher education students in the elementary and secondary programs only. Writing-intensive. Prerequisite: junior or senior standing.

**IDIS 350. Media Technology and Society**. (Also Sociology 350) Technological development and implications of mass-media forms. Students will analyze mass media as a social force that shapes personal and collective ideas and behaviors in the modern world. Prerequisite: junior or senior standing. (U1)

**IDIS 358. Segregation in America: The Legacy of Jim Crow**. (Also Sociology 358) A more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the civil rights struggles of the 1960s and 1970s. Looks past many of the more commonly understood (and misinterpreted) elements of the so-called Jim Crow edifice by looking at all regions of the country during this period in a more comparative frame. Examines the social, historical, economic, and political forces that fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today. Prerequisite: junior or senior standing. (U2)

**IDIS 370. Integrative Writing Semina**r. This writing intensive course is designed to aid students in utilizing research as a contextual and integrative process. It will address issues such as the relationship between the academic and the informative; what it means to be a scholar and a college graduate who is aware of the globalized world. As students get in contact with their academic passions and programmatic course work, this seminar will encourage discourse around the intersectionality of scholastic research and the integration of personal reflection and personal growth in and out of an academic context. Students will realize the role of the scholarship in their lives, how to approach research from the root of the their own inquiry versus a single discipline; and how to properly develop their own academic voice through writing and revision. The knowledge base will be drawn from the philosophies of social science, integrative, and creative inquiry with the goal of enhancing the complexity of liberal studies within research. Finally through extensive writing the seminar will encourage open dialogue and close collaboration engaging with multiple perspectives and disciplines. (WI)

**IDIS 372. Developmental Implications of Medical Technologies**. (Also Psychology 372) Explores implications of recent medical advances. Topics to be explored include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)

**IDIS 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.

**IDIS 190–199, 290–299, 390–399. Special Topics.**
**IDIS 286, 381–383. Independent Study.**
**IDIS 384. Independent Research.**

**IDIS 288, 386–388. Internship.**
**IDIS 400–401. Honors.**

## Internship

**INTR 275.2. Personal and Professional Development Seminar**. A course that considers the skills a student needs to prepare for the world of work. Topics include exploring areas of industry, resume/cover letter preparation, job/internship search preparation, interview skills, salary negotiation, and social media and professional etiquette in the workplace. Prerequisite: second semester sophomore standing or higher.

**INTR 386–388. Internship.**

## Student Success

**COLL 100. Student Success Seminar**. This course helps students explore how to more successfully engage in the academic life and work of the University. Students will reflect on their development as learners and the skills and habits needed to be successful through a multitude of activities, including academic readings, research and writing, and class discussion. Students will develop skill in and appreciation for reflective learning, effective prioritization, active inquiry, professional communication, and the overall demands of academic work.

**COLL 101.2. University Foundations.**
A continuation of the new student orientation process, University Foundations provides an immediate support system that facilitates a smooth transition and adjustment to university life. Students engage with specific academic and campus support information and activities to help them navigate their university transition and plan for their growth and development at Moravian University.

## Interdisciplinary Majors for Middle Level Teacher Certification

### General Science

Students seeking Pennsylvania certification in middle-level education with an interdisciplinary program in general science complete nine science courses including:

- Biology 111, 212, or 219
- Environmental Science 112
- Chemistry 108 or 113
- Physics 109 or 111
- Two courses from Environmental 111 (Geology), Physics 106 (Meteorology), Physics 108 (Astronomy)
- Three science electives.

In addition, students complete the Learning in Common (LinC) curriculum, Mathematics 107, For LinC requirements students must select Mathematics 125 to fulfill the requirement in the Quantitative Reasoning (F2) category and 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.

### General Science and English

Students seeking certification in middle-level General Science/English education (grades 4 through 8) must complete a pre-approved interdepartmental major in general science/English. The interdisciplinary major in elementary general science and English for middle-level teacher certification consists of twelve courses, including:

- Biology 111, 212, or 219
- Environmental Science 112
- Chemistry 108 or 113
- Physics 109 or 111
- Two courses chosen from Environmental 111 (Geology), Physics 106 (Meteorology), Physics 108 (Astronomy)
- 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.

Students must also complete the University'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). 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.

### General Science and Mathematics

Students seeking certification in middle-level General Science/Math education (grades 4 through 8) must complete a pre-approved interdepartmental major in general science/Math. 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 111, 212, or 219
- Environmental Science 112
- Chemistry 108 or 113
- Physics 109 or 111
- Two courses chosen from Environmental 111 (Geology), Physics 106 (Meteorology), Physics 108 (Astronomy)

Students must also complete the University's program of general education, Learning in Common. 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.

### 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 Science115 or 125 or a political science course in an international topic, chosen in consultation with an advisor; and Interdisciplinary Studies 110.

### 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.

## Interdisciplinary Majors for Secondary Level Teacher Certification

### General Science

The interdisciplinary major in general science for secondary level teacher certification consists of the following required courses:

- MATH 170 - Calculus I (or MATH 106 & MATH 166)
- BIOL 111 Foundations of Biology or BIOL 212 - General Zoology
- BIOL 219 - Introduction to Botany
- ENVR 112 - Introduction to Environmental Science or BIOL 360 - Ecology
- CHEM 113 - General Chemistry I
- CHEM 114 - General Chemistry II
- PHYS 109 or PHYS 111 - Physics I
- PHYS 110 or PHYS 112 - Physics II
- ENVR 111 - Introductory Geology
- PHYS 106 - Meteorology
- PHYS 108 - Astronomy
- Additional Course Units in Science: (3 courses)
- In this sequence, two courses are to be upper-level

courses numbered 210 or above from one department (biology, chemistry, physics, geology or astronomy. Advanced work in geology or astronomy is available through cross-registration with Lehigh University). When appropriate, students are encouraged to be laboratory assistants in one of the science areas.

## Interdisciplinary Certificates

**Indigenous Studies**
The Indigenous Studies certificate is an interdisciplinary program that examines the culture, history, literature, art, and languages of indigenous people primarily within the continental United States, Canada, Mexico, and the Hawaiian Islands, although some consideration will be given to communities in other parts of the world. The program uses an interdisciplinary methodology with a particular emphasis on indigenous systems of knowledge.

The Indigenous Studies certificate consists of five course units; including INDG 110 and INDG 370 and a minimum of three (3) additional elective courses. The three additional courses must be taken in at least two different departments (English and history or anthropology and English, for example) and at least one must be at the 200- or 300-level to ensure students have a multidisciplinary experience. Students may take one internship and one independent study as part of the certificate.

**INDG 110. Introduction to Indigenous Studies**. This course examines the cultures, politics, religious beliefs, and cultural production of indigenous peoples in historical and contemporary contexts and analyzes how first people have adapted to and resisted settler colonialism. While the issues covered in this course are global in scope and efforts will be made to draw on diverse experiences from around the world, we will focus mainly on the indigenous peoples of the continental United States, Canada, Mexico, and the Hawaiian Islands. (M5)

**INDG 122. Native American Literature.** (Also ENGL114) This course introduces students to Native American Literature by exploring the rich diversity of tribal cosmologies, the vibrant storytelling imparted by the oral tradition, the tragic history of conflicts with European American settlers, and significant themes as well as wide-ranging stylistic approaches and particular literary techniques of contemporary Indigenous writers, with emphasis on analytical, written, and oral communication skills. . Prerequisite: LinC 101 or equivalent. (M2)

**INDG 120. The History of Native North America.** Embracing hundreds of distinct cultures over a period of 15,000 years, the history of Indigenous peoples in North America is vast and complex. This course uses case studies of specific cultures from Mexico, the United States, and Canada to provide a thematic overview of the continent's Indigenous history until the present. The course will take an interdisciplinary approach to issues such as trade, religion, warfare, colonization, disease, dispossession, and revitalization and introduce students to the methods scholars use to study oral cultures. In addition to written sources, we will draw on the insights of anthropology, archaeology, genetics, chemistry, and linguistics to expand our understanding of the history of Native North America. (M5)

**INDG 370. Capstone in Indigenous Studies**. Intensive independent study and research in an area of Indigenous Studies. The capstone project must incorporate the perspectives and methodologies of two or more disciplines and integrate Indigenous intellectual, philosophical, or aesthetic traditions. Content will vary depending on the interests of the student, the instructor, and if applicable, of participating communities or institutions. Prerequisite: INDG 110 and permission of program director.

**INDG 190–199, 290–299, 390–399. Special Topics.**
**INDG 286, 381–383. Independent Study.**
**INDG 384. Independent Research.**
**INDG 288, 386–388. Internship.**
**INDG 400–401. Honors.**

# Interdisciplinary Minors

## Africana Studies

**Director**: Professor LaRue
**Advisory Committee**: Berger, Lasso-von Lang, Moeller, Okpotor, Waller-Peterson
**Affiliated Faculty**: Aguilar, Berger, Hernandez, Hunt, Kearns, Keshodkar, LaRue, Okpotor, Moeller, Waller-Peterson
**Professors**: Keshodkar
**Associate Professors**: Aguilar, Berger, Lasso-von Lang, Moeller, Okpotor, Waller-Peterson
**Adjuncts**: Hernandez, Hunt, Kearns

## Mission Statement

The Africana Studies minor is an interdisciplinary and

consortial program that provides opportunities for students to deepen their knowledge and understanding of the experiences of the peoples of Africa and the African diaspora. Given the contemporary politics of Africa, the starting point is black Africa from ancient times until the present and extends to the global experiences of peoples of African descent. Because the concerns of Africana Studies (e.g., race, gender, sexuality, class, nationality, etc.) intersect with all fields and areas of society, the program complements students' studies regardless of their major or intended career path.

## The Minor in Africana Studies

The Africana studies minor at Moravian consists of five course units: AFST 110 (Introduction to Africana Studies) 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, and/or pursue a two-term Honors Project. 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.

## Courses in Africana Studies

**AFST 110. Introduction to Africana Studies.** 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. (M5)

**AFST 115. History of Africa**. (also HIST 115) 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)

**AFST 121. African American Literature.** (Also ENGL 121, WGSS 121) Introduction to the African American literary tradition, which might include the genres of poetry, non-fiction, fiction, and drama. The course will explore how categories of race, gender, sexuality, class, and ethnicity shape this literature and reflect its peoples' relationship(s) with the American nation. Prerequisite: LinC 101 or equivalent. (M2)

**AFST 130. Hip Hop Music, Spoken Word, & Philosophy**. (also PHIL 130) 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.

**AFST 214. Immigration, Exile, & Internal Displacement in Latin American and Latino Literature**. (also FORL 214 and IDIS 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.

**AFST 221. Civil Liberties and the U.S. Constitution**. (also SOC 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.

**AFST 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)

**AFST 228. African Politics**. (also POSC 228) This course provides an understanding of politics and policy in Africa that is devoid of common stereotypes. Students will gain an appreciation of the continent's successes and lingering challenges. We will draw from a variety of readings, books, articles, reports, documentaries, and news reports. Topics to be discussed include the colonial state; the postcolonial state; elections, democratization, and political change; political economy and development; gender and politics; religion and politics; ethnicity and politics; conflict and violence; African international relations.

**AFST 240. Post-Colonial Literatur**e. (also ENGL 240) Introduction to the literatures and theories produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5)

**AFST 241. Modern African Literature**. (Also ENGL/ WGSS 241). This course offers an introduction to the body of literature that has come to be defined as African literature. With a particular interest in the (re) establishment and/or (re)positioning of images of Africa, we will read and analyze the works of several writers who paved the way for contemporary African writers like Chimamanda Ngozi Adichie, Teju Cole, Taiye Selasi, and A. Igoni Barrett, as well as works by some of these authors. Though it should go without saying, an interrogation and contextualization of issues of gender, sexuality, race/ racism, ethnicity, and nationality will be crucial in fully making sense of the texts and their narratives. (M5)

**AFST 244. Race & Citizenship in Modern US History**. (HIST 244) Students in this course examine connections between race, ethnicity, inequality, and citizenship status in late nineteenth-, twentieth- and early twenty-first-century U. S. history. We consider the roles race and ethnicity have played in determining who can and cannot become a U.S. citizen. We also study the ways in which the entitlements of citizenship have or have not been distributed equally to all in the nation. We investigate as well the various forms political activism by communities of color has taken regarding citizenship rights and the range of demands activists have made in efforts to secure full citizenship. In addition, we explore the ways that public policies and laws have contributed to intensifying and alleviating racial disparities. Ultimately, we look to history in an effort to make sense the racial landscape that exists today. (U2)

**AFST 262. Modern Tanzanian Culture and Society.** (also SOC 262) Globalization and neo-liberal policies have worsened conditions of inequalities and poverty across the global south. This travel course to Tanzania offers students an opportunity to gain first-hand field experience in examining how the structures of the current global capitalist economy impose levels of inequalities and poverty in African societies and evaluate how the people of Tanzania situate themselves and challenge their positions from the periphery. Over a period of 18 days, students will travel to different sites across Tanzania (Zanzibar, Dar es Salaam, Moshi, Kilimanjaro) and learn how the development of the current political ecology in an African society, shaped by the interplay between local social structures in the arena of politics, economics, technology, media and culture mediate access to various resources and new modes of mobility for Tanzanians to contest and negotiation their positions within the prevailing milieu of inequalities and poverty in their society. Upon returning from Africa, students will engage in online coursework evaluating the impact of inequalities and poverty in Tanzania within the broader context of the globalization in the world today. (M5)

**AFST 263. Civil Rights & Moral Life**. (Also REL 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)

**AFST 266. The Blues**. (also IDIS 266 and COMM 266) Considers the social, political, and cultural record of black country music styles, i.e. 'the blues,' that initially takes shape in the years following the end of Reconstruction before it is commercialized and standardized through the efforts of a burgeoning recording industry in the

early 1920s. We will look to analyze and demythologize many of the pre- and ill-conceived assumptions regarding its development, diffusion, and role as a chronicler of post-Reconstruction African American life by initially examining its place in the rural and agrarian American South before it pivots toward its more modern iterations in Chicago and other industrialized and urban northern and western settings resulting from The Great Migration. Open to juniors and seniors only. (U2)

**AFST 267 West African Philosophy: Akan Ethics.** (also REL 267) Through the 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.

**AFST 270. Corrections in America**. (also SOC 270) 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.

**AFST 271. Race, Gender, Identity & Moral Knowledge**. (also PHIL 232) 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)

**AFST 272. Introduction to Queer Theory.** (Also ENGL 272, WGSS 272) This mid-level course introduces students to the development of, and some important arguments within the field of Queer Theory. Building on the lessons from WGSS 101, the course will address topics that include, but are not limited to, the category of the "normal" and its impact on understandings of sexuality, gender, race, ethnicity, class, and nationality. Prerequisite: WGSS 101.

**AFST 281. Topics in Ethics: Diversity & Social Justice**. (PHIL 281) This section of the larger topics course addresses issues of diversity and social justice in the areas of normative ethics, applied ethics, and meta-ethics. (Repeatable) (M3)

**AFST 281. Topics in Ethics: Race & Film**. (PHIL 281) This section of the larger topics course addresses race and film in the areas of normative ethics, applied ethics, and meta-ethics. (Repeatable) (M3)

**AFST 341. American Realism**. (also ENGL 341) 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.

**AFST 343. American Fiction, post-WWII**. (also ENGL 343) Works since 1945, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

**AFST 349. 21st-Century Queer Minority Writing**. (Also ENGL/WGSS 349) This course takes the following question as its starting point: How do non-white members of the LGBTQ+ community experience their sexualities and identities in and apart from mainstream representations? Focusing on narratives from the 21st-century, we will work towards a better understanding of what it means to be queer and a racial minority. In so doing, we will work towards a better understanding of what it means to belong to this (Queer) Nation. Prerequisite: LinC F1 or equivalent and Junior or senior standing. (U2)

**AFST 357. Racial and Ethnic Inequality**.(also SOC 357) Current and historical theories of race and ethnicity paradigms. Concepts of minority-dominant relations, assimilation, pluralism, strains of anti-racism, immigration, segregation.

**AFST 365. 20th-Century Black Women Writers**. (also ENGL 365)

**AFST 286, 381-384. Independent Study**. Individual study of an Africana studies topic in areas where the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of the instructor and program coordinator.

**AFST 288, 386-388. Internship.**
**AFST 190-199, 290-299, 390-399. Special Topics.**

**AFST 400–401. Honors.**

## Informatics

**Advisor**: Coleman

Informatics is the application of computing skills, statistical methods, and domain knowledge to obtain and analyze data in order to make decisions about organizations and society.

The minor in informatics consists of five courses: CSCI 120; CSCI 265; one course in statistical reasoning (MATH 107, HLTP 189, ECON 156, or MATH 231); one course in ethics (NURS 360, IDIS 215, or a PHIL course with "Ethics" in the title); and one course in applications (HLTP 230 , MGMT 311, BIOL 363, ECON 256). Other courses in statistical reasoning, ethics, or applications may be accepted with approval of the program director.

## International Studies

**Advisor**: Akbar Keshodkar

The study-abroad experience may be completed in one of the following ways:The international studies minor is an interdisciplinary program designed to advance appreciation and understanding of the diversity of the world through an emphasis on the humanities and social sciences. The program seeks to generate an appreciation for the interconnected nature of our world, to increase awareness and interest in world cultures and issues, to encourage international study and travel, and to offer students an opportunity to add a global perspective to their major area of study.

To achieve these goals, the minor in international studies consists of five (5) course units or four (4) course units plus a one (1) unit travel course.

The minor requires Political Science 115. (Political science majors pursuing a minor in international studies must substitute Interdisciplinary 110.) Two course units in the humanities and two additional course units in the social sciences must be taken to complete the minor. No more than two courses may be taken in a single department, and students must complete at least two course units at the 200 level or higher. Courses currently approved as part of the international studies minor include but are not limited to:

**Art 113**
Global Perspectives in Art History to the Renaissance

**Biology 209**
Humankind and the Global Ecosystem

**Economics 236***
International Economics

**English 240**
Post-Colonial Literature

**French 220**
Modern France and Its Cultural Heritage

**German 220**
Modern Germany and Its Cultural Heritage

**History 111**
Modern Latin America

**History 112**
How Was Hitler Possible? War, Society, and Culture in Europe Since 1500.

**History 115**
History of Africa.

**History 255**
The United States and Latin America: History of Their Relations

**Interdisciplinary 110**
World Geography and Global Issues

**Interdisciplinary 214**
Immigration, Exile and Internal Displacement in Latin American and Latino Literature

**Management 333**
International Issues in Management

**Music 113**
Introduction to Non-Western Music

**Music 175.2**
Musics of the World

**Political Science 125**
Introduction to Comparative Politics

**Political Science 235**
Contemporary European Politics

**Political Science 245**
Topics in Politics of the Third World

**Political Science 327**
Topics in Comparative Politics

**Political Science 347**
Topics in Comparative Politics

**Political Science 348**
Topics in Chinese Politics

**Religion 122**
Eastern Religious Traditions

**Religion 123**
Religions of India

**Religion 124**
Religious Thought of China and Japan

**Sociology 113**
Cultural Anthropology

**Sociology 268**
Communities and Conflict in India

**Spanish 246**
Culture and Civilization of Spain

**Spanish 248**
Latin American Contemporary Culture

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

## 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 114***
Experience of Literature: Medieval Voices (M2)

**English 350***
Chaucer

**English 355***
Literature and Culture of Medieval Britain

**History 117**
England through the Reign of Elizabeth (M1)

**History 119**
Arab-Islamic Civilizations (M5)

**History 237**
Popular Culture in Medieval and Early Modern Europe

**History 238**
Women in Europe, 500-1700

**History 376**
Medieval Peasants

**Music 281**
Western Music to 1750

**Philosophy 243**
Medieval Philosophy

* Whichever is not selected as the required course above.

**MDVL 114. Medieval Literature.** (Also ENGL 114) As an exploration of selections of medieval literature (c.500CE - c.1500CE) drawn from the variety of voices that gave rise to English literary culture, this course introduces major literary genres (e.g., prose, poetry, and drama) and emphasizes analytical and communication skills, as well as historical, cultural, and literary contexts. Prerequisite: LinC 101 or equivalent. (M2)

**MDVL 190-99, 290-99, 390-99.** Special Topics. Selected interdisciplinary topics in medieval studies. Prerequisites: History 116; English 104 (see note

attached to English 104 above), 350, or 355; and permission of instructor and program coordinator.

**MDVL 254. Jewish Philosophy**. (also REL/PHIL 253) An introduction to philosophy within Judaism, a field that asks the question: is a religion based on faith and tradition also rational and logical? Specific topics addressed will be: Can or should God's existence be proven? Is God's power infinite or limited? What should we make of the biblical descriptions of God being human-like? Does God perform miracles? Does God care about the small details of our lives? How can people become close to God? What is the role of the Jewish people in the world? Why is the Jewish religion distinctive among religions? No background in Judaism is need for this course; sufficient background information will be provided. Prerequisite: None. (M3)

**MDVL 325. Chaucer and Shakespeare.** (Also ENGL 325) This course begins with the reading and study of Chaucer's The Canterbury Tales and selected other works, followed by reading and study of selected major plays and sonnets by Shakespeare. No previous study of Middle or Early Modern English required, but ENGL 221 recommended. Prerequisite: ENGL 225 or permission of instructor.

**MDVL 350. Chaucer.** (Also ENGL 350) 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.

**MDVL 355. Literature and Culture of Medieval Britain.** (Also ENGL 355). 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.

**MDVL 370. Capstone in Medieval Studies**. Intensive independent study and research in an area of medieval scholarship in which the student has demonstrated sufficient interest and ability. Content varies. The capstone project must draw explicitly on methodologies of more than one discipline. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; GPA of 2.70 or above; satisfactory completion of a writing-intensive course; and permission of instructor and program coordinator.

**MDVL 190–199, 290–299, 390–399. Special Topics.**
**MDVL 286, 381–383. Independent Study.**
**MDVL 384. Independent Research.**
**MDVL 288, 386–388. Internship.**
**MDVL 400–401. Honors.**

## Peace and Justice Studies

**Advisors**: Kelly Denton-Borhaug

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, 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/PJUS 165
- Two courses from the first group listed below (Courses in Religion, Peace, and Justice)
- One course from the second group (Structures and Ideas).
- IDIS/PJUS 385

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 advisor for the minor. Ideally, Interdisciplinary 165 is taken before other courses in the minor.

**Required First Course:**

**IDIS/REL/PJUS 165**
Lifewalk of Justice: Introduction to Peace

and Justice Studies

**Courses in Religion, Peace, and Justice (2 courses required)**

Students will choose two (2) from among the following courses in the department of Global Religions 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:

**Religion/WGSS/PJUS 136**
Women, Religion and Film

**Philosophy/Religion 250**
Environmental Ethics

**Religion/PJUS 210**
Christian Ethics, War and Just Peacemaking

**Religion 221**
Buddhism and Mindfulness

**Religion/Philosophy/PJUS 230/330**
Advanced Topics in Ethics: Abortion

**Religion/PJUS/HTLP/IDIS/ Nursing 260; SEPC 832**
Moral Injury: A Public Health Crisis

**Religion/WGSS/PJUS 240**
Jewish and Christian Feminism

**Religion/Philosophy/PJUS 244**
What IS Peace?

**Religion/PJUS 245**
Religion and Politics

**Religion/PJUS 246**
War and Peace in the Biblical World

**Religion/PJUS 255**
Liberation Theology with Travel Seminar

**Religion/Interdisciplinary/PJUS 263**
Civil Rights and the Moral Life

**Religion/PJUS 370**
The Problem of Evil

**Philosophy/PJUS 299**
Philosophy of Law

**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/IDIS 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/IDIS 220**
The Holocaust

**Interdisciplinary 104**
Experience of Literature: War in the 20th and 21st centuries

**Interdisciplinary 110**
World Geography and Global Issues

**Interdisciplinary/PJUS/Rel**
Conflict Transformation

**Interdisciplinary/PJUS 214**
Immigration, Exile and Internal Displacement
in Latin American and Latino Literature

**Music 176**
Music and the Social Conscience

**PJUS 265**
Japan: Experiencing Culture, Peacebuilding, History

**Philosophy/WGSS/PJUS 265**
Feminist Philosophy

**Political Science 115**
International Politics

**Political Science 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/WGSS 257**
Politics of Women's Rights in Asia

**Political Science/WGSS 260**
Critical Gender Studies

**Political Science 327**
Politics of Developing Nations

**Psychology 214**
Psychology of Activism

**Sociology/PJUS 258**
Structured Inequalities

**Sociology/Interdisciplinary/PJUS 358**
Segregation in America: The Legacy of Jim Crow

**Spanish 345**
Agency, Citizenship and Identity in the Southern Cone

**Required 5th Course:**

PJUS 385 Internship/Peace and Justice Praxis

**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.**

## Interdisciplinary Courses

**PJUS 166. Conflict Transformation**. (Also IDIS 166). Conflict Transformation provides students with a lens for understanding social conflict as a normal and continuous dynamic within human experience. Using cases in conflict across a range of global and local contexts, this class will examine the lifecycle of social and political conflicts as they emerge, escalate, de-escalate, and what can be done to contribute to more constructive transformations and a more sustainable peace. Students will also develop a set of basic conflict resolution tools applicable to careers in business, law, political science, education, healthcare, and more. (M5)

**PJUS 244. What is Peace?**. (Also REL/PHIL 244). Students explore the nature, meaning and discipline of peace studies from different traditions, theories and perspectives. They investigate case studies of peace movements in recent times, and develop their own visions of peace through a research project they present for peer review. This final project will take the shape of a paper, film, or other modality according to student interest. (M3)

**PJUS 265. Japan: Experiencing Culture, Peacebuilding**, This course consists of a two-week travel seminar to Japan along with pre- and post-trip reading, reflection, writing, and discussion. Students will be exposed to the rich history and culture of Japan while also experiencing contemporary Japanese society. Students will explore Japanese culture through studying the continuing legacy of war and of the atomic bombings of Hiroshima and Nagasaki. While yearly foci of the course will change in accordance with different faculty leaders, the course will explicitly tie content to InFocus challenge areas. Students will have opportunities to learn alongside peers from Moravian partners. Current partners include Osaka Ohtani University and Nagasaki University. (M5)

**PJUS 190–199, 290–299, 390–399. Special Topics.**
**PJUS 286, 381–383. Independent Study.**
**PJUS 384. Independent Research.**
**PJUS 288, 386–388. Internship.**
**PJUS 400–401. Honors.**

## Women's, Gender and Sexuality Studies

**Coordinator**: Jane Berger

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

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

**German 341**
Women in German Literature and Culture

**History 238**
Women in Europe 500-1700

**Music 188**
Women and Music

**Philosophy 265**
Feminist Philosophy

**Political Science 257**
Politics of Women's Rights in East Asia

**Psychology 345**
Psychology of Women

**Religion 136**
Seeing and Believing: Women, Religion, and Film

**Religion 240**
Jewish and Christian Feminism

**Women's Studies 222**
Women and Health

**Women's Studies 190–199, 290–299, 390–399**
Special Topics

**Women's Studies 286, 381–384**
Independent Study

**Women's Studies 288, 386–388**
Internship

**Women's Studies 400–401**
Honors

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

**Interdisciplinary 232**
Ethical Issues in Reproductive Technology

**Political Science 260**
Critical Gender Studies

**Sociology 310**
The Family and the Law

**Sociology 355**
Sociology of Gender

Other women's studies courses may be counted toward the minor with the approval of the women's studies coordinator.

Students are encouraged to enroll in an Independent Study for one of the four electives. Students may also cross-register for women's studies courses at other LVAIC institutions.

**WGSS 101. Introduction to Women's Studies**. Introduction to issues, topics, and methodologies of women's studies in a global context. Examines the lives of women around the globe in the twentieth and twenty-first centuries, with particular attention to the Middle East, Africa, Latin America, Asia, and the West, focusing on gender inequality, feminist ethics, gender as a category of analysis, and social construction of gender. (M5)

**WGSS 121. African American Literature.** (Also AFST 121, ENGL 121) Introduction to the African American literary tradition, which might include the genres of poetry, non-fiction, fiction, and drama. The course will explore how categories of race, gender, sexuality, class, and ethnicity shape this literature and reflect its peoples' relationship(s) with the American nation. Prerequisite: LinC 101 or equivalent. (M2)

**WGSS 132. Asian American Experiences.** ( Also HIST 132, REL 132, ) Asian American history is American history. Why, then, does the history of Asian Pacific Islander Desi Americans continue to be underrepresented across the curriculum? This course engages with the religious experiences of APA or AAPI populations in order to understand Asian American history in the United States. We will begin by asking how to understand APA identities and the history of immigration and exclusion—including how Buddhist identities of Japanese Americans were used to argue against their identity as Americans. Then, we turn to APA experiences of healing and medicine against the backdrop of xenophobic metaphors for disease and contagion and how that fueled anti-Asian violence and sentiment during the COVID-19 pandemic. Finally, we examine the hypersexualization of Asian/American women in the media and how this contributed to the narratives around the March 2021 Atlanta-area shootings. Prerequisites: None. (M1)

**WGSS 136. Seeing and Believing: Women, Religion, and Film**. (Also Religion 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3)

**WGSS 188. Women and Music**. (Also Music 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. Fall. Two 70-minute periods. (M6)

**WGSS 222. Women and Health**.Introduction to feminist analysis of women's health issues. Historical trends in health and health care in relation to changing patterns in social position and roles of women. Ways in which lay,

medical, and research assumptions about women have developed and influenced existing literature about women's health and structure of health services as they relate to women's health-care needs. Topics include reproductive health, mental health, chronic illnesses, lesbian health issues, women and aging, nutrition, occupational health hazards, sexuality, race and class health issues, eating disorders, and the women's health movement.

**WGSS 232. Ethical Issues in Reproductive Biotechnology**. (Also Interdisciplinary 232) Ethical and biological considerations for the individual, family, and society regarding recent technical procedures and diagnostic methods in reproductive biology. Topics include prenatal genetic diagnosis and treatment, assisted reproductive technologies, premature birth and associated medical concerns and treatments, birth-control methods, sex-selection technologies, and pregnancy- and birth-related technologies. Prerequisite: junior or senior standing. (U1)

**WGSS 240. Jewish and Christian Feminism**. (Also Women's Studies 240) Introduction to theological feminist theory, comparing and contrasting Jewish and Christian women theologians/ethicists on themes such as images of the divine, sacred text, halakhah, community, sexuality, ritual, etc. In addition, students will learn from the lives of women in our own community. (U2)

**WGSS 241. Modern African Literature.** (Also ENGL/WGSS 241). This course offers an introduction to the body of literature that has come to be defined as African literature. With a particular interest in the (re) establishment and/or (re)positioning of images of Africa, we will read and analyze the works of several writers who paved the way for contemporary African writers like Chimamanda Ngozi Adichie, Teju Cole, Taiye Selasi, and A. Igoni Barrett, as well as works by some of these authors. Though it should go without saying, an interrogation and contextualization of issues of gender, sexuality, race/racism, ethnicity, and nationality will be crucial in fully making sense of the texts and their narratives. (M5)

**WGSS 257. Politics of Women's Rights in East Asia**. (Also Political Science 257) Course explores the history and politics of women's rights in China, Japan, and Korea through readings, discussions, writing, interviews, videos, and debates. Focus will be on cultural and gender differences and the politics concerning women that emerge from the different written and visual sources covered. Writing-intensive. (M5)

**WGSS 260. Critical Gender Studies**. (Also Political Science 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

**WGSS 265. Feminist Philosophy**. (Also Philosophy 265) Feminist writings on questions such as: How do the legacies of gender inequality persist today? What would gender justice look like? Is there such a thing as a gender-neutral point of view? How do gender, race, class, and sexuality relate? Prerequisite: one prior course in philosophy or women's studies, or permission of instructor. Fall, alternate years. (U2)

**WGSS 269. Sex and Karma.** (also REL 269) How did the most popular Buddhist deity of worship transform from male (Avalokiteśvara in India) to female (or Guanyin/Kannon/Gwan-eum in East Asia)? Does being born female indicate bad karma? How do goddesses and prostitutes use sex to help others? What are Buddhist and Hindu views on masturbation, sexual pleasure, homosexuality, gender fluidity, and queerness? This course investigates these questions through Asian religious images, narratives, and films. Prerequisites: Junior or senior class standing.

**WGSS 272. Introduction to Queer Theory.** (Also AFST 272, ENGL 272) This mid-level course introduces students to the development of, and some important arguments within the field of Queer Theory. Building on the lessons from WGSS 101, the course will address topics that include, but are not limited to, the category of the "normal" and its impact on understandings of sexuality, gender, race, ethnicity, class, and nationality. Prerequisite: WGSS 101.

**WGSS 345. Psychology of Women, Gender and Sexuality.** (Also PSYC 345) The Psychology of Women, Gender, and Sexuality is an interdisciplinary study that examines the intricate ways in which gender relations shape the world in which we live. It includes an analysis of current psychological research on women, gender and sexuality. Special emphasis will be placed on critical analysis of the assumptions about human nature and science that are embedded in our approaches to understanding sex, gender and sexuality. Prerequisite: Junior or senior standing.

**WGSS 349. 21st-Century Queer Minority Writing.**

(Also ENGL/WGSS 349) This course takes the following question as its starting point: How do non-white members of the LGBTQ+ community experience their sexualities and identities in and apart from mainstream representations? Focusing on narratives from the 21st-century, we will work towards a better understanding of what it means to be queer and a racial minority. In so doing, we will work towards a better understanding of what it means to belong to this (Queer) Nation. Prerequisite: LinC F1 or equivalent and Junior or senior standing. (U2)

**WGSS 355. Sociology of Gender**. (Also Sociology 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation. Prerequisite: Sociology 258 or Women's Studies 101. Writing-intensive.

**WGSS 362. Narrative and Film**. (Also ENGL/AFST 362). Through close analyses of contemporary imaginative films, this course examines the relationship between narrative and cinema. Addressing the medium's relationship with more traditional narrative forms (e.g., novels, short stories, etc.) and these forms' contributions to the constructions of categories of race, gender, sexuality, class, and (inter) nationality, we will explore the questions, "How do films narrate? and "What do they narrate?" By the end of the course, we should have a more complex understanding of how narratives are constructed, how the medium of film challenges us to reimagine the shape and limits of what a text might be, and what the narratives offered tell us about the state of our societies and/or cultures.

**WGSS 365. 20th-Century Black Women Writers**. (Also ENGL/AFST 365) This course explores the literature and critical writings of twentieth century Black women writers to analyze depictions of black womanhood, community, resistance and resilience. Possible writers include Toni Morrison, Gloria Naylor, Octavia Butler, Ann Petry, Ntozake Shange, and others. Prerequisite: F1 or equivalent and ENGL 225, or permission of instructor. (U2)

**WGSS 374. Gender Development**. (Also PSYC 374) The field of Gender Development is at the intersection of several areas of psychology including, gender, developmental, and social psychology. This class will examine the construct of gender. The class will address a variety of topics, including history and theoretical perspectives on gender, differentiation of sex versus gender, gender development across the lifespan, development of gender identity, gender related differences and similarities, and current research methodology in studying these topics. Prerequisite: PSYC 211.

**WGSS 190–199, 290–299, 390–399. Special Topics**. Selected interdisciplinary topics in women's studies. Prerequisite: Women's Studies 101 or permission of instructor.
**WGSS 286, 381–384. Independent Study**. Intensive study in an area in which the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of instructor and program coordinator.

**WGSS 384. Independent Research.**
**WGSS 288, 386–388. Internship.**
**WGSS 400–401. Honors.**

# International Management

See Modern Languages and Literatures

# International Studies

See Interdisciplinary Programs

# Italian

See Modern Languages and Literatures

# Japanese

See Modern Languages and Literatures

# Latin

See Modern Languages and Literatures

# Leadership

See School of Business and Economics

# Management

See School of Business and Economics

# Marketing

See School of Business and Economics

# Mathematics and Computer Science

**Chair:** Talbott
**Professor:** Coleman, Fraboni, Schultheis, Shank
**Associate Professors:** Bush, Curley, Talbott
**Associate Professor of Practice:** Csikos, Moller, Schaper

- Computer Science (CSCI) Course Descriptions
- Mathematics (MATH) Course Descriptions

## Computer Science:

**Mission:** The computer science program prepares individuals for entry into technical professions where they can contribute to production-level software solutions and continue to learn and adapt to new technologies.

Computer science is the study of how to automate problem solving with computers. In the Internet age computers are used in nearly every facet of life, and programmers must understand the technical capabilities of computers and the technology requirements for problem domains. The computer science program at Moravian creates an environment for students to learn software development in teams for real-world clients, and provides students with opportunities for hands-on experience with technology.

CSCI 120, 121, 265, 244, 234 and 334 are required as well as MATH 106/166 or MATH 170 as a co-requisite.

**Required Courses:**

- CSCI 120 Introduction to Computer Science
- CSCI 121 Intermediate Software Development, prerequisite: C- or better in CSCI 120
- CSCI 140 Discrete Structures for Computer Science or MATH 212 Discrete Mathematical Structures and Proof. Students who complete MATH 212 cannot later earn credit for CSCI 140.
- CSCI 265 Database Systems, prerequisite: C- or better in CSCI 120
- CSCI 220.2 Introduction to DevOps, prerequisite: C- or better in CSCI 120
- CSCI 244 Advanced Software Development, prerequisite: C- or better in CSCI 121
- CSCI 234 Introduction to Software Engineering, prerequisite: C- or better in CSCI 244
- CSCI 243.2 Preparing for a Computing Career, prerequisite: CSCI 120 and junior standing
- CSCI 334 System Design and Implementation (WI), prerequisite: CSCI 234

**Electives**

Students must complete three units of additional elective courses numbered 210-299 or 310-399, with at least two courses numbered 310-399. Students may count at most one unit of internship toward these three units. Students may count one of MATH 230 Mathematical Methods in Operations Research or MATH 258 Numerical Analysis as a 200-level elective in the major.

**Corequisites**

- MATH 170 Calculus 1 (or MATH 106 Analytic Geometry and Calculus I with Review, Part 1 and MATH 166 Analytic Geometry and Calculus II with Review, Part 2)

Courses in Computer Science (CSCI) are listed below.

## The Minor in Computer Science

The minor in computer science consists of CSCI 120, CSCI 121, and three other CSCI course units numbered above 110. One of the following courses may, with departmental consent, be counted toward the computer science minor: MATH 230, MATH 258, MATH 231; PHIL 211. With departmental consent, one course with significant computing content from another program may be counted as one of the three elective course units towards the computer science minor.

## The Minor in Informatics

Informatics is the application of computing skills, statistical methods, and domain knowledge to obtain and analyze data in order to make decisions about organizations and society.

The minor in informatics consists of five courses: CSCI 120; CSCI 265; one course in statistical reasoning (MATH 107, HLTP 189, ECON 156, or MATH 231); one course in ethics (NURS 360, IDIS 215, or a PHIL course with "Ethics" in the title); and one course in applications (HLTP 230 , MGMT 311, BIOL 363, ECON 256). Other courses in statistical reasoning, ethics, or applications may be accepted with approval of the program director.

## The Interdepartmental Major in Computer Science

The six courses that compose Set I of the interdepartmental major in computer science include CSCI 120, CSCI 121, and four other CSCI courses numbered above 110, at least one of which is expected to be numbered 310-380 or 390-399. The additional courses in computer science and the six courses of Set II are selected by the student with the approval of the advisor.

## Courses in Computer Science

**CSCI 107.2. Introduction to 3D Printing and Design**. This course provides an introduction to using 3D fused deposition modeling (FDM) printers. Additionally the course will cover the basics of creating models with a variety of software packages such as Tinkercad, Sculptris, OnShape, and OpenJSCAD, each of which presents a very different approach to creating models to be printed. No experience is necessary. All materials will be provided. Students will be expected to spend time outside of class in the 3D printing lab.

**CSCI 120. Introduction to Computer Science.** Introduction to the discipline of Computer Science with an emphasis on computer programming. Students will learn the process of writing programs to solve problems and visualize results from a variety of fields. Recommended for students intending to apply computer programming in their own area of concentration. Students will learn programming skills and discuss applications of these ideas. Weekly laboratories give students the opportunity for hands-on exploration of the material and the chance to solve real-world problems. (F4)

**CSCI 121. Intermediate Software Development.** This course takes a deeper look into the process of writing correct and readable programs and further develops the mental model of memory. Using an object-oriented language, students learn how to utilize the principles of encapsulation, inheritance, and polymorphism to design and implement programs. Other topics include file input and output, exceptions, testing, and recursion. Note: Prerequisite: CSCI 120 (final grade of at least C– or better) or placement by the department.

**CSCI 140. Discrete Structures for Computer Science**. Problem solving and programming require an understanding of logic, finite-space arithmetic, methods of organizing data, and algorithmic thinking. This course covers these topics and demonstrates their direct application in Computer Science. Completion of this course provides students with essential mathematical knowledge, skills, and abilities that are used throughout the Computer Science curriculum. Students who complete MATH 212 cannot later earn credit for CSCI 140.

**CSCI 210. Data Wrangling.** Real-world data is messy, inconsistent, and hard for computers to process. This course considers the work data scientists perform to organize, structure, and clean data prior to analysis. Topics include common data formats, the data ingest process, and data cleaning. Prerequisite: CSCI 120.

**CSCI 215. Mobile App Development.** This course is an introduction to the various aspects of mobile app development. Students taking this course will become familiar with app development frameworks, get used to writing event-driven code, and learn important design patterns commonly used in app development, such as MVC, singleton, and adapter. Students will also learn how to incorporate specific libraries into their apps, utilize device sensors, connect to external web services, secure, test, and deploy their apps. Prerequisite: CSCI 121.

**CSCI 220.2. Introduction to DevOps**. A skills-based course that introduces students to techniques to automate processes in software development. Topics include terminal basics, basic system administration (files, processes, users), virtualization, OS package management, library management, containerization, orchestration, and continuous integration/continuous deployment (CI/CD). Prerequisite: CSCI 120.

**CSCI 222. Computer Organization**.A study of what happens when a computer program is executed. We examine the organization of a modern computer from the perspective of a programmer; our examination focuses on the layers of abstraction between a high-level language program and its execution. Topics include the set of instructions that a processor supports, how a high-level language program

is translated into this instruction set, how a processor carries out instructions, concurrency, the memory hierarchy, and storage systems. Prerequisite: CSCI 121.

**CSCI 234. Introduction to Software Engineering**. An introduction to professional software development using object-oriented techniques. Topics include the use of object-oriented design as a tool for building correct and maintainable software systems, test-driven development, best-practices in object-oriented design and development informed by component-based engineering, advanced object oriented language features, and languages for communicating design. Prerequisite: CSCI 244 (final grade of at least C– or better).

**CSCI 243.2. Preparing for a Computing Career**. A course that considers the skills a student needs to prepare for the world of work. Topics include exploring areas of industry, resume/cover letter preparation, job/internship search preparation, interview skills, salary negotiation, and social media and professional etiquette in the workplace. Prerequisite: CSCI 120 and Junior/Senior Standing.

**CSCI 244. Data Structures and Analysis of Algorithms**. This course challenges students to evaluate code in metrics other than correctness. What is good code, and how do choices during design and implementation affect the quality of the code? Topics include test-driven development (TDD), polymorphism as a problem solving technique, basic design patterns, measuring program efficiency, data structure selection, error handling with exceptions, and the use of third-party libraries. Prerequisites: CSCI 121 (final grade of C– or better), or placement by the department.

**CSCI 260. Artificial Intelligence**. Topics and methods for emulating natural intelligence using computer-based systems. Topics include learning, planning, natural-language processing, machine vision, neural networks, genetic algorithms. Prerequisite: CSCI 120.

**CSCI 265. Database Systems.** Data file organization and processing, indexed data files and indexing techniques, database design; database applications; query languages; relational databases, algebra, and calculus; client-server models and applications; database system implementation and web programming. Prerequisite: CSCI 120 or permission of the instructor.

**CSCI 320. Networking and Distributed Computing.** Theory and practice of concurrent programming. We examine the difference between shared- and distributed-memory models of computation, what problems are computable in parallel and distributed systems, the principle differences between concurrent and sequential programming, as well as data structures and algorithms for concurrent programming. Prerequisite: CSCI 244.

**CSCI 331. Computer Graphics**. Develop 2D and 3D graphics applications and systems. Utilizing modern graphics pipeline and architecture, interactive graphics applications will be created while studying the concepts of 3D transformations, clipping, perspective, lighting, textures, and event-based user interaction. Linear algebra recommended but not required. Prerequisite: CSCI 244

**CSCI 333. Operating Systems**. The structure and organization of operating systems, how modern operating systems support multiprogramming (e.g., processes, threads, communication and synchronization, memory management, etc.), files systems, and security. Programming projects involve both using operating system services as well as the implementation of core operating system components. Prerequisites: CSCI 222 and CSCI 244.

**CSCI 334. WI:Systems Design and Implementation**. Project-oriented study of ideas and techniques for design and implementation of computer-based systems. Topics include project organization, interface design, documentation, and verification. Prerequisites: CSCI 234 and senior standing. Writing-intensive.

**CSCI 364. Foundations of Computing**. Theoretical aspects of computing. Topics include formal languages (regular, context-free, and context-sensitive grammars), automata (finite-state machines, push-down automata, and Turing machines), limitations of respective computational models, and unsolvable problems. Prerequisite: CSCI 244.

**CSCI 190–199, 290–299, 390–399. Special Topics.**
**CSCI 286, 381–383. Independent Study.**
**CSCI 384. Independent Research.**
**CSCI 288, 386–388. Internship.**
**CSCI 400–401. Honors.**

## Data Science:

Data Science is inherently interdisciplinary, intersecting the fields of statistics, computer science, and mathematics. The data science major provides students with a mathematical foundation in calculus and probability, the technical and problem-solving skills for curating and wrangling data along with a foundation in building and assessing statistical models to analyze data and

effectively communicate their results. The major also emphasizes the importance of effectively working in a team and being responsible consumers of data.

The Data Science major consists of 7.5 units of required courses, 3 units of electives courses, and 2 units of co-requisite courses.

Required Courses

- CSCI 120 Introduction to Computer Science
- CSCI 210 Data Wrangling
- CSCI 265 Database Systems
- MATH 231 Mathematical Statistics 1
- MATH 232 Applied Statistics
- MATH 338 Applied Statistical Modeling
- One of :
- CSCI 334 Computer Science Capstone
- 300-level Internship in Mathematics or Computer Science
- CSCI 400/401 Honors
- CSCI 243.2 Preparing for a Computing Career (junior standing)

**Electives**

Students must complete three units of additional elective courses numbered 210-299 or 310-399, with at least two courses numbered 310-399 from:

- Any course in MATH or CSCI
- ECON 256 Applied Econometrics (prereqs: a course in statistics and ECON 152, which is recommended as the M4 for students in data science)
- ENVR 210 Intro to Geographic Information Systems (sophomore standing)
- HLTP 230 Epidemiology
- MKTG 311 Marketing Research (prereq: MKTG 251; plus MATH 107, MATH 232 or ECON 156)
- BIOL 363 Genomics (prereqs: BIOL 111 and BIOL 210 and permission of the instructor)
- BIOL 220 Biostatistics (prereqs: BIOL 111 or ENVR 112 and MATH 166 or MATH 170 or MATH 107 or ECON 156)
- PSYC 211 Experimental Methods and Data Analysis I (prereq: PSYC 120)
- SOC 246 or 346 Basic Research Methods/Advanced Research in Sociology (prereq: SOC 115)
- Or a course approved by the department

**Co-requisites**

- MATH 170 Calculus 1 (or MATH 106 Analytic Geometry and Calculus I with Review, Part 1 and MATH 166 Analytic Geometry and Calculus I with Review, Part 2)
- MATH 171 Calculus

## Mathematics:

**Mission:** The Mathematics program at Moravian University 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: Students interested in a broad mathematics background or students who plan to attend graduate school in mathematics should consider the Pure Mathematics Track. The Pure Mathematics track also provides quantitative and analytical skills, which prepare students to enter the workforce after graduation. Early, Middle, and Secondary education students are encouraged to follow the Pure Mathematics Track.

Applied Mathematics Track: Students interested in working in business or industry or students who plan to attend graduate school in applied mathematics should consider the Applied Mathematics Track. The Applied Mathematics Track provides a strong foundation of mathematics and the tools required to solve real-world problems.

Actuarial Science Track: Students interested in becoming an actuary should follow the Actuarial Science Track. An actuary is a mathematician trained to analyze information to calculate the monetary value of risk. Actuaries progress in their professional career by passing a series of actuarial exams. The Actuarial Science Track prepares students for the first two actuarial exams (EXAM P and FM), giving them a solid foundation to begin a career as an actuary.

## The Major in Mathematics

The Mathematics program consists of three distinct tracks: Pure Mathematics, Applied Mathematics, and Actuarial Science. All mathematics majors are required to select a track when declaring their major.

All three tracks require the following four courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), MATH 171, 211, and 212. In addition, all three tracks require a capstone experience. MATH 370 will serve as the capstone experience for most majors. Successful completion of MATH 400-401 (Honors) can serve as an alternative capstone experience, although students who plan to pursue an Honors project are encouraged to take MATH 370 in their junior year. In addition, students must have at least three courses numbered 310-384, 390-399, or 400-401. (One of these three may be MATH 370.)

In order that students may understand and experience the depth and breadth of mathematics, the department's major courses (other than the required courses and MATH 370) have been grouped into two areas: pure mathematics courses and applied mathematics courses.

Current catalog courses in each of these areas are as follows:

Pure Mathematics Courses: MATH 220, 245, 324, 345, 347, 348, 365, and 366.
Applied Mathematics Courses: MATH 230, 231, 232, 251, 254, 255, 258, 337, 338, 355, and PHYS 343.
As special topics or new courses are offered, they will be placed in the appropriate group.

**Pure Mathematics Track:**
In addition to the four required courses and the capstone experience, the Pure Mathematics Track requires five additional courses in Mathematics. One of these courses is a required course, MATH 220. For the remaining four courses, students in this track will choose three Pure Mathematics Courses and one Applied Mathematics Course. Students in the Pure Mathematics track must also choose two co-requisite courses from the following group of courses: BIOL 220, CSCI 120, CSCI 121, ECON 225, ECON 256, PHYS 111, PHYS 112. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

**Applied Mathematics Track:**
In addition to the four required courses and the capstone experience, the Applied Mathematics Track requires six additional courses in Mathematics. Two of these courses are required courses, MATH 220 and 254. For the remaining four courses, students in this track will choose three Applied Mathematics Courses and one Pure Mathematics Course.

Applied Mathematics students must also choose two co-requisite courses from the following group of courses: BIOL 220, CSCI 120, CSCI 121, ECON 225, ECON 256, PHYS 111, PHYS 112. 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, 337 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, 232, 347, 348, 370, and one additional pure mathematics course numbered 210 or above.

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, 232, 254, 347, 348, 370, and one of the following: MATH 230, 231, 258, 251, 337, 338 or PHYS 343.

**Middle Level Education Certification:**
Students who are seeking certification in middle level education with a major in mathematics can complete either the Pure or Applied Mathematics Track.

**Early Childhood Education Certification:**

Students who are seeking certification in early childhood education with a major in mathematics should take the Pure Mathematics Track and are required to complete PHYS 111. The second co-requisite course is waived for these students. Students who are pursuing early childhood teacher certification with a major in mathematics do not need to complete MATH 120.

Courses in Mathematics (MATH) are listed below.

## The Minor in Mathematics

The minor in mathematics consists of five course units in mathematics: MATH 170 (or the equivalent sequence Mathematics MATH 106 and MATH 166), MATH 171, and three MATH courses numbered 210 or above.

## The Minor in Statistics

Statistical analysis plays an important role in any evidence-based decision making. The statistics minor will provide students with a theoretical foundation of probability and statistics, an introduction to computing using statistical software, a foundation for applying statistical models to analyze data, and the skills to communicate their results.

The statistics minor is useful for non-mathematical majors because it provides students with a deeper understanding of statistics and quantitative reasoning. In addition to having students work with data and research questions from a variety of disciplines, the minor will emphasize the importance of evidence-based, data-driven decisions and foster skills for students to be critical observers in society --- skills that complement and strengthen a range of majors and careers.

The minor in statistics consists of five courses: MATH 171, MATH 232, MATH 231, MATH 338 and one upper-level course that either focuses on the theory of statistical inference (MATH 337; recommended for those applying to graduate school in statistics) or on the application of statistics in a specific discipline. The application of statistics in a specific discipline must be a 200- or 300-level discipline specific statistics course that does not have a MATH designation; Courses must be approved by the Mathematics Program Chair. Pre-approved courses include BIOL 220 Biostatistics and ECON 256 Applied Econometrics.

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.

## Courses in Mathematics

**MATH 100.2. Applications in Mathematics.** Investigation of a variety of mathematical models. Models to be investigated will be chosen from the areas of game theory, network models, voting theory, apportionment methods, fair division, and probability and statistics. We will apply these models in such diverse fields as biology, sociology, political science, history, and psychology. Does not count towards the mathematics major or minor. One 100-minute period.

**MATH 101.2. A History of Infinity**. Human beings have always struggled with the concept of infinity. Philosophers and mathematicians have gone mad contemplating its nature and complexity—and yet it is a concept now routinely used by school children. We will trace the history of this mind-boggling concept from Archimedes to Cantor through the eyes of the mathematician. Does not count towards the mathematics major or minor.

**MATH 102.2. Mathematics and Origami**. In this course, we will use origami (paper-folding) to explore topics in mathematics such as trisecting angles, solving cubic equations, and creating 3-dimensional polyhedra. In the process, we will see how mathematics has revolutionized origami over the past 50 years. Does not count towards the mathematics major or minor.

**MATH 104. Quantitative Reasoning and Informed Citizenship**. Quantitative reasoning skills to interpret and assess numerical arguments, with emphasis on issues relevant for informed and effective citizenship. Topics include creating and interpreting graphs and charts; single- and multiple-variable functions; linear, exponential, and logarithmic growth; indexes; inductive and deductive reasoning; decision theory; measures of center and spread of data; correlation; probability; expected value; experimental design; sampling and surveys. Three 70-minute periods. (F2)

**MATH 105. Mathematics for Business**. Emphasis on concepts and applications in economics, management, and accounting. Topics include elementary functions,

math of finance, systems of linear equations, linear inequalities, rates of change, and interpretations of the derivative.Prerequisite: None. (F2)

**MATH 106. Analytic Geometry and Calculus I with Review, Part 1**. Beginning calculus with extensive review of algebra and elementary functions. Topics include Cartesian plane, algebraic functions, limits and continuity, introduction to the concept of derivative as a limit of average rates of change, theorems on differentiation, and the differential. Continued in Mathematics 166. The course sequence of MATH 106 and MATH 166 is equivalent to MATH 170; credit may be earned for MATH 106 and MATH 166 or MATH 170, but not both. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 107. Elementary Statistics**. Introduction to statistical concepts and methods without the use of calculus. Topics include descriptive statistics, elementary probability, discrete and continuous probability distributions, correlation and regression, estimation, and hypothesis testing. MATH 107 may not be taken for credit by students who have earned credit for ECON 156 or MATH 232. Three 70-minute periods. (F2)

**MATH 108. Functions and Derivatives with Applications**. Emphasis on concepts and applications to business and social and natural sciences. Use of graphing calculators. Topics include linear functions, polynomial functions, exponential functions, average rate of change, instantaneous rate of change, the derivative, interpretations of the derivative, rules of differentiation, and applications of the derivative. Includes review of algebra and elementary functions. May not be taken for credit by students who have completed MATH 106 or MATH 170. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 109. Mathematics for Design**. Provides mathematical background and techniques useful to aspects of artistic design in the plane and in space. Essential mathematical concepts and tools applied to solve design problems. Topics include ratio and proportion, similarity, geometric constructions with Euclidean tools and dynamic geometry 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)

**MATH 120. Math for Teaching I.** Mathematics for Teaching 1 is specifically designed for students pursuing a career in elementary and middle level education. The purpose of the course is to provide the mathematical background necessary for teaching elementary mathematics concepts, including: estimation, measurement, fractions and decimals, patterns and relationships, number systems, number relations, and number theory. This course will emphasize the development of conceptual understanding, mathematical connections, critical thinking, and problem-solving strategies across mathematics content. (F2) Prerequisite: EDUC 100.2.

**MATH 121.2. Math for Teaching II**. Mathematics for Teaching 2 is specifically designed for students pursuing a career in elementary and middle level education. The purpose of this course is to provide the mathematical background necessary for teaching with confidence and imagination the basic concepts of mathematics as well as techniques of problem-solving. Topics included in this course: statistics, probability, geometry and measurement. Throughout, the emphasis will be on basic ideas, problem-solving, and the larger historical and cultural contexts of mathematics. Prerequisite: EDUC 100.2.

**MATH 150.2. Introduction to Mathematical Research I**.Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: MATH 170 or MATH 108 or MATH 166 with a grade of "C-" or better and no Senior standing.

**MATH 166. Analytic Geometry and Calculus I with Review, Part 2**. Topics include exponential and trigonometric functions and their derivatives, related rates, extremum problems, logarithmic curve sketching, antidifferentiation, the definite integral, the fundamental theorem of calculus, area under a curve, and applications to business and economics. The course sequence of MATH 106 and MATH 166 is equivalent to Mathematics 170; credit may be earned for MATH 106 and MATH 166 or MATH 170, but not both. (F2) Prerequisite: MATH 106 with a grade of "C-" or better.

**MATH 170. Analytic Geometry and Calculus I**. Review of real numbers, analytic geometry and algebraic and transcendental functions. Limits and continuity. Definition, interpretations, and applications

of the derivative. Definite and indefinite integrals, including the fundamental theorem of calculus. May not be taken for credit by students who have earned credit for MATH 166. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

**MATH 171. Analytic Geometry and Calculus II**. Applications of the definite integral. Techniques of integration of both algebraic and transcendental functions. Indeterminate forms and improper integrals. Separate differential equations. Infinite sequences and series. (F2). Prerequisite: Placement by the Mathematics and Computer Science Department or completion of MATH 170 or MATH 166 with a grade of "C-" or better.

**MATH 211. Analytic Geometry and Calculus III**. Vectors in the plane 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.

**MATH 212 (formerly 216). Discrete Mathematical Structures and Proof**. Elementary mathematical logic and types of mathematical proof, including induction and combinatorial arguments. Set theory, relations, functions, cardinality of sets, algorithm analysis, basic number theory, recurrences, and graphs. Writing intensive. Prerequisite: MATH 171. Fall.

**MATH 220. Linear Algebra**. Vector spaces and linear transformations, matrices, systems of linear equations and their solutions, determinants, eigenvectors and eigenvalues of a matrix. Applications of linear algebra in various fields. Prerequisite: MATH 171. Spring.

**MATH 230 (formerly 214)**. **Mathematical Methods in Operations Research.** Introduction to mathematical techniques to model and analyze decision problems. Linear programming, including sensitivity analysis and duality, network analysis, decision theory, game theory, queuing theory. Prerequisites: MATH 171.

**MATH 231. Mathematics Statistics I**. An introduction to the theory of probability and a calculus-based introduction to statistical probability models. Topics include, probability, discrete and continuous probability distributions, transformations of a single variable, and multivariate probability distributions. Prerequisite: MATH 171. Fall, alternate years.

**MATH 232. Applied Statistics**. Students will learn to explore, manipulate, visualize, and analyze data in order to investigate patterns and understand real-world phenomena. They will further gain experience in statistical thinking, communication of results and an introduction to data wrangling. Topics include descriptive statistics, elementary probability, common discrete and continuous probability distributions, correlation and simple linear regression and an introduction to confidence intervals and hypothesis testing. The course will have a strong focus on using the statistical software, R, to wrangle and analyze data (no prior statistical or computing background experience is necessary). (F2). Prerequisites: Completed CSCI 120, MATH 170, MATH 106, or MATH 108 or permission of the instructor. MATH 107 may not be taken for credit by students who have earned credit for MATH 232. Fall, alternate years.

**MATH 245. Topics in Pure Math**. This course provides an introduction to pure mathematical topics. The topics change each semester to provide students with depth and breadth in pure mathematics. Prerequisites: MATH 170 or MATH 166 with a grade of "C-" or better.

**MATH 250.2. Introduction to Mathematical Research II**. Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: MATH 212 and no Senior standing.

**MATH 251. Actuarial Mathematics**. This course includes an introduction to interest theory; the time value of money. Topics include introduction to interest, valuation of annuities, loan payments, bond valuation, depreciation, amortization schedules, and other topics related to the theory of interest. This course is intended for those students interested in taking the Financial Mathematics (FM) Actuarial Exam. Prerequisite: MATH 171. Spring, alternate years.

**MATH 254 (formerly 221)**. **Differential Equations.** Various methods of solution of ordinary differential equations, including first-order techniques and higher-order techniques for linear equations. Additional topics include applications, existence theory, and the Laplace transform. Prerequisite: MATH 211. Spring.

**MATH 255. Topics in Applied Mathematics**. This course provides an introduction to applied mathematical topics. The topics change each semester to provide students with depth and breath in applied mathematics.

**MATH 258 (formerly 225). Numerical Analysis.** Numerical techniques for solving applied mathematical problems. Topics include interpolation and approximation of functions, solution of non-linear equations, solution of systems of linear equations, and numerical integration, with error analysis and stability. Prerequisites: MATH 171 and a course in computer science. Spring, alternate years.

**MATH 324 (formerly 327). Advanced Calculus.** Differential and integral calculus of scalar and vector functions. Differential calculus includes differentials, general chain rule, inverse and implicit function theorems, and vector fields. Integral calculus includes multiple integrals, line integrals, surface integrals, and theorems of Green and Stokes. Prerequisite: MATH 211. Fall, alternate years.

**MATH 337 (formerly 332). Mathematical Statistics II**. Development of statistical concepts and methods including point and interval estimation, sampling distributions, properties of estimators, and theory of statistical inference. Additional topics may be added as time allows such as: regression analysis, Bayesian inference, analysis of variance, chi-square tests, or nonparametric inference. Prerequisite: C- or better in MATH 231. Spring, alternate years.

**MATH 338. Applied Statistical Modeling**. Applied Statistical Modeling is offered as a second applied course in statistics in which students from any discipline will be able to experience how statisticians think and practice. Students will investigate different case studies and take a problem-based approach to learn how to determine and implement appropriate statistical modeling techniques. An emphasis will be placed on statistical writing and communication of results. Topics include: inference for one and two samples, multiple linear regression, one- and two-way ANOVA, chi-square tests and logistic regression. Other topics (such as factorial experiments, block, split-plot, and repeated measures designs, or an introduction to Bayesian modeling) may be substituted or added as time allows. Students will be conducting all data analyses using the statistical software, R. Prerequisite: C- or better in MATH 232. (Cannot take if completed the special topics course MATH 297 in Spring 2019.) Spring, alternate years.

**MATH 345. Advanced Topics in Pure Math**. This course provides an introduction to advanced pure mathematical topics. The topics change each semester to provide students with depth and breadth in pure mathematics. Prerequisite: MATH 212.

**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, alternate years.

**MATH 348 (formerly 340). WI:Higher Geometry**. Topics in Euclidean two- and three-dimensional geometry from classical (synthetic), analytic, and transformation points of view. Transformations include isometries, similarities, and inversions. Construction and properties of two- and three-dimensional geometric figures. Brief study of some non-Euclidean geometries. Prerequisite: MATH 212 or MATH 220. Fall, alternate years. Writing-intensive.

**MATH 350.2. Introduction to Mathematical Research III**. Wonder what is beyond Calculus? Haven't we solved everything already? Curious about mathematical research? This course will answer these questions by serving as an introduction to mathematical research. This group based seminar course will require students to develop a project, do a literature review, investigate a mathematical problem, and prepare a mathematical paper, poster, and presentation. NOTE: This course is pass/no credit. This course is also a repeatable course. Prerequisite: permission of instructor.

**MATH 355. Advanced Topics in Applied Mathematics**. This course provides an introduction to advanced applied mathematical topics. The topics change each semester to provide students with depth and breath in applied mathematics.

**MATH 365 (formerly 329). Complex Analysis**. Analytic functions, complex integration, application of Cauchy's theorem. Prerequisite: MATH 211. Spring, alternate years.

**MATH 366 (formerly 328). Introduction to Analysis**. Rigorous study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. Prerequisites: MATH 211 and MATH

212 or MATH 220. Spring, alternate years.

**MATH 370. Mathematics Seminar**. A capstone course designed to review, unify, and extend concepts developed in previous mathematics courses. Students will read historical, cultural, and current mathematical material. They will express their mathematical understanding through writings, oral presentations, and class discussions. Assignments will include both expository and research-oriented styles of writing, including a significant individual research project. Prerequisite: MATH 212 and any 300-level course in mathematics. Fall.

**MATH 190–199, 290–299, 390–399. Special Topics.**
**MATH 286, 381–383. Independent Study.**
**MATH 384. Independent Research.**
**MATH 288, 386–388. Internship.**
**MATH 400–401. Honors.**

# Medieval Studies

See Interdisciplinary Programs

# Modern Languages and Literatures

**Chair:** Joanne McKeown
**Professors:** Axel Hildebrandt, Joanne McKeown, Claudia Mesa
**Associate Professors:** Carmen Ferrero, Nilsa Lasso-von Lang
**Assistant Professor:** Dorothee Hou

**Assistant Professor of Practice:** Jenifer Branton-Desris
**Visiting Instructors:** Lynnet Sánchez
**Adjunct Faculty:** Silva Emiliani-Mowrey, Yasmine Karam, Richard Krohn, Adile Terzioglu, Christina Villarreal
**Emeritus Faculty:** Jean-Pierre Lalande

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 School of Business & Economics and world languages education certification in conjunction with the Department of Education.

Modern languages and literatures majors prepare for graduate studies or professional careers in various fields, such as teaching, bilingual education, management, international business, social services, as well as writing, law, government service, or theology.

## *Mission Statement*

The Department of Modern Languages and Literatures prepares students for meaningful careers and reflective lives supported by their knowledge of diverse languages and cultures. Within the tradition of the liberal arts, we are committed to the teaching and appreciation of texts in the original languages, the study of societal developments and artistic expressions, and the articulation of informed critical positions through reading, writing, and debate. The department values the integration of language and culture with various disciplines, and encourages students to combine their passion for modern languages with other fields.

## The Major in French, German, or Spanish

A major in French, German, or Spanish consists of ten course units. 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, including a selection of 200 level courses and at least two courses at the 300 level, one of which must be taken at the University in the senior year. After completing two courses at the 200 level, students may no longer take 100-level courses. A French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225, 241, 260, a minimum one-semester study abroad (in which a minimum of three courses must be taken in the language of study), and two courses at the 300 level.

**A major in German** consists of ten course units, 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 University 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 University 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 n on-native speakers

A major in Spanish for non-native speakers consists of ten course units. Normally it will include Spanish 110, 210, and 215; one course chosen from Spanish 241, 243, 255, 256, 259; a minimum one-semester study abroad (in which a minimum of three courses must be taken in the language of study); and two courses at the 300 level. Special topics courses at the 200 and 300 level count towards a major. Only one internship in a modern language may be taken for credit towards a major in that language.

During their course of study at Moravian, all students majoring in Spanish will be required to study abroad for a minimum of one semester in a country where Spanish is the principal language. Upon declaring a major in Spanish, 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 to the study abroad policy. 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 foreign 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.

## A major in Spanish for heritage speakers

A major in Spanish for heritage speakers also consists of ten courses and most likely will include Spanish 125, 210, and 215; one or two courses at the 200 level chosen from 241, 243, 255, 256, 259; a minimum one-semester study abroad (three courses in the language of study); and two courses at the 300 level, one of which must be taken at the college in the senior year. Special topics courses at the 200 and 300 level.

During their course of study at Moravian, all students majoring Spanish will be required to study abroad for a minimum of one semester in a country where Spanish is the principal language. Upon declaring a major in a Spanish, 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 to the study abroad policy. 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 foreign 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 in a single language, including 110, 210, and 215.

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

The Spanish minor for non-native speakers consists of five course units including Spanish 110, 210, and 215; plus one chosen from among Spanish 241, 243, 255, 256 and 259.

The Spanish minor for heritage speakers also consists of five course units. It includes Spanish 125, 210, and 215; and at least one course chosen from among Spanish 241, 243, 255, 256, 259 or any 300-level course. Although not recommended, a heritage speaker may complete a Spanish minor starting at the 200 level and then continuing with 210, 215 and any other courses at the 200 or 300 level as appropriate.

## The Spanish for Healthcare Professionals Certificate

The Certificate Program in Spanish for Health Professionals emphasizes cross-cultural communication and Spanish language acquisition for students employed in or pursuing

careers in health-related professions. The four courses required for the program will help students develop proficiency in conversational Spanish with an emphasis on practical interactions in health and medical contexts. Students will also develop cultural competencies in relating to people from Hispanic cultures. The certificate consists of Spanish 103, 106, 111, and FORL 235. NOTE: Students, who place into higher levels of Spanish and want to pursue the certificate, must take Spanish 262 or 362 (see flowchart). Students must earn a C or better in Spanish 106 in order to progress to the upper-level courses in the certificate.

## The Major in Francophone Studies

The major in Francophone Studies provides students with an interdisciplinary approach to the intellectual and cultural history of French-speaking countries by combining courses in French language and literature with courses from fields such as art, economics, history, and political science. Specifically, the program seeks to broaden the students' understanding of contemporary and historical issues related to Francophone cultures.

Program Requirements:

Ten Courses

- Six courses in the French program (including a minimum of one course at the 300 level)
- Four courses in other departments
- Study Abroad in an approved program in a French-speaking area of the world for one semester (or, in special cases approved by the program director, for a May-term or summer program). These courses must be pre-approved to count toward the major. They may count toward either part of this major.

**French Courses** - Six courses (the following groupings are normally taken sequentially)

I – Required:

- FREN 110 Elementary French III (students may test out of this course). This course may only be taken prior to courses at the upper levels
- FREN 210 Multi-modal Texts: The Individual and Society
- FREN 215 Multi-modal Francophone Texts: Nature, Leisure and Technology

II - (a minimum of two courses taken in any order):

- FREN 225/325 French Connections: Poetry and Culinary Arts
- FREN 241/341 Selected Prose Works in French
- FREN 260 Doing Business with the French and Francophone Worlds

III - (a minimum of one course taken in any order):

- FREN 350 Conformists and Rebels: Selected works from Seventeenth and Eighteenth-century France
- FREN 353 A Role of Her Own: Works by French and Francophone Women

**Elective Courses (Other departments) – Four courses**

Maximum of two courses in the same department (only one of these may be at the 100 level)
Maximum of two courses overall at the 100 level

These courses have been approved for inclusion in this program: (please note that several of these courses have pre-requisites).

- ART 113 Art History Survey: Caves to Cathedrals
- ART 114 Art History Survey: Renaissance to Abstraction
- ART 218 Art of the Renaissance
- ART 226 Art of the 19th Century
- ART 229 Modern Art
- ECON 236 International Economics
- ENGL 240 Post-Colonial Literature
- HIST 115 History of Africa
- HIST 116 Medieval Europe
- HIST 130 Ancient Greece
- HIST 237 Popular Culture in Medieval and Early Modern Europe
- HIST 250 History of Canada to 1885
- IDIS 110 World Geography and Global Issues
- POSC 235 Contemporary European Politics
- THEA 232 Art of the Theatre

## The Major in German Studies

A major in German Studies provides students with an interdisciplinary approach to the intellectual and cultural history of German-speaking countries by combining courses in German language and literature with courses from fields such as Art History, Economy, Philosophy, Political Science, and History. Majors in German Studies are encouraged to design their own innovative programs of study in close cooperation with the German Studies Advisory Board. Students are required to take a total of ten courses, 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 University, and at least one 300-level course in German must be taken at Moravian University 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. Courses in Sets I and II are selected by the student with the approval of the advisor. It is possible to combine language study with area studies.

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

The major in international management is offered jointly by the School of Business & Economics and the Department of Modern Languages and Literatures. It consists of six courses in each department and includes a semester-long program of study in a country where French, German or Spanish is spoken as a primary language. Students will consult with advisors to choose programs abroad that compliment the programmatic focus. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German).

There is **no minor** offered in International Management.

Management Requirements (6 courses)

**ECON 152**
Principles of Economics

**ACCT 157**
Financial Accounting

**ECON 236**
International Economics

**BUS 155**
Business and Society

**BUS 342**
WI:Organizational Behavior and Leadership

**MGMT 333**
International Issues in Management

**MGMT Controlled Elective**

- MGMT 231: Managerial Finance or
- MGMT 251: Marketing Management or
- BUS 253: Human Resource Management

Modern Language Requirements (6 courses)

| | **Spanish (non-native speaker)** | **Spanish (heritage speaker)** | French | German |
|---|---|---|---|---|
| Language course | SPAN 110: Introductory Spanish III | | FREN 110: Introductory French III | GERM 110: Introductory German III |

| | | | | |
|---|---|---|---|---|
| Language course | | SPAN 125: Spanish for Heritage Speakers | | |
| Lit and Culture | SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period<br><br>and<br><br>SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America. | SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period<br><br>and<br><br>SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America. | FREN 210: Multi-Modal Francophone Texts<br><br>and<br><br>FREN 215: Multi-Modal Francophone Texts<br><br>and<br><br>FREN 290: Doing Business with the French and Francophone Worlds | TWO of the following:<br><br>GERM 210: German Culture: Art & Culture<br><br>GERM 215: German Culture Lit & Film<br><br>GERM 241: Introduction to GermanLiterature or equivalent |
| 200 level elective | | Another 200 level course | | Elective course above 215 |
| During Study abroad | 200 or 300 level course during study abroad, in consultation with your advisor | 200 or 300 level course during study abroad, in consultation with your advisor | 200 or 300 level course during study abroad, in consultation with your advisor | 200 or 300 level course during study abroad, in consultation with your advisor |
| 300 level elective | Elective after study abroad | Elective after study abroad | Elective after study abroad | Elective after study abroad |

This program requires a semester abroad in which one business-related course and one modern language course must be taken. All students interested in this major should consult with James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German). A student wishing to elect a major in international management with a language not listed should consult with the Department chair. There is no minor offered in International Management.

## Teacher Certification in a World Language

Modern Languages and Literatures majors who plan to teach should consult the requirements for teacher certification under education and should take Education 361 and 378.

The major requirements for teacher certification in a world language are the same as for all other Modern Languages and Literatures majors.

Discussion and demonstration of teaching methods appropriate to the elementary and secondary school levels for developing proficiency in all four skill areas (reading, speaking, writing, and comprehension) are included in Education 361 and 378.

All non-native speakers of French, German, and Spanish who are candidates for secondary teacher certification in those languages are required to pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) with a minimum grade of Intermediate High in order to be recommended by the Modern Language and Literatures Department for student teaching. Students will pay the cost of the exam(s) and any expenses involved with doing the interview.

## Dual Certification in World Languages

- 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 241/341 (or equivalent), and any additional upper-200 level course. As with all other Modern Languages and Literatures majors, a fall or spring term abroad is required.
- Students interested in dual certification in world languages are advised to consult with their Education Department and major advisors early in their academic program.

Students wishing to obtain the teacher certification in Modern Languages should consult with Professor McKeown.

## Departmental Recommendations

Modern Languages and Literatures majors are advised to work toward mastery of a second modern language and to extend their studies as far as possible in history, economics, management, literature, linguistics, philosophy, art, music, religion, and sociology. All majors are required to participate in an organized program of study abroad and to take advantage of extracurricular opportunities for contact with modern languages and cultures, such as language clubs, foreign films, and other cultural

events. Students interested in learning one of the less commonly taught languages should consult the advisor.

## Special Modern Languages and Literatures Courses

**FORL 111–116. Masterpieces of Literature in English.** Detailed study of works of classical Greek, French, German, Russian, or Spanish literature in English translation. Prerequisite: Writing 100. No knowledge of the modern language is required. Cannot be counted toward a modern language major or minor.

**FORL 111. French**. Novels by writers such as Hugo, Balzac, Zola, Sartre, and Camus.

**FORL 115. Spanish.** Works by Cervantes, Lope de Vega, Zorrilla, Unamuno, Lorca, and later 20th-century writers, such as Buero Vallejo, Martín Gaite, and Matute. (M2)

**FORL 116. Latin American**. Works by Mistral, Neruda, Asturias, García Márquez, Paz, Walcott, Fuentes, Allende, Esquivel, Vargas Llosa. (M2)

**FORL 123. Pop Culture of East Asia.** TikTok, K-Pop, and anime, some of East Asia's most popular cultural exports, have become the staple of American culture and entertainment today. From the heroine of an ancient ballad to Disney's Mulan, how does a cultural figure migrate across time and space, medium and genre? From female foot binding to popular boy bands, how do body and politics, culture and capital intersect in shaping contemporary gender identities? More importantly, as a global phenomenon, what is distinctively "global" and unmistakably "Asian" about the pop culture of East Asia? This course aims to provide perspectives on relationships between East Asian popular culture and major socio-political issues and movements, mainly from the early 20th century to the present. It consists of studies of literature, cinema, theatre, manga (comics), anime (animation), music, television, advertisements, and magazines in China, Japan, and Korea. It also offers students the theoretical basis of popular culture studies by introducing the concepts of culture, the culture industry, intercultural communication and representation, etc. Through this course, students will acquire knowledge of the most important issues regarding contemporary East Asian cultures and societies, as well as necessary skills to approach these issues analytically and critically. Prerequisite: None. (M5)

**FORL 129. Monsters in Modern Asian Cultures.** (Also ENGL 129) Godzilla, Pokémon, vengeful ghosts, serpentine seductresses…: monsters in modern and contemporary Asian cultures have frightened and fascinated audiences across time and borders. The monstrous, the supernatural, and the uncanny are that which transgress, transform, and destabilize existing cultural norms, providing nuanced insights into the collective psyche of a society. This course explores the many ways monsters symbolize and personify issues, problems, fears and hopes that have shaped modern East Asian societies. We will also discuss the global popularity of monster movies, manga, and video games, how they shape the world's perception of Asia, and through which, how Asian societies remake their own cultural images. Prerequisite: None. (M2)

**FORL 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.

**FORL 222. French Cinema: Stories of Inclusion and Resilience.** (Also FREN 222) Students will study the overarching themes of inclusion and resilience in French cinema. The stories depict life and culture spanning four centuries, and in relation to major forces of change, including social migration, international conflict, and personal tragedy. Among the different genres in this collection are historical and contemporary drama, literary adaptation, and comedy. Social issues impacting on personal and group identity linked to inclusion and resilience include immigration, upward social mobility, family conflict, cultural and religious intolerance, and physical disability. The course will be taught in French and in English. Prerequisites: FREN 210 and 215 (French credit) or Writing 100 (elective credit). Prerequisite: for FREN 222: FREN 210 and FREN 215. For FORL 222: LinC101 or equivalent.

**FORL 235. Cultural Competence for Health Professionals**. This course will develop students'

knowledge of the US Latino/a community, cultural attitudes, beliefs and practices towards health care. It will also help students communicate effectively with Spanish speaking patients in a variety of medical settings. The course will focus on developing intercultural competence so that health care providers may offer adequate and culturally sensitive care to his or her Spanish speaking patients. Course will be taught in English. Prerequisite: Sophomore or higher standing. (M5).

**FORL 320. Literary Representation of Acadia and Québec: Le Sapin et l'érable.**
(Also FREN 320) Closely tied to culture and place, literary and artistic representations of people change dramatically in different spaces and times. In this course, we will explore some of the most important literary canon that treats two distinct cultural groups found in French-speaking Canada: the Québécois and the Acadian. We will examine literature from several different time periods, and from different geographic spaces to see how different representations of these two identities evolved, how they clashed, and how they intertwined with each other. Through an adaptation of one of these works, we will examine how a change in geography and cultural identity changes the context of the work. Prerequisites: English language section: 2.0 GPA good standing. French language section: 2.0 GPA good standing and FREN215 completed or higher placement.

## Courses in Classical Languages

### Latin

**LAT 100–105. Introductory Latin I and II.**
*Introduction to the language, with oral and written exercises, and reading of simple prose. Introduction to Roman civilization. No previous study of Latin required. Prerequisite for Latin 105: Passing grade in Latin 100 or placement by the Modern Languages and Literatures Department. Three 70-minute periods. (F3)*

**LAT 110. Latin III.** Three weeks of systematic grammar and syntax review, including written exercises, followed by selective grammatical and syntactical analysis of Latin texts. Building vocabulary through texts and books such as K. C. Masterman's A Latin Word List. Translation and discussion of selections by Roman authors. Prerequisite: Passing grade in Latin 105 or placement by the Modern Languages and Literatures Department. (F3)

Advanced-level courses to complete the major in Greek or Latin may be taken at Lehigh University or other LVAIC institutions upon availability.

**LAT 190–199, 290–299, 390–399. Special Topics.**
**LAT 286, 381–383. Independent Study.**
**LAT 384. Independent Research.**
**LAT 288, 386–388. Internship.**
**LAT 400–401. Honors.**

### 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)

**ARAB 190–199, 290–299, 390–399. Special Topics.**
**ARAB 286, 381–383. Independent Study.**
**ARAB 384. Independent Research.**
**ARAB 288, 386–388. Internship.**
**ARAB 400–401. Honors.**

### Chinese

Courses in Chinese may be scheduled through cross-registration at Lehigh University.

### French

**FREN 100. Introductory French I.** Beginning study of French language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**FREN 105. Introductory French II.** Continuation of FREN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in FREN 100 or placement by the Modern Languages and Literatures Department. (F3)

**FREN 110. Introductory French III**. Continuation of FREN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in FREN 105 or placement by the Modern Languages and Literatures Department. (F3)

**FREN 210. Multi-modal Francophone Texts: The Individual and Society.** This course is designed to improve French language proficiency and skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and view or listen to media and digital resources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: FREN 110.

**FREN 215. Multi-modal Francophone Texts: Nature, Leisure and Technology**. This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: FREN 110.

**FREN 222. French Cinema: Stories of Inclusion and Resilience.** (Also FORL 222) Students will study the overarching themes of inclusion and resilience in French cinema. The stories depict life and culture spanning four centuries, and in relation to major forces of change, including social migration, international conflict, and personal tragedy. Among the different genres in this collection are historical and contemporary drama, literary adaptation, and comedy. Social issues impacting on personal and group identity linked to inclusion and resilience include immigration, upward social mobility, family conflict, cultural and religious intolerance, and physical disability. The course will be taught in French and in English. Prerequisites: for FREN 222: FREN 210 and FREN 215. For FORL 222: LinC101 or equivalent.

**FREN 225/325. French Connections: Poetry and Culinary Arts** This course is designed to develop writing skills at the advanced level (ACTFL scale for proficiency in writing) to prepare students for writing in advanced-level literature classes. Students will respond in writing to a variety of culture-based readings centered on French gastronomy. They will conduct research in French on related topics. Grammar will be reviewed with a level-appropriate text. Class is discussion-based and conducted entirely in French. Not open to students who previously completed FREN 230. Prerequisites: FREN 210 and FREN 215

**FREN 241. Selected Prose Works in French**. This course features selected prose works in French from throughout the Francophone world. The focus primarily on the narrative form includes unabridged short stories from France, Sénégal and the province of Quebec from beginning in the eighteenth century, and a twentieth-century novel from the French Antilles. Students will study how language and local cultures interact to express diverse lived and literary experiences. The course develops reading proficiency of primary and secondary source materials, writing proficiency at the advanced level, and supports critical engagement with language and literature. The course is taught in French. Prerequisites: FREN 210 and 215. Students who have completed FREN 341 may not take this course. (M2)

**FREN 260. Doing Business with the French and Francophone World.** This course seeks to develop students' cultural knowledge, business sense, and special vocabulary in preparation for working in a francophone environment. The program uses current, authentic materials to build communicative and cultural competencies in a student-centered and media-rich classroom. Students develop a shared acculturation document over the course of the semester for Americans working abroad; practical, transferable skills for doing business with the francophone world, including writing resumes and cover letters in the target language, will also prepare students for the job market in the United States.Prerequisites: FREN 210 and 215.

**FREN 265/365. Drama at the French Theatre.** Students will read and analyze selected major works of dramatic literature in French from medieval times through the twentieth century. Students will study how dominant themes, literary conventions and digressions from those conventions allow comedy, tragedy, tragi-comedy and theatre of the absurd productions to give voice to an array of concerns, cultures—and "drama"—over time. Close readings, class discussion, writing assignments and dramatic readings in an actual performance space will help develop a deeper appreciation of the central conflicts in

the texts, and identify areas of inquiry for further in-depth study and research. Course is taught entirely in French. Prerequisite: A minimum of one course about FREN 215. Students who've taken FREN 265 cannot take FREN 365; students who've taken FREN 365 cannot take FREN 265. Ideally, students should be of junior or senior standing, but sophomores in good standing may take the course. The course will count as an elective for the minor or major.

**FREN 320. Literary Representation of Acadia and Québec: Le Sapin et l'érable.** (Also FORL 320) Closely tied to culture and place, literary and artistic representations of people change dramatically in different spaces and times. In this course, we will explore some of the most important literary canon that treats two distinct cultural groups found in French-speaking Canada: the Québécois and the Acadian. We will examine literature from several different time periods, and from different geographic spaces to see how different representations of these two identities evolved, how they clashed, and how they intertwined with each other. Through an adaptation of one of these works, we will examine how a change in geography and cultural identity changes the context of the work. Prerequisites: English language section: 2.0 GPA good standing. French language section: 2.0 GPA good standing and FREN215 completed or higher placement.

**FREN 341. Selected Prose Works in French.** This course features selected prose works in French from throughout the Francophone world The focus primarily on the narrative form includes unabridged short stories from France, Sénégal and the province of Quebec beginning in the eighteenth century, and a twentieth-century novel from the French Antilles. Students will study how language and local cultures interact to express diverse lived and literary experiences. The course develops reading proficiency of primary and secondary source materials, writing proficiency at the advanced level, and supports critical engagement with language and literature. The course is taught in French. Prerequisites: FREN 210 and 215, and one additional course at the 200 level. Students who have completed FREN 241 may not take this course. (M2))

**FREN 350. Conformists and Rebels: Selected works from Seventeenth and Eighteenth-century France.** The course is designed to engage the students with selected works from the beginning of the seventeenth century when the literary salon culture began to flourish in Paris to the start of the French Revolution in 1789. Students will study how the themes of conformity and rebellion are represented, paying special attention to how the conflicts arising from the intersection of these apparently opposing roles—conformist and rebel—are played out in essays, novels and plays of the period. The course will be conducted entirely in French. Prerequisites: FREN 210, FREN 215 and one other 200-level course or its equivalent abroad.

**FREN 353. A Role of Her Own: Works by French and Francophone Women**. The course is designed to engage the students with works by women writing in French, specifically with respect to the theme of women's roles in the domestic and public spheres. Students will read a variety of literary genres, including essays, novels, and poetry from the medieval period through the twentieth-century. They will study how writers from throughout the French speaking world have represented searches for meaningful roles in women's lives, and will also consider the part the writing process itself has in crafting meaning for women. Students will read works by Christine de Pisan, Louise Labé, Isabelle de Charrière, Gabrielle Roy, Fatima Fallaire, Colette and Simone de Beauvoir, and others. The course will be conducted entirely in French. Prerequisites: FREN 210, FREN 215 and one other 200-level course or its equivalent abroad.

**FREN 190–199, 290–299, 390–399. Special Topics.**
**FREN 286, 381–383. Independent Study.**
**FREN 384. Independent Research.**
**FREN 288, 386–388. Internship.**
**FREN 400–401. Honors.**

**German**

**GERM 100. Introductory German I.** Beginning study of German language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**GERM 105. Introductory German II.** Continuation of GERM100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 100 or placement by the Modern Languages and Literatures Department. (F3)

**GERM 110. Introductory German III.** Continuation of GERM 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 105 or placement by

the Modern Languages and Literatures Department. (F3)

**GERM 200. Witches and Demons in German History and Culture.** (Also Interdisciplinary Studies 200) Examines a wide variety of texts and other media to explore the idea and representation of the strange and "deviant" in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)

**GERM 210. German Culture in Context: Art and Contemporary Culture**. This course is designed to improve German language skills in the areas of reading, writing, listening and speaking at the intermediate level to prepare the transition to more advanced coursework. We will discuss topics of history and the diversity of culture in German-speaking countries by using resources such as videos, Internet links and music. Grammar concepts will be reviewed as well. Prerequisite: GERM 110

**GERM 215. German Culture in Context: Literature and Film.** This course is designed to improve German language skills at the intermediate level with an emphasis on short literary texts and films to prepare the transition to more advanced coursework. We will discuss topics of literature and history and the diversity of culture in German-speaking countries by using Internet resources, videos and music. Grammar concepts will be reviewed as well. Prerequisite: GERM 110

**GERM 225. Berlin in Film and Literature**. This course will discuss major forms and periods of literary texts and films in and about Berlin from the early 20th century to the present within their social, political, and cultural context. We study diverse voices of male and female authors, including immigrant writers and filmmakers, on themes important to their and our times such as social oppression, ethics, gender, nation, and identity. Not open to students who have completed GERM 325. Prerequisites: GERM 210 and GERM 215.

**GERM 241. Introduction to German Literature.** Analysis and discussion of selected texts from the past two centuries, designed to introduce students to representative authors, works, and genres, and to develop critical reading and writing skills. Readings of poetry, fairy tales, and works by authors such as Goethe, Tieck, Büchner, Droste-Hülshoff, Hauptmann, Thomas Mann, Brecht, and Dürrenmatt. Prerequisites: GERM 210 and GERM 215 or equivalent. (M2)

G**ERM 244. Young German Writers: Search for Identity.** This course will cover one of the most exciting periods in German history through the perspective of young writers and filmmakers from the time of the fall of the Berlin Wall in 1989 to the present. The difference between East and West Germany still influences literature, music, art, and politics and furthermore deals with discourses on national identity and economic inequalities. Not open to students who have completed GERM 344. Prerequisites: GERM 210 and GERM 215 or equivalent.

**GERM 250. 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. Students who have completed GERM 350 may not take this course.

**GERM 260. German Film in English: From Caligari to Fatih Akin**. This course covers the periods from the beginning of filmmaking in Germany, exploitation of the media during the Nazi time and reflect on different political and moral implications in East and West Germany after the end of World War II, namely how films dealt with the Holocaust, and how life under socialism and capitalism are reflected in films. German unification and its results as well as the situation of minorities in contemporary Germany will provide a broad overview and its moral implications in films. Course taught in English. (U2) Prerequisites: None, for students not majoring in German. For students majoring in German or German Studies, GERM 210 and GERM 215 are prerequisites; these students will have to write the papers in German.

**GERM 325. Berlin in Film and Literature**. This course will discuss major forms and periods of literary texts and films in and about Berlin from the early 20th century to the present within their social, political, and cultural context. We study diverse voices of male and female authors, including immigrant writers and filmmakers, on themes important to their and our times such as social oppression, ethics, gender, nation, and identity. Not open to students who have completed GERM 225. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent.

**GERM 341. Women in German Literature and Culture**. (Also Women's Studies 341) Study of texts by female authors from the 12th century onward, including Hildegard von Bingen, Mechthild von Magdeburg, Sophie La Roche, Louise Karsch, Bettina von Arnim, Rahel Varnhagen, Ebner-Eschenbach, Lou Andreas-Salomé, Anna Seghers,

Ingeborg Bachmann, Christa Wolf, Doris Dorrie, Erica Fischer, and Caroline Link. Film and Internet resources complement the readings. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent.

**GERM 344. Young German Writers: Search for Identity**. This course will cover one of the most exciting periods in German history through the perspective of young writers and filmmakers from the time of the fall of the Berlin Wall in 1989 to the present. The difference between East and West Germany still influences literature, music, art, and politics and furthermore deals with discourses on national identity and economic inequalities. Not open to students who have completed GERM 244. Prerequisites: one course above GERM 215.

**GERM 350. 20th-Century German Theater.** Trends in German theater from expressionism to the present, through the plays of Toller, Horvath, Brecht, Fleisser, Lasker-Schüler, Borchert, Handke, Fassbinder, Kroetz, Bernhard, Jelinek. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent. Two 70-minute periods. Students who have completed GERM 250 may not take this course.

**GERM 360. German Literature from 1949 to the Present.** Writings from the divided Germany until the opening of the Berlin Wall in 1989. Major plays, prose, and poetry by such writers as Böll, Lenz, Grass, Heym, Müller, Hein, Wolf, Kunert, and Fried. Excerpts from writings of Frisch, Dürrenmatt, Handke, and Bernhard. Some material on film. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent. Two 70-minute periods.

**GERM 190–199, 290–299, 390–399. Special Topics.**
**GERM 286, 381–383. Independent Study.**
**GERM 384. Independent Research.**
**GERM 288, 386–388. Internship.**
**GERM 400–401. Honors.**

**Italian**

**ITAL 100. Introductory Italian I**. Beginning study of Italian language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. Fall. Three 70-minute periods. (F3)

**ITAL 105. Introductory Italian II.** Continuation of Italian 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, and speaking. Prerequisite: Passing grade in ITAL 100 or placement by the Modern Languages and Literatures Department. Spring. Three 70-minute periods. (F3)

I**TAL 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)

**ITAL 190–199, 290–299, 390–399. Special Topics.**
**ITAL 286, 381–383. Independent Study.**
**ITAL 384. Independent Research.**
**ITAL 288, 386–388. Internship.**
**ITAL 400–401. Honors.**

**Japanese**

Courses in Japanese may be scheduled through cross-registration at Lehigh University.

**Russian**

Courses in Russian may be scheduled through cross-registration at other area colleges.

## Spanish Undergraduate Courses

**SPAN 100. Introductory Spanish I.** Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**SPAN 103. Health Professions Spanish I**. Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**SPAN 105. Introductory Spanish II**. Continuation of SPAN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 100 or placement by the Modern Languages and Literatures Department. (F3)

**SPAN 106. Health Professions Spanish II.** Continuation of SPAN 103. Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

**SPAN 110. Introductory Spanish III**. Continuation of SPAN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 105 or placement by the Modern Languages and Literatures Department. (F3)

**SPAN 111. Conversational Spanish for Health Personnel**. The primary objective of this course is to develop Spanish oral proficiency among health care pre-professionals and professionals who interact with Spanish-speaking patients. It will use applicable communicative tools and techniques, such as medical terminology, key words, power phrases, questionnaires, patient forms and effective interviews. It will continue to explore intercultural issues through reference information written from a cross-cultural perspective. This course will integrate a Service Learning (SL) experience at local community partners. SPAN 111 does not fulfill the F3 requirement. Prerequisite: SPAN 106 (F3) or permission from instructor.

**SPAN 112. Spanish Language and Culture for Educators I.** Spanish 112 is linguistically equivalent to SPAN 100. It is designed to help students in the education field achieve novice to novice-mid Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisite: placement recommendation from Modern Languages and Literatures. (F3)

**SPAN 113. Spanish Language and Culture for Educators II.** Spanish 113 is linguistically equivalent to SPAN 105. It is designed to help students in the education field achieve novice-mid to novice-high Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisite: SPAN 112 or Placement recommendation from Modern Languages and Literatures. (F3)

**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 or instructor's permission. Please note that heritage speakers are not allowed to take introductory SPAN 100, 103, 105, 106 or 110. Instead, they should enroll in SPAN 125 which counts towards the major, minor, and health certificate in Spanish. Heritage speakers who wish to pursue the Spanish for Health Professionals Certificate must start with SPAN 111: Conversational Spanish for Health Professionals.

**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 110 or SPAN 125.

**SPAN 215. Introduction to Hispanic Literatures and Cultures: The Enlightenment to the Present in Latin America.** This course combines a survey of Latin American literary and cultural history from the Enlightenment to the present with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish. Prerequisite: SPAN 110 or SPAN 125.

**SPAN 241. Introduction to Literature of Spain and Latin America.** Introduction to Spanish peninsular and Latin American literary genres (narrative, poetry, theater, and essay), movements

and techniques from the Middle Ages to the present. Readings and discussion in Spanish. Prerequisite: SPAN 210 and 215 or permission from instructor. (M2)

**SPAN 243. Introduction to Hispanic Literature in the U.S.** This course provides an overview of the history of Latino literature in the U.S., introducing the major literary trends from the nineteenth century to today: native literature, immigration literature and exile/ refugee literature. Emphasis will be on similarities and differences in the experiences among diverse Hispanic groups, especially Puerto Rican, Mexican-American and Cuban-American groups who represent the largest Hispanic population in the U.S. Pre-requisites: SPAN 210 and 215.

**SPAN 255. From Macondo to McOndo.** The literary "Boom" in Latin America took the global market by storm, drawing the world's attention to the region's rich offerings. In recent years, new writers and filmmakers have proclaimed a break with magical realism, reveled in the over-stimulated mediatic age, and weighed in on the effects of globalization. We will consider how "Latin American literature" itself has been figured as we explore the questions raised by these voices. We will also incorporate continued development of written and spoken expression in Spanish. Prerequisites: SPAN 210 and 215.

**SPAN 256. Reel Images: Spanish Cinema from Buñuel to Almódovar.** This course offers an opportunity to examine main trends in Spanish cinema from Luis Buñuel's surrealistic provocations to Pedro Almodóvar's irreverent, yet emotional portraits of Spain and its inhabitants. We will learn about the history, theory and criticism of Spanish cinema while paying special attention to the representation of violence and repression, issues of immigration and exile, and the intersection between film and literature. Pre-requisites: SPAN 210 and 215.

**SPAN 259/359. Crossing Borders: Mexican Film.** This course studies key developments in Mexican cinema from the 1950s to the present. The approach is multidisciplinary. On the one hand, it considers cultural history, politics, film production, and distribution of films; on the other, it provides an introduction to film studies in terms of technique, narrative, and style. The concept of national and transnational cinema is examined through the example of contemporary Mexican directors who have also successfully made films in the US, the UK, and Spain. Overall, this course seeks to expand the concept of literal border crossing to the symbolic gesture of becoming a migrant spectator who is able to see and better understand the other side of the border. Please note that the course is conducted in Spanish and students are required to read and write in the target language. Prerequisites at the 200-level: At least one Spanish course at the 200-level. Prerequisites at the 300-level: At least two Spanish courses at the 200-level, or instructor's consent.

**SPAN 262. 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). NOTE: Students pursuing the SHCP certificate, who have not completed the prerequisites for this courses, must request permission from instructor.

**SPAN 330. Spanish Literature into Film.**
A study of the Spanish Peninsular literature of the 19th and 20th centuries as portrayed in novels, romanticism, realism, naturalism, and the Generación del '98, and the adaptation of representative works into a film version. An incursion into modernism, Generación del '27, the postwar novel, and contemporary post-Francoist literature as seen in the new cinema and in other forms of art.

**SPAN 342. Love and Jealousy from Cervantes to Almodóvar**. This course seeks to establish a connection between early modern Spanish writers and contemporary authors through the themes of love and jealousy, honor and dishonor, power and submission, appearance and reality. This course starts with Cervantes's and Maria de Zayas's accounts and continues with a variety of contemporary texts and media that draw upon the rich visual imagery of early modern Spain. Students will have the opportunity to conduct individual research and will be encouraged to present their work at undergraduate conferences. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 345. Agency, Citizenship and Identity in the Southern Cone.** This seminar examines questions of agency, citizenship and identity, as well as the subtle categories of inclusion and exclusion that shape different groups' and individuals' experiences in society. Through a careful study of literary and filmic representations and multi-disciplinary secondary sources, we will focus on

particular examples in the South American Southern Cone of the ways in which individuals and groups negotiate their place in society. Students will have the opportunity to do individual research. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 348. Central American Literature: Rebirth through Contemporary Voices.** This course focuses on literary works written by contemporary Central American writers. Special emphasis will be given to the relationship between literature and social change, stressing particularly the works of women writers. Students will read short stories, poetry, plays, testimonial literature, and fragments of selected novels. Students will study about history, politics, human rights, social activism, and gender roles in the region. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 354. Emblems and Visual Culture in Early Modern Spain.** This course investigates the impact of emblematic literature and other forms of visual imagination in the early modern Spanish world. It will focus on the study of similarities between emblems and literature, and emblems and the visual arts to gain a better understanding of what an image means in a certain context and how an image is used to persuade and manipulate viewers. Students have the opportunity to conduct individual research and are encouraged to present their work at undergraduate conferences. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad).

**SPAN 355. Latin-American Literary Movements.** The clash between European culture and the indigenous world as it modified the European tradition brought to Latin America in the colonial period. The search for a unique national identity during the independence process as expressed in Latin American literature. Impact of modern literary expression (modernism, magical realism, writers of the '60s) on world literature. Readings and discussion in Spanish. Prerequisites: SPAN 210 and 215, plus one additional 200-level course, or instructor permission.

**SPAN 356. Caribbean Literature: Space and Narrative.** This course will examine the ways in which space and narrative are intertwined in the Caribbean imaginaries. Whether we consider the space of an island itself, particular spaces within and without a city, a house, a room, an airplane, for instance or abstract, conceptual spaces, their filmic and literary representations can help us better understand the complexities of national, social and individual identities, ideals, fears, and perceptions. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

**SPAN 357. Monsters and Madmen**. Through a focus on eccentric and marginal figures in 20th and 21st-century Latin American literature, we will examine how society defines itself by what it excludes: the crazy, the monstrous, the deviant, the radically other. We will also consider how representations of those figures may at times constitute resistance and social critique. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

**SPAN 358. Latin American Popular Culture and Tradition.** A study of the combination of different cultural traditions (the Indigenous, the European, and the Creole) which has resulted in a particular literary production. The course will focus on the literary representation of the struggle between the official and popular culture, the urban and rural worlds, and the elite and lower classes. Attention will be given to the non-traditional voice in Latin American arts.

**SPAN 360. 20th-Century Peninsular Literature.** The literary generations of 1898 and 1927 and the postwar generation in Spain. Major authors, their ideas and influence. Readings and discussion in Spanish. Prerequisites: SPAN 230 and 241 or equivalent.

**SPAN 362. Linguistic Varieties in the Spanish-Speaking World**. This course examines how Castilian Spanish has changed due to the influence of the languages with which it has come in contact in Spain and Latin America. The readings and multimedia materials will offer a new linguistic insight into the changeable concept of bilingualism, biculturalism, and diglossia. The class also gives the opportunity to discuss the social, political and cultural conditions that define when a dialect becomes a language or when a language, through contact with other(s) turns into a "pidgin" or "creole." Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad). NOTE: Students pursuing the SHCP certificate, who have not completed the prerequisites for this courses, must request permission from instructor.

**SPAN 190–199, 290–299, 390–399. Special Topics.**
**SPAN 286, 381–383. Independent Study.**
**SPAN 384. Independent Research.**
**SPAN 288, 386–388. Internship.**
**SPAN 400–401. Honors.**

## Spanish Graduate Courses

**SPAN 512. Spanish for Educators I**. Spanish 512 is designed to help students in education achieve novice

to novice-mid Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites: None

**SPAN 513. Spanish for Educators II**. Spanish 513 is designed to help students in education achieve novice-mid to novice-high Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites: SPAN 512 Spanish for Educators I

**SPAN 514. Spanish for Educators III**. Spanish 514 is designed to help students in education achieve novice-high to intermediate-low Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites SPAN 512 Spanish for Educators I and SPAN 513 Spanish for Educators II. Prerequisites: SPAN 512 Spanish for Educators I and SPAN 513 Spanish for Educators II

# Music

**Chair:** Professor Wetzel
**Professors:** Lipkis, Zerkle
**Associate Professors:** Binford
**Assistant Professors of Practice in Music:** Lutte, Kompass, Wieszczyk
**Special Appointment:** Spieth
**Artist-Lecturers:** Arnold, Baer, Bottomley, Brodt, Busfield, Clark, DeSantis, Doucette, Eyzerovich, Gairo, Giasullo, Gillespie, Goldberg, Goldina, Hockenberry, Hoffman, Huth, Kani, Kerssen, Kish, Kistler, Kozic, Martin, Mathiesen, Meehan, Montero, Morrison, Moyer, Oaten, Pisani, Riehl, Rostock, Roth, Schrempel, Seifert, Simons, Terlaak Poot, Thomson,Thompson, Torok, Watson, Weaver, Wilkins, Wittchen, Wright

## Mission Statement

The Moravian University Music Department is a vital and integral part of the educational and cultural environment of Moravian University and the Lehigh Valley. For the student majoring in music, we offer excellent, comprehensive, and personalized degree programs in music integrated with liberal arts studies. For the student majoring in another field who wishes to study music, we offer a variety of courses designed to provide an appreciation and understanding of the creative process in music. We also foster fulfilling musical encounters for the community through a wide selection of private and group instruction, performance in ensembles, courses, lectures, and concerts.

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

## Goal and Outcomes

Our curriculum and department strive to affirm the development of the whole student-intellectually, physically, emotionally, and ethically. This goal is learning-centered rather than teaching-centered. Thus, each student will:

- demonstrate competency with fundamental musicianship skills, including sight-singing; solfège; 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 contemporary idioms
- demonstrate 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
- demonstrate an understanding of the music from outside traditional Western studies and styles, and to draw connections to Western music
- demonstrate an ability to write and speak intelligently about music
- demonstrate an ability to synthesize various aspects of music study (theory, history, musicianship, performance) in both academic and performance venues, thereby demonstrating critical thinking and maturing into well-rounded performing musicians
- develop the capacity to evolve into self-sufficient and life-long learners in musical studies

Several degree programs are designed for individual needs. Students should consult the Moravian University 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 incoming students may be arranged by calling (610) 861-1650.

## The Major in Music

The department offers two programs:

- Bachelor of Arts—32 course units with these optional 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 (1.5 units), F3, F4, M2, M3 (EDUC 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 to 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.

- MUS 165.2 Music of the Western World (first year, fall semester)
- MUS 171.2 Diatonic Harmony
- MUS 175.2 Musics of the World (first year, spring semester)
- MUS 272.2 Chromatic Harmony
- MUS 279.2 Baroque Music (prerequisite: MUS 165.2) (second year, fall semester, 1st 8 weeks)
- Students with a classical concentration would take: MUS 278.2 Medieval and Renaissance Music (prerequisite: MUS 165.2) (second year, fall semester, last 8 weeks)
- Students with a jazz concentration would take: MUS 253.2 Jazz History (prerequisite: MUS 165.2) (second year, fall semester, last 8 weeks)
- MUS 283 Classical and Romantic Music (second year, spring semester)
- MUS 352.2 20th Century Music to 1945 (third year, fall semester)
- MUS 354.2 Contemporary Music Since 1945 (third year, spring semester)
- All music majors are required to take large ensembles: 6 semesters are required for students in
- the BA music degree programs, and 8 semesters are required for students in the BM degree program.
- Students can take more than the minimum required number of ensembles and can enroll in more than
- one ensemble per semester. Enrollment in MUS 151 Choir, MUS 153 Orchestra, MUS 156 Big Band Jazz
- Ensemble, MUS 159 Marching Band, and MUS 155 Wind Ensemble is open to accepted music majors
- and requires the completion of a successful audition.

To complete the major, all Bachelor of Music students must complete MUS 136.1 and MUS 236.1. 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, 236.1, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 342.2, 374, and 375.2. Total: 17.25 course units. Additionally, the student must pass vocal and piano 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 music education professor of the Music Department.
- **The Bachelor of Music in composition, performance, or sacred music** requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

## The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor (those two course units cannot include lessons--MUS 200.1).

## The Interdepartmental Major

The six course units of Set I of the interdepartmental major include Music 140.2, 141.2, 165.2, 171.2, 175.2, and Performance (three terms totaling at least 1.5 units). The other two music course units in Set I and the six course units in Set II are selected with the approval of the advisors.

## The Minor in Dance

The minor in dance provides a historical, theoretical, and practical foundation for students interested in dance performance and dance composition. In addition to studying the history of dance, students develop skills in dancing and dance composition, and they participate regularly in dance creation and performance. Participation in the Dance Company is by audition.

Five course units are required: Dance Company (four terms totaling one unit); Four technique courses from the following courses: Ballet I, Ballet II, Musical Theater Dance Styles, Jazz, Modern I, Modern II, African Dance, Historical Dance, Improvisation (totaling one unit); Dance Composition (one unit); History of Dance (one unit); and one unit elective selected with the approval of a dance advisor.

## Courses in Dance

**DANC 110. History of Dance**. This course is designed to expose students to dance as a fundamental form of human expression. The History of Dance presents an overview of the development of Western theatrical dance and introduces the major figures and movement theories of early dance history, ancient civilizations, the Middle Ages, Renaissance and the 16th-21st centuries. Varied forms of dance will be analyzed and discussed within a sociological, cultural, and historical framework. Readings, discussions, lectures, and films will introduce selected choreographers and the concerns that inform their work. Additional readings in dance philosophy and aesthetics will consider broader questions and address ideas such as form, expression, virtuosity, technique, the body as an expressive instrument, audience expectations, and performance conventions. This course will aid in students understanding of dance as an art form. Prerequisite: None. (M6)

**DANC 120. Dance Company**. Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master

classes/dance performances and participate in rehearsals/performances leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). A written reflection paper will be required to receive credit towards the M6. Prerequisite: None.

**DANC 120.1. Musical Theater Dance Styles**. A technique course in which a variety of basic techniques in musical theater are examined, including basic jazz, ballet, tap, lyrical, contemporary and modern. Students will study stylistic interpretations of prominent musical theater choreographers, and review dance/theater etiquette, safety and health, the audition, process, and the history of musical theater dance. Prerequisite: None.

**DANC 121. Dance Company**.Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performances leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). Prerequisite: None.

**DANC 130.1. Ballet I**. Designed to introduce the student to the study of classical ballet. The course will include active participation in barre work, center work, and traveling ballet exercises and combinations. The course also introduces the history of ballet as an art form. Also introduced are the fundamentals of ballet performance critique; an emphasis on technical proficiency and movement vocabulary will be stressed. Prerequisite: None.

**DANC 135.1. Jazz Dance.** Designed to introduce the student to the study of jazz dance. Students will learn and execute the fundamentals of jazz dance and learn the history of the genre of jazz as an art form. Fundamentals of jazz performance critique are introduced; an emphasis on technical proficiency and movement vocabulary will be stressed. Prerequisite: None.

**DANC 140.1. Modern I**. Designed to introduce the student to the principles of modern dance techniques. The course will include active participate in center work, movement across the floor, and proper alignment. Incorporated in this course is the study of modern dance history. Prerequisite: None.

**DANC 150.1. African Dance**. The African Dance course will introduce and explore dance forms from the continent of Africa, primarily West Africa. The class works through artistic process, practice, performance, and related activities (observation, lecture, and discussion), using dance and music rooted in African tradition and contemporary African aesthetics. Vigorous movement classes will focus on rhythm, songs, and culture along with dance choreographies traditionally performed for cultural occasions. Social, political, cultural and religious context will inform students learning, understanding, and appreciation of the diverse values of movement. Prerequisite: None.

**DANC 155. Historical Dance**. This course will introduce the basic dances of the Renaissance and Baroque period (1400-1750). Dancing was an important social activity during the Renaissance, in both court and country, and formed the basis for Baroque dance. The great innovations in dance in the 17th century originated at the French court under Louis XIV. This is our first clear ancestor of classical ballet. Dance of this time was used at social events, and also in court ballets and public theaters and operas. Prerequisite: None.

**DANC 160.1. Improvisation**. This course provides the student opportunities to explore the processes of discovering, creating, and performing movement spontaneously. Class time within the studio will expand one's range of expression through elements of: modern dance, sound and movement improvisation, contact improvisation and theatre studies in the movement aspects of time, space, energy, and dynamics. Prerequisite: None.

**DANC 230.1. Ballet II**. This course will focus on laying the foundation for understanding and working deeply within the dancer's body through proper technique, class approach and energy. The course will include active participation in barre work, center work, and traveling ballet exercises and combinations. The course also will be a continued study of the genre of ballet as an art form. The fundamentals of ballet performance critique, an emphasis on technical proficiency and Classical Ballet vocabulary will be stressed. Prerequisite: DANC 130.1.

**DANC 240.1. Modern II**. A continuation of the foundational material established in Modern I while providing students with the information and the tools needed to extend: technique, skills and performance quality. Each student will be expected to engage in comprehensive and ongoing movement research, concert viewing, readings, discussions, and reflective writing assignments. Modern II will also incorporate more challenging movement studies, individual and group improvisations, movement projects, and dance viewing

to acquaint students with a range of modern dance styles within a cultural and historical context. Breath, balance, body connectivity, use of the floor, basic inversions, as well as the scientific and anatomical principles of dance technique will be emphasized and utilized within Modern II. Students will be asked to investigate and explore their own mental, physical, and emotional nature in relation to dance and their dancing, so as to inform and expand their capabilities as a dancer and artist. These investigations will also aid in developing awareness of students own body capabilities and expressiveness through self-exploration. Prerequisite: DANC 140.1.

**DANC 250. Hip Hop Dance Culture**.Hip Hop Dance Culture will expose students to the different families of Hip Hop and how the culture expresses its evolution through movement from Breaking to Stepping integrating this development within social dance forms and in dance halls. Hip Hop Dance Culture is a participatory movement course that will allow students to identify with the culture, its growth, and influences around the world. Course discussions will integrate specific global issuses addressing the oppression and appropriation of the African American, Latino American, other minorities and genders within their community through this expressive movement that unifies a society. The physical movement learned throughout the course will relate directly to the African diaspora and its evolution within the American dance culture. Course work will also integrate readings, written/video recording assignments, dance viewing and performance, class discussions, assessments, and critical analysis to further enhance students' understanding and experience of Hip Hop through a historical framework and social/cultural context. Prerequisite: None. (M5)

**DANC 260. Dance Composition.** Dance Composition will acquaint students with the fundamental principles in structuring movement. The course will explore movement invention with consideration of time, space and energy. Students will investigate these ideas along with form, structure, design and dynamics in solo, duet, and group forms. Course work will integrate reading, writing, and critical analysis to further their understanding and experience of dance making. Prerequisite: DANC 001 or DANC 011.

**DANC 190–199, 290–299, 390–399. Special Topics.**
**DANC 286, 381–383. Independent Study.**
**DANC 384. Independent Research.**
**DANC 288, 386–388. Internship.**
**DANC 400–401. Honors.**

## Courses in Music

Course descriptions are arranged in ascending numerical order within categories.

**Music Courses Open to All Students**

**MUS 101. A Short Course in Theory**. Introduction to the language of music; understanding elements of a score; hearing and writing rhythm, pitch, scales, and chords. (M6)

**MUS 106. Art of Music**. Introduction to music of Western and non-Western cultures, explored through listening, analysis, composition, improvisation, and performance. (M6)

**MUS 108.2. Intro to Jazz Theory & Arranging**. Introduction to Jazz Theory and Arranging is a ½ unit course that explores the basics of jazz music theory, composing and arranging. Students will take this course in conjunction with enrollment in the "Summer Jazz Camp @ Moravian." Students need to be a music major or pass an audition to be enrolled in the course.

**MUS 113: Global Musics.** Aspects of musical systems of Africa, Middle East, Asia, Europe, and North and South America; folk, court, religious, and contemporary music as related to individual cultural patterns. (M6)

**MUS 115. Jazz Artists and Eras.** Jazz and 20th-century American popular music: ragtime, blues, Dixieland, swing, Tin Pan Alley, musical theater, Latin rhythms, bebop, cool jazz, progressive jazz, rock, and jazz-rock fusion. Two 70-minute periods. (M6)

**MUS 117. Music in the United States.** Music and musical life in the United States from colonial times to the present, including traditional and popular styles. Two 70-minute periods. (M6)
**MUS 118.2. Introduction to Jazz Recording and Technology**. Introduction to Jazz Recording and Technology is a ½ unit course that explores the basics of recording techniques and music technology used in jazz. Students will take this course in conjunction with enrollment in the "Summer Jazz Camp @ Moravian." Students need to be a music major or pass an audition to be enrolled in the course.

**MUS 125. History of Musical Theater**. History of Musical Theater provides a comprehensive study of musical theater from ancient Greece to current productions through analysis, reading, discussion, listening, and experiencing

musical theater performances. Students will explore the elements of musicals including music and lyrics, book/libretto, choreography, staging, sets, costumes, and technical aspects. Students will examine the societies, historical backgrounds, and participate in creative projects related to musical theater productions. (M6)

**MUS 176. Music and the Social Conscience**. This course examines how music reflects and impacts the social conscience of societies worldwide. Areas of concentration include media and social media; music that defines nations; revolution; social conscience and music; music and refugees; censorship; tradition and religion in conflict with music production; music and politics; and the role of music in global societies. (M5)

**MUS 188. Women and Music**. (Also WGSS 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. (M6)

**MUS 220. Introduction to Music Therapy**. This course explores how music therapy is used to effect positive change in the human experience. This highly interactive course presents an overview of therapeutic approaches, the clinical responsibilities of a music therapist, the populations served, and techniques of musical intervention. Prerequisite: previous experience in music performance (piano, guitar, and voice) is encouraged. Sophomore or higher standing.

**MUS 317. Ensemble Recording 1.** Students in this course explore a comprehensive foundational study aimed at recording small sized ensembles. The course will include microphone selection, microphone placement, multitracking, pre-amp configuration, signal flow, balance, sound design and mixdown strategies. These recordings become part of the student portfolio and are uploaded to the Moravian University Music Archives. Prerequisite: MUS 219.2.

## Courses in Musical Techniques

For music majors only. Permission of department chair required.

**MUS 130.1. Beginning Vocal Techniques**. Basic instruction and methodology in singing and teaching voice; breathing, diction, tone quality, sight reading; vocal repertory. Two 50-minute periods.

**MUS 131.1. Beginning Brass Techniques**. Basic instruction and methodology in playing, teaching, and caring for the trumpet and trombone in a music education program; French horn and tuba included. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 132.1. Beginning Woodwind Techniques**. Basic instruction and methodology in playing and caring for the flute, clarinet, oboe, and saxophone; bassoon also included. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 135.1. Beginning Percussion Techniques**. Basic instruction and methodology in playing, teaching, and caring for percussion instruments in a music education program. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 136.1. Beginning Piano Techniques**. Playing, keyboard harmony, and functional accompanying. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 236.1. Piano Techniques II**. Students in Piano Tech II will learn to play minor scales (with appropriate fingerings), cadences in all 12 keys, and perform basic piano repertoire. Use of the damper pedal, basic accompanying, and improvisation will also be part of the course content. Prerequisite: Music 136.1.

**MUS 137.1. Beginning Music Technology Techniques**. Introduction to electronic music tools: computers, audio- and videotape systems, MIDI instruments, and word-processing, database, composition, hypermedia, and sequencing software. Prerequisite: Music 140.2.

**MUS 138.1. Beginning String Techniques**. Basic teaching and methodology in playing and teaching strings in a music education program; includes violin, viola, cello, and bass. Important pedagogical methods and material (including Suzuki), forming and leading an elementary string ensemble; basic instrumental repair for strings. Prerequisite: Music 140.2. Two 50-minute periods.

**MUS 218.2 Introduction to Audio Recording**. This course will introduce students to the basics of analog and digital recording. Prerequisite: Music 137.1. Spring.

**MUS 219.2. Live and Studio Recording**. This advanced, project-based studio-recording course involves recording live and studio performances. Prerequisite: 218.2. Fall.

## Courses in Musicianship

**For music majors only, or with**

**permission of department chair.**

**These half-course units parallel theory instruction and develop techniques and skills in hearing, using solfège for sight-singing, keyboard harmony, score-reading, and dictation.**

**MUS 140.2. Musicianship I**. Dictation of traditional melodic, rhythmic, and harmonic materials and using solfège for sight-singing. Fall. Two 50-minute periods.

**MUS 141.2. Musicianship II**. Adds two-part dictation and clef-reading. Spring. Two 50-minute periods.

**MUS 240.2. Musicianship III**. Adds three-part dictation, score-reading, keyboard progression; dictation of diatonic and chromatic chord progressions and modulations; figured bass. Fall. Two 50-minute periods.

**MUS 241.2. Musicianship IV**. Sight-singing, including atonal, modal, and modulating melodies; four-part chorale dictation; and score-reading in clefs. Spring. Two 50-minute periods.

**MUS 341.2. Musicianship V**. This course continues with the study of written and aural music skills, including score reading in clefs, advanced melodic and harmonic dictation, atonal, modulating, and modal melodies, advanced solfège, accompanying, advanced rhythm and meter, and conducting patterns. Fall. Two 50-minute periods. Prerequisite: Music 241.2 or permission of the instructor.

## Practica

**For music majors only, or with permission of department chair. Fee charged for practica taken beyond degree requirements.**

**Professional courses are offered each term in practical application and procedures essential to composition, repertory, performance, careers, and cultural communication within the Bachelor of Music areas of emphasis. Bachelor of Music candidates should consult the Music Department Handbook for a detailed description of practicum requirements..**

**MUS 255.1, 255.2, 355.1, 355.2. Jazz Improvisation Practicum**. In part I, the student will learn to improvise over basic jazz forms using major, minor and blues scales as well as seventh chords and their extensions. In part II, instrument-specific, studying historically-significant solos, compositions and recordings, with emphasis on harmonic, melodic and rhythmic transcriptions. Use of modal, hybrid, atonal and octatonic scales. Odd-time signatures, polytonal harmonies and structures of progressive jazz and fusion. Prerequisite for Part II is: Music 256.1 or 356.1 and signature of department chair.

**MUS 256.1, 256.2, 356.1, 356.2. Jazz Ear-Training Practicum**. Aural identification and dictation of melodic, rhythmic and harmonic elements of jazz. The semester culminates in the transcribing of a jazz solo from a recording. Prerequisite: Music 241.2.

**MUS 257.1, 257.2, 357.1, 357.2. Diction Practicum**. Proper pronunciation of English, French, German, Italian, Latin, Russian, and Spanish in singing. International Phonetic Alphabet. Basics of translation for foreign-language texts. One half unit (.50) required for all vocal performance majors.

**MUS 258.1, 258.2, 358.1, 358.2. Jazz Theory and Arranging Practicum**. Analysis and composition of jazz tunes and chord progressions; instrumental and vocal arranging in the jazz idiom. Prerequisite: Chromatic Harmony (MUS 272.2) and Jazz Piano (taken as part of the performance unit).

**MUS 259.1, 259.2, 359.1, 359.2. Concerto and Orchestral Repertory Practicum**. For keyboard majors, standard concerto repertory and important keyboard parts for major orchestral works. For non-keyboard instrumental majors, standard orchestral repertory and excerpts; as time allows, major concerto repertory included. One half unit (.50) required of keyboard and instrumental performance majors.

**MUS 261.1, 262.2, 361.1, 361.2. Literature Practicum**. Study of solo literature and solos or orchestral excerpts from large works for various instruments or voice. Also includes jazz history and literature. Instrumental literature practica also cover the history and development of the instrument. One half unit (.50) is required for the Bachelor of Music in performance for jazz performance majors. All other performance majors must take three quarter units (.75) of literature practica, including 20th-century literature as well as solo literature and repertoire from large works. See departmental handbook for detailed descriptions.

**MUS 262.1, 262.2, 362.1, 362.2. Pedagogy Practicum.** Major treatises and methods of instrumental or vocal techniques and pedagogical issues. One half unit (.50) required for the Bachelor of Music in performance.

One quarter unit (.25) is required of jazz performance majors. See departmental handbook for details.

**MUS 263.1, 263.2, 363.1, 363.2. Composition Practicum**. Topics in composition, including advanced orchestration, counterpoint, and composition seminar. One unit (1.0) required for the Bachelor of Music in composition. See departmental handbook for details.

**MUS 264.1, 264.2, 364.1, 364.2. Miscellaneous Practicum**. Advanced musicianship, music therapy, musical theater, piano tuning, sacred music, modal counterpoint, and other areas of individual interest. See departmental handbook for details.

**MUS 366.1. Advanced Technology for Composers**. Introductions to the creative use of digital solutions for capturing, creating, editing and manipulating media. Compositional and improvisatory techniques, including sequencing, editing, sampling, MIDI and notational software utilizing current technologies. Prerequisite: MUS 137.1.

## Courses in Music Theory

**For music majors only, or with permission of department chair.**

**MUS 171.2. Diatonic Harmony**. Principles of tonal music explored through analysis and writing: voice-leading, chord progression, and procedures of formal analysis. Prerequisite: Music 140.2. Spring. Two 50-minute periods.

**MUS 272.2. Chromatic Harmony**. Extension of diatonic harmony: secondary functions, modulations, modal mixture, augmented sixth chords, Neapolitan chords, other harmonic enrichments, and jazz theory. Prerequisite: Music 171.2. Fall. Two 50-minute periods.

**MUS 340.2. Form**. Homophonic and polyphonic forms: binary, ternary, rondo, sonata, canon, fugue, invention, theme and variations. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

## Courses in Conducting and Orchestration

**For music majors only, or with permission of department chair.**

**MUS 334.2. Introduction to Conducting**. Instrumental and choral repertory: interpretation, technical gestures, survey of graded ensemble literature, rehearsal techniques, programming, and organization. Prerequisite: Music 342.2. Spring. Two 70-minute periods.

**MUS 336.2. Conducting**. Selection, analysis, rehearsal, and performance of instrumental and choral repertory. Topics include conducting skills, vocal techniques, choral diction, rehearsal techniques, and score-reading. Prerequisite: Music 334.2. Fall. Two 70-minute periods.

**MUS 342.2. Orchestration**. Instrumental characteristics, nomenclature, and notation; simple orchestral and ensemble arranging. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

## Courses in Music History

**For music majors only, or with permission of department chair.**

**MUS 165.2. Music of the Western World**. Overview of major historical styles from antiquity to the present, including basic music theory for analysis and composition of rounds, theme and variations, and 12-bar blues progressions. Various genres of music are studied to produce personal listening guides. Two 50-minute periods.

**MUS 175.2. Musics of the World**. Elements of music and its role in various non-Western cultures, including Africa, Japan, China, India, Vietnam, Egypt, Russia, Israel, Australia, Latin America, Native America. Music as related to other forms of art; instruments unique to each culture. Prerequisite: Music 165.2 Spring. Two 50-minute periods.

**MUS 253.2. Jazz History**. A review of the major eras, styles, and artists of America's art music: jazz. Students will listen to and analyze historically significant selections/recordings, and will study noted and celebrated jazz artists. Prerequisite: MUS 165.2. Offered in the fall. Two 70 minute periods twice a week for 8 weeks.

**MUS 278.2. Medieval & Renaissance Music**. Antiquity, Roman Catholic liturgical forms, secular vocal and instrumental music of England and the European continent; musical aftermath of the Protestant Reformation. Prerequisite: MUS 165.2. Offered in the fall. Two 70 minute periods twice a week for 8 weeks.

**MUS 279.2. Music of the Baroque Period**. 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 for 8 weeks.

**MUS 283. Classical and Romantic Music**.Pre-classical style; Viennese classical style; early American music; Beethoven and his romantic heirs; programmatic music; nationalism; poetry and the art song; rise of chamber music and works for solo piano. Prerequisite: Music 279.2. Spring. Two 70-minute periods. Writing-intensive.

**MUS 352.2. Music of the 20th Century to 1945**. Post-romanticism, expressionism, impressionism, neoclassicism, serial techniques, diverse currents in the United States, Europe, Russia, and Central and South America. Prerequisite: Music 283. Fall. Two 50-minute periods.

**MUS 354.2. Contemporary Music since 1945**. Modern opera and ballet, new directions in sound, extensions of serialism, indeterminacy, minimalism, electronic and computer-generated music, post-modernism. Prerequisite: Music 352.2. Spring. Two 50-minute periods.

## Courses in Music Education

**For music majors only. See also courses listed under Education.**

**MUS 374. 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.

**MUS 574.2. Music Education Student Teaching Seminar.** The focus of this course is to support your transition from student to teacher as you apply the considerable preparation you have already accomplished. Emphasis will be placed on refining the skills students will need to become outstanding music educators. These include 1) writing strong lesson plans; 2) effectively teaching music classes in both elementary and secondary settings, in instrumental, vocal, and general music settings; 3) learning to be a reflective teacher; 4.) producing a piece of scholarly writing that incorporates peer-reviewed research and lessons learned from classroom or conference experiences; and 5) demonstrating professionalism in communication, attitude, and commitment. Prerequisites: EDUC 502.2, EDUC 503, EDUC 507, EDUC 534, EDUC 567, EDUC 568.

**MUS 367.2. Secondary Classroom Choral and Instrumental Pedagogy.** The purpose of this course is to develop specific teaching skills, techniques, and materials necessary for administering and teaching in a successful secondary choral and instrumental program. Course content will include philosophical, theoretical, and practical methods of score reading, repertoire selection, programming, including developing a comprehensive secondary program as well as logistics of organizing a successful secondary program. Prerequisites: EDUC 367.

## Courses in Special Areas of Music

**For music majors only, or with permission of department chair.**

**MUS 322.2. Improvisation**. Tactics and techniques used in playing and communicating in various kinds of music. Students will improvise vocally, rhythmically, and on their major instruments. Fall. Two 50-minute periods.

**MUS 365.1. Jazz Methods for Teachers**. Preparation for teaching jazz. Topics include teaching jazz improvisation, administering a jazz education program, conducting jazz ensembles/choirs, scheduling rehearsals, choosing music, designing a concert program, and playing rhythm section instruments. Prerequisites: Music 241.2, 272.2, and 136.1.

**MUS 373. Seminar**. Special topics in music history and theory; emphasis on analytic and research skills, music and the other arts. Subject matter varies. Juniors and seniors only. Spring. Two 70-minute periods.

**MUS 375 or 375.2. Recital**. Preparation and performance of selected works. Program commentary on the music and editions used required; evaluation by faculty jury of artistry and technical competence. Bachelor of Music students in performance, composition, or sacred music register for a half-unit in the junior year and a full unit in the senior year. Bachelor of Music students in music education register for a half-unit.

**MUS 385 or 385.2. Project**. Exploration of an aspect of composition, theory, or history; public presentation of lecture, seminar, or performance. Repeatable. Spring.

**MUS 190–199, 290–299, 390–399. Special Topics.**
**MUS 286, 381–383. Independent Study.**
**MUS 384. Independent Research.**
**MUS 288, 386–388. Internship.**
**MUS 400–401. Honors.**

## Courses in Performance

Music majors, minors, and interdepartmental majors must consult the Music Department Handbook for performance (including ensemble) requirements and grading.

Private Lessons

The department offers private instruction in:

- Bagpipe
- Brass
- Celtic fiddle
- Composition
- Conducting
- Electric bass
- Guitar (classical or jazz)
- Harpsichord
- Jazz performance
- Organ
- Percussion or Drum Set
- Piano (classical or jazz)
- Recorder
- Strings
- Theory
- Viola da gamba
- Voice
- Woodwinds

## Courses in Performance

## and Ensembles

Music majors enrolled in required terms of music performance (the actual course number and credit varies) take weekly lessons in the major instrument or voice, perform an end-of-term jury, attend ten (10) University-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

Spanish for Health Professionals Certificate Program

Flowchart for Spanish Heritage and Non-Heritage Speakers

In order to be in compliance with IPEDS and Middle States requirements, the certificate program must be at least 3.75 units, and so waiving courses for students or granting retroactive credit to students placing into higher levels of Spanish is not an option for us to award the certificate. Therefore, all students, who plan to pursue the Spanish for Health Professionals Certificate, must complete a total of four courses, as explained in this chart.

| | | | | |
|---|---|---|---|---|
| Effectively a beginner (No Spanish, or 1-3 courses but learned/retained very little) | SPAN 103 | SPAN 106 | SPAN 111 | FORL 235 |
| Non-heritage speaker who has taken 3-4 Spanish courses and has learned/retained some Spanish from high school or has a higher proficiency level (example: honors or advanced placement). | SPAN 106 | SPAN 111 | FORL 235 | SPAN 262 or 362 |
| Spanish heritage speaker (English dominant Spanish-speaking bilinguals who were born and educated in the United States; English dominant Spanish-speaking bilinguals who were raised in Spanish-speaking countries where they may have attended school for a short time, but who received most of their formal education in the United States; and Spanish dominant monolingual or bilingual English speakers who were educated in a Spanish-speaking country) will start with SPAN 111.<br><br>Note: Spanish 125 is offered in fall and 111 in spring. With instructor's permission, students will be allowed to take these two courses in any order. | SPAN 111 | SPAN 125 | FORL 235 | SPAN 262 or 362 |

number of performances is required (see departmental handbook). Non-majors take lessons for a pass/fail grade.

## Ensemble

Course credit is granted for membership in Choir, Orchestra, Dance Company, Marching Band, and Wind Ensemble. Auditions are scheduled in the fall of each year or at other times by appointment. Ensemble participation is part of the performance credit and grade for the major. For music minors and other non-majors, a half-unit of credit is given after four terms of participation and a second half-unit of credit after six terms of participation. For DANC 001 or DANC 011, a half-unit of credit is given after two semesters (one academic year) and a full unit after four semesters (two academic years). The four semesters of DANC 011 (with written reflection papers) earns 1 full unit meeting the M6 LinC requirement. No more than one unit may be counted toward degree requirements by non-majors; additional ensemble activity is recorded without credit notation. LinC credit is available for some ensembles; six terms of participation are required. Additional assignments are required for LinC credit..

# Neuroscience

**Director**: Professor Fox
**Associate Professor**: Johnson

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

As an interdisciplinary program, the neuroscience major draws upon the expertise of faculty in biology, psychology, philosophy, chemistry, physics, mathematics, and computer science. Completion of this program will culminate in a Bachelor of Science degree. Students considering postgraduate careers in neuroscience, experimental psychology, neuropsychology, pharmaceutical research, education, law and medicine are encouraged to pursue this major field of study.

## Neuroscience Core Courses

Seven (7) courses serve as the core of this major.

**BIOL 111**
*Foundations of Biology*

**NEUR /BIOL 263**
*Neuroscience*

**NEUR 367**
*Introduction to Neuroscience Methodology*

**NEUR 373**
*WI: Neuroscience Seminar*

**PSYC 120**
*Introduction to Psychology*

**PSYC 211**
*Experimental Methods and Data Analysis I*

**PSYC 212**
*Experimental Methods and Data Analysis II*

## Neuroscience CoRequisite Courses

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

**CHEM 113 & CHEM 114**
*General Chemistry*

**MATH 170**
*Analytical Geometry and Calculus I*

**or MATH 106 & MATH 166**
*Analytic Geometry and Calculus I with Review, Parts 1 and 2*

**PHYS 109-110**
*Introductory Physics for the Life Sciences*

**CHEM 211-212**
*Organic Chemistry*

**or CSCI 120-121**

*Computer Science I and II*

CHEM 211 and CHEM 212 are required for those students pursuing an emphasis in cellular neurobiology or behavioral neuroscience. CSCI 120 and CSCI 121 are required in lieu of CHEM 211 and CHEM 212 for those students pursuing an emphasis in cognitive neuroscience.

Ethics course recommendations: due to the increased awareness of ethical implications associated with scientific research (for example, stem-cell research), it is important to educate neuroscience students in the field of ethics. Therefore, PHIL 222 Ethics (M3), PHIL 224 Applied Ethics, PHIL 259 Medical Ethics (U1), PHIL 281 Topics in Ethics or a similar course is strongly recommended.

## Neuroscience Elective Courses

The neuroscience major is designed to provide students with an opportunity to focus on one of three areas of emphasis: cellular neurobiology, behavioral neuroscience, or cognitive neuroscience. Students should select three of the following electives from one area of emphasis and one from a different area of neuroscience interest.

**a) Cellular Neurobiology**

**BIOL 210**
*Genetics*

**BIOL 212**
*General Zoology*

**BIOL 266**
*Cell & Molecular Biology*

**BIOL/CHEM 328**
*Biochemistry II*

**BIOL 350**
*Human Physiology*

**BIOL 365**
*Advanced Genetics*
**NEUR 381–384**
*Independent Study*

**NEUR 386–389**
*Field Study*

**NEUR 400–401**
*Honors*

**b) Behavioral Neuroscience**

**BIOL/PSYC 250**
*Animal Behavior*

**PSYC 320**
*Mind and Brain*

**PSYC 335**
*Conditioning, Learning, and Behavior*

**PSYC 362**
*Abnormal Psychology*

**NEUR 381–384**
*Independent Study*

**NEUR 386–389**
*Field Study*

**NEUR 400–401**
*Honors*

**c) Cognitive Neuroscience**

**CSCI 260**
*Artificial Intelligence*

**PHIL/PSYC 251**
*Philosophy of Psychology*

**PSYC 315**
*Cognitive Psychology*

**PSYC 320**
*Mind and Brain*

**PSYC 376**
*Seminar in Experimental/Cognitive Psychology*

**NEUR 381–384**
*Independent Study*

**NEUR 386–389**
*Field Study*

**NEUR 400–401**
*Honors*

Appropriate advanced courses offered by LVAIC institutions may be substituted for the above-mentioned electives with

the prior approval of the neuroscience program director.

## Courses in Neuroscience

**NEUR 218. Brain Sex**. In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scholars from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men, women and LBTGQ individuals in today's society as well as the different educational and emotional issues that they face. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender similarities and differences are examined. (U1)

**NEUR 367. Introduction to Neuroscience Methodology**. This course provides students with the background to understand the various experimental methods used in the field of neuroscience. Laboratory experiences and journal club discussions of primary scientific literature are used to develop skills in preparation for future neuroscience research endeavors. Students apply the fundamental techniques learned in this course to design their own research projects. Prerequisites: PSYC 212, BIOL 263, and CHEM 114, or permission of instructor.

**NEUR 373. WI: Neuroscience Seminar**. This capstone course in the area of neuroscience is a writing-intensive seminar. Students research current scholarly literature on topics related to the field of neuroscience and compose research papers and oral presentations on a particular topic of interest. Emphasis is placed on effective literature searches, appropriate citations of scientific articles, analysis and interpretation of research data, thesis development and effective communication of scientific concepts. Prerequisites: Senior standing, and NEUR 367 or permission of instructor. (WI).

**NEUR 190–199, 290–299, 390–399. Special Topics.**
**NEUR 286, 381–383. Independent Study.**
**NEUR 384. Independent Research.**
**NEUR 288, 386–388. Internship.**
**NEUR 400–401. Honors.**

# Nursing

**Associate Dean:** Goodolf
**Associate Professors:** Dorney, DiGiulio, Farber, Goodolf, Groller, Hoffman
**Assistant Professors:** Colancecco, Gannon, Grube, Halliday Mikovits
**Assistant Clinical Professor:** Guider, Watchous, Zaccardi
**Instructors:** Albert, Brown, Butler, Lugo, Sayenga

Nursing education at Moravian University blends compassionate art with scientific inquiry to achieve a transformative education deeply rooted in a rich liberal arts tradition. At its core the program seeks to develop students who are acutely aware of the world in which they live and their responsibilities of living in a global, interdependent community. The undergraduate and graduate programs cultivate a professional nurse graduate who values lifelong learning and service to others within a framework of social justice. These core components provide the foundation for the program and learning outcomes and are detailed in the Student Handbook.

Healthcare initiatives improve the lives of people worldwide every day. Today's health care professionals must utilize a multidisciplinary approach in promoting and preserving a healthy quality of life for all populations—individuals, families, communities, and nations worldwide. Our nursing and public health programs will prepare you for continuous learning, advanced study, and leadership in health care.

The Helen S. Breidegam School of Nursing and Public Health offers a traditional four-year pre-licensure Bachelor of Science in Nursing (BSN) program, a 16-month long accelerated BSN program for college graduates in non-nursing fields, a baccalaureate degree completion program for registered nurses (RN to BSN), and Master of Science in Nursing (MSN) programs that prepares clinical nurse leaders, nurse administrators, nurse educators, and nurse practitioners.

## Program Accreditation

The pre licensure Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs are approved by the Pennsylvania State Board of Nursing. The baccalaureate degree program in nursing and master's degree program in nursing at Moravian University are accredited by Commission on Collegiate Nursing Education. Information on the accreditation process for nursing programs can be obtained from these agencies or the School of Nursing and Public Health office on campus

## Bachelor Of Science In Nursing Programs

The Helen S. Breidegam School of Nursing and Public Health offers an educational program leading to the Bachelor of Science in Nursing degree, a generalist professional program that prepares graduates for entry-level positions in nursing practice.

BSN Program options include the following:

- The BSN degree for those students who are entering the four-year program of study for an initial professional degree,
- The RN to BSN degree for those RNs who wish to complete the BSN degree, and
- A sixteen-month second degree option for those who have already earned a baccalaureate degree in a field other than nursing.

## Program Outcomes

The outcomes listed below are congruent with and extensions of Moravian 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 MATH 107 or HLTP 189 to fulfill the Quantitative Reasoning (F2) requirement and CHEM 108 for the Laboratory Science (F4) requirement.

## The Major in Nursing

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

- First Year. First semester: BIOL 103, NURS 115. Second semester: BIOL104, CHEM 108.
- Sophomore Year. First semester: BIOL 205, MATH 107 (may be taken in junior year) or HLTP 189, PSYC 207 (may be taken in spring semester), NURS 212. Second semester: BIOL 206, NURS 311.
- Junior Year. First semester: NURS 310, 312, and 331.2. Second semester: NURS 314, 332.2, and 339.
- Senior Year. First semester: NURS 313 and 315. Second semester: NURS 316 and 317.

## Dual major, dual degree

Moravian University offers a four-and-one-half-year double major, double degree program for students who decide to pursue a BSN after matriculating into the institution in a program outside of nursing. These students must meet certain requirements to proceed into the BSN program, but upon successful completion of this double degree program, students will earn a BA or BS in a major other than nursing, and a BSN after 4.5 years of study. In their first three years of full-time study, students will complete a major in a field of their choosing or design their own major, most of their general education requirements, and all of the prerequisites for nursing (see below). In the spring of their junior year, interested students apply for the accelerated nursing program, and, if admitted, continue in an accelerated program of nursing leading to the Bachelor of Science in Nursing. Upon conclusion of the accelerated program (which runs for 16 months, beginning in August of the senior year), students are awarded two bachelor's degrees, one of which is the Bachelor of Science in Nursing, and are eligible to sit for the NCLEX licensure exam.

Students complete the following Learning in Common requirements as part of this double degree program: F1

(writing), F2 (quantitative reasoning), F4 (lab science), then 5 of the M or U classes, selected from among M1, M2, M3, M4, M5, M6 and U1. The F3 (language) requirement is completed as part of the accelerated nursing program, as is the U2 (moral life) requirement.

At the conclusion of the junior year, students must have completed the following in order to be considered for admission into the accelerated nursing program:

- A full major other than nursing
- The Learning in Common requirements listed above
- A minimum of 23 course units, with an overall GPA of 3.00 or higher
- The following science courses, with an average of 2.67 and no grade lower than C-:
- BIOL 103 (no grade lower than C) or 106, 104 or 107 and 206
- CHEM 108
- Statistics (HLTP 189 or MATH 107 are preferred)
- PSYC 207

## 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 University 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 University. Current students who meet the progressions requirements may apply to transfer into the nursing program from another major. Application to transfer to the nursing 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 University 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 Registered Nurse 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: Holistic Assessment, all nursing students are required to submit to the School of Nursing and Public Health a Federal Criminal Record Check, Pennsylvania Background Check, and a Child Abuse History Clearance. These clearances must be updated periodically and are maintained electronically on file in the School of Nursing and Public Health. Copies will be provided to clinical sites upon request.

## Graduation Requirements

In addition to the requirements of the University, 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

**Spanish for Health Professionals Certificate Program**

**Flowchart for Spanish Heritage and Non-Heritage Speakers**

In order to be in compliance with IPEDS and Middle States requirements, the certificate program must be at least 3.75 units. When placed into SPAN 106 or higher, eligible courses will be determined by Department to meet the minimum units required.

| | | | | | |
|---|---|---|---|---|---|
| Effectively a beginner (No Spanish, or 1-3 courses but learned/retained very little) | SPAN 103 | SPAN 106 | SPAN 111 | | FORL 235 |
| Non-heritage speaker who has taken 3-4 Spanish courses and has learned/retained some Spanish from high school or has a higher proficiency level (example: honors or advanced placement) will place into SPAN 106. | | SPAN 106 | SPAN 111 | | FORL 235 |
| Spanish heritage speaker (English dominant Spanish-speaking bilinguals who were born and educated in the United States; English dominant Spanish-speaking bilinguals who were raised in Spanish-speaking countries where they may have attended school for a short time, but who received most of their formal education in the United States; and Spanish dominant monolingual or bilingual English speakers who were educated in a Spanish-speaking country) will start with SPAN 111.<br><br>Note: Spanish 125 is offered in fall and 111 in spring. With instructor's permission, students will be allowed to take these two courses in any order. | | | SPAN 111 | SPAN 125 | FORL 235 |

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 University does not guarantee that a student will be accepted into the nursing program. General academic policies specific to the nursing program appear below.

## Progression in the Program

### Declaration of and Acceptance into the Nursing Major

1. For the student to declare nursing as a major, and prior to entering any nursing course that has a clinical requirement (e.g., Nursing 212), the student must earn a cumulative grade point average of 2.67 or higher in required biology and chemistry courses (Biology 103 and 104, and Chemistry 108) and have an overall cumulative grade point average of 3.00 or better.
2. If progression criteria are met, students will be declared a nursing major prior to the start of NURS 212. This declaration will be made by the Associate Dean of Nursing and Public Health.
3. Non-transfer students must take the natural science biology (BIO 103, 104, NURS/HLTH 205, 206) and chemistry (CHEM 108) at Moravian University as displayed in the program plan, or a seat will not be guaranteed in the nursing program.

## Progression into the Major

1. Once a student declares nursing as a major, then a nursing grade point average of 3.00 or better must be achieved and maintained by the end of the first clinical course (i.e., Nursing 212). The student must also continue maintaining the overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses required of the major (Biology 103, 104, 205, and 206; and Chemistry 108) for progression purposes. The student will not be permitted to retake a nursing course to boost the nursing GPA. The student will not be permitted to retake a biology or chemistry course to boost the natural science GPA. The student must maintain the above cumulative GPA requirements at the end of each semester in the nursing program in order to progress in the nursing major.
2. All required biology and chemistry courses (Biology 103, 104, 205 and 206; and Chemistry 108) are to be completed prior to beginning the junior-level nursing courses (Nursing 310, 312, 314, 331.2, 332.2, and 339).
3. There is no probationary period for the student who does not meet the science, overall, and/or nursing major GPA requirements.
4. Students who transfer into nursing, either internally or externally, are required to have an overall cumulative

GPA of B (=3.0) or better, a natural science cumulative GPA of B- (=2.67) or better, and a nursing cumulative GPA of B (=3.0) or better. Students who transfer science courses from non-LVAIC institutions are required to earn a B (=3.0) or better in the required sciences in order to have those courses count toward the nursing program requirements. Previous C work in the required sciences will transfer to the University 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 University, 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 University, only those grades earned at Moravian University 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 Assessment Technologies Institute (ATI) 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 ATI is included in the School of Nursing Student Handbook.

The nursing faculty uses a uniform standard of numerical equivalents for the assignment of letter grades. For details, consult the School of Nursing Student Handbook.

Nursing students are required to meet the prerequisites for progress in the nursing course sequence; therefore, a grade of incomplete may disrupt the student's progression.

## Student Clinical-Performance Evaluation

Students are required to earn a Satisfactory evaluation of clinical performance in each nursing course in order to progress in the curriculum. Further information on clinical performance requirements appears in the School of Nursing Student Handbook.

## Other Pertinent Policies

Departmental policies concerning class attendance, professional dress, temporary medical disability, bloodborne pathogen exposure control, infectious exposure, health screening, and other issues appear in the School of Nursing Student Handbook. Nursing majors are held accountable to these standards.

## Undergraduate Courses in Nursing

**NURS 115. Foundations of Nursing and Healthcare**. The process of critical thinking as a basis for open inquiry into assumptions, beliefs, and values about the discipline of nursing will be analyzed for nursing in a dynamic, multidisciplinary health care environment. Professional, historical, and socio-cultural issues, as well as ethical and legal standards, will be discussed within the context of health care challenges of the 21st century. Nursing majors only.

**NURS 212. Holistic Assessment**. A clinical course and practicum utilizing the techniques of physical, psychosocial, functional, spiritual, and cultural assessments. Assessments will be performed in a variety of practicum settings and will include individuals and families across the life span during various states of health. Students will utilize data collected for an

interpretive analysis of health status. Prerequisites: BIOL 103 and 104; NURS 115. Co-requisite: NURS 115, if not taken prior to enrolling in NURS 212.

**NURS 216. Intersection of Culture and Healthcare**. (also Interdisciplinary 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)

**NURS 230. Global Disaster Preparedness & Management**. (also Interdisciplinary 230) Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of different types of global disasters and develop a plan for disaster management at a personal, community, and global level (M5).

**NURS 231. Nutrition for Health**. (Also HLTR/HLTP 231) Is an introduction to the science of nutrition with emphasis on applications for the allied health professions. As such, focus will be on the nutrient needs of the body, the processes by which nutrients are obtained and processed, and the foods that meet these needs in selected social, environmental, cultural, and performance contexts. The course is designed for students entering professional fields such as nursing, physical or occupational therapy, speech-language pathology, athletic training, and public health which require a functional understanding of the relationship between nutrition and health or performance. Students will be introduced to tools and techniques of the field by completing an individual dietary assessment and consulting robust scientific literature to answer discipline-specific questions. (U1)

**NURS 260. Moral Injury**. (also REL/HLTP 260) Moral Injury has been defined as "the inevitable outcome of moral engagement with the reality of war and killing," (Antal and Winings: 2015) and as "the result of participation in the moral distortion of the world created by war" (Denton-Borhaug: 2021). In this course participants will explore and analyze moral injury through multidisciplinary methods including public "whole" health, spiritual, philosophical and theological frameworks, the arts and humanities, as well as through diverse social and physical scientific paradigms/methods. Our aim will be to illuminate increased understanding of the individual experience of moral injury; analyze the relationship between moral injury and U.S. War-culture; and engage in reflective moral deliberation regarding what the phenomenon of moral injury requires of us as individuals, citizens, people with religious (or no-religious) identities, and members of diverse moral communities. (U2)

**NURS 310. Quest into Phenomenology of Nursing**. Application of nursing knowledge and interventions to clinical practice in association with the lived experiences of humanity as part of a system. Students apply theory and knowledge related to selected acute and chronic health problems to the care of individuals, families, and communities. Nursing role behaviors of the practitioner, counselor, educator, advocate, collaborator in various settings. Prerequisites: BIOL 206; NURS 115, 212, 311. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

**NURS 311. Quest toward Individual Well-Being**. Application of fundamental concepts of nursing, health and well-being in theory and practice. Students develop a foundation for holistic nursing practice utilizing physical and psychosocial skills to plan and deliver nursing care. Prerequisites: BIOL 103, 104, and 205; CHEM 108; NURS 115 and 212. Co-requisite (if not taken previously): CHEM 108. Theory 3 hours, clinical 8 hours.

**NURS 312. Embracing the Dynamic Family**. A clinical practicum course that provides a foundation to facilitate growth and development of children and their families. Students experience nursing role behaviors in addressing health needs in a variety of dynamic family systems. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311; PSYC 207. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

**NURS 313. Embracing the Challenged Family**. A course that emphasizes integration of nursing skills and knowledge to facilitate the individual's and families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual and family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. Prerequisite: NURS 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours.

**NURS 314. Embracing the Dynamic Community**. A clinical practicum course that provides a foundation to facilitate community partnerships and collaboration

in promoting health and assessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS115, 212, 310, 311, and 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

**NURS 315. Embracing the Challenged Community**. Application of nursing knowledge, interventions, and attitudes for vulnerable populations challenged by acute and chronic alterations in physical and mental health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings. Prerequisites: NURS 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours.

**NURS 316. Applied Research in Nursing**.A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases. Students develop insight into process and application of research in nursing practice. Writing-intensive. Prerequisites: MATH 107; NURS 313 and 315. Theory 3 hours; clinical 8 hours.

**NURS 317. The Professional Nurse**. Incorporation of leadership and management principles with a clinical practicum in which students establish their role as a professional nurse. Students transition to entry-level practitioners by incorporating concepts of autonomy, interdependency, leadership, and collaboration. Prerequisites: NURS 313 and 315. Theory 3 hours, clinical 8 hours.

**NURS 320. Nursing of Populations at High Risk for Health Problems**. Elective helps senior-level student understand a specific population's health problems. International placement for this course experience is encouraged.

**NURS 321. Integrative Therapies in Health**. This nursing elective course seeks to examine selected complementary and alternative therapies. Issues related to the integration of complementary therapies into health care and development of a nursing perspective on utilization of complementary therapies for treatment and healing will be discussed. Selected opportunities for clinical experience and internship may be included. Two 70-minute periods each week.

**NURS 322. Populations at High Risk for Health Problems: Honduras**. (Also IDIS 322 and Health 322). This course seeks to facilitate student understanding of a specific population of people at high risk for health problems. The population may be found in any location. International placement for this course experience is required. [M5]

**NURS 331.2. Pharmacology I**. Examination of the pharmacological process utilized by nurses, including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisite: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311. Co-requisites: NURS 310 and 312. One 70-minute period.

**NURS 332.2. Pharmacology II**. Examination of the pharmacological process utilized by nursing including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, 310, 311, and 331.2. Co-requisites: NURS 314, 339. One 70-minute period.

**NURS 340. Health Program Planning and Evaluation**. (also HLTP 340) This course introduces students to the theory and application of public health program planning, implementation, and evaluation. The curriculum focuses on community needs assessment, partnership building, designing clear objectives, developing a strategic plan, implementing culturally competent interventions, formative and summative evaluation, and sustainability of programs. Students will design their own public health program and evaluation plan using a logic model and public health planning models. Prerequisites: HLTP 110 or Nursing 115.

**NURS 339. Individual Health Challenges**. A course which applies nursing knowledge, interventions, and attitudes for the management of individuals' complex health problems throughout the adult years in theory and in clinical practice. Students analyze various human responses to challenging health conditions

to provide holistic ad comprehensive nursing care. Prerequisites: All major-required natural science courses, NURS115, 212, 310, 311, 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

**NURS 360. Ethical Dilemmas in Healthcare**. This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed. (U2)

**NURS 370. Nursing in the Global Community**. This course seeks to facilitate student understanding of populations across the globe at high risk for health problems and the health disparities. The Sustainable Development Goals (SDGs) will guide the study in this course as students investigate the role of health care professionals in impacting global health. Prerequisite: Sophomore standing or higher. (M5)

**NURS 190–199, 290–299, 390–399. Special Topics.**
**NURS 286, 381–383. Independent Study.**
**NURS 384. Independent Research.**
**NURS 288, 386–388. Internship.**
**NURS 400–401. Honors.**

## RN to BSN Program

The RN to BSN Program is administered through the Helen S. Breidegam School of Nursing and Public Health at Moravian University. Applicants to the program must meet the minimum admission requirements established by Moravian University. The nursing education outcomes of the RN to BSN Program are identical with those of the day division Baccalaureate Program.

**Admission to the program:**

1. Applicants must meet all University and RN to BSN program admission requirements.

A. Students must have active RN Licensure to enroll in nursing courses. General education courses and cognate courses may be taken prior to RN licensure.

B. Students must have graduated from their basic nursing program within the past three years or Students must have graduated from a basic nursing program and practiced at least 1,000 hours as a nurse within the past three years or students must have graduated from a basic nursing program and taken a Pennsylvania State Board approved nursing refresher course within the past year.

2. Moravian University reserves the right to review each candidate's personal qualifications and to deny admission to any individual whom Moravian deems unqualified for the program.

Those students who meet these requirements will be admitted to Moravian University on a rolling admission basis as Baccalaureate Candidates. In order to fulfill the requirements for the nursing major, students must:

Complete all RN to BSN Program cognate courses. Cognate courses for the program include the following Moravian University courses (or their equivalent)

- Biology 103-104 Human Anatomy and Physiology I and II
- Nursing/Health 205 Pathophysiology
- Biology 235 Microbiology or Biology 206 Microbiology for Health Sciences
- Chemistry 108 Fundamentals of Chemistry
- Mathematics 107 Elementary Statistics or HLTP 189 Biostatistics
- Psychology 207 Lifespan Development

Courses may be transferred from other institutions if they meet the Moravian University requirements for transfer of courses. These may include (but are not restricted to):

- All transferred courses must be graded "C" or above. No more than 80 credits will be transferred to Moravian University (Does not include grades of a C- or below).
- Up to 20 course units in total, may be accepted for transfer credit.
- Thirty-two course units must be completed with an overall Quality Point Average (QPA) of not less than 2.00.
- At least 8 course units must be completed at Moravian University.
- Six nursing courses must be completed at Moravian University with a grade of C or better.
- Upon completion of the required cognate courses, active RN Licensure will be recorded on the Moravian University transcript as 6 units (24 credits). No prelicensure nursing courses will be transferred directly.

Students enrolled in the RN-BSN degree-completion program may meet the F3 requirement for LinC by completing either SPAN 100 and SPAN 105 or by simply completing SPAN 105 if this is the level of language at which they begin the F3 sequence. The rationale for this decision is based on the fact that SPAN 110 is not offered in a format appropriate for the EA/EF student population. Similarly, students who transfer in a 100-level language other than Spanish will have the second part of the F3 requirement waived because language courses, outside of SPAN 100 and SPAN 105, are not offered in a format appropriate for the EA/EF student population.

## RN to BSN Courses in Nursing

**NURS 205 Pathophysiology**. Mechanisms of disease in humans. Emphasis is on dysfunction at cellular, tissue, and organ levels. Chemical, physical, and genetic stress factors are examined to understand how they affect human systems. Theory 3 hours weekly.

**NURS 230 Global Disaster Preparedness**. Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of different types of global disasters and develop a plan for disaster management at a personal, community, and global level. (M5)

**NURS 324 Cornerstone of Professional Nursing**. Health care and nursing culture analyzed through perspectives in economics, public policy, ethics, demographics, and evolving global issues. Focus on critical thinking to advance the profession and improve health care. Theory 3 hours weekly.

**NURS 331 Holistic Assessment**.
A course designed for the RN student for developing knowledge and techniques for physical, psychosocial, functional, spiritual, and cultural assessments. Assessment techniques will be applied in a laboratory practice environment and will include techniques to be used with individuals and families across the life span during various states of health. Theory 3 hours weekly, laboratory, 15 hours over the term.

**NURS 332 Embracing the Dynamic and Challenged Communities**. This course provides a foundation to facilitate community health nursing and is based on the synthesis of nursing knowledge and public health science. Emphasis is on partnerships and collaborations in health promotion and disease prevention programs for communities. Theory 2 hours weekly, 50 project hours over the term.

**NURS 333 Evidence-Based Nursing Practice**.
This course provides an introduction to evidence-based clinical practice, with a particular emphasis on clinical nursing inquiry. Students are introduced to methods that guide inquiry, including how to search for information on best practices, discern levels of evidence that guide practice, critically appraise research and formulate novel questions that may lead to additional research-based projects. (Writing Intensive Course). Theory 3 hours weekly, 25 project hours over the term.

**NURS 334 The Professional Nurse as an Emerging Leader**.This course provides the RN student with an expanded view of the concepts of autonomy, interdependency, and collaboration as a professional nurse. Particular emphasis will be placed on developing leadership qualities based upon the Transformational Model of leadership. Students will learn essential competencies needed to succeed in a variety of nurse leader roles. Theory 2 hours weekly, 50 project hours over the term.

**NURS 340 End of Lifespan** Advances in medical technology have enabled individuals to live longer lives, orchestrate their own healthcare, and participate in end of life decisions. Inherent within end of life issues are cultural decisions, ethical issues, Anticipatory grief, palliative care, loss, and bereavement. This course will use a holistic approach to examine cultural considerations/ rituals, religious influences, loss, grief, socioeconomic challenges, end-of- life physical concerns across the lifespan. Preparing for and caring for the individual/ family at the time of death will be explored. Prerequisites: Junior/Senior standing or permission of instructor. (U2)

Approved Nursing Electives. Nursing elective courses might include but are not limited to:

**NURS 381-384 Independent Study**
**NURS 390-399 Special Topics**

## Master Of Science Programs

The MSN programs prepare professional nurses at the graduate level for essential leadership roles in nursing administration, education, and advanced nursing practice. Graduate level coursework is designed to foster exchange

and learning between nursing, education, and business administration programs. This interdisciplinary approach broadens and enriches the healthcare perspectives of the graduates. Applicants to any of these programs must have completed a Bachelor of Science Degree in Nursing and meet additional admission requirements. Information on each of the MSN programs can be found on the Graduate Nursing website (Please click here).

## MSN Program options include the following:

## Adult-Gerontology Acute Care Nurse Practitioner

**General Core Courses**

**NURS 502**
Epidemiology and Bioinformatics

**NURS 504**
Policy, Quality, and Safety in Health Care

**NURS 506**
Nursing Role Theory and Evidence-Based Practice

**NURS 536**
Law, Regulations, and Ethics in Health Care

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**NURS 507**
Nurse Practitioner Roles and Responsibilities

**Acute Care Clinical Year**

**NURS 710**
Care of Younger Adults, Acute Care Theory and Practicum (includes 200 practicum hours with adults in internal/hospital medicine)

**NURS 711**
Care of Older Adults, Acute Care Theory and Practicum (includes 200 practicum hours with adults in critical care settings)

**NURS 712**
Adult-Gerontology Acute Care Nurse Practitioner Capstone, Seminar and Internship (includes 100 hours in a specialty, 150 hours internal medicine)

## Adult-Gerontology Primary Care Nurse Practitioner

**General Core Courses**

**NURS 502**
Epidemiology and Bioinformatics

**NURS 504**
Policy, Quality, and Safety in Health Care

**NURS 506**
Nursing Role Theory and Evidence-Based Practice

**NURS 536**
Law, Regulation, and Ethics in Health Care

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**NURS 507**
Nurse Practitioner Roles and Responsibilities

**Primary Care Clinical Year**

**NURS 720**
Care of Younger Adults, Primary Care Theory and Practicum (includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**
Care of Older Adults, Primary Care Practicum

(includes 200 practicum hours with older adults in primary care settings)

**NURS 722**
Adult-Gerontology Primary Care Nurse Practitioner Capstone, Seminar and Internship
(includes 250 practicum hours in primary care settings)

## Family Nurse Practitioner

**General Core Courses**

**NURS 502**
Epidemiology and Bioinformatics

**NURS 504**
Policy, Quality, and Safety in Health Care

**NURS 506**
Nursing Role Theory and Evidence-Based Practice

**NURS 536**
Law, Regulations, and Ethics in Health Care

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**NURS 507**
Nurse Practitioner Roles and Responsibilities

**Family Nurse Practitioner, Clinical Year**

**NURS 720**
Care of Younger Adults, Primary Care Theory and Practicum(includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**
Care of Older Adults, Primary Care Practicum(includes 200 practicum hours with older adults in primary care settings)

**NURS 735**
Care of Women and Children in Primary Care, Theory
(2 credits theory on pediatrics and women's health)

**NURS 736**
Care of Women and Children in Primary Care, Practicum
(3 credits; 150 practicum hours with pediatrics and women's health)

**NURS 733**
Family Nurse Practitioner Seminar and Internship
(includes 100 practicum hours in family practice settings)

## Clinical Nurse Leader

**General Core Courses**

**NURS 502**
Epidemiology & Bioinformatics

**NURS 504**
Policy, Quality & Safety in Health Care

**NURS 506**
Nursing Role Theory & Evidence-Based Practice

**NURS 536**
Law, Regulations & Ethics in Health Care

**Direct Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health & Physical Assessment

**Clinical Nurse Leader Specialty Courses**

**NURS 610**
CNL Roles and Responsibilities

**NURS 750**
Clinical Nurse Leader Capstone, Seminar & Internship I

**NURS 755**
CNL Capstone Seminar & Intership II

**NURS 751**
Clinical Nurse Leader Capstone, Seminar & Internship II

**NURS 756**
Clinical Nurse Leader Seminar & Internship II

## Nurse Educator

**General Core Courses**

**NURS 502**
Epidemiology and Bioinformatics

**NURS 504**
Policy, Quality, and Safety in Health Care

**NURS 506**
Nursing Role Theory and Evidence-Based Practice

**NURS 536**
Law, Regulations, and Ethics in Health Care

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**Nursing Education Courses**

**NURS 613**
Assessment and Evaluation Methods

**NURS 614**
Theory and Practice for Nurse Educators

**EDUC 610**
Differentiating Instruction

**EDUC 655**
Standards-Based Curriculum Design

**NURS 765**
Nurse Educator Capstone, Seminar and Internship

Includes 100 practicum hours in the nurse educator role.

## Nurse Administrator

**General Core Courses**

**NURS 502**
Epidemiology and Bioinformatics

**NURS 504**
Policy, Quality, and Safety in Health Care

**NURS 506**
Nursing Role Theory and Evidence-Based Practice

**NURS 536**
Law, Regulations, and Ethics in Health Care

**MBA Courses**

**NURS 533**
Managing Health Care Organizations

**NURS 535**
Health Economics

**Nursing Administration Courses**

**NURS 520**
Financial Management in Health Care

**NURS 522**
Project Management in Health Care

**NURS 524**
Strategic Planning in Health Care

**NURS 760**
Nurse Administrator Capstone, Seminar and Internship

Includes 150 practicum hours in nursing administrative role.

**Leadership Elective (select one)**

**NURS 511**
Developing Managerial Competencies

**NURS 512**
Women in Leadership

**NURS 513**
Leading People in Organizations

## MSN-MBA Dual Degree

**MSN Core Courses**

**NURS 502**:
Epidemiology and Bioinformatics

**NURS 504**:
Policy, Quality, and Safety in Health Care

**NURS 506**:
Nursing Role Theory and Evidence-Based Practice

**NURS 536**:
Law, Regulations, and Ethics in Health Care

**Specialty Courses**

**NURS 520**:
Financial Management in Health Care

**NURS 522**:
Project Management in Health Care

**NURS 524**:
Strategic Planning in Health Care

**NURS 533**:
Managing Health Care Organization

**NURS 535**:
Health Care Financing System

**NURS 760**:
Nurse Administrator Capstone, Seminar and Internship

**MBA Core Courses**

- Seven courses from the School of Professional Studies and Innovations will be required.

## MSN Program Outcomes

Upon successful completion of the program of study, it is expected that the MSN graduate will:

1. Synthesize new and prior learning for clinical decision-making, policy development, and healthcare leadership.
2. Analyze population health perspectives in provision of safe, person-centered care to foster optimal health outcomes and well-being for diverse individuals, families, communities, and populations.
3. Conduct scholarly inquiry using information technology to synthesize best evidence to inform nursing practice, education, research, and policy.
4. Perform quality improvement initiatives that ensure cost-effective healthcare, promoting a culture of safety at the individual and systems levels.
5. Refine one's own professional identity through adherence to professional standards of practice and code of ethics.
6. Create a culture of collaboration across disciplines through transformational leadership.

## Post-Master's Certificates in All Program Tracks:

**Nurse Educator Certificate**

- NURS 613: Assessment and Evaluation
- NURS 614: Theory and Practice for Nurse Educators
- EDUC 610: Differentiating Instruction
- EDUC 655: Standards-Based Curriculum Development

Required Advanced Science Courses (The 3 P's)

- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

## Nurse Administrator Certificate

**Required Nursing Administration Courses**

- NURS 504: Policy, Quality, and Safety in Healthcare
- NURS 520: Financial Management in Healthcare
- NURS 522: Project Management in Healthcare
- NURS 524: Strategic Planning in Healthcare

**Management and Leadership, Elective Options (select one)**

- NURS 533: Managing Healthcare Organizations
- NURS 511: Developing Managerial Competencies

- NURS 512: Women in Leadership
- NURS 513: Leading People in Organizations

## Clinical Nurse Leader Certificate

**Required CNL Courses**

- NURS 504: Policy, Quality, and Safety in Healthcare*
- NURS 610: CNL Roles and Responsibilities
- NURS 750: CNL Seminar and Internship 1
- NURS 755: CNL Seminar and Internship II

*NURS 504: Policy, Quality, and Safety in Healthcare is required; however, this requirement will be waived if this course or course equivalent is completed prior to enrolling in the certificate program.

**Required Advanced Science Courses (The 3 P's)**

- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

## Family Nurse Practitioner Certificate

**Direct Care Core Courses**

**NURS 507**
Nurse Practitioner Roles and Responsibilities

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" and or if taken more than 5 years prior to enrollment, the student may need to take 1 or more of the direct care core courses listed above.

**Family Nurse Practitioner Specialty Courses, The Clinical Year**

**NURS 720**
Care of Younger Adults, Primary Care Theory and Practicum(includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**
Care of Older Adults, Primary Care Practicum (includes 200 practicum hours with older adults in primary care settings)

**NURS 732**
Care of Women and Children in Primary Care, Theory and Practicum

**NURS 733**
Family Nurse Practitioner Capstone, Seminar and Internship

## Adult-Gerontology Primary Care Nurse Practitioner Certificate

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**NURS 507**
Nurse Practitioner Roles and Responsibilities

If determined to be needed through "gap analysis" (within 5 years), the student may need to take 1 or more of the direct care core courses (above).

**Primary Care Clinical Year**

**NURS 720**
Care of Younger Adults, Primary Care Theory and Practicum(includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**
Care of Older Adults, Primary Care Practicum(includes 200 practicum hours with older adults in primary care settings)

**NURS 722**
Adult-Gerontology Primary Care Nurse Practitioner Capstone, Seminar and Internship
(includes 250 practicum hours in primary care settings)

## Adult-Gerontology Acute Care Nurse Practitioner Certificate

**Direct Care Core Courses**

**NURS 530**
Advanced Pathophysiology

**NURS 532**
Advanced Pharmacology

**NURS 534**
Advanced Health and Physical Assessment

**NURS 507**
Nurse Practitioner Roles and Responsibilities

If determined to be needed through "gap analysis" (within 5 years), the student may need to take 1 or more of the direct care core courses (above).

**Acute Care Clinical Year**

**NURS 710**
Care of Younger Adults, Acute Care Theory and Practicum(includes 200 practicum hours with younger adults in primary care settings)

**NURS 711**
Care of Older Adults, Acute Care Theory and Practicum(includes 200 practicum hours with older adults in primary care settings)

**NURS 712**
Adult-Gerontology Acute Care Nurse Practitioner Capstone, Seminar and Internship (includes 250 practicum hours in primary care settings)

## Post-Master's Nurse Educator Certificate

**Nursing Education Courses**

- NURS 613: Assessment and Evaluation
- NURS 614: Theory and Practice for Nurse Educators
- EDUC 610: Differentiating Instruction
- EDUC 655: Standards-Based Curriculum Development

**Required Advanced Science Courses (The 3 P's)**

- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

## *Post-Master's Nurse Administrator Certificate*

**Required Nursing Administration Courses**

- NURS 504: Policy, Quality, and Safety in Healthcare
- NURS 520: Financial Management in Healthcare
- NURS 522: Project Management in Healthcare
- NURS 524: Strategic Planning in Healthcare

**Management and Leadership, Elective Options (select one)**

- NURS 533: Managing Healthcare Organizations
- NURS 511: Developing Managerial Competencies
- NURS 512: Women in Leadership
- NURS 513: Leading People in Organization

## Post-Master's Clinical Nurse Leader Certificate

**Required CNL Courses**

- NURS 504: Policy, Quality, and Safety in Healthcare*
- NURS 610: CNL Roles and Responsibilities
- NURS 750: CNL Seminar and Internship 1
- NURS 755: CNL Seminar and Internship II

*NURS 504: Policy, Quality, and Safety in Healthcare is required; however, this requirement will be waived if this course or course equivalent is completed prior to enrolling in the certificate program.

**Required Advanced Science Courses (The 3 P's)**

- NURS 530: Advanced Pathophysiology

- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

## Post-Master's Family Nurse Practitioner Certificate

**Direct Care Core Courses**

- NURS 507.1: Nurse Practitioner Roles and Responsibilities
- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

**Family Nurse Practitioner Specialty Courses, the Clinical Year**

**NURS 720**: Care of Younger Adults, Primary Care Theory and Practicum. (includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**:Care of Older Adults, Primary Care Practicum. (includes 200 practicum hours with older adults in primary care settings)

**NURS 735:** Care of Women and Children in Primary Care, Theory

**NURS 736:** Care of Women and Children in Primary Care, Practicum

**NURS 733:** Family Nurse Practitioner Capstone, Seminar and Internship

## Post-Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate

**Direct Care Core Courses**

- NURS 507.1: Nurse Practitioner Roles and Responsibilities
- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

**Primary Care Clinical Year**

**NURS 720**: Care of Younger Adults, Primary Care Theory and Practicum. (includes 200 practicum hours with younger adults in primary care settings)

**NURS 721**: Care of Older Adults, Primary Care Practicum. (includes 200 practicum hours with older adults in primary care settings)

**NURS 722**: Adult-Gerontology Primary Care Nurse Practitioner Capstone, Seminar and Internship. (includes 250 practicum hours with older adults in primary care settings)

## Post-Master's Adult-Gerontology Acute Care Nurse Practitioner Certificate

**Direct Care Core Courses**

- NURS 507.1: Nurse Practitioner Roles and Responsibilities
- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

**Acute Care Clinical Year**

**NURS 710**: Care of Younger Adults, Acute Care Theory and Practicum. (includes 200 practicum hours with younger adults in primary care settings)

**NURS 711**: Care of Older Adults, Acute Care Theory and Practicum. (includes 200 practicum hours with older adults in primary care settings)

**NURS 712**: Adult-Gerontology Acute Care Nurse Practitioner Capstone, Seminar and

Internship. (includes 250 practicum hours with older adults in primary care settings)

## Doctor of Nursing Practice

The Doctor of Nursing Practice is a practice doctorate that prepares graduates to be clinical scholars and leaders in the provision of evidence-based healthcare in diverse settings within a complex healthcare system. Students will gain the knowledge and skills to work collaboratively within interdisciplinary teams, integrate appropriate technology, lead quality improvement initiatives to achieve equitable, cost-conscious outcomes for individuals, families, communities, and patient populations. | This Post Masters Doctor of Nursing Practice program requires 35 credits and can be completed in 2 years of full-time study. Graduates of Moravian University's Master of Science in Nursing program can be accepted with advanced standing as they have already completed graduate-level courses, NURS 802: Epidemiology and Bioinformatics and NURS 804: Policy, Quality and Safety. Verification of supervised clinical hours completed in prior graduate courses will be required.

## DNP Courses

- NURS 800: Scholarly Writing (3 credits)
- NURS 802: Epidemiology and Bioinformatics (3 credits)
- NURS 804: Policy, Quality, and Safety in Healthcare (EBP) (3 credits)
- NURS 805: Information Technology and Biostatistics (2 credits)
- NURS 810: Foundations of Evidence-Based Practice (EBP) (3 credits)
- NURS 811: Evidence-Based Practice Methods (3 credits)
- NURS 820: Population Health, Ethics, and Social Responsibility (3 credits)
- Health Economics (3 credits)
- NURS 901: EBP Project: Systems Thinking 1 (3 credits)
- NURS 902: EBP Project: Systems Thinking 2 (3 credits)
- NURS 903: EBP Project: Systems Thinking 3 (3 credits)
- Leadership elective (3 credits)

## Graduate Courses in Nursing

**NURS 500: Scholarly Writing**
This course develops effective written communication skills necessary for knowledge dissemination related to health care delivery and leadership. Students will incorporate information technology for scholarship, select appropriate sources, critically appraise existing literature, and create original scholarly works on a topic of interest using appropriate citations and references, which may be expressed in a variety of formats. Three graduate credits. (Post-Masters Doctor of Nursing Practice students register for NURS 800).

**NURS 502 Epidemiology and Bioinformatics**. This is an epidemiology methods course designed with the broad perspective required for the determination of the distribution and determinants of health and illness in diverse population groups. Students will focus on the information systems, data sets, and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Students will perform a critical evaluation of research reports in professional literature. Students will design health promotion and disease prevention programs for important local, regional, and global health problems. 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 how policies affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that values, special interests, and economics have on the delivery and financing of health care, which may or may not improve the health of the public and 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 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).

## Direct Care Core

**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.

**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 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. It builds upon prior assessment knowledge. Students learn advanced techniques and apply findings that may lead to the formulation of differential diagnoses. Includes 30 laboratory practice hours. Prerequisite: Completion of a baccalaureate course in health assessment with a C grade or higher or equivalent course content. Includes 30 laboratory practice hours. Prerequisite: NURS 530. Three graduate credits.

## Nurse Practitioner Core

**NURS 507 Nurse Practitioner Roles and Responsibilities**. This course introduces students to the multiple roles and responsibilities of the Advanced Practice Registered Nurse in a hybrid model. 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 nurse practitioner competency standards as set forth by the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nurses (AACN). Students will review the licensure and scope of practice requirements as set forth by the Pennsylvania State Board of Nursing. Note: This course is taken in the spring semester, prior to the start of the clinical year.

**NURS 600: Diagnostic Reasoning** This course builds upon advanced pharmacology, advanced pathophysiology, and advanced health and physical assessment to further develop the diagnostic reasoning necessary for advanced practice. Students will use a systematic approach to the collection of subjective and objective information, development of differential diagnoses, and prioritization of diagnoses and other problems for specific patients and diverse populations. Critical analysis of information will be practiced in both individual and group work. Two graduate credits. Prerequisite: NURS 534: Advanced Health and Physical Assessment

## Clinical Nurse Leader

**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. Includes 200 internship hours.

**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. Includes 200 internship hours.

**NURS 751: CNL 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 the clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses and NURS 610. Includes 250 hours of clinical immersion. Five graduate credits.

**NURS 756: CNL Seminar and Internship 2**
**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 the 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. Prerequisites: General and Direct Care Core Courses and NURS 610. Includes 250 hours of clinical immersion. Six graduate credits. *The CNL's Professional Portfolio will be completed during this semester.

## Nurse Educator

**NURS 613: Assessment and Evaluation Methods**
This course provides a framework for assessing and evaluating learning in academic and clinical settings, preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs and 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 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.

Prerequisite: Must be taken during the last semester of study. Includes 100 practicum hours. Four graduate credits.

## Nurse Administrator

**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.

**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.

**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.

**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.

**NURS 524: Strategic Planning in Health Care** This course examines models of change within healthcare organizations and identifies strategic and leadership decisions necessary to effect positive organizational outcomes. Factors that assure short-term and long-term success in a competitive healthcare 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.

**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.

**NURS 535: Health Economics** 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.

**NURS 760: Nurse Administrator Seminar and Internship** This course provides students seminar opportunities to engage in self and peer review to facilitate successful implementation of the nurse administrator role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present case studies for individual and group analysis and evaluation. Students explore options for collaborative health projects that enhance nursing engagement and leadership in the global community.

*The Nurse Administrator's Professional Portfolio will be completed during this semester.

Prerequisite: Must be taken in the last semester of study. Includes 150-hour practicum in a nurse administrator role. Five graduate credits.

## Adult-Gerontology Acute Care Nurse Practitioner Courses

**NURS 701: Introduction to Acute Care Patient Evaluation and Management** This course is designed to provide students with theory to facilitate their preparation for advanced clinical practice and development as acute care providers. Common acute care conditions will be examined, including the essential comprehensive assessment skills, clinical diagnostic reasoning, and clinical decision-making inclusive of pathophysiologic and pharmacologic concepts that are essential in managing patient care in acute care settings. An assessment of clinical readiness will occur during this course to allow for any potential remediation deemed necessary prior to starting clinical rotations. Prerequisites: Nurse Practitioner Core: NURS 507, NURS 530, NURS 532, NURS 534, NURS 600. Two graduate credits

**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. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the acute care nurse practitioner role. Prerequisites: NURS 507. 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 the care of older adult clients in acute/critical healthcare 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. Prerequisite: NURS 710. 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. Prerequisite: NURS 711

*The Professional Portfolio will be completed during this semester.

Prerequisites: Must be taken in the last semester of study. Seven graduate credits.

**NURS 713: Acute Care of Older Adults, 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 requires 250 supervised clinical practice hours for the student to meet the clinical competencies of the acute care nurse practitioner role. Seven graduate credits.

**NURS 714: Adult-Gerontology Acute Care, Seminar and Internship** 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 adolescence 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 requires 300 supervised clinical practice hours for the student to meet the clinical competencies of the adult gerontology acute care NP role. In addition to clinical, there will be 30 hours of didactic work during this semester. Seven graduate credits.

*The Professional Portfolio will be completed during this semester.

Prerequisites: Must be taken in the last semester of study. Seven graduate credits.

## Adult-Gerontology Primary Care Nurse Practitioner Courses

**NURS 700: Introduction to Primary Care Patient Evaluation and Management** This course is designed to provide students with theory to facilitate their preparation for advanced clinical practice and development as primary care providers. Common primary care conditions will be examined, including the essential comprehensive assessment skills, clinical diagnostic reasoning, and clinical decision-making inclusive of pathophysiologic and pharmacologic concepts that are essential in managing patient care in primary care settings. An assessment of clinical readiness will occur during this course to allow for any potential remediation deemed necessary prior to starting clinical rotations. Prerequisites: NURS 507, NURS 530, NURS 532, NURS 534, and NURS 600. Two graduate credits.

**NURS 720: Primary Care of Younger Adults, 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 comprehensive assessment skills, clinical diagnostic reasoning, and clinical decision-making to include pathophysiologic and pharmacologic concepts that are essential in managing the care of younger adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating the primary care

of younger adults. The practicum provides a minimum of 200 supervised clinical practice hours for the student to meet the clinical competencies of the primary care family nurse practitioner role. . Seven graduate credits.

**NURS 721: Care of Older Adults, Primary Care Theory and Practicum** This course is designed to provide students with theory, seminars, 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 the care of older adult clients in primary healthcare 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: Adult-Gerontology Primary Care Nurse Practitioner, 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.

Prerequisites: Must be taken in the last semester of study. Seven graduate credits.

**NURS 723: Primary Care of Older Adults, 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 elderly with multiple morbidities. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing the care of older adult clients in primary healthcare settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating the care of older adults in primary care settings. The practicum requires a minimum of 250 supervised clinical practice hours for the student to meet the clinical competencies of the primary care family nurse practitioner role. Seven graduate credits.

**NURS 724: Primary Care 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 older adults, including the elderly with multiple morbidities. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing the care of older adult clients in primary healthcare settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating the care of older adults in primary care settings. The practicum requires a minimum of 250 supervised clinical practice hours for the student to meet the clinical competencies of the primary care family nurse practitioner role. Seven graduate credits.
*The Professional Portfolio will be completed during this semester.

Prerequisites: Must be taken in the last semester of study. Seven graduate credits.

## Family Nurse Practitioner Courses

**NURS 700: Introduction to Primary Care Patient Evaluation and Management** This course is designed to provide students with theory to facilitate their preparation for advanced clinical practice and development as primary care providers. Common primary care conditions will be examined, including the essential comprehensive assessment skills, clinical diagnostic reasoning, and clinical decision-making inclusive of pathophysiologic and pharmacologic concepts that are essential in managing patient care in primary care settings. An assessment of clinical readiness will occur during this course to allow for any potential remediation deemed necessary prior to starting clinical rotations. Prerequisites: NURS 507, NURS 530, NURS 532, NURS 534, and NURS 600. Two graduate credits.

**NURS 720: Primary Care of Younger Adults, 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 comprehensive assessment skills, clinical diagnostic reasoning, and clinical decision-making to include pathophysiologic and pharmacologic concepts that are essential in managing the care of younger adult clients

in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating the primary care of younger adults. The practicum provides a minimum of 200 supervised clinical practice hours for the student to meet the clinical competencies of the primary care family nurse practitioner role. Prerequisite: NURS 700. Seven graduate credits.

**NURS 721: Primary Care of Older Adults, 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 elderly with multiple morbidities. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing the care of older adult clients in primary healthcare settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating the care of older adults in primary care settings. The practicum requires a minimum of 250 supervised clinical practice hours for the student to meet the clinical competencies of the primary care family nurse practitioner role. Seven graduate credits.

**NURS 733: Family Nurse Practitioner Seminar and Internship** This course is designed to provide students with precepted practicum opportunities to facilitate development as family nurse practitioners in primary care. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing the 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.

Prerequisites: Must be taken in last semester of study. Includes 100 practicum hours. Four graduate credits.

**NURS 735: Primary Care of Children and Childbearing Women Theory** This course will describe and analyze primary health care for children and childbearing women, 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 childbearing women's reproductive health will include essential aspects of sexual health and maternal care, as well as perimenopausal and postmenopausal concerns Three graduate credits.

**NURS 736: Primary Care of Children and Childbearing Women Practicum** This practicum course allows for the application of theory to practice in the care of women and children. The practicum requires a minimum of 150 supervised clinical practice hours for the student to meet the clinical competencies of this course in a family nurse practitioner role. Three graduate credits

**NURS 738: Family Primary Care Seminar and Internship** This course is designed to provide students with seminar and precepted practicum opportunities to facilitate development as family nurse practitioners in primary care. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing the care of patients across the lifespan in primary care. The practicum provides a minimum of 300 supervised clinical practice hours for the student to meet the clinical competencies of the family nurse practitioner role. Seven graduate credits.

## Doctor of Nursing Practice Courses

**NURS 805: Information Technology and Biostatistics** This course focuses on the interrelationships of information systems, data management, and biostatistics in answering practice questions to improve population health. Students will evaluate informatics as it relates to communication, complex decision-making, patient safety, security, quality improvement, outcomes measurement, and ethical issues in the context of industry-specific requirements. Data collection, management, and statistical analysis techniques typically employed in process and quality improvement initiatives, including survey design, spreadsheets, Pivot tables, and data visualization, will be covered. Three graduate credits.

**NURS 810: Foundations of Evidence-Based Practice** This course develops advanced skills in clinical inquiry and critical appraisal of literature with an emphasis on application of research evidence in clinical decision-making and healthcare leadership. Students will build upon prior learning and develop an approach to clinical questions related to an advanced practice role utilizing implementation science. Students will evaluate both evidence-based practice and practice-based evidence. Three graduate credits.

**NURS 811: Evidence-Based Practice: Methods** This course will help the DNP student develop the skills to use implementation science in translating evidence into practice. Students will use evidence-based practice

(EBP) appraisal frameworks to promote understanding of scientific information and support critical decision-making in healthcare delivery and policy in a healthcare setting. Different approaches to data management, including descriptive and inferential statistics, theme and content analysis, and cost effectiveness will be explored. Students will use information technology to organize and clean data, analyze quantitative and economic data using appropriate statistical tests. Emphasis will be placed on interpretation of data and reporting of results. Three graduate credits.

**NURS 820: Population Health, Ethics, and Social Responsibility** This course develops a foundation for evidence-based advanced nursing practice for the examination of ethical implications, social, economic, and environmental influences on diverse populations, and the capacity of the health system to accommodate the needs of the population. Students will use theoretical foundations or frameworks in the evaluation of population health, including risk factors, primary and secondary prevention strategies, and social drivers of health, including the impact on health equity from the local to the global levels. Evaluation of appropriate communication methods of health promotion and prevention strategies will be completed for varied stakeholders in the context of the age, literacy and prioritized needs of the population. Three graduate credits.

**NURS 901: Evidence-Based Project: Systems Thinking 1** This course is the first of three systems thinking courses and provides the tools for the doctorally prepared nurse to evaluate, translate, and integrate published research findings into clinical practice. Students will be introduced to the concepts and competencies related to translational research and systems thinking aiding their ability to transform clinical issues into answerable questions. Students will identify factors that contribute to outcomes and search the literature for evidence-based strategies and best practices to address system-based problems and improve outcomes. Students will identify an issue and plan an evidence-informed project which will be implemented in the second systems thinking course. Hours spent in the development, implementation, and evaluation of the DNP project will be applied to the hours necessary for degree completion. Project work is completed with the support of and feedback from a DNP Project Team. Three graduate credits.

**NURS 902: Evidence-Based Project: Systems Thinking 2** This is the second of three systems thinking courses and builds upon the skills developed in prior courses. Students will obtain all necessary approvals for their projects and complete an IRB application. Application will be submitted for IRB review(s) as indicated for the individual project. After appropriate approvals of the project have been obtained, students will implement their quality or process improvement project. Students will incorporate information technology in the collection, analysis and management of data, ensuring that ethical practice standards are met. Three graduate credits.

**NURS 903: Evidence-Based Project: Systems Thinking 3** This course develops a foundation for evidence-based advanced nursing practice for the examination of ethical implications, social, economic, and environmental influences on diverse populations, and the capacity of the health system to accommodate the needs of the population. Students will use theoretical foundations or frameworks in the evaluation of population health, including risk factors, primary and secondary prevention strategies, and social drivers of health, including the impact on health equity from the local to the global levels. Evaluation of appropriate communication methods of health promotion and prevention strategies will be completed for varied stakeholders in the context of the age, literacy and prioritized needs of the population. Three graduate credits.

This is the third and final systems thinking course. Students will evaluate and disseminate the results of their process or quality improvement project. As part of the evaluation, students will analyze the project findings and include recommendations for system impact including economic, financial and policy implications at the local, state and/or national levels. Through completion of the project, students will develop the skills to translate and disseminate evidence based practices for the purpose of improving system level care and the leadership to promote evidence based change.

# Occupational Therapy

**Program Director of PP-OTD:** Dr. Melanie Austin
**Program Director of MSOT:** Dr. Ann Marie Potter

The Occupational Therapy Program at Moravian University offers a full-time educational program comprised of four terms on campus and 24 weeks of 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 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 University Occupational Therapy Program is to be recognized for its innovative occupation-based community programs and interprofessional collaborations while preparing professionals to change lives through the power of occupation.

## Occupational Therapy Program Mission

Moravian University 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 University Occupational Therapy Program, through the power of occupation, will strive to be reflective leaders in Occupational Therapy 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 University 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 is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. Graduates of the program 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.

## Master of Science in Occupational Therapy Admission Requirements

1.
1. Minimum cumulative undergraduate GPA of 3.0
2. Minimum pre-requisite GPA of 3.0
3. Three letters of recommendation
4. Written personal statement
5. Resume
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)
    - Psychopathology or Abnormal Psychology (3 credits)
    - Human Anatomy & Physiology I & II with lab (6-8 credits)

8. Optional: Official Graduate Record Examination (GRE) Scores (school code: 2418 0618).

## Master of Science in Occupational Therapy

To receive a Master of Science in Occupational Therapy, students must earn a total of 77 credits. The following course sequence of occupational therapy courses is required:

- OT 500 Foundations of Occupational Therapy (2)

- OT 501 Psychosocial & Physical Influences on Occupational Performance: (4)
- OT 520 Development of Occupational Participation (2)
- OT 540 Clinical Neuroscience (4)
- OT 542 Activity Analysis & Group Process (4)
- OT 551 Level I Fieldwork & Reflection A (1)

**Total: 17 Total Credits**

- OT 510 Kinesiology & Occupational Analysis (4)
- OT 525 Evaluation Process in Occupational Therapy (4)
- OT 530 Environmental Modifications & Adaptations (4)
- OT 535 Occupational Therapy Theories & Models of Practice (2)
- OT 552 Level I Fieldwork & Reflection B (1)
- OT 611 Evidenced-Based Practice I (1)

**Total: 16 Total Credits**

- OT 605 Management of Occupational Therapy Services (2)
- OT 606 Advanced Management of OT Services (2)
- OT 541 Occupational Performance I: Pediatrics (4)
- OT 642 Occupational Performance II: Adults (4)
- OT 612 Evidence-Based Practice II (3)
- OT 553 Level I Fieldwork & Reflection C (1)
- OT 671 Research Mentorship in Occupational Therapy (I)

**Total: 17 Total Credits**

- OT 630 Advanced Professional Ethics in OT (2)
- OT 681 Level II Fieldwork in Occupational Therapy A (4)

**Total: 6 Total Credits**

- OT 614 Evidence-Based Practice: Analysis to Dissemination (2)
- OT 622 Occupational Justice and Community Health (4)
- OT 635 Transformative Leadership in Occupational Therapy (2)
- OT 643 Occupational Performance III: Contextual Applications (4)
- OT 645 Occupational Performance IV: Functional Cognition (2)
- OT 654 Level I Fieldwork & Reflection D (1)
- OT 672 Research Mentorship in Occupational Therapy II (1)

**Total: 16 Total Credits**

- OT 666 Interprofessional Development & Reflection VI (1)
- OT 682 Level II Fieldwork in Occupational Therapy B (4)

**Total: 5 Total Credits**

**Total Credits: 77**

## Master of Science in Occupational Therapy 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 four terms. Additionally, students are required to complete two 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 24 months from the end of didactic coursework.

## Additional Requirements

In addition to meeting University 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 (at or above 75%) or better in all occupational therapy courses to advance in the program.
4. Students earning a grade below C (below 75%) in a course will be dismissed from the occupational therapy program.
5. Students who receive an F or NC in a Lvel II Fieldwork placement will be permitted to repeat the Fieldwork experience one additional time to achieve a pass grade.
6. Students will be expected to adhere to the American Occupational Therapy Association's Code of Ethics. A student 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 within the curriculum to progress.

## Leaves of Absence and Withdrawal

Students may request a leave of absence through the occupational therapy Program Director. The Program Director will assist the student in completing the request through the University. A leave of absence may impact the student's ability to complete 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 University policy for "Withdrawal from the University" found in the Moravian University Catalog. The effective date for any withdrawal will be the date that the student notified the Occupational Therapy Program Director.

## Graduation Requirements

In addition to the requirements of the University, 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 24 months from completion of didactic coursework.

## Occupational Therapy Doctorate

Moravian University's Post-Professional Occupational Therapy Doctorate (PPOTD) offers licensed occupational therapists advanced knowledge and skills for meeting the evolving global societal needs through innovative, interprofessional, and inclusive leadership, education, and health care practices. PPOTD students can earn their doctorate degree fully online, full-time in just 12 months, by completing a minimum of 30 credits with each semester being 8 weeks. Students will have the option of extending their program plan from 30 to 32 credits by including two additional Doctoral Project courses (1 credit each). All PP-OTD students will have the option of setting their own unique and personalized plan for selecting course electives and tracks toward obtaining their PPOTD degree.

Moravian graduates and alumni who have obtained their Master of Science in Occupational Therapy (MSOT) degree and their initial occupational therapy certification and licensure may qualify for a shorter program format consisting of 24 credits.

**Health Promotion & Prevention: LifeSteps 360 Track**

**Foundational Core Courses**

**OT900** I-LEAD: Inclusive Leadership, Equity, Advocacy & Diversity

**OT910** Research & Evidence-based Outcomes in Clinical & Professional Decision Making

**OT920** Global Health Policy

**OT930** Health Promotion, Well-being & Prevention: LifeSteps 360

**OT940** The OT Educator: High Impact Teaching & Learning Practices in Higher Education & Adult Learning Settings

**Health Promotion & Prevention: LifeSteps 360 Electives**

**OT931** eHealth: Equitable Digital Practices & Innovation

**OT932** Lifestyle, Mindset & Behavior Change

**OT933** Holistic Wellness & Life Skills Coach for the Athlete & Artist (HWLSCAA): Traditional, eSports, Para Sport & Performing Artist

**OT901** Entrepreneurship: The Business, Social & Global Innovator

**Doctoral Project Courses**

**OT973** Doctoral Project (required minimum of 3 times)

**LEADERSHIP TRACK**

**Foundational Core Courses**

**OT900** I-LEAD: Inclusive Leadership, Equity, Advocacy & Diversity

**OT910** Research & Evidence-based Outcomes in Clinical & Professional Decision Making

**OT920** Global Health Policy

**OT930** Health Promotion, Well-being & Prevention: LifeSteps 360

**OT940** The OT Educator: High Impact Teaching & Learning Practices in Higher Education & Adult Learning Settings

**Leadership Electives**

**OT901** Entrepreneurship: The Business, Social & Global Innovator
Students choose 3 additional Leadership courses offered pending availability

**Doctoral Project Courses**

**OT973** Doctoral Project (required minimum of 3 times)

## LifeSteps 360: Healthy Life Skills Coaching & Consulting Certificate

The 4-course LifeSteps 360: Healthy Life Skills Coaching & Consulting Certificate equips health professions students with advanced training for providing evidence-based informational and educational resources for improving health behavior, well-being, and quality of life. The courses enable students to examine timely sociocultural trends and interprofessional practices in alignment with health equity and local, national, and global health policy. Students design and implement innovative health coaching and consulting models, programs, and businesses for working one-on-one with clients and with larger groups within virtual, community, workplace, academic, sports, and clinical settings. A key focus is for students to utilize client-centered practices coupled with science-based outcome measures and efficient quality improvement processes that make a sustainable impact for societal health promotion.

## Graduate Courses in Occupational Therapy

**OT 500 Foundations of Occupational Therapy**
Students explore the foundations of the occupational therapy profession with an emphasis on the history, philosophical base, and the code of ethics. The way in

which society's current and future occupational needs can be met will be examined and students will gain insight into the unique contributions of occupational therapy through an examination of occupational science literature. Prerequisite: Admission into the Occupational Therapy Program. Two graduate credits.

**OT 501 Psychosocial & Physical Influences on Occupational Performance**
Students examine a variety of psychosocial and physical factors that influence occupational performance, including a formal medical or DSM diagnosis, trauma, homelessness, joblessness, literacy, poverty, access to healthcare, community access, and incarceration. Medical terminology is introduced and integrated into this course. Prerequisite: Admission into the Occupational Therapy Program. Four graduate credits.

**OT 510 Kinesiology & Occupational Analysis**
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. Four graduate credits.

**OT 520 Development of Occupational Participation**
This course emphasizes the development of occupational performance across the lifespan, integrating concepts from developmental psychology into the study of human occupation. Students gain in-depth knowledge about the influence of meaningful activity on human development as well as the manner in which human development shapes the acquisition of everyday occupations throughout an individual's life. Students examine the developmental milestones not typically studied in a developmental psychology course, including grasp, the sucking and swallowing, and reflex inhibition as they relate to writing, eating, and other purposeful movements which are necessary to engage in everyday living. Prerequisite: Admission into the Occupational Therapy Program. Two 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. Four graduate credits.

**OT 530 Environmental Factors, Modifications, & Adaptations in Occupational Therapy**
Occupational therapists evaluate and adapt environments in order to promote participation in everyday activities. In this course, students will gain an in-depth knowledge of the physical elements of our world and their relationship to function, including technology, products (assistive devices and orthosis), as well as natural and man-made spaces. Students will study the impact of the American with Disabilities Act and Universal Design principles on creating an inclusive community for everyone. Prerequisite: OT 542. Four graduate credits.

**OT 535 Occupational Therapy Theory & Models of Practice**
In this course, students will actively engage in a study of the major models of practice in occupational therapy that guide practice and an exploration of how theory supports these models as guides to evaluation and intervention decisions. The study of occupational therapy theory development, the importance that theory plays in clinical decision making, and in developing a strong occupational therapy professional identity will be explored. Prerequisites: OT 500. Two graduate credits.

**OT 540 Clinical Neuroscience**
This course will explore the functional organization and physiology of the human nervous system. The neurobiological framework for understanding human behavior will also be examined. Students who complete this course will recognize important symptoms and signs associated with neurological disease. In addition, students will understand the clinical significance of the organization of anatomical structures and the interconnections that bind structures together in the nervous system. Mastery of these concepts will enable students to localize lesions within the central and peripheral nervous systems and predict the neurological deficits associated with such lesions. An important outcome will be to achieve long-term acquisition of neuroscience concepts such that students perform well in health-related professions. Prerequisite: Admission into the Occupational Therapy Program. Four graduate credits.

**OT 541 Occupational Performance I: Pediatrics**
This is the first course in a three-semester lifespan

sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life with the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from birth through adolescence with physical and mental health challenges. Prerequisite: OT 525. Four graduate credits.

**OT 542 Activity Analysis & Group Dynamics**
In this course, students actively engage in a variety of activities across the lifespan to master the activity analysis which serves as a foundational skill to all areas of occupational therapy practice. This course will help the student build a firm foundation for the critical analysis of the power of occupation as it relates to health and well-being. The real and symbolic meaning of activities and objects in a variety of contexts will be explored as students examine a variety of activities including Occupations (ADL, IADL, Rest & Sleep, Work, Social Participation, Play, Leisure, Education), competitive and noncompetitive games, hobbies, crafts, mindfulness activities, expressive arts and media, as well as the tools and objects that are used for each of these. Corequisite: OT 500. Four graduate credits.

**OT 551 Level I Fieldwork & Reflection A**
This first course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as community based experiences. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships.The student will interact with individuals who have challenges participating in everyday occupations in a variety of practice settings. In the first course of this series, emphasis is placed on communication, establishing the therapeutic relationship, and interviewing skills. One graduate credit.

**OT 552 Level I Fieldwork & Reflection B**
This second course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as community based experiences. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. In this second course, emphasis is placed on reflection, professional behaviors expected as emerging professionals, meaningful collaborative working relationships, and cultural competence.One graduate credit.

**OT 553 Level I Fieldwork & Reflection C**
This third course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as fieldwork experiences focusing on pediatric/adolescent and adult settings. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. In this third course, emphasis during fieldwork is the student's reflection on application of theory, human development, assessment, intervention, and contextual influences within the treatment setting. Professionally the students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior. One graduate credit.

**OT 605 Management of Occupational Therapy Services**
In this first course in a two-semester sequence, students build a foundation to plan, organize, staff, direct, and manage occupational therapy services as they actively participate in the design of an occupational therapy program proposal with an emphasis on occupation based programming. Prerequisite: OT 500. Two graduate credits.

**OT 606 Advanced Management of Occupational Therapy Services**
In this second part of a two-semester sequence, students gain in-depth knowledge to manage and lead occupational therapy programs with an emphasis on factors and trends that impact the delivery of occupation based services. Students actively collaborate and construct the second part of their program proposal initiated in the previous semester. Prerequisite: OT 605. Two graduate credits.

**OT 611/ HLAT 511 Evidence-Based Practice I**
This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: Admission into the Occupational Therapy program. One graduate credit.

**OT 612 Evidence-Based Practice II**
In this course students will learn the basics of developing and implementing a research study that will support

evidence based practice in Occupational Therapy. Through a collaborative team approach to learning and writing, students will develop a research question, design a study to investigate their question, initiate data collection, with IRB approval. Furthermore, students will demonstrate the ability to interpret basic descriptive and inferential statistics. Prerequisite: OT 611/HLAT 511. Three graduate credits.

**OT 614 Evidence Based Practice: Analysis to Dissemination**
In this course, students will form foundations in data analysis, interpretation, and receive guidance on the dissemination of their research. Prerequisite: OT 612. Two graduate credits.

**OT 622 Occupational Justice & Community Health**
Students will analyze the impact of health disparities, political, geographic, and demographic factors on the delivery of occupational therapy services. Students will actively engage in the process of advocacy by applying community organizing and advocacy strategies to a specific issue to address occupational justice. 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. Two graduate credits.

**OT 630 Advanced Professional Ethics in Occupational Therapy**
This course studies ethical theory and ethical decision making within the discipline and profession of occupational therapy by critically examining situational problems and by reflectively exploring ethical solutions that are coherent with and supported by the core values, principles, and guidelines of the Code of Ethics and Ethical Standards of the profession. The course will examine ethical dilemmas that arise within different areas of the profession and the problem of moral distress and its various causes. Prerequisite: OT 500. Two graduate credits.

**OT 635 Transformative Leadership in Occupational Therapy**
This course offers an in-depth study of leadership theories, leadership characteristics, and a critical analysis of the literature on leadership in occupational therapy. Transformative leadership will also be explored as students prepare to become change agents in their professional careers. Students will be challenged to bring a sense of curiosity to and reflect on their personal leadership qualities and be open to discussing these. Co-requisite: OT 681. Two graduate credits.

**OT 642 Occupational Performance II: Adults**
This is the second course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 654. Four graduate credits.

**OT 643 Occupational Performance III: Contextual Applications**
This is the third course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment across the lifespan and intervention settings individuals and populations with physical and mental health challenges. Prerequisite: OT 525. Four graduate credits.

**OT 645 Occupational Performance IV: Functional Cognition**
This course provides students an in-depth study of functional cognition and its relation to successful participation in occupation. Students will develop competence in evidenced-based assessment and intervention related to specific cognitive conditions across the lifespan. Two graduate credits.

**OT 654 Level I Fieldwork & Reflection D**
This fourth course in the fieldwork and professional series offers integrated practical learning through the learning sessions as well as fieldwork experiences focusing on the community setting. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. In this course, emphasis during fieldwork is the student's reflection on challenges to participation in everyday occupations for individuals in the community context. Professionally the students explore and reflect on their own professional behaviors that promote meaningful collaborative working relationships. One graduate credit.

**OT 666 Interprofessional**

**Development & Reflection VI**
This course offers an opportunity for students to review, self-assess, and reflect on knowledge and competence within occupational therapy practice through the completion and analysis of a formal assessment measure. Students will construct a plan for remediation in any deficit areas that are identified, review for and formulate an *NBCOT exam study plan, and relate this process to professional development and continued competence. Prerequisite: OT 665. One graduate credit.

**OT 671 Research Mentorship in Occupational Therapy I**
This is the first course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the development of a scholarly research proposal. Prerequisite: None. One graduate credit.

**OT 672 Research Mentorship in Occupational Therapy II**
This is the second course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the collection, interpretation, and dissemination of data. Prerequisite: OT 671. Two graduate credits.

**OT 681 Level II Fieldwork in Occupational Therapy A**
This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator. Four graduate credits.

**OT 682 Level II Fieldwork in Occupational Therapy B**
This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day today operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator. Four graduate credits.

## Postgraduate Courses in the Occupational Therapy Doctorate

**Pre-requisite Courses**

**OT800 Ethics in Health Professions & OT**
(Prerequisite, On Demand Course-Free, 0 Cr)
The Ethics course is a bridge and review course designed to enable the OT practitioner to begin the Post-Professional Occupational Therapy Doctoral student process with the foundational knowledge and skills for applying principles of ethics as it relates to health professions and all areas of practice and professional development.

**OT801 Evidence-based Practice & Human Subjects Training** (Prerequisite, On Demand Course-Free, 0 Cr)
The Evidence-based Practice & Human Subjects Training (EBP-HST) course is a bridge and review course designed to enable the OT practitioner to begin the Post-Professional Occupational Therapy Doctoral student process along with the foundational knowledge and skills for applying principles of evidence and research within all areas of practice and professional development. Students take Citi Human Subjects Training portion of the course via Lehigh Valley Association of Independent Colleges (LVAIC).

**Foundational Core Courses**

**OT900 I-LEAD: Inclusive Leadership, Equity, Advocacy & Diversity (3cr)** The I-LEAD course focuses on inclusive leadership, equity, advocacy, and diversity. The course will cover evidence-based, emerging, and timely leadership styles and theories, including transformative and compassionate leadership. The course highlights the importance of inclusion, individualism, inter-professionalism, intersectoral collaboration, integration, and impact-driven practices for leading and managing in organizations.

**OT910 Research and Evidence-based Outcomes (3cr)** The Research and Evidence-based Outcomes course explores theory, research, and evidence-based practice as it relates to equitable and inclusive health care, community-based initiatives, education, and business practices. Through evaluation and critique of evidence, students integrate their learning by creating a research project designed to create change and make an impact at the local, national, or global level. Student projects are created and

designed in alignment with their Doctoral Project.

**OT920 Global Health Policy: The Role of the Occupational Therapist Leader (3cr)**
The Global Health Policy: The Role of the Occupational Therapist Leader course provides an in-depth analysis and framework for understanding global health policy and the impact on social, political, and economic systems and context. Students examine the research, evidence, and theory in global health policy and implications for advocacy practices to inform new policy initiatives. An examination of the role of government, private, and nonprofit entities in the United States and abroad is explored.

**OT930 Health Promotion, Well-being & Prevention LifeSteps 360 (3cr)** The Health Promotion, Well-being & Prevention LifeSteps 360 course enables students to examine determinants of health and well-being and implement innovative, inclusive, and evidence-based interventions for promoting a healthier, more equitable society. Students explore socio-cultural factors and needs of marginalized, vulnerable, and underserved communities. Students integrate evidence-based, holistic, inclusive and multisectoral approaches for developing and evaluating health promotion programs that make a sustainable impact at the local, national, and global level.

**OT940 The OT Educator: High Impact Teaching & Learning In Higher** Education & Adult Learning Settings (3cr) The OT Educator course provides students with high impact practices for teaching in higher education and adult learning settings. The course focuses on innovative, inclusive, and interactive teaching and learning practices that meet global societal needs for the diverse learner. The course prepares new and advanced educators with the essential tools to thrive and lead in academic settings.

**Optional Core**

**OT 901 is an Optional Core Course & Is Included As Part of All Concentrations/MBA Option**

**OT 901: Entrepreneurship: The Business, Social & Global Innovator (3cr)** Students will learn and apply skills for understanding and reinventing themselves as an entrepreneur and leader in organizations, community-based settings, and global environments. Students examine the theory, evidence, research, and policy that impacts entrepreneurship in today's society and global economy. Students understand and apply concepts of equity, innovation, and creativity in alignment with start-up, small and existing businesses. Students develop and evaluate the outcomes of a business plan and transform that plan into one that is inclusive and innovative, designed to address community and societal-based issues, and impacts global change and sustainability. Students create a legal business name and entity and disseminate their business using equitable digital-based platforms.

**Health Promotion Concentration**

**OT 931: eHealth: Equitable Digital Practices & Innovation (3cr)** Students will learn and apply skills for using evidence-based and equitable digital health products and services for meeting societal needs at the local, national and global level. Students examine the history, theory, evidence, research, and policy that impacts digital health practices, health care costs, and reimbursement constraints. Students learn and apply concepts of equity, inclusion, and innovation using digital health approaches for client assessment, intervention, and evaluation. Students explore approaches including telehealth, telemedicine, telecare, mhealth, and digital informatics practices. Students create an innovative, evidence-based eHealth design product or service model and disseminate it using equitable eHealth digital platforms and mechanisms.

**OT 932: Lifestyle, Mindset & Behavior Change (3cr)** The Lifestyle, Mindset, and Behavior Change course provides students with opportunities to learn and develop essential skills for utilizing transformational health approaches coupled with a growth mindset and positive thinking as mechanisms for promoting positive, healthy behavior change. A primary focus of the course will be addressing the holistic health needs of at-risk and vulnerable individuals and groups using inclusive and equitable evidence-based models and practices.

**OT 933: Life Skills & Wellness Coaching the Athlete & Artist (LSWCAA): Traditional Sport, eSport, Para Sport & Performer of Arts (3cr)**
The Life Skills & Wellness Coaching the Athlete & Artist: Traditional Sport, eSport, Para Sport & Performing Artist course enables the student to learn and apply inclusive, evidence-based health promotion and life skill approaches for athletes and performers including traditional, eSport, Para Sport & Performing Artists. Students learn the history, policy, trends, ethics and socio-cultural norms of sport, athletics and various forms of performing and apply principles of inclusion, equity, health promotion and health education. Students utilize a holistic, person-centered mind-body-spirit approach for evaluating and addressing the personal, social, virtual, and environmental contexts for promoting health, self-efficacy, preventing illness,

injury and chronic conditions and for having healthy habits, daily routines and life satisfaction. The ultimate goal of the course is for the student to collaborate with the athlete and performer and intersectoral partners in order to facilitate healthy role performance, life skills and career paths that lead to optimal health, quality of life and meaningful life roles beyond sport and performing.

**Doctoral Project**

**(The Doctoral Project course is taken a minimum of 3 times and up to 5 times)**

**OT 973 Doctoral Project (1cr each)** Students in this course utilize their professional vision, mission and goals to design their unique doctoral project action plan and bring that vision to life with the development of an evidence-based and innovative practice, policy, program or product geared toward making a local, national or global societal impact. Students finalize, present, and disseminate their Doctoral Project through leadership, academic, clinical, business, community, professional or scholarly methods.

# Leadership

See School of Business and Economics

# Peace and Justice Studies

See Interdisciplinary Programs

# Performance Creation

Moravian University offers a Master of Fine Arts degree in Performance Creation in cooperation with affiliated professional theatre, Touchstone Theatre. The University believes that artists are best prepared for careers as performance creators through a program that integrates the principles of liberal education with extensive hands on experience creating artistic work. In the program, students create original solo and ensemble performances, engage in site specific and community based work, gain hands on experience teaching in an arts education classroom, and tour original work to an international theatre festival (included in cost of tuition). The degree consists of 68 credit hours over two years Fall, Spring and Summer for a year round academic program.

## Admission Requirements:

An undergraduate GPA of 2.5 or above, and the completion of an appropriate undergraduate program or the equivalent; Child Abuse Clearance and FBI Clearance with fingerprinting (students must be permitted to enter Pennsylvania classrooms, nonnegotiable); 3 letters of recommendation; Basic Language Competencies (students must demonstrate sufficient knowledge and skill in English to pursue the required studies); A personal artistic statement; Evaluation of Creative, Scholarly, or Professional Work; Demonstration of prior achievement in terms of their readiness to undertake graduate studies in their major field; Proof of a self directed body of work; For Performers, a live audition; For Designers, Directors, Choreographers, Composers, etc., a portfolio of work appropriate to your discipline (preferably digital); Interview.

## Courses:

Due to the immersive nature of the program, the sequence outlined below is required. Students may not register for courses individually. Successful completion of each semester is required for progression to each new semester; Due to the nature of ensemble based creation, students should not expect to be able to take a leave of absence and continue from where they stopped. They must progress through all cohort based activities with a single cohort.

**YEAR ONE:**

- Year-long learning: 511; 581.
- Fall: 501-503; 521; 531; 551.
- Spring: 501-503; 532; 541; 542; 551.
- Summer: 512; 561; 551.

**YEAR TWO:**

- Year-long learning: 513; 582.
- 2nd Fall: 501-503; 522; 543; 551.
- 2nd Spring: 501-503; 571; 551.
- Summer: 572; 551.

**PERF 501–503. Topics in Performance Creation Techniques** (1 credit, repeated three times per semester for four semesters, for 12 credits total) Modules are

taught by guest artists in their area of expertise. Content changes to focus on a different performance creation technique with each iteration. Through the series, students will build an expansive vocabulary of performance creation techniques that can be employed in the studio as a means of generating material and problem solving. Emphasizing the interdisciplinary nature of performance creation, this series provides students with a broad swath of conceptual, technical and practical creative methodologies. Although the artists leading the modules, and the techniques explored, will be diverse, all of the modules will follow the same model. Each module will include: Research into the guest artists and/or technique; Analysis of the artists' work and/or technique in the context of culture and society; Discussion of the work in terms of performance theory; Demonstration of techniques by the guest artists; Hands on workshop introducing students to the techniques; Synthesis of theory and practice through rehearsal; Integration of technique into students' artistic practice; Demonstration of new techniques by students. Some of the modules will be taught over the course of the semester, while other modules will be done during week long intensives when external guest artists are in residency at Touchstone Theatre. Fall, Spring.

**PERF 511. Arts in Education: Navigating the Classroom**. (2 Credits) This course will introduce students to work in the arts-in-education classroom. The initial phase of the course employs a workshop format in which students learn the principles and techniques exemplified in Touchstone Theatre's award winning education programming. Then students move into a fieldwork phase during which they assist lead teaching artists in two real world classrooms, as part of Touchstone's "Young Playwrights Lab" in the Bethlehem Area Public School system. There they will observe and practice the teaching methodologies and classroom control skills demonstrated by lead teachers. Concurrent with their fieldwork placements in the classroom, students will meet to complete post session reviews and participate in group seminars to discuss challenges, review pedagogy, and frame the hands on work within an academic context including the reading and discussion of texts. Clearances and other documents for fieldwork required. Year long.

**PERF 512. Arts in Education: Summer Intensives** (3 Credits) This course introduces students to the summer camp as an arts in education venue. Working alongside veteran teaching artists, students will conceive of and implement a themed pedagogical approach for two two week summer camps. Students will be responsible for developing creative classroom exercises that will lead to a final public showing of what the camp attendees have accomplished over its duration. Prerequisite: PERF 511. Clearances and other documents for fieldwork required. Summer.

**PERF 513. Arts in Education: Classroom Leadership** (2 credits) In this course, second year students take on leadership roles during fieldwork placements in the arts--in-education classroom, serving as lead teaching artists for two residencies and as a primary contact with the schools. With Touchstone's predefined pedagogical system as a base, and with oversight by Touchstone's Education Director, students will be responsible for the planning and realtime decisions necessary for the unique needs of each classroom. Concurrent with their fieldwork placements in the classroom, students will meet to complete post-session reviews and participate in group seminars to discuss challenges, review pedagogy, and frame the hands on work within an academic context including the reading and discussion of texts. Prerequisite: PERF 512. Clearances and other documents for fieldwork required. Year long.

**PERF 521. In the Studio: Devising Practices** (4 Credits) The first of two courses exploring devising performance, it combines hands on work on Touchstone's Christmas City Follies theatrical production with a survey of various practices of devised performance. In the first year, students are introduced to the basics of devising; the immersive experience takes them from beginner through intermediate level where student participate as active collaborators. Fall.

**PERF 522. In the Studio: Leadership** (4 Credits) This is the second of two courses exploring devising performance. Students advance to positions of leadership. The course combines hands on work on Touchstone's Christmas City Follies theatrical production with a survey of various practices of devised performance. Prerequisite: PERF 521. Fall.

**PERF 531. Research and Theory** (3 Credits) In this course, students are introduced to the world of critical theory and academic writing. While the class begins with a broad overview of theory, as the class moves forward we explore how overarching ideas of theory can be understood through the lens of Performance Studies, a field of studies not limited simply to theatre but encompassing a broader interdisciplinary hybridity, and focused on how the performative act is a constant and reflective way to view the world in which we live. Students will examine how

their own work fits into this world, through roundtable discussions, presentations and one on one tutorials. In tandem with this exploration students will be coached on how to synthesize their ideas into a piece of academic writing, with the final challenge of the class being to identify a relevant critical concern to the students' own practice and to write a 5000 word essay on the topic. Fall.

**PERF 532. Culture and Identity in Performance** (3 Credits) In this course, students will explore the theory of Performance Studies through the lens of culture and identity. Students will discover new ways of viewing their own unique artistry in the global context of artistic voices. Identifying the local within the global, students will also examine issues of culture and identity at home here in Bethlehem, PA. Emerging from this exploration and research, students will propose a (hypothetical) project of relevance to the local community. The course culminates with a 5000word essay addressing a chosen critical concern. Prerequisite: PERF531. Spring.

**PERF 541. Creation 1** (Ensemble) (3 Credits) In this course, students will build, hone, and demonstrate their practical ability to work as a collective in the creation of an original devised performance. Students will use the devising process to critically examine the group dynamic and methodologies employed in material generation. Prerequisite: PERF521. Spring.

**PERF 542. Creation 2** (3 Credits) Functioning as a solo artist, each student will hone a practical ability to autonomously see an idea through to fruition, with the result of a solo created performance piece. Throughout the creative process, students will critically examine the freedom and constraints of their own artistic voice, unencumbered by the influences of an ensemble, and its position within the field of contemporary performance. Prerequisite: PERF 541. Spring.

**PERF 543. Creation 3 (Site/Community)** (3 Credits) Building on the theory studied in Culture and Identity, and research/story gathering in Topics in Site-Specific and Community based Performance, students will further develop their practical ability to work as a collective in the creation of an original site specific and/or community based performance. Students will use the creative process to explore cultural awareness and theoretical context, and critically examine the work's intended/actual cultural impact and potential position within the field of contemporary performance. Prerequisites: PERF 532; PERF 551; PERF 542. Fall.

**PERF 551. Topics in Site Specific and Community Based Performance** (1 credit, repeated once each semester for six semester, for 6 credits total) Students will complete 60 hours of practicum associated with Touchstone Theatre's ongoing site specific and community based work. These large scale projects are typically multiyear endeavors that have many phases of work, and there are often multiple projects at varying stages of development at any given time. This gives students the opportunity to be involved in the many phases that occur during their time in the program, from the initial planning stages and gathering of raw materials through interviews and research, to scouting appropriate sites for performance, to the final work of mounting the production. This course provides students experience making such work through its many phases. Accompanying the hands on work, in monthly roundtable discussions students and instructors will present to one another and discuss other companies involved in this type of work. Fall, Spring, Summer.

**PERF 561. International Festival Experience: In the Audience and on the Stage** (3 Credits) The course is minded toward students' encounter with and self contextualization within the international community of performance makers and original theatre artists. The class includes a survey of contemporary international talent represented at the festival. Having developed a solid practice and understanding of their own work, students will be exposed to and learn to engage with artists and intellectuals minded toward performance study from the global community and within Touchstone's extended network of like minded practitioners. Students will take an original performance production to the international stage, touring their collective devised work from PERF 541 to an international festivals. In doing so, students will learn management of international touring logistics and will strengthen their international network. Summer.

**PERF 571. Thesis Project** (6 Credits) As the artistic capstone to the MFA program, students will develop a polished, fully realized production, approximately 45-75 minutes in length. In this final production based project of the MFA program, students will harness the totality of their experience in presenting their original work; a performance of professional level work, demonstrating their practical ability and theoretical knowledge in the creation of a refined performance. This is the work of the individual and not the cohort, each student is expected to lead their own project. In tandem with the thesis project students will create a workshop that reflects the process used in development of the work. Upon completion of the project students will be expected to offer an oral defense of their

work and make a presentation on how this work will inform their upcoming thesis. Prerequisite: PERF 543. Spring..

**PERF 572. Thesis** (5 Credits) Upon completion of all other course work students engage in the writing of a 10,000 word thesis. Couched in the content and issues explored in PERF 571's Thesis Project, this final writing serves as the student's platform to show a Master's level of engagement of their work, through the synthesis of the theoretical and the practical in to a concise and well researched treatise. To accompany the thesis, each student will identify and articulate a personal artistic statement through the expression of cultural and theoretical positions, aesthetic concerns, and political agendas of their artistic practice. Prerequisite: PERF 571. Summer.

**PERF 581. Internship: The Business and Operations of Nonprofits** (3 Credits) First year students will complete a yearlong (140 hours) internship at Touchstone Theatre focusing on daily operations. They will gain an understanding of what it takes to support the program side of a functioning nonprofit organization. Students will be involved in multiple aspects of the company's day-today operations. Duties include technical production support, database management, administrative organization, facility management and upkeep, promotional activities, and front of house operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Year long.

**PERF 582. Internship: Arts Administration** (3 Credits) As part of the immersive experience, all second year students will complete a year long (140 hours) internship at Touchstone Theatre focusing on Arts Administration. Students will be involved in multiple aspects of the company's day-to-day business operations. Duties include help with marketing and development efforts, database management, administrative organization, and financial operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Prerequisite: PERF 581. Year long.

**PERF 586. Independent Study.**

# Philosophy

**Chair:** Associate Professor Kin Cheung

**Professor:** Arash Naraghi
**Associate Professor:** Carol Moeller
**Assistant Professor:** Austin Baker

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 nine-course units in philosophy. Only one 100-level course will count towards the major. Students must take at least two 300-level courses and one Writing Intensive course. One of the nine philosophy courses may come from a related program subject to approval by the chair of the philosophy department.

## The Minor in Philosophy

The minor in philosophy consists of five-course units in philosophy. Only one 100-level course will count towards the minor. Students must take at least one 300-level course. One of the five philosophy courses may come from a related program subject to approval by the chair of the philosophy department.

## The Minor in Ethical Studies

A minor in ethical studies 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 program director of ethics:

- PHIL 226.2 and 227.2 Ethics Bowl
- PHIL 228 WI:Sports Ethics
- PHIL 250 Environmental Ethics
- PHIL 251 Philosophy of Technology

- PHIL 255 Social and Political Philosophy
- PHIL 257 Bio-Ethics and Social Justice
- PHIL 259 Medical Ethics
- PHIL 267 West African Philosophy: Akan Ethics
- PHIL 271 Race, Gender, Identity, and Moral Knowledge

A student with a major in philosophy may not minor in Ethics.

## The Certificate in Ethics

The Ethics Certificate program studies prominent ethical theories, the history of ethical thought, applied ethical methodologies, and the good life (individually and collectively). The program is designed to give students the ethical reasoning skills to become good ethical decision-makers in their personal and professional lives. We explore contemporary ethical issues in bioethics, medical ethics, business ethics, and environmental ethics. We also explore social justice issues in the legal, social, and political arenas. Students who complete the program will be able to articulate clearly ethical problems, relevant ethical issues, and ethical dilemmas. Students will be able to construct justified ethical solutions to such problems while being sensitive to the multivarious perspectives, rights, and interests. Moreover, students will be prepared to analyze the value of existing codes of ethics in the workplace and implement guidelines for ethical behavior in a professional environment.

The Ethics Certificate consists of four course units in value theory courses. One course unit may be from a related program subject to approval by the program director of ethics.

Value Theory Courses include:

- PHIL 222 Ethics
- PHIL 224 Applied Ethics
- PHIL 226.2 Ethics Bowl I
- PHIL 227.2 Ethics Bowl II
- PHIL 228 WI:Sports Ethics
- PHIL 230/330 Advanced Topics in the Ethics of Abortion
- PHIL 232 Race, Gender, Identity, and Moral Knowledge
- PHIL 234.2 Aristotle on Friendship
- PHIL 234 Ethics for the Public's Health
- PHIL 250 Environmental Ethics
- PHIL 255 Social and Political Philosophy
- PHIL 257 Bio-Ethics and Social Justice
- PHIL 259 Medical Ethics
- PHIL 265 Feminist Philosophy
- PHIL 267 West African Philosophy: Akan Ethics
- PHIL 279 Philosophy of Law
- PHIL 281 Topics in Ethics
- PHIL 330/230 Advanced Topics in the Ethics of Abortion
- PHIL-355 Meta-Ethics
- PHIL 371 Seminar in Philosophy

## The Interdepartmental Major

The six courses that constitute Set I of the interdepartmental major in philosophy include PHIL 120, 220, 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

For students considering graduate work in philosophy, we recommend:

- Studying a relevant language (for example, Spanish, French, Arabic, German, Greek, or Latin)
- Working on a Honors Project
- Taking advanced Independent Studies
- Applying for SOAR
- Participating in Ethics Bowl
- Presenting at the Undergraduate Philosophy Conference

## Courses in Philosophy

**PHIL 110 Introduction to Logic: Critical Thinking**. An introduction of the basic concepts of logic, informal fallacies and categorical logic. (M3)

**PHIL 120 Introduction to Philosophy**. Tasks and the subject matters of philosophy, including the major theories of reality, knowledge, religion, morality and social justice. Attention to several classic philosophical texts as primary source readings. (M3)

**PHIL 130 Hip Hop Music, Spoken Word, and Philosophy**. We will investigate how some Hip Hop music and Spoken Word works engage with classic Western philosophical themes and questions, including those of knowledge, metaphysics, ethics, love, and justice. How do some contribute to knowledge and some perpetuate injustice, sexism, and violence? How

does Rakim relate to Augustine's arguments on God, Gil Scot-Heron to Kant on punishment, Lil' Kim to Sartre on "the objectifying gaze"? Students will be required to attend two spoken word workshops or performances, and to view and listen to material outside of class.

**PHIL 220 Advanced Logic: Sentential and Predicate Logic**. A study of advanced topics in logic, including propositional and predicate logic.

**PHIL 222 Ethics**. Formulating principles defining the good human being and applying these to relevant problems of vocation, social, and political justice. (M3)

**PHIL 224 Applied Ethics**. A study of the application of ethical theory to complex real and fictitious cases concerning contemporary moral issues such as euthanasia, abortion, capital punishment, animal rights, cloning, torture, same sex marriage, etc. (U2)

**PHIL 226.2 and 227.2 Ethics Bowl**
This course examines, within teams, ethical cases with the purpose of developing ethical positions supported by arguments, debated at the Intercollegiate Ethics Bowl Competition. Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

**PHIL 228 WI:Sports Ethics**. This course introduces students to ethical concepts, theories, and methods through which they can reflectively analyze and perform ethical decision making in the realm of sports and recreation, within an evolving cultural, political and technological environment. A substantial part of the course will be devoted to case studies and the implementation of ethical theories to concrete cases. Writing-Intensive (WI).

**PHIL 230 Advance Topics in the Ethics of Abortion**. This course analyzes the ethical issue of abortion through examination of philosophical pro-life and pro-choice arguments from a variety of perspectives. Our philosophical/ethical investigation includes address of abortion and public reproductive health, abortion in a changing legal justice landscape in the U.S., and the intersection of abortion and religious ideas and values. Students may not take PHIL 230 and PHIL 330. There is no prerequisite for the 200-level. Prerequisite for the 300-level: two 200-level philosophy courses and Junior/Senior Standing. (U2)

**PHIL 232 Race, Gender, Identity, and Moral Knowledge Philosophy**. A study of the relationships among identities, experiences and moral knowledge. Some of the issues discussed are the following: How do our unique experiences shape our moral views? How are those experiences shaped by such differences as race, culture, gender and family background? Can we gain moral knowledge from the testimonies of others, and if so, how? (U2)

**PHIL 234.2 Aristotle on Friendship** This course studies Aristotle's conception of friendship as described in Books VIII and IX of the Nicomachean Ethics.

**PHIL 234 Ethics for the Public's Health**. This is course examines ethical and social justice issues within the health care profession and throughout the public health care industry, including health laws and policies that affect the development and delivery of health services in the US to the public. (U2)

**PHIL 241 Ancient Philosophy**. A critical examination of the history of Greek philosophy including the pre-Socratics, Thales, Anaxagoras, Parmenides, Heraclitus, Empedocles, Plato and Aristotle. (M3)

**PHIL 243 Medieval Philosophy**. A study of the original works of philosophers in the Middle Ages such as Augustine, John Scotus Eriugena, Anselm of Canterbury, Avicenna, Bonaventure, Thomas Aquinas, John Duns Scotus, and William of Ockham. (M3)

**PHIL 244. What is Peace?**. (Also REL/PJUS 244). Students explore the nature, meaning and discipline of peace studies from different traditions, theories and perspectives. They investigate case studies of peace movements in recent times, and develop their own visions of peace through a research project they present for peer review. This final project will take the shape of a paper, film, or other modality according to student interest. (M3)

**PHIL 245 Early Modern Philosophy**. A study of the development of important concepts of modern philosophy beginning with Beacon, 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)

**PHIL 247 WI: Nineteenth and Twentieth Century Philosophy**. A study of trends in recent Philosophy inaugurated by Nietzsche, Marx and Kierkegaard on the one hand, and by Mill, Russell and Ayer on the other. It continues through the present times the manifestations of these trends in contemporary phenomenology and contemporary analytic philosophy. In a given semester the course will

have an emphasis on either Continental or British-American traditions in current philosophy. (Writing Intensive) (M3)

**PHIL 249 American Pragmatism**. A study of classical American Philosophy with emphasis on the works of Charles S. Peirce, William James, and John Dewey. Spring, Alternate Years, Prerequisites: PHIL 120 or consent of instructor. (M3)

**PHIL 250 Environmental Ethics**. (Also REL 251) 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)

**PHIL 251 Philosophy of Psychology** (Also PSYC 251) An examination of philosophical and empirical theories of mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience, and philosophy. (U1)

**PHIL 252 Philosophy of Technology**. An examination of how technology shapes our understanding of ourselves and our world as well as the moral dilemmas that it presents for us. (U1)

**PHIL 253 Philosophy of Religion**. A philosophical examination of nature of religion and beliefs concerned with the existence, nature, and knowledge of God, with alternative positions to theism. (U2)

**PHIL 254. Jewish Philosophy**. (also REL/MDVL 253) An introduction to philosophy within Judaism, a field that asks the question: is a religion based on faith and tradition also rational and logical? Specific topics addressed will be: Can or should God's existence be proven? Is God's power infinite or limited? What should we make of the biblical descriptions of God being human-like? Does God perform miracles? Does God care about the small details of our lives? How can people become close to God? What is the role of the Jewish people in the world? Why is the Jewish religion distinctive among religions? No background in Judaism is need for this course; sufficient background information will be provided. Prerequisite: None. (M3)

**PHIL 255 Social and Political Philosophy**. An examination of central issues in social political thought such as: What is justice? How can considerations of justice negotiate our great differences of culture, identity, and circumstance? How are non-Western and Western approaches to philosophy to engage productively, across such historical legacies as imperialism, colonialism, and neo-colonialism? (U2)

**PHIL 256 Continental Philosophy**. A historical and thematic approach to contemporary philosophy with an emphasis on introducing the student to the major moments and themes in Continental thought during the 19th, 20th, and 21st centuries until present. (M3)

**PHIL 257 Bio-Ethics and Social Justice**. A study of what is health, and how it relates to social justice issues, such as: How do such factors as income, race, and gender correlate with health? In health research and healthcare delivery how do lingering patterns of inequality get rewritten into the social fabric or transformed out of it? How can we learn from the legacies of unethical medical experimentation and other ugly parts of medical history? (U2)

**PHIL 259 Medical Ethics**. An examination of the basic theory of bioethics as it is set in the broader field of moral philosophy. Contemporary ethical issues in biomedicine will be examined, and the student will learn to think ethically about them within the context of the current ongoing debate. (U1)

**PHIL 261 Islamic Philosophy, Theology, and Mysticism** (Also REL 261). An exploration of key notions and figures in Islamic philosophy, theology,, and mysticism. Some issues imbedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5)

**PHIL 263 Latin American Philosophy**. An examination of different aspects of philosophical thought related to Latin American nations and culture, including the works of Bartolomé de las Casas, Francisco de Vitoria, Simón de Bolívar , José Martí, José Vasconcelos, Francisco Romero, José Carlos Mariátegui, and Risieri Fondizi. (M5)

**PHIL 265 Feminist Philosophy**. An exploration of a diversity of feminist writing. Students consider questions

such as: How do the legacies of gender inequality persist today? What would gender justice look like? Is there such thing as gender-neutral point of view? And how do gender, race, class and sexuality relate? (U2)

**PHIL 267 West African Philosophy: Akan Ethics**. Through study of philosophical texts, writings, proverbs, and other sources, we shall explore West African values. The foci will be both traditional and contemporary, primarily oriented toward the Akan people of what is now Ghana. Among the first nations to achieve political independence in the de-colonization movements, Ghana has kept traditional values alive, not in isolation from the rest of the world, but in active engagement with it. What do the values of the Akan have to teach us? (M5)

**PHIL 269 Judaism, Christianity and Islam in Medieval Spain**. An examination of Islamic, Jewish and Christian philosophical thought in Spain, ranging from the Middle Ages through the Renaissance. (M5)

**PHIL 270 Ethics in Asian Cultures.**
(Also REL 270) Ethical discourse from Asia does not fit neatly into the major western categories of consequentialism (utilitarianism), rule-based deontology, or virtue ethics. There is lively debate on how to classify Confucian ethics and Buddhist ethics. This course explores this classification problem and then examines how Confucian and Buddhist insights can help illuminate contemporary issues. Possibilities include 1) lies, "alternative facts", and theories of truth; 2) the ethics of artificial intelligence; 3) medical ethics, etc.

**PHIL 271 Existential Philosophy**. An exploration of important texts in 19th and 20th century existentialism and their influence on contemporary thinking. (M3)

**PHIL 279 Philosophy of Law**. Philosophy of law or jurisprudence is the application of the rational techniques of the discipline of a philosophy to the subject matter of law. In this course, on one hand, students study the meaning of such concepts as law, legal obligation, legal punishment, and so on. (What is known as "analytic jurisprudence.) Also they explore the relation between law and morally, or more specifically, they try to figure out whether legal institutions in general, or particular legal systems, or legal practices are morally acceptable- and if not, how to make them so. (What is known as "normative jurisprudence.) (U2)

**PHIL 281 Topics in Ethics**. This course addresses a variety of topics that change by semester in the areas of normative ethics, applied ethics, and meta-ethics. (Repeatable) (M3)

**PHIL 313 Philosophy of Science**. A study of what is science, how it works, what distinguishes it from other disciplines, and what is the nature and value of scientific inquiry and scientific theories. , Prerequisites: PHIL 120 or consent of instructor.

**PHIL 323 Tibetan Buddhist Thought**. A study of Tibetan Buddhist philosophy, worldview and spiritual practices. The course examines Tibetan Buddhist answers to questions traditionally asked in Western philosophy, at times looking at contrasts and parallels to Continental and British-American traditions in Western philosophy. Prerequisites: PHIL 120 or consent of instructor.

**PHIL 330 Advance Topics in the Ethics of Abortion**. This course analyzes the ethical issue of abortion through examination of philosophical pro-life and pro-choice arguments from a variety of perspectives. Our philosophical/ethical investigation includes address of abortion and public reproductive health, abortion in a changing legal justice landscape in the U.S., and the intersection of abortion and religious ideas and values. Students may not take PHIL 230 and PHIL 330. There is no prerequisite for the 200-level. Prerequisite for the 300-level: two 200-level philosophy courses and Junior/Senior Standing. (U2)

**PHIL 351 WI: Epistemology**. Philosophical inquiry into the nature of knowledge, kinds of experience belief and truth, justification and verification. Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor. (WI)

**PHIL 353 WI: Metaphysics**. A study of contemporary analytic metaphysics, adopting a pre-Kantian or traditional metaphysical perspective. The course approaches metaphysics as the study of first causes and of being qua being, or as the most general discipline of all that studies the nature and structure of reality. Prerequisites: PHIL 120 or consent of instructor. (WI)

**PHIL 355 Meta-Ethics**. A study of the fundamental concepts of morality from metaphysical, epistemological, semantic, and psychological perspectives. Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

**PHIL 370. Seminar**. Selected topics in Philosophy. Non-majors require permission from instructor.

**PHIL190–199, 290–299, 390–399. Special Topics.**

**PHIL 286, 381–383. Independent Study.**
**PHIL 384. Independent Research.**
**PHIL 288, 386–388. Internship.**

**PHIL 400 – 401. Honors**. Doing honors in philosophy is a wonderful way to take control of your education and give your own ideas the depth of attention they deserve. Students majoring and minoring in philosophy may choose to do an honors project in the department. (Please see the Honors web site for details on eligibility and procedures. But please note: Applications for Honors are due spring of the junior year!) Honors students earn credit for two philosophy courses, and pursue a topic of their own choosing, working independently with a faculty member from the department for their entire senior year. The two-semester research project culminates in the writing of an honors thesis.

# Physical Education

Designed to provide contemporary information about the beneficial effects of a positive, healthy lifestyle, as well as how to implement and live such a lifestyle. Students are encouraged to participate in fitness classes to meet their personal health, wellness, and fitness needs.

Veterans who have successfully completed Basic Training in any branch of the service receive 1 unit of elective credit.

## Courses in Physical Education

**PHED 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.

**PHED 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.

**PHED 190–199, 290–299, 390–399. Special Topics.**
**PHED 286, 381–383. Independent Study.**
**PHED 384. Independent Research.**
**PHED 288, 386–388. Internship.**

# Doctor of Physical Therapy

**Program Director: Dr. Kimberly Wynarczuk**

The Doctor of Physical Therapy (DPT) Program is a graduate program in the School of Rehabilitation Sciences in the College of Health. In the eight-semester interprofessional program, students work hand-in-hand with other health professionals in the classroom, the clinic, and the community. Moravian's DPT grants an entry-level professional DPT degree and allows graduates to apply for licensure to practice as physical therapists in diverse healthcare and educational environments.

## Mission Statement

Based on a liberal arts foundation, the Moravian University Doctor of Physical Therapy (DPT) program will develop competent, ethical physical therapists providing client-centered, interprofessional care. Students and graduates will be reflective and inquisitive lifelong learners and educators. Faculty in the program will be interprofessional leaders with innovative teaching, research, and service. The program and its graduates will positively influence the health and quality of life of diverse populations and the profession through community outreach and advocacy.

## DPT Graduate Program Goals

Graduates from the DPT program will:

- Become competent practitioners providing effective, ethical, and safe physical therapy care
- Become leaders in evidence-based interprofessional client-centered practice
- Value lifelong learning and education
- Advance the profession of physical therapy and contribute in positive ways to society

## CAPTE Accreditation Statement

The Doctor of Physical Therapy program at Moravian University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org website: hhtp://www.capteonline.org. If needing to contact the program/institution directly, please call (610) 625-7217 or email wynarczukk@moravian.edu.

## Admissions Criteria

1. Baccalaureate degree or higher from a regionally accredited 4-year institution.

2. Undergraduate overall minimum GPA: 3.0

3. All post-secondary transcripts must be provided before admission (no more than three outstanding prerequisite courses are allowed at the time of application).

4. Students must earn no lower than a C in each individual prerequisite course.

5. Prerequisite course minimum GPA: 3.0 (Grades will be averaged if a prerequisite course is repeated.)

6. Prerequisites
    1. Biology: Two general biology courses (Biology I and one upper division Biology or Exercise Science course) (8 credits)
    2. Chemistry: Two general chemistry courses (Chemistry I and Chemistry II) with labs or higher (8 Credits)
    3. Physics: Two general physics courses (Physics I and Physics II) with labs or higher (8 Credits)
    4. Anatomy: A human anatomy course with lab (4 Credits)
    5. Physiology: A human physiology course with lab (4 Credits) A full-year sequence of combined Human Anatomy and Physiology (8 credits) may be substituted for separate anatomy and physiology courses.
    6. Psychology: One course in introduction to psychology, lifespan psychology or higher (3 Credits)
    7. Statistics: One college-level statistics course (3 Credits) (Healthcare or Science-related Statistics are also acceptable)
    8. English Composition or writing course (3 credits).

7. 2 letters of recommendation

8.Successful faculty interview upon invitation

9. Observational hours in a physical therapy clinical setting are highly recommended.
10. Additional Requirements for International Applicants : IELTS/TOEFL - Students who do not consider English to be their primary language are required to submit official scores of a recent IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) examination. Minimum scores for each test can also be found below:
    1. IELTS: 6.5 or higher
    2. TOEFL Paper: 577 or higher
    3. TOEFL Computer: 233 or higher
    4. TOEFL Internet: 90 or higher

## DPT Curriculum Sequence

To receive a Doctor of Physical Therapy degree, students must earn a total of 119 credits. The following course sequence is required:

**Summer Year 1**

- DPT 700 Functional Human Anatomy
- DPT 710 Neuroanatomy and Neurophysiology
- DPT 711 Applications of Neuroscience in Physical Therapy
- DPT 720 Foundations of Physical Therapist Practice

**Fall Year 1**

- DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity
- DPT 735 Biomechanics and Kinesiology
- DPT 740 Musculoskeletal Imaging I
- DPT 745 Biophysical Modalities
- DPT 751 Evidence-Based Practice I
- DPT 760 Integrated Clinical Experience and Interprofessionalism I

**Spring Year 1**

- DPT 731 Clinical Musculoskeletal Management of Cervicothoracic Spine and Upper Extremity
- DPT 741 Musculoskeletal Imaging II
- DPT 765 Pharmacology in Rehab
- DPT 770 Ethical Issues in Healthcare
- DPT 775 Exercise Physiology Across Lifespan
- DPT 761 Integrated Clinical Experience and Interprofessionalism II
- DPT 780 Functional Mobility in Rehabilitation
- DPT 825 Psychosocial Issues in Clinical Practice

**Summer Year 2**

- DPT 800 Clinical Experience I
- DPT 851 Evidence-Based Practice II

**Fall Year 2**

- DPT 810 Clinical Neurological Management I
- DPT 815 Human Growth, Development and Genetics in Rehab
- DPT 830 Pathophysiology Across the Lifespan
- DPT 835 Health, Wellness and Nutrition
- DPT 860 Integrated Clinical Experience and Interprofessionalism III

**Spring Year 2**

- DPT 811 Clinical Neurological Management II
- DPT 865 Cardiopulmonary Management
- DPT 875 Assistive Technology, Prosthetics & Orthotics
- DPT 880 Clinical Management in Pediatrics
- DPT 885 Advocacy, Business, Teaching & Leadership
- DPT 870 Integumentary, Lymphatic & Urogenital Conditions

**Summer Year 3**

- DPT 920 Complex Clinical Reasoning in Research and Practice
- DPT 900 Clinical Experience II

**Fall Year 2**

- DPT 940 Clinical Experience III
- DPT 951 Evidence-Based Practice III

## DPT Graduate Course Descriptions

**DPT 700 Functional Anatomy** (8 credits). This foundational course develops student knowledge of human gross anatomy with an emphasis on the implications for physical therapy clinical practice. Detailed instruction is provided on the regional organization, structure and function of the head, neck, spine and extremities, and the major organ systems in the thorax, abdomen, and pelvis. Emphasis is placed on functional interrelationships of the anatomical structures and their impact on human movement. Examination of the histology of the various tissues of organ systems is included.

**DPT 710 Neuroanatomy and Neurophysiology** (2 credits). This course provides an in-depth focus on the anatomy of the central nervous system and the functional organization of the central and peripheral nervous systems. Case analysis will provide an avenue for reinforcing basic concepts of normal and abnormal functional neuroanatomy and neurophysiology, and skills for correlating neurological structures to deficits and dysfunction seen in rehabilitation practice.

**DPT 711 Applications of Neuroscience in Physical Therapy** (1 credit). This lab course in conjunction with DPT 710 requires students to apply the material gained in lecture to the investigation of the neuroanatomical and neurophysiological basis for various pathologies commonly encountered in the physical therapy clinic. The course will emphasize the clinical application of this knowledge through case analysis and clinical correlations.

**DPT 720 Foundations of Physical Therapist Practice** (3 credits). This course covers the history and values of the physical therapy profession including introductions to the importance of the APTA professional association; the APTA Core Values & Code of Ethics; professional written & oral communication; clinical documentation; physical therapist scope of practice; interprofessional care; medical terminology; the International Classification of Functioning, Disability, and Health (ICF); and basic patient management skills. An introduction to psychosocial issues is included to provide an early understanding of the psychological and social aspects of health, injury, and rehabilitation.

**DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity** (6 credits). This course is the first of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It introduces students to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the lumbopelvic spine and lower extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

**DPT 731 Clinical Musculoskeletal Management of Cervicothoracic Spine and Upper Extremity** (6 credits). This course is the second of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It progresses student knowledge and skill in the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development,

and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the cervicothoracic spine and upper extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

**DPT 735 Biomechanics and Kinesiology** (3 credits). This course is designed to provide students with detailed knowledge about biomechanics, kinesiology and the analysis of human movement and function during clinical care.

**DPT 740 Musculoskeletal Imaging I** (1 credit). This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the lumbopelvic spine and lower extremity as an adjunct to guiding patient care.

**DPT 741 Musculoskeletal Imaging II** (1 credit). This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the cervicothoracic spine and upper extremity as an adjunct to guiding patient care.

**DPT 745 Biophysical Modalities** (2 credits). This course covers the mechanisms of actions, scientific rationale, and safe application of thermal, electrical, electromagnetic, and mechanical modalities as adjuncts to other physical therapy interventions.

**DPT 751 Evidence-Based Practice I** (1 credit). This course will introduce the student to the role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question.

**DPT 760 Integrated Clinical Experience and Interprofessionalism I** (2 credits). This course is the first in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and integrate knowledge of clinical skills and professional behaviors in preparation for the first full time clinical education experience.

**DPT 761 Integrated Clinical Experience and Interprofessionalism II** (2 credits). This course is the second in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and integrate knowledge of clinical skills and professional behaviors in preparation for the first full time clinical education experience.

**DPT 765 Pharmacology in Rehab** (2 credits). This course discusses the impact of pharmacological interventions on rehabilitation patient management including the mechanisms of action, indications, contraindications, adverse effects, and physiological impact of medications on patient activity, function, and movement.

**DPT 770 Ethical Issues in Healthcare** (2 credits). Ethical dilemmas will be examined in physical therapist practice, rehabilitation, and the health care system. It will include application of ethical reasoning using ethical principles and theories to address ethical challenges.

**DPT 775 Exercise Physiology Across Lifespan** (3 credits). This course is designed to advance student knowledge in the physiology of exercise with activity and the physiological impacts of acute and chronic conditions on exercise capacity across the lifespan to optimize patient/client function and movement.

**DPT 780 Functional Mobility in Rehabilitation**. (1 credit) Functional Mobility encompasses the theory and evidence for, instruction in and practice of examination and intervention skills that can be applied to a wide variety of clinical settings and patient populations. The course content will include examination and intervention skills related to draping, positioning, body mechanics, bed mobility, transfers, wheelchair mobility, and ambulation all within a context of safety during therapeutic activities.

**DPT 800 Clinical Experience I** (10 credits). This course is the students' first full-time 12 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor. Students will apply knowledge and skills that they have obtained in the didactic portion of the curriculum and part-time integrated clinical experiences to real life clinic scenarios. During this experience, students will move from understanding to applying, analyzing and evaluating all components of clinical practice in an outpatient setting.

**DPT 810 Clinical Neurological Management I** (6 credits). This course is the first of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with neurologic dysfunction. It introduces students to the

physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes the most commonly encountered pathologies in neurologic care and covers available tests and measures and interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations frequently seen in this patient population. Instruction on how to modify mobility training techniques and use adaptive equipment/durable medical equipment to maximize function in individuals with neurologic dysfunction will also be covered. The psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers with attention to the multifactorial limitations present in individuals with neurologic dysfunction will be addressed.

**DPT 811 Clinical Neurological Management II** (6 credits). This course is the second of a two-part series that will progress students' knowledge and psychomotor skills in the effective management of individuals with neurologic dysfunction. The course expands student knowledge and skills related to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients with complex neurologic dysfunction across the lifespan. Progression of knowledge and skills in the available tests and measures and most common evidence based interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations seen in complex neurological pathologies and presentations is covered. It will address complex clinical presentations and multifactorial limitations for the complex neurologic patient/client including modifications in mobility training techniques, use of adaptive equipment/durable medical equipment, and incorporation of the psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers.

**DPT 815 Human Growth, Development and Genetics in Rehab** (2 credits). This course is designed to prepare students for patient management across the lifespan by introducing the impact of growth, human development, and genetics on function and movement.

**DPT 825 Psychosocial Issues in Clinical Practice** (2 credits). This course will advance students' knowledge on the psychosocial impact of injury, disability, and chronic conditions on overall well-being and function for patients and develop student awareness and sensitivity to these concerns.

**DPT 830 Pathophysiology Across the Lifespan** (4 credits). This course investigates pathology of all body systems across the lifespan, the impact of disease on movement and function, and management of comorbidities in physical therapy practice. Students review the regulatory mechanisms that underlie normal function of the human body to guide understanding of the homeostatic disruptions that occur in disease. Emphasis will be placed on the chronicity and complexity of disease development over a lifespan.

**DPT 835 Health, Wellness and Nutrition** (3 credits). This course prepares students to develop wellness plans for individuals or families in community settings and educate these community members on concerns related to health with an emphasis on function and movement. This course also includes an introduction to nutrition and its impact on overall health.

**DPT 851 Evidence-Based Practice II** (2 credits). This course reviews research design, methods and statistical issues to prepare the student to assess and appraise healthcare related scientific literature by introducing research sampling, descriptive/inferential statistics, power, type I/II error, reliability, validity, and health informatics.

**DPT 860 Integrated Clinical Experience and Interprofessionalism III** (2 credits). This course is the third in a series of four part-time integrated clinical education experiences and interprofessional seminars. Students will develop an awareness of the competencies required for interprofessional care and advance knowledge and application of clinical skills and professional behaviors in preparation for terminal clinical education experiences.

**DPT 865 Cardiopulmonary Management** (3 credits). This course prepares students for clinical management of patients who present with cardiac and/or respiratory conditions. It includes examination, assessment and evaluation of the cardiorespiratory system, physical therapy management of patients with conditions affecting the cardiorespiratory system, and identification of cardiorespiratory implications in systemic conditions.

**DPT 870 Integumentary, Lymphatic and Urogenital Conditions** (1 credit). This course is designed to develop student competency in the evaluation and treatment of disorders of the integumentary, lymphatic, and urogenital systems in physical therapist practice.

**DPT 875 Assistive Technology, Prosthetics and Orthotics** (1 credit). This course prepares students to be able to identify indications for assistive technology, fit patients for various assistive devices, and analyze the use of assistive technology, prosthetics, and orthotics on function and movement.

**DPT 880 Clinical Management in Pediatrics** (3 credits). This course prepares students for examination, evaluation, and treatment of pediatric patients with an emphasis on typical and atypical development in relation to movement and function.

**DPT 885 Advocacy, Business, Teaching and Leadership** (3 credits). This course is designed to prepare students to understand the financial/business aspects of physical therapy, the necessity of being advocates in their professional role, how to act as teachers/learners during their careers, and develop an awareness of the challenges of leadership.

**DPT 900 Clinical Experience II** (10 credits). This course is the students' second full-time 12 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor where they will encounter a diverse patient population in a variety of settings. Students will be able to apply knowledge and skills that they have obtained in the didactic portion and part-time integrated clinical experiences to the clinic.

**DPT 920 Complex Clinical Reasoning in Research and Practice** (3 credits). This capstone course allows students to synthesize affective behaviors, cognitive knowledge, and psychomotor skills learned during the curriculum in preparation for their terminal clinical experiences.

**DPT 940 Clinical Experience III** (10 credits). This course is the students' third full-time 15 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor. Students will be able to apply knowledge and skills that they have obtained from all didactic coursework and clinical experiences to the clinic. At the culmination of this clinical experience, it is expected that the students will be able to practice as an entry-level physical therapist.expected that the students will be able to practice as an entry-level physical therapist.

**DPT 951 Evidence-Based Practice III** (2 credits). This course is designed for students to develop an evidence-based practice presentation on a particular patient through a case study, critically appraised topic or analysis of practice and synthesize the research used in the examination, evaluation and treatment of the patient(s).

# Physics

**Chair:** Associate Professor Krieble
**Associate Professor:** Malenda
**Assistant Professor of Practice:** Wood
**Adjunct Faculty:** Becker, Jackson, Patrick

## Mission Statement

The mission of the Department of Physics and Earth Science is to provide a curriculum that offers a solid foundation in the fundamental science of physics, to provide courses to service the general education curriculum, and to offer experiential opportunities for undergraduate research. In addition, the Department seeks to foster an appreciation of the principles of the natural world and of the scientific method within the liberal arts context of the institution.

## Physics

The Physics and Earth Science Department provides an opportunity to investigate and study those areas of physics essential for graduate work in physics or for a physics-related career in industry, government, or secondary education. In the physics curriculum, the emphasis is on theoretical developments and problem-solving at the appropriate level of mathematical sophistication; and on experimental investigation that stresses physical principles and that makes use of modern laboratory techniques and equipment.

The department offers introductory courses in astronomy, forensics, and meteorology.

## Learning in Common Requirements for Physics Majors

Physics majors must select Mathematics 170 to fulfill their Quantitative Reasoning (F2) requirement and Physics 111 for their Laboratory Science (F4) requirement.

## The Major in Physics

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

## The Bachelor of Arts with Major in Physics

The bachelor of arts with a major in physics consists of 7 course units in physics (Physics 111, 112, 222, 331, 345, and two additional 300-level courses) plus four course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, and 254). It is suggested that the student schedule Physics 111-112 in the first year and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year, if possible. In the sophomore year, the courses normally taken are Physics 222 and 343, and Mathematics 211 and 254.

## The Bachelor of Science with Major in Physics

The bachelor of science with major in physics consists of 10 course units in physics (Physics 111, 112, 222, 331, 341, 345, 346, and three additional course units), plus five course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, 254, and 324). If the student chooses Physics 343 as one of the three elective physics courses, he or she may omit Mathematics 324. It is strongly recommended that the student schedule Physics 111-112 in the first year, and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year. In the sophomore year, the courses normally taken are Physics 221 and 222 and Mathematics 211 and 254.

## The Minor in Physics

The minor in physics consists of five course units including either Physics 109-110 or Physics 111-112 but not both.

## The Interdepartmental Major in Physics

The student interested in a career requiring an interdisciplinary science major is encouraged to design an interdepartmental major in physics and is urged to consult the department chair.

The six courses that satisfy Set I of an interdepartmental major in physics are Physics 111-112 and any four upper-level courses in physics. These courses and the six of Set II are selected by the student with the approval of the department chair. An interdepartmental major in physics and mathematics is strongly recommended for any student wishing to prepare for a teaching career in physics.

## The Interdepartmental Major in Earth Science

Set I requirements include ENVR 111 at Moravian and five earth science courses, selected with the approval of the Set I advisor, at Moravian or Lehigh University. Students who plan an interdepartmental major should keep in mind that the earth sciences require a well-rounded background in mathematics and the basic sciences.

## Departmental Recommendations

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

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

## Courses in Physics

**PHYS 105. Forensic Science**. An introduction to the field of forensic science as applied to criminal investigations and the law. This course will employ a data-driven approach to solving simulated criminal cases using a variety of scientific methods to examine

physical evidence. Evidence-based lab experiments include examinations of soil samples, hair fiber, blood patterns, fingerprints, and ballistics and will be conducted to build a logical case in a criminal investigation. The laboratory will culminate in a final project employing a number of these methods. Limitations and abilities of experimental techniques will also be examined throughout the course. Fall & Spring. Prerequisite: None. (F4)

**PHYS 106. Meteorology**. Physical processes and properties of the atmosphere, elements of weather analysis and forecasting, effects of atmosphere on people and activities. Laboratory includes weather instruments and observation, weather-map construction and analysis, experiments, scale models, and computer application. Spring. (F4)

**PHYS 108. Astronomy**. Methods and results of astronomical exploration of the solar system, our stellar system, galaxies, and universe. Laboratory includes telescope observation, optics, analysis of astronomical photographs, and computer simulations. Fall & Spring. Two 3-hour periods. (F4)

**PHYS 109. Introductory Physics for the Life Sciences I**. Aspects of physics important in biological processes and health sciences. Major topics in the first term include elementary mechanics, biomechanics, fluids, and thermodynamics. Fall. Physics 109 & Physics 110 must be taken in sequence. Three 70-minute lectures and one 3-hour laboratory. (F4)

**PHYS 110. Introductory Physics for the Life Sciences II**. Aspects of physics important in biological processes and health sciences. Major topics in the second-term include electromagnetism, bioelectricity, membrane transport, waves, geometrical optics, and radiation. Spring. Physics 109 & Physics 110 must be taken in sequence. Three 70-minute lectures and one 3-hour laboratory. (F4)

**PHYS 111 Introductory Physics I**. First term of calculus based introductory physics treats mechanics, fluids, and wave phenomena. Fall. PHYS 111 & PHYS 112 must be taken in sequence. Co/prerequisites: students must have completed or be concurrently registered for MATH 170. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory. (F4)

**PHYS 112. Introductory Physics II**. Second term of calculus based introductory physics treats electricity, magnetism, optics, and selected topics in modern physics. Spring. PHYS 111 & PHYS 112 must be taken in sequence. Co/prerequisites: Students must have completed or be concurrently registered for MATH 171. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory. (F4)

**PHYS 150. Sound Science.** Sound Science is a course combining the science and mathematics of music, its history, and physical principles in a study of the nature of music and its related science of acoustics. The purpose of the course is to develop an appreciation of the science of music as well as introduce students to the science of sound and the design of musical instruments. Students in this course will strengthen their skills by studying the properties of sound waves (velocity, frequency, wavelength, pressure, intensity, refraction, diffraction, reflection, and absorption) as students measure and analyze these properties in laboratory experiments. Students successfully completing this course will have a fundamental understanding of the mathematical models of music theory; be able to explain the basic scientific principles of acoustics and put those principles into practice through various lab experiments, projects, presentations, and reflective essays.

**PHYS 221. Linear Electronics**. A laboratory-oriented course in electronics stressing applications of linear integrated circuits to laboratory measurement in physics, chemistry, and biology. Laboratory experiments and lecture-discussions include circuit analysis, system design using operational amplifiers, analog computer systems, transistors, power supplies, oscillators, and Arduino microcontrollers. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Spring. Three 50-minute lectures and two 3-hour laboratories.

**PHYS 222. Modern Physics**. Concepts leading to the breakdown of classical physics and the emergence of quantum theory. Topics include particle physics, nuclear physics, atomic physics, relativity and introduction to quantum mechanics. Independent laboratory experiments and projects (e.g., Compton effect, electron diffraction, Michelson interferometer, Millikan oil drop) complement the student's study. Prerequisites: Physics 111-112 and Mathematics 171 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. Writing- Intensive.

**PHYS 230.2. Research in Astronomy**.
Research in Astronomy is an online, half unit course concentrating on a study of the techniques required in making and reducing astronomical observations. This course will focus on methods of modern data collection, reduction, and analysis using a telescope, CCD detector, and filter system. The students will be required to carry out

an individual observing project on variable stars using a remote robotic telescope located in Utah. Upon completion of the course the students will be able to continue to use the robotic telescope for their research projects.

**PHYS 331–332. Mechanics**. First term treats motion of a single particle with emphasis on conservative forces and their properties, central force fields, and oscillatory motions. Second term treats motion of the system of particles, rigid body mechanics, accelerated reference systems, and Lagrangian and Hamiltonian mechanics. Emphasis on computer solutions of problems. Fall-Spring. Prerequisites: Physics 111-112 and Mathematics 211. Alternate years. Three 70-minute lectures.

**PHYS 333. Physical Optics**. Theoretical and experimental study of the interaction of electromagnetic radiation and matter. Topics include wave and photon representations of light, geometrical optics, polarization, interference, and diffraction phenomena. Standard laboratory experiments include interferometry and diffraction. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Fall. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 334. Thermal Physics**. Unified treatment of thermodynamics and statistical mechanics. Topics include laws of thermodynamics, state functions and variables, application to physical and chemical systems, kinetic theory, distribution functions, Fermi-Dirac and Bose-Einstein statistics, black-body radiation, and Debye theory of specific heats. Prerequisites: Physics 111-112 and Mathematics 254 or permission of instructor. Spring. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 341. Quantum Mechanics**. Fourier transforms, wave packets, Schrödinger's equation, square-well and barrier potentials, the harmonic oscillator, the hydrogen atom, atomic spectra, algebraic methods, and matrix mechanics. Prerequisites: Physics 222 and Mathematics 254 or permission of instructor. Spring. Alternate years. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory.

**PHYS 343. Introduction to Mathematical Physics**. Mathematical techniques for solving ordinary and partial differential equations that arise in theoretical physics. Topics include series solutions, special functions, operational methods, boundary-value problems, orthogonal functions, product solutions, and/or selected topics determined by needs of students and interest of instructor. Prerequisite: Physics 111-112. Co-requisite: Mathematics 254. Spring. Three 50-minute lectures.

**PHYS 345–346. Electric and Magnetic Fields**. Field concepts, electromagnetic theory, and electromagnetic waves. First term treats electrostatics, steady fields and currents, and electromagnetism. Second term treats time-varying fields and currents, Maxwell's equations, and electromagnetic waves. Prerequisites: Physics 111-112 and Mathematics 254 or permission of instructor. Fall-Spring. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

**PHYS 370. Physics Seminar**. Selected topics in theoretical and/or experimental physics. Choice of topics determined by needs of students and interest of instructor. Fall. Alternate years. Prerequisite: Physics 343. Three 50 minute lectures.

**PHYS 190–199, 290–299, 390–399. Special Topics.**
**PHYS 286, 381–383. Independent Study.**
**PHYS 384. Independent Research.**
**PHYS 288, 386–388. Internship.**
**PHYS 400–401. Honors.**

# Political Science

**Chair:** Khristina H. Haddad, Fall 2024 and Faith Okpotor, Spring 2025
**Professor:** Khristina H. Haddad
**Associate Professor:** Faith Okpotor
**Assistant Professor:** Samuel C. Rhodes, Holly Seonyeong Jo
**Adjunct Instructor:** Fara Farbod
**Emeriti:** Jean-Pierre Lalande, John Reynolds

The program in political science is designed to provide opportunities to understand politics as art, science, and philosophy. The political science department prepares students for pursuit of graduate degrees in political science as well as for professional schools such as law school and careers in government service. The department also seeks to prepare students for their role as citizens in a democratic society and for informed membership in a global community.

## The Major in Political Science

The major in political science consists of 10 course units. Four are required: Political Science 110, 115, 120, and 125. In addition to these four required courses, students

will select one of two departmental concentrations that will structure choices of upper division courses and complete at least four upper division courses in the chosen concentration. In addition, students must take at least one upper-level course in the second concentration. Students must complete two 300-level courses, at least one of which needs to be in their chosen area of concentration. One writing-intensive course is required. Writing-intensive courses may be at the 200 or 300-level.

The departmental concentrations are:

**Citizenship in theory and practice** – Designed to prepare students for informed engagement in political and public affairs through a purposeful consideration of the theoretical nature of politics, the ends towards which politics can be directed and the means employed to achieve those ends. This concentration focuses on normative purposes and argumentation, political language and consciousness, historical texts, institutionalized political processes, modes of political participation and the particulars of contemporary policy issues. Courses that can be used to complete the requirements of this concentration are: POSC 215, 220, 221, 225, 237, 250, 260, 330, 340, 355 and ENVR 240.

**Global politics and international political awareness** – Designed to develop the students understanding of international politics and global political issues through the study of international political systems and the practice of politics in nations and regions beyond the United States. Students choosing this concentration will engage matters such as the means by which states organize and maintain political power, the international political economy, regional governance and conflict, political violence and international security. Courses that can be used to complete the requirements of this concentration are: POSC 228, 235, 241, 245, 247, 248, 255, 327, and 346.

Courses in special topics and independent study may be substituted for courses at the advanced level, depending on the area in which the student will work and contingent upon departmental approval. Internship (386-388) will be counted as an elective in the major but is contingent upon department approval. Honors candidates take two courses, Political Science 400-401, which are counted within the 10-course requirement. Such courses will be evaluated on a case by case basis to assess for which track the course might be accepted as meeting the requirements of the major.

Important note about special topic courses. The department encourages students to take special topic (ST) courses. All special topic courses are eligible for credit with regard to political science major and minor requirements.

ST: American political and political theory courses are eligible for Track 1 credit

ST. Comparative politics and international relations courses count for Track 2 credit

Special topic courses are not automatically assigned to the corresponding requirement. Advisors request a course substitution by emailing the registrar. If your special topic courses require a transcript adjustment, please contact your advisor.

**Required introductory courses**: All majors will complete the four introductory courses listed below.

- POSC 110 American Political Systems
- POSC 115 Introduction to International Politics
- POSC 120 Introduction to Political Theory
- POSC 125 Introduction to Comparative Politics

**Courses eligible for upper division credit in Citizenship in theory and practice track.** Students completing this track will be required to complete a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course in this track will be scheduled each academic year.

- POSC 215 Modern Political Theory
- POSC 220 American Constitutional Law
- POSC 221 Civil Liberties (cross listed, taught within Sociology Department)
- POSC 225 Congress and the Presidency
- POSC 237 Public Administration and Public Policy
- POSC 250 Contemporary Political Theory
- POSC 260 Critical Gender Studies
- POSC 330 Culture and Politics
- POSC 340 Energy Policy
- POSC 355 Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives
- ENVR 240 Environmental Policy

**Courses eligible for upper division credit in Global politics and international political awareness.** Students completing this track will be required to complete

a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course will be scheduled each academic year.

- POSC 228 - African Politics
- POSC 235 - Contemporary European Politics
- POSC 241 - International Security
- POSC 245 - The Politics of the Middle East
- POSC 247 - Introduction to Chinese Politics
- POSC 248 - Will China Rule the World?
- POSC 255 - The Political Wisdom of the East
- POSC 327 - Politics of Developing Nations
- POSC 346 - The Politics of the Global Economy

## Writing-Intensive Courses

Students will be required to take one of the following to meet the University requirement for writing-intensive courses: POSC 225, 330 and 355. The department is in the process of developing one or more writing-intensive courses in the global/international track.

## The Minor in Political Science

The minor in political science consists of five courses: two introductory courses (chosen from POSC 110, POSC 115, POSC 120, and POSC 125) and three other courses at the advanced level of which one must be a 300-level course.

## The Interdepartmental Major

Set I of the interdepartmental major consists of six course units: any two of Political Science 110, 115, 120, and 125, and four others, two of which may be independent study.

## Departmental Recommendations

Students interested in graduate and professional studies are encouraged to take courses in other areas of the social sciences and in statistics. Prospective graduate students are advised to reach at least reading proficiency in those languages that may be required for their studies.

## Courses in Political Science

**POSC 110. The American Political System**. Operation of American political processes and governmental institutions. Political culture of American democracy, political philosophy of the Constitution, relationship between organization of the economy and political power, linkages between mass public and governing elites, and operation of institutions of national government. (M4)

**POSC 115. Introduction to International Politics**. This course is meant to acquaint students with the analytical approaches, concepts, processes, issues, and actors in world politics. The class is anchored in class discussion and exchange of ideas. We will study the continuum of theoretical traditions and analytical approaches used in the study of international relations/world politics/international politics, including realism, liberalism, constructivism, and feminism. We will explore the roles of key actors in global politics including governments, international institutions, and a variety of non-state actors. Additionally, we will examine key global issues such as global security, war and peace, human rights, global economics and trade, poverty and development, and environmental issues. The course will draw on historical and contemporary cases to help students draw connections between theories and world events and to be equipped with how to best explain and understand the world. (M4)

**POSC 120. Introduction to Political Thinking**. How can we ask better political questions and provide better political answers? This course introduces students to the habits of mind of famous thinkers across the centuries: Plato, Machiavelli, Shakespeare, de Tocqueville, Students for a Democratic Society, and Hannah Arendt. Topics include personal choice, democratic citizenship, justice, and totalitarianism. (M3)

**POSC 125. Introduction to Comparative Politics**. In this course, students will be introduced to analytical tools that can be used to explore how politics operate outside of the United States. We will begin by addressing fundamental "what" questions about the concept of the state, democracy, and political identity. From there, we will examine "why" and "how" questions through comparative perspectives. Some of the questions we will explore include: Why are some countries democratic and peaceful while others are authoritarian and conflict-prone? How does democracy affect power distribution among political actors? What is the impact of political identities based on race/ethnicity/gender and religion on domestic politics? Upon completing the course, students will better understand the differences between strong and weak states, how politics are organized in democracies and non-democracies, and the political significance of various forms of identities. (M5)

**POSC 127. East Asia and the Future**. This course

provides an introduction to national security, regional security, and politics in the East Asian region. The course will focus primarily on the major and middle Northeast Asian powers (China, Japan, Russia, the Koreas, Taiwan, and the United States); however, there also will be substantive reference to South Asia, Southeast Asia, and Europe. It will consider a series of selected issues, including historical background; political economy; national and regional security; human rights; culture; and transnational linkages such as drugs, disease, oil, and war. (M5)

**POSC 130. The First Amendment. Issues of freedom of speech and expression**. Issues of freedom of speech and expression. Supreme Court interpretations of the First Amendment, including major cases that have defined parameters of free speech in America. Philosophical debate about value of free expression in a democratic society. Topics include subversive speech and political dissent, protest speech, prior restraint, obscenity, libel, symbolic speech, hate speech, and provocation. May Term.

**POSC 131. Korea Travel Course.** South Korea is a rich and thriving country known for its cutting edge technology, popular culture, and exciting cuisine. Our destinations include Seoul, Busan, and Jeju Island. In Seoul, we will visit places like the Blue House, Gyeongbok palace, Dongdaemun market, and the DMZ. In Busan, South Korea's second largest city, we will stroll along the Haeundae Beach, shop at Jagalchi Fish market, and tour around the historic streets of Gamcheon Culture Village. Lastly, in Jeju Island, designated as a UNESCO world heritage site, we will explore the Seongsan Ilchulbong Peak and hike the Halla National Park. In a series of class meetings prior to departure, students will gain a basic understanding of the brief history of Korea, including Japanese colonialism, the Korean War, its rapid economicdevelopment, and the democratization movement. Moreover, students will receive an introduction to language, etiquette, food, currency, and popular culture. Specifically, students will have the opportunity to learn useful Korean phrases as well as do hands-on practice with the Hangul alphabet. Students from all disciplines are welcome. Prerequisites: none.

**POSC 215. Modern Political Theory**. Why should we obey the law? What makes state violence legitimate? Close textual investigations of the works of great modern political theorists such as Hobbes, Locke, Rousseau, Wollstonecraft, Marx, and Mill, with an emphasis on the social contract and its limits as a form of political foundation. Spring. Two 70-minute periods.

**POSC 220. American Constitutional Law**. (Also SOCI 220) Role of the Supreme Court and its relationship to the legislative and executive branches of American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Recommended: POSC 110 or SOC 216. Fall, alternate years. Two 70-minute periods.

**POSC 221. Civil Liberties and the U.S. Constitution**. (Also SOCI 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

**POSC 225. WI:Congress and the Presidency**. Organization and operation of legislative and executive branches; interaction between them. Attention to the rise of the administrative state and struggle for control of public policy. Fall, alternate years. Two 70-minute periods. Writing-intensive.

**POSC 228. African Politics**. This course provides an understanding of politics and policy in Africa that is devoid of common stereotypes. Students will gain an appreciation of the many success stories on the continent and of the lingering challenges. We will draw from a variety of readings, books, articles, reports, documentaries and news reports. Topics to be discussed include the colonial state; the postcolonial state; elections, democratization and political change; political economy and development; gender and politics; religion and politics; ethnicity and politics; conflict and violence; African international relations. Prerequisites: POSC 110 or POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

**POSC 235. Contemporary European Politics**. Efforts to set up, organize, and implement the European Union, from the end of World War II to the present. Review of political, economic, and social factors that have influenced these efforts. Topics include national interests of the larger countries (Germany, France, and Great Britain); role of smaller countries; reunification of Germany; relations with the United States and Japan; recent enlargement of the EU to include central and eastern European countries. Special attention given to the creation, implementation, and meaning of the euro, the EU's common currency. Spring. Two 70-minute periods. (M4)

**POSC 237. Public Administration and Public Policy**. Principles and practice of public administration in the U.S. Organization and operation of executive branch and its role in formulation and implementation of public policy. Topics include organization theory, bureaucratic discretion, power and accountability, administrative process, budgeting, theories of decision-making, regulatory policy. Spring, alternate years. (M4)

**POSC 241. International Security**. This course provides students an understanding of the traditional and non-traditional discourses surrounding security affairs and conflict internationally, transnationally and sub-nationally. We will explore realist, liberal, constructivist, critical, and feminist understandings of international security affairs in the areas of great power conflict, terrorism, revolutionary war, internal conflict, and civil-military relations. We will also examine other non-traditional security areas such as environmental degradation, resource/livelihood conflicts, global pandemics and economic woes that threaten the physical safety of individuals and groups. Prerequisites: POSC 110, POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

**POSC 245. The Politics of the Middle East**. Focuses on the politics and conflicts in the Middle East including Israeli-Palestinian conflict, oil politics, Islam, U.S. policy in the region, with attention to Egypt, Iran, Jordan, Lebanon, Syria, and Saudi Arabia. Spring. Two 70-minute periods. (M5)

**POSC 248. Will China Rule the World?**. Will China rule the world, replacing the United States as the global hegemony? Will China's rise change the rules of the game of today's international system and global economy? The course examines the implications of China's rise for global economy, governance, security, resources, environment, technology, and culture, as well as for the United States. Drawing on International Relations and Globalization theories, the course focuses on China's glowing presence in the global economy/international institutions, its global reach as a foreign-aid donor and investor in Africa and the Middle East, its global propaganda efforts/pursuit of soft power, its association with North Korea, its rapid military build-up, and its ambition to rejuvenate the nation. Prerequisite: POSC 115 or POSC 125 or POSC 127. (M5)

**POSC 249. Two Koreas.** Authoritarianism and democracy are fundamentally different, but what distinguishes them? Do democracies perform better than authoritarian political systems? Can democracy and authoritarianism coexist in a hybrid form? This course aims to address these questions by focusing on the two Koreas in East Asia. Despite the armistice between North and South Korea, the two nations remain in a state of war, posing a significant threat to global peace beyond Asia. Throughout the course, we will explore how the division of the two Koreas came about, why democracy emerged in South Korea while dictators retained power in North Korea, and how South Korea, despite being poorer than the North, has outpaced its northern neighbor and now ranks as the world's 10th largest economy. Prerequisite: POSC110, POSC115, and POSC125

**POSC 250. Contemporary Political Theory**. Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism.

**POSC 255. The Political Wisdom of the East**. Introduction to major political thought and ideology in Asia and the political and economic implications of those ideas. The course examines ancient philosophies such as Taoism, Confucianism, and Sun Tzu's "the Art of War" as well as modern political thought of Mao Zedong, Ho Chi Minh, and North Korea. The course considers the implications of these systems of thought for Asia's warfare and nation-building struggles. The course also focuses on contemporary thought/philosophies in modern Japan, China, and Southeast Asia and their implications for Asia's democracy, capitalism, and business. Prerequisite: Sophomore standing or higher or permission of instructor.

**POSC 260. Critical Gender Studies**. (Also WGSS 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: POSC 120 or permission of the instructor.

**POSC 327. Politics of Developing Nations**. This course is meant to acquaint students with the pertinent issues affecting the developing world and the challenges faced by developing nations. In an interconnected world, the challenges of developing nations affect us all. The course will provide an overview of the analytical frameworks used to study the politics of the developing world. We will explore the question of development and underdevelopment. Why are some countries not developed? We will examine the global context in which the developing world is situated and the power dynamics that shape current political and economic realities of developing nations. Additionally we will discuss how the

issues of globalization, gender, violence, governance, poverty, natural resources, and many others unfold in the developing world and how they are perceived by both developing and developed nations. The course will draw on historical and contemporary examples from Asia, Africa, Latin America and the Middle East while exploring some countries in depth. The class will be run as a seminar and is anchored in class discussion and exchange of ideas. (M5)

**POSC 330. WI:American Politics and Culture**. How cultural processes structure comprehension and evaluation of American politics; the relationship between culture and political power; how cultural beliefs and values are manifest in the U.S. political agenda. Topics can include discussion of consumerism, nationalism, race, ethnicity, gender and religion in American politics. Spring, alternate years. Writing-intensive. (M4)

**POSC 340. Energy Policy**. Explores how contemporary society uses energy and how its use is shaped by politics and public policy, especially how energy consumption and choices of energy technologies shape patterns of human settlement, structure of social life, distribution of income, and allocation of political power. Examines implications of energy choices for the viability of the environment, levels of personal freedom, and possibilities of democratic government. (U1)

**POSC 346. The Politics of Global Economy**. Examination of major approaches to the studies of global political economy and examinations of key issues and trends that have characterized today's global economy. How do money, goods, and people move around the world? Who regulates the global flows of money and trade? What are the challenges of today's global economy? Why global financial crisis? How those challenges affect our daily life? Why rich countries are rich and poor countries are poor? Topics include the evolution of global economy, trade and finance, the issues on world resources, environment, and sustainable development, the roles of multinational corporations, foreign aid and dependency, and the rise of China/BRICS and its impacts on global economy. Prerequisites: POSC 115 or POSC 125 or POSC 127 or permission of the instructor.

**POSC 355. WI: Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives**. This course introduces students to visionary political writing, including Thomas More's Utopia, Theodore Herzl's The Jewish State, Karl Marx and Friedrich Engel's The Communist Manifesto, and Octavia Butler's The Parable of the Sower. We will think about political theorists as writers and also engage in original writing. The work of this course culminates in the creation of original student political visions. Prerequisites: Sophomore standing or higher, and POSC 120 or permission of instructor. (U2) Writing-intensive.

**POSC 190–199, 290–299, 390–399. Special Topics.**
**POSC 286, 381–383. Independent Study.**
**POSC 384. Independent Research.**
**POSC 288, 386–388. Internship.**
**POSC 400–401. Honors.**

# Psychology

**Chair:** Zaremba
**Professors:** Dunn,
**Associate Professors:** Brill, Johnson
**Assistant Professors:** Leszko
**Professor of Practice:** Stano
**Adjunct Faculty:** M. Hanna, A. Holtzman, S. Finkle, T. Helm, J. Norton

The program presents psychology as an established body of knowledge that focuses on human and animal behavior, as a discipline that generates information and discovery by using methods of inquiry employed by the natural and social sciences, and as a field of professional activity that is variously applied to promote human welfare.

The curriculum includes a wide range of courses intended to contribute to the program of liberal study for students, whatever their fields of concentration, and offers a broad base of prerequisite knowledge at the introductory and intermediate levels for those who declare psychology as a major. Beyond this, students may further define their educational and career objectives by completing courses at the advanced level.

Many courses offer a laboratory or experiential component, including field and observational studies, surveys, simulation and laboratory studies. There are opportunities to participate in internships, independent study projects, and, for the highly qualified student, the Honors program.

Students are encouraged to present their research at one of three major annual conferences: the Lehigh Valley Undergraduate Psychology Conference, the Psi Chi Undergraduate Research Symposium (held in conjunction with the meeting of the Eastern Psychological Association), or the Moravian University 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 Psychological Science major (PSYC) consists of a nine-course curriculum offering broad knowledge across sub-disciplines, including social, cognitive, developmental and clinical areas. Students learn the basic methods of inquiry for the field of psychology and apply this through various subfields, with choice as to the areas they pursue. The Psychological Science major allows for students to pursue additional coursework in Psychology and/or expand into related areas (Education, Sociology, Foreign Language, Art, etc.) with either a minor or dual major as suits their interests. The Psychological Science major provides students with hands-on learning experiences that add a real-world dimension to your education. The active learning opportunities include independent study, independent research and internships. These opportunities provide students with one-on-one experiences with faculty members and help to prepare students for the next step in their career.

Students are required to satisfy the following requirements for the major in psychology:

All students must complete the following three courses:

**PSYC 120** Introduction to Psychology

**PSYC 211** WI: Experimental Methods and Data Analysis I (grade of C or better required to advance to Psychology 212 and declare the major in psychology) (Writing Intensive)

**PSYC 212** Experimental Methods and Data Analysis II

Students must choose one course from each of the following required clusters:

**Cluster A: Experimental-cognitive cluster (1 course)**

- **PSYC 315** Cognitive Psychology
- **PSYC 320** Mind and Brain
- **PSYC 335** Conditioning, Learning, and Behavior

**Cluster B: Clinical-counseling cluster (1 course)**

- **PSYC 362** Psychopathology
- **PSYC 363** Psychological Testing

**Cluster C: Social-personality cluster (1 course)**

- **PSYC 340** Social Psychology
- **PSYC 361** Personality Psychology
- **PSYC 367** Health Psychology

**Cluster D: Developmental cluster (1 course)**

- **PSYC 370** Infancy and Childhood
- **PSYC 371** Adolescence, Adulthood, and Aging
- **PSYC 374** Gender Development

Students must choose one of the following seminar courses:

- **PSYC373** Contemporary Work-Life Challenges
- **PSYC375** Seminar in Social/Personality Psychology
- **PSYC 310** Psychology of Addictions
- **PSYC 377** Seminar in Developmental Psychology
- **PSYC 378** Seminar in Industrial/ Organizational Psychology

Students must choose one elective course. This may be any psychology course that is above the 212 level, and chosen in consultation with the academic advisor. These include any of the courses listed in the clusters and seminars above. In addition, electives may be chosen from:

- **PSYC 218** Industrial/Organizational Psychology
- **PSYC 230** History, Theories, and Systems
- **PSYC 251** Philosophy of Psychology
- **PSYC 260** Sports Psychology
- **PSYC 345** Psychology of Women
- **PSYC 373** Contemporary Work-Life Challenges
- **PSYC 381** Independent Study
- **PSYC 386** Internship
- **PSYC 400-401** Honors*

*Students enrolled in PSYC 400 are exempted from the seminar requirement.

## The Major in Counseling Psychology

The Counseling Psychology major (CPSY) has a twelve-course requirement aimed at providing undergraduate students with an introduction to basic vocabulary and concepts, methodologies and applications of the counseling discipline. Students will explore broad counseling subject matter, serving as an overview of the counseling field. This major will encourage critical thinking and advancing/ acknowledging diverse ways of knowing in psychology and the applied counseling field. Likewise, this major will

provide students with an overview of core ethical issues in the practice of counseling, including confidentiality, informed consent and competence to practice. The major will also expose students to current issues in the counseling field, such as managed care, treating diverse populations, and working in multi-disciplinary teams. The courses will also familiarize students with the practice of active listening, intervention, and the general stages of counseling. Students in this major who qualify can apply to enter Moravian University's Master of Arts in Counseling Pathway Program while completing their undergraduate degree. (see: https://www.moravian.edu/behavioral-community-health/pre-admission).

**Required**

- PSYC 120 Introduction to Psychology
- CPSY 217 Lifespan Development for the Helping Professions
- PSYC 211 Psychological Research Methods
- CPSY 235 Introduction to the Helping Professions
- PSYC 278 Psychology of Diversity
- PSYC 320 Mind and Brain
- PSYC 361 Personality Psychology
- PSYC 362 Psychopathology
- CPSY 337 Ethics, Issues & Skills in the Helping Professions

**Electives (pick 3)**

- PSYC 212 Learning from Data
- PSYC 214 Psychology of Activism
- PSYC 310 Psychology of Addictions
- PSYC 335 Applied Behavior Analysis
- PSYC 340 Social Psychology
- PSYC 345 Psychology of Women, Gender & Sexuality
- PSYC 367 Health Psychology
- PSYC 373 Contemporary Work-Life Challenges
- PSYC 374 Gender Development
- PSYC 373-377 Psychology Seminars

## The Interdepartmental Major

The six courses of Set I include the required courses PSYC 120, PSYC 211, PSYC 212. For the three remaining courses, students may take three 300-level courses or two 300-level and one 200-level course.

## The Minor in Psychology

The minor in psychology consists of six course units: PSYC 120, PSYC 211, PSYC 212 and three additional courses that must include at least two 300-level courses. (Please note that in order to be eligible to declare the minor in psychology, a student must complete PSYC 120 and then earn a grade of C or higher in PSYC 211.)

## Courses in Counseling Psychology

**CPSY 217. Lifespan Development for Helping Professionals.** 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

| **LifeSteps360: Healthy Life Skills Coaching & Consulting Certificate** | |
|---|---|
| **Foundational Core Courses* (Required)** | **3 credits** |
| OT930: Health Promotion, Wellbeing & Prevention: LifeSteps 360 | |
| **Health Promotion & Prevention: LifeSteps 360 Courses** | **Choose 9 credits** |
| OT920: Global Health Policy | **3** |
| OT901: Entrepreneurship: The Business, Social & Global Innovator | **3** |
| OT931: eHealth: Equitable Digital Practices & Innovation | **3** |
| OT932: Lifestyle, Mindset, & Behavior Change: Transforming Daily Habits & Routines | **3** |
| OT933: Holistic Wellness & Life Skills Coach for the Athlete & Artist | **3** |
| | **= 12 Credits** |

physical aspects of aging along the various stages of development. Prerequisite: Counseling Psychology major.

**CPSY 235. Introduction to the Helping Professions.** This course will provide an overview of the current and historical counseling field, and the related mental health service delivery systems and professions therein. Course topics will include practice competence, licensure, credentialing, professional organizations, service delivery types, populations served and underserved, and common treatment issues. All topics covered will be contextualized with a focus on relevant diversity issues in the counseling field. Prerequisite: None.

**CPSY 337. Ethics, Issues & Skills in the Helping Professions.** This course will provide students with an overview of core ethical issues in the practice of counseling including confidentiality, informed consent, and competence to practice. Course material will also expose students to current issues in the counseling field such as managed care, treating diverse populations, and working on multi-disciplinary teams. The course will also familiarize students with the practice of active listening, intervention, and the general stages of counseling. Prerequisite: CPSY 235.

## Introductory Courses in Psychology

**PSYC 105. Psychology of Human Adjustment**. Introduction to basic theoretical principles of psychological coping and adjustment. Students will learn greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4) (Does not count towards the psychology major/minor).

**PSYC 120. Introduction to Psychology**. Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

## Intermediate Courses in Psychology

**PSYC 207. Lifespan Development for Health Professionals.** 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. Prerequisite: nursing/health related majors.

**PSYC 211. WI: Psychological Research Methods.** This course focuses on research methodology as the means by which knowledge within the field of psychology is gathered and advanced. Students will learn to be consumers of psychological literature. Topics to be included are: research methodology and design, scientific writing and American Psychological Association (APA) format, ethical considerations in research and practice, and descriptive statistics. This course serves as the writing intensive course for psychology majors. Prerequisite: PSYC 120. Writing-intensive (WI).

**PSYC 212. Learning from Data.** Students will learn skills employing principles of research methodology and statistical analyses. PSYC 212 builds on the descriptive statistics covered in PSYC 211 with a focus on basic inferential statistics. A series of labs will introduce critical thinking skills and knowledge regarding how to analyze and interpret data collected under a variety of experimental and non-experimental conditions. We will continue to explore critical thinking and writing with major emphasis on scientific writing and American Psychological Association (APA) format. Prerequisite: PSYC 211 with a grade of C or better.

**PSYC 214. Psychology of Activism.** In this class we will examine how social change occurs and investigate what roles we can play to create effective change. We will examine what it means to be an activist and what motivates some people to take action in order to address social problems. At the same time, we will consider what factors prevent other citizens from becoming involved in activist projects in their communities, even when they benefit from them. We will learn from the stories of activists in our community as students work to develop their own individual activism project.

**PSYC 218. Industrial/Organizational Psychology.** This course will explore the history, advances and contemporary trends in the field of industrial/organizational psychology. Students will learn about the application of psychology to the world of work as achieved through the use of science and practitioner collaboration as the main tools of this discipline. Students will study the factors that contribute to an optimal fit between the worker, the job and the organization with the goals of improved worker performance and well-being. Students will critically examine the psychological implications that come with the challenge of meeting

these commonly competing goals in our current society.

**PSYC 222. Emerging Language and Literacy, Pre-K to 4th Grade**. (also EDUC 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 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. May be registered as a psychology course only by students majoring in psychology and also obtaining teaching certification in early childhood education. Co-requisite: EDUC 210. Prerequisite: EDUC 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

**PSYC 230. History, Theories, and Systems**. Historical origins of contemporary psychology, including structuralism, associationism, functionalism, behaviorism, Gestalt, and psychoanalysis, as well as recent developments in the field. Prerequisite: PSYC 120 or permission of instructor.

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

**PSYC 251. Philosophy of Psychology**. (Also PHIL 251) An examination of philosophical and empirical theories of the mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience and philosophy. (U1)

**PSYC 260. Sports Psychology**. This course will examine the dynamics of human behavior, internal processes, and group dynamics in the context of athletic competition, recreation, and pursuit of one's personal physical well-being goals. Various psychological applications and interventions to increase coaching effectiveness and the realization of individual athletic potential and well-being will be explored. Students will gain a greater understanding of science, theory, and practice as collaborative tools for the domains of sport and exercise. No prerequisites.

**PSYC 278. Psychology of Diversity.** We live in a world that is increasingly diverse. This course will focus on the psychological science of diversity with a central focus on the links between diversity and psychological processes at individual, interpersonal, and international levels. We don't experience life through a single lens; rather, we experience many elements of our identity: gender, race, ethnicity, nationality, citizenship, disability, age, language, and religious, sexual orientation. We will examine the intersections of these elements. The seminar will investigate the psychological research on prejudice, discrimination and stereotyping and the effects and consequences of being part of marginalized groups. Prerequisites; PSYC 120.

**PSYC 281.2. Success in the Psychology Major/ Careers in Psychology**. This half-unit course is designed to provide psychology majors with knowledge, tools, and skills they need to do well in the major and to make informed postgraduate choices. We will define the breadth and scope of the discipline, and discuss academic requirements and expectations for the major, internships, research opportunities (e.g., independent studies, honors), career options and job searching, as well as applying to graduate school.

## Advanced Courses in Psychology

**PSYC 310. Psychology of Addiction.** This course will explore the nature of addiction. We will discuss substance abuse as well as other emerging categories of addiction (such as gambling, eating, sexual, internet, and shopping). We will examine each of these addictions in the context of four perspectives: biological, psychological, historical, and cultural. Special emphasis will be placed upon the neural mechanisms of addiction. Prerequisites: PSYC 120 and PSYC 211

**PSYC 315. Cognitive Psychology**. Major issues, research findings, and theories of human mental

processes. Topics include perception, attention, memory, human information- processing, mental imagery, language, creativity, thinking, problem-solving, and decision-making. Prerequisite: PSYC 211.

**PSYC 320. Mind and Brain**.This course investigates how the brain serves as the basis for our thought processes and behavior. Topics may include attention, perception, learning and memory, language, emotion, social interactions, and consciousness. We start with an overview of the structure of the brain. Emphasis is placed on brain-behavior relationships, especially in relation to cognitive processes. Students will learn about techniques used to understand the general relationships between the brain, thought, and behavior. Prerequisite: PSYC 211.

**PSYC 335. Conditioning, Learning, and Behavior**. Procedures, phenomena, and processes of conditioning and learning in animals and humans. Major issues, research findings, and contemporary theories of conditioning and learning. Behavioral approach to the study of learning. Topics include classical (Pavlovian) and instrumental (operant) conditioning and their interaction; reinforcement; stimulus generalization, discrimination, and control; biological constraints on learning; and cognitive components of conditioning and learning. Laboratory work. Prerequisite: PSYC 211.

**PSYC 340. Social Psychology**. A survey of the major theoretical and empirical research in social psychology, including person perception and social cognition, attitudes and persuasion, prejudice and stereotyping, interpersonal attraction, and helping behavior. Some theoretical applications will be discussed, as will methodological approaches to social psychological questions and problems. Students will complete research projects and writing assignments. Prerequisite: PSYC 211.

**PSYC 345. Psychology of Women, Gender and Sexuality.** (Also WGSS 345) The Psychology of Women, Gender, and Sexuality is an interdisciplinary study that examines the intricate ways in which gender relations shape the world in which we live. It includes an analysis of current psychological research on women, gender and sexuality. Special emphasis will be placed on critical analysis of the assumptions about human nature and science that are embedded in our approaches to understanding sex, gender and sexuality. Prerequisite: Junior or senior standing.

**PSYC 361. Personality**. Major systematic interpretations of personality, including works of Adler, Allport, Erikson, Freud, Maslow, Rogers, and Skinner. We will consider what it means to be "normal," as well as each theoretical perspective's guides to living. Theoretical and applied level of analysis included. Prerequisite: PSYC 211.

**PSYC 362. Psychopathology.** 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 189 (or MATH 107) AND HLTP 230 or PSYC 211 or HLTR 310.

**PSYC 363. Psychological Testing**. Opportunity to develop the skills for assessing quality of commonly used measures of human behavior. Basic material on norms, reliability, and validity leads to evaluation, administration, and interpretation of tests currently in use in clinical, industrial, and educational settings. Topics include ethics, testing and the law, and test construction. Prerequisite: PSYC 211.

**PSYC 367. Health Psychology**. How do social relationships affect health? How can we help people cope with a chronic illness? What is the role of stress in physical health? Health psychology is a richly interdisciplinary field that allows us to address such questions in the context of individual, cultural, social, and economic factors. You will learn the history of health psychology, major theories in the field, and methods of applying health psychology to promote health and prevent disease. By the end of this course you will have the knowledge and skills necessary to think critically about health-relevant research and public policy, as well as about your own medical encounters and health behaviors. Prerequisite: PSYC 211 and sophomore or higher standing.

**PSYC 370. Infancy and Childhood**. Development of the child from prenatal period through pre-adolescence. Theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change across these stages of development. Topics include physical changes, attachment, emotions, parenting, morality, language, memory, education, peer relations, aggression, and gender identity. Developmental methodology and empirical evidence. Prerequisite: PSYC 211.

**PSYC 371. Adolescence, Adulthood, and Aging**. Development of the person from adolescence through death. Understanding theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change over these stages of development. Topics include physical growth and decline, identity development, peer relations,

romantic relations, health and nutrition, leaving home, marriage, parenthood, vocational choice, grandparenthood, retirement, illness, death. Developmental methodology and empirical evidence. Prerequisite: PSYC 211.

**PSYC 373. Contemporary Work-Life Challenges**. (Also IDIS 373) An exploration of the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)

**PSYC 374. Gender Development**. (Also WGSS 374) The field of Gender Development is at the intersection of several areas of psychology including, gender, developmental, and social psychology. This class will examine the construct of gender. The class will address a variety of topics, including history and theoretical perspectives on gender, differentiation of sex versus gender, gender development across the lifespan, development of gender identity, gender related differences and similarities, and current research methodology in studying these topics. Prerequisite: PSYC 211.

**PSYC 375. Seminar in Social/Personality Psychology.** Contemporary issues in social psychology and/or personality psychology. Issues will vary to reflect new disciplinary developments or instructor interests. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

**PSYC 377. Seminar in Developmental Psychology.** Contemporary issues in developmental psychology, focusing on how developmental theory and methodology can promote health and welfare across the lifespan. Topics vary from year to year. Practical approaches for developmental psychologists in explaining, assessing, and intervening in current social challenges. Individual and societal implications of various issues from the perspective of developmental science. Ethical and cultural influences on developmental psychology. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

**PSYC 378. Seminar in Industrial/Organizational Psychology**. In-depth study of emerging areas in industrial/organizational psychology. Issues will vary to reflect new developments and contemporary approaches. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

**PSYC 190–199, 290–299, 390–399. Special Topics.**
**PSYC 286, 381–383. Independent Study.**
**PSYC 384. Independent Research.**
**PSYC 288, 386–388. Internship.**
**PSYC 400–401. Honors.**

# Public Health

**Advisor:** Colleen Payton, Program 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 students will gain skills in 9 core HLTP courses that cover the key elements of the discipline. Additionally, all students majoring in public health will complete a minimum of 2 additional public health (HLTP) units beyond the 9 core public health courses.

The BAPH and BSPH degrees are distinguished by the multidisciplinary electives chosen by students. Students majoring in the BSPH select 5 units from specified courses in Biology, Chemistry, Earth Science, Environmental Science, Health Science, Mathematics, and/or Physics. Students majoring in the BAPH focus on 5 specified course units in Accounting, Economics, History, Management, Philosophy, Political Science, Psychology, Religion, Sociology, and/or Spanish.

## Public Health BA and BS Requirements

**Bachelor of Science in Public Health (BSPH)**

Public Health Core Courses (9 units)

- HLTP 110 Introduction to Public Health (M4)
- HLTP 189 Biostatistics (F2)
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behavior
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy
- HLTP 321 Global Health (M5)
- HLTP 330 Environmental Health
- HLTP 340 Health Program Planning and Evaluation (WI)

**Public Health Elective Requirements (2 units)**
**2 units in the following***

- HLTP courses, beyond those included in the core public health courses 231 (Nutrition), 386/387 (Internship), independent studies, or special topics)

- and/or -

- BIOL, CHEM, EASC, ENVR, MATH, PHYS, ACCT, ECON, HIST, HLTR, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN, beyond those that apply toward the 5 BS interdisciplinary units and with the approval of the public health program director**

**Interdisciplinary Electives** (5 units): BSPH students will complete five units from the following.

- BIOL 103, 104 (or 310, 350), 112, 205, 206, 209, 210, 235, 263, 310, 327, 328, (37X approved by director)
- CHEM 108, 113, 114, 205, 211, 212, 314 (or equivalents)
- EASC 210
- ENVR 112
- HLTR 260, 261, 360
- MATH 171, 231, 332 (or any MATH other MATH at the 200 or 300 assuming no restrictions)
- PHYS 109, 110, 111, 112
- Other BIOL, CHEM, EASC, ENVR, HLTR, MATH, PHYS courses by approval of public health program director

**TOTAL (16 units)**

**Bachelor of Arts in Public Health (BAPH)**

Public Health Core Courses (9 units)

- HLTP 110 Introduction to Public Health (M4)
- HLTP 189 Biostatistics (F2)
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behavior
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy
- HLTP 321 Global Health (M5)
- HLTP 330 Environmental Health
- HLTP 340 Health Program Planning and Evaluation (WI)

**Public Health Elective Requirements (2 units)**
**2 units in the following***

- HLTP courses, beyond those included in the core public health courses 231 (Nutrition), 386/387 (Internship), independent studies, or special topics)

- and/or -

- BIOL, CHEM, EASC, ENVR, MATH, PHYS, ACCT, ECON, HIST, HLTR, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN, beyond those that apply toward the 5 BA interdisciplinary units and with the approval of the public health program director**

**Interdisciplinary Electives** (5 units): BAPH students will complete five units from the following.

- ACCT 157
- ECON 152, 211
- HIST 220, 260, 270, 299ST (or equivalent)
- MGMT 223, 227, 250, 251, 253, 310, 311
- PHIL 250, 255, 257, 259, 275, 279
- POSC 110, 115, 120, 237, 240
- PSYC 120, 207, 218, 340,*** 362***
- SOC 113, 115, 165 (also IDIS 165), 210, 251, 256, 258, 260, 293, 392, 395
- SPAN 111, 120/125
- Other ACCT, ECON, HIST, MGMT, PHIL, POSC, PSYC, REL, SOC, or SPAN courses by approval of public health program director

**TOTAL (16 units)**

* Note that the two units for this requirement cannot double dip across the core or interdisciplinary requirements of the applicable public health curriculum.

**Courses should be one of those already approved to meet the BA or BS interdisciplinary requirements, unless approved by the public health program director

***Note that HLTR/HLTP 310 (Health Research Methods) or Biostatistics and Epidemiology need to be completed prior to course enrollment.

## Public Health Minor Requirements

**Required Public Health Courses of All Public Health Minors (2 units)**

- HLTP 110 Introduction to Public Health (M4*)
- HLTP 230 Epidemiology

**Elective Public Health Courses for Public Health Minors (choose 3 units)**

- HLTP 185 Service in Public Health
- HLTP 189 Biostatistics (F2*)
- HLTP 218 Writing About Health

- HLTP 231 Nutrition for Health
- HLTP 240 Essentials of Health Behaviors
- HLTP 289 Social Determinants of Health
- HLTP 311 Professionalism in Public Health
- HLTP 315 Health Policy
- HLTP 321 Global Health (M5*) or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- HLTP 340 Health Program Planning and Evaluation (WI)
- Other HLTP classes as approved by the public health program director

## Courses in Public Health

**HLTP 110. Introduction to Public Health**. This course explores the multidimensional aspects of public health in the United States, with a particular emphasis on social and economic factors that affect morbidity and mortality. Current practices and policies designed to improve population health will be discussed. Public health professional practice is diverse due to multiple cultures, environments, and health care delivery systems in the 21st century United States. Students will gain an understanding of the many fields, disciplines and issues that are public health. Prerequisite: none.

**HLTP 125. Introduction to Health Humanities.** (Also ENGL/HHUM 125)Health humanities is the study of wellness and illness as shared human experiences arising from, and influenced by, culture, politics, art, technology, and the environment. This interdisciplinary course explores the methods of the Health Humanities (close reading, contextualization, intervention) in the arts (literature, theater, film, and visual arts) and humanities (literature, philosophy, religion, history) using texts that explore the themes of health and illness. Prerequisites: None. (M2)

**HLTP 185. Service in Public Health**. Partnering with the Moravian University Center for Career and Civic Engagement, students will contribute to the health and well-being of individuals and populations by serving community-based organizations and initiatives. As an integral part of service learning, students will reflect and present on their experiences and share ideas for capacity building and service improvements. Prerequisite: Approval of the public health program director.

**HLTP 186. Health Without Borders**. This course introduces students to key public health concepts related to immigrant and refugee health. The curriculum focuses on the following global health topics: definitions for immigrant populations, causes of conflict, surveillance of communicable and noncommunicable diseases, mental health, vaccination and food aid programs, cultural humility, health policy and advocacy, and coordination of social services. The course examines important health challenges for immigrants and refugees as well as potential strategies towards improving health outcomes. Prerequisite: none.

**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**. 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. Prerequisite: LINC 101 or equivalent.

**HLTP 230. Epidemiology**. This course introduces students to the key concepts and methods used in epidemiology, the study of the distribution and determinants of health and disease within a defined population. The curriculum focuses on the following epidemiological topics: historical and contemporary applications; measures of morbidity and mortality; descriptive epidemiology; study design; interpreting and visualizing data; surveillance and outbreak investigation. This course examines the biological, behavioral, sociocultural and environmental factors associated with the etiology and distribution of health and disease. Prerequisites: none.

**HLTP 231. Nutrition for Health**. (Also HLTR/NURS 231) Is an introduction to the science of nutrition with emphasis on applications for the allied health professions. As such, focus will be on the nutrient needs of the body, the processes by which nutrients are obtained and processed, and the foods that meet these needs in selected social,

environmental, cultural, and performance contexts. The course is designed for students entering professional fields such as nursing, physical or occupational therapy, speech-language pathology, athletic training, and public health which require a functional understanding of the relationship between nutrition and health or performance. Students will be introduced to tools and techniques of the field by completing an individual dietary assessment and consulting robust scientific literature to answer discipline-specific questions. (U1)

**HLTP 240. Essentials of Health Behavior**. This course is an introduction to the philosophies, settings, theories, and models of health promotion and behavior. The course explores how behaviors are influenced by individual, interpersonal, organizational, community, policy, and societal factors. Health promotion integrates theories and models from diverse disciplines to improve our understanding of health behaviors and conditions. Applicable health promotion theories and models are applied to predict, explain, and transform health behavior, and examples of health behavior/promotion projects and initiatives will be reviewed and analyzed.

**HLTP 252. Literature and Health: Perspectives of Illness and Healing.** (Also HHUM 252, ENGL 252) Lucille Clifton states, "I don't write because I have a mission to heal the world. My mission is to heal Lucille if I can, as much as I can." Writing offers Clifton a medium through which she can enact a form of healing and self-preservation. Similarly, illness narratives communicate the embodied and disembodied experiences of people living with sickness, disease, and illness in an effort to make sense of their changing bodies, lives, and identities. This reading intensive course explores health, wellness, and illness narratives through a sustained engagement with non-fiction and imaginary literature. Prerequisite: LinC 101 or equivalent plus junior or senior class standing. (U1)

**HLTP 253. Storytelling in Health and Medicine.** Graphic narrative, fotonovela, podcasts and digital storytelling are ways that students, health professionals, patients, and the community can develop an understanding of complex health and social issues. Graphic medicine, a form of graphic narrative, is an emerging strategy in medical education that enables students to reflect upon the challenges faced in encountering patients and colleagues during difficult situations. This strategy can also be used in other professions tackling challenging personal, interpersonal, and social issues. Fotonovelas and digital storytelling are strategies that have been used to communicate health messages as well as stories of social injustice. Podcasts have become a standard medium to convey information and raise awareness about issues of interest to their listeners. Through this course students will develop skills in using these media to not only communicate complex health messages, but also to examine social issues in a very complex world. Prerequisites: None

**HLTP 260. Moral Injury**. (also REL/NURS 260) Moral Injury has been defined as "the inevitable outcome of moral engagement with the reality of war and killing," (Antal and Winings: 2015) and as "the result of participation in the moral distortion of the world created by war" (Denton-Borhaug: 2021). In this course participants will explore and analyze moral injury through multidisciplinary methods including public "whole" health, spiritual, philosophical and theological frameworks, the arts and humanities, as well as through diverse social and physical scientific paradigms/methods. Our aim will be to illuminate increased understanding of the individual experience of moral injury; analyze the relationship between moral injury and U.S. War-culture; and engage in reflective moral deliberation regarding what the phenomenon of moral injury requires of us as individuals, citizens, people with religious (or no-religious) identities, and members of diverse moral communities. (U2)

**HLTP 289. Social Determinants of Health**. This course reviews the association between social factors and health from an individual, community, and systems perspectives. Key social determinants of health covered during the course include income, wealth, education, food insecurity, housing, empowerment, and social exclusion. 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. Prerequisite: none.

**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 and develop their knowledge, skills, and experience related to public health professionalism. Based on reflection, fitting internship, graduate school, and/or career opportunities are identified. Professional skills, such as elevator pitches, job talks, research presentations, understanding public health associations/societies and credentialing, public speaking, community engagement/organizing, advocacy, resume writing, and interviewing, are practiced, evaluated, and improved. Prerequisites: HLTP 110 and 218.

**HLTP 315. Health Policy**. This course explores health policy from the perspectives of health care delivery and public health. It provides students with an overview of policy making and law, the United States healthcare system, and the role of law in optimizing health. Individual rights, paternalism, health economics, health care reform, health quality, and social justice issues will be discussed. Prerequisites: HLTP 110 or Instructor's permission.

**HLTP 321. Global Health**. (also NURS 321) This course introduces students to key global health concepts and the critical links between health, disease, and socio-economic development. The curriculum focuses on the following global health topics: goals, measurements, and health disparities; maternal and child health; communicable and noncommunicable diseases; refugee health; environmental health; complex humanitarian emergencies; political and cultural influences on health; and careers in global health. The course examines important global health challenges and potential strategies towards improving health outcomes. 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 are explored, including water and air quality, food safety, waste disposal, occupational health, and unintentional injuries and death. Prerequisites: HLTP 110 or ENVR 110 or 112.

**HLTP 340. Health Program Planning and Evaluation**. (also Nursing 340) This course introduces students to the theory and application of public health program planning, implementation, and evaluation. The curriculum focuses on community needs assessment, partnership building, designing clear objectives, developing a strategic plan, implementing culturally competent interventions, formative and summative evaluation, and sustainability of programs. Students will design their own public health program and evaluation plan using a logic model and public health planning models. Prerequisites: HLTP 110 or Nursing 115.

**HLTP 190–199, 290–299, 390–399. Special Topics.**
**HLTP 286, 381–383. Independent Study.**
**HLTP 384. Independent Research.**

**HLTP 386/387. Internship in Public Health**. During the course, students apply their public health skills by completing an internship. This seminar consists of weekly discussions and assignments developed for students to think about their internship, career goals, and professional development. 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 400–401. Honors.**

# Russian

See Modern Languages and Literatures

# Master of Arts in School Counseling

**Program Director:** Dr. Julia Davis
**Field Education Director:** Michelle Brandt, MSW, LSW
**Professor:** Dr. Freda Ginsberg, MBA
**Associate Professor of Practice:** Dr. Michelle Santiago

## Program Mission:

The Master of Arts in School Counseling program in Moravian University's School of Behavioral and Community Health provides students with state-of-the art training utilizing online, hybrid, and live classroom formats, taught by seasoned school counselors and clinicians who are experts in the field. Graduates of the school counseling program will be trained to demonstrate their commitment to evidenced-based treatment, life-long learning, and counseling practice that is committed to social justice. The School Counseling degree requires 60 total credits/20 courses. As of March 24, 2023, the program was Certified by the Pennsylvanian Department of Education such that graduates of the program will be Certified School Counselors. The School Counseling Program is also designed to meet Pennsylvania's academic and practicum/internship requirements for Licensed Professional Counselors (LPC). These requirements are outlined in PA Act 49.2. Graduates of the School Counseling Program will also earn 2 certificates upon graduation from the program including the: Trauma Certificate and the Tele-Health Certificate that is completed in the Practicum course. School Counseling students who choose to complete

the Cognitive Behavioral Therapy Certificate and would complete their degree with 66 credits instead of 60.

## Course Requirements

**School Counseling Courses**

- MCC 500 Helping Relationships
- MSC 510 Professional Orientation: Ethics and School Counseling
- MCC 520 Career & Lifestyle Counseling
- MCC 530 Human Growth & Development
- MCC 535 Assessment for Counselors
- MSC 545 Counseling Students with Disabilities and Diagnoses
- MCC 550 Counseling Theory
- MCC 560 Social and Cultural Foundations
- MSC 570 Group Theory and Practice for School Counselors
- MCC 580 Research Design & Methodology
- MCC 640 Human Sexuality Across the Lifespan

## Certificate Courses

**1. Trauma Certificate:**

- MCC 600 Trauma Informed Practice
- MCC 605 Advanced Trauma Topics
- MCC 610 Grief & Bereavement
- MCC 615 Crisis Intervention

**2. CBT Certificate*: (taken only if graduating with 66 credits)***

- MCC 620 Cognitive Behavioral Therapy
- MCC 625 Third Wave Cognitive Behavioral Modalities

**3. Tele-Health Certificate – completed in MCC 680 Practicum**

## Clinical Sequence

- MCC 680: Clinical Practicum
- MSC 685 Internship Supervision I: School Counseling
- MSC 686 Internship Supervision II: School Counseling

## Field Placement

Before you begin your practicum and internship, you will meet with the Direct of Field Placement to discuss areas of interest, skill development and career goals. Most students interview at several sites/schools before deciding where they want to do their field placement work. The Director of Field Placement can suggest a local partner or you can suggest and explore potential sites of interest.

The supervision classes that you take concurrently with your field placement experience provide both supervisory and peer support to help you integrate and process experiences, learnings, and understandings. To graduate, school counseling students must complete at least 700 hours of supervised field placement experience, which meets the Pennsylvania requirements for licensure as a Licensed Professional Counselor. As well, to become a Certified K-12 School Counselor upon graduation from the program, school counseling students must complete a placement in an elementary school setting, as well as one in a highschool setting.

## School Counseling Courses (all courses 3 credits each)

**MCC 500: Helping Relationships**: This course will teach students the fundamental techniques used in the helping processes so they may develop a proficiency in using them. Students will be required to reflect upon their use of the micro-counseling attending skills and critically analyze their work. The course will emphasize students' ability to create an effective counseling relationship and professional counseling environment.

**MSC 510: Professional Orientation: Ethics & School Counseling:** This course examines the history, professional roles, specializations, organizations, credentialing, and ethical and legal issues in the counseling field. The course addresses counselors' professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the American Counseling Association Code of Ethics and PA jurisprudence.

**MCC 520: Career and Lifestyle Counseling**: This course covers theories and research on career development, and methods of career counseling and assessment. The course will require students to both explore their own career development, as well as learn how to conceptualize and provide intervention for the career development of their clients. Attention will be paid in this course to the intersection of career and life issues, as well as how career work is informed by the multicultural identities of clients.

**MCC 530: Human Growth and Development**: This course examines the research and theories of

human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development. Normal development will be stressed, but aspects of atypical development, and developmental challenges will also be considered. Lifespan and developmental stages will all be contextualized through the lens of a multicultural framework.

**MCC 535: Assessment for Counselors**: This course will cover the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling. Students will learn to use assessments and test results to enhance their clinical interventions. Course content will prepare students to analyze, interpret, and evaluate assessment reports and recommendations from third parties.

**MSC 545: Counseling Students with Disabilities and Diagnoses**: This course will cover the current DSM Diagnostic system, and the characteristics, etiology and contributing factors of specific disabilities and diagnoses found in school aged children. The course will address evidence-based interventions for these disabilities and diagnoses, and in particular, school-based consultation practices. Students will also learn the DSM categories that are relevant for adults, and specifically, those with which their parents or family members may be struggling.

**MCC 550: Counseling Theories**: This course provides an overview of the major classical and contemporary theoretical approaches to individual counseling and how counselors put these theories into practice. Students will consider counseling theories through a multicultural and feminist lens to understand their client's behavior. Students will discern how to integrate counseling theories into their own counseling practice.

**MCC 560: Social and Cultural Foundations**: In this course students will explore multicultural theory, research and treatment modalities. Students will learn how to develop their knowledge, awareness and skills for working with diverse clientele in counseling. The course requires students to examine both their own and clients' complex cultural identity with a particular focus on privilege and oppression and how these identities inform the counseling process. Special topics examined in this course include, but are not limited to: race, ethnicity, social class, ability, biological sex, sexual orientation, gender identity, language, religion, immigration, and nationality.

**MSC 570: Group Counseling for School Counselors**: This course teaches the student to apply the theory and practice of group counseling as it is utilized in elementary and secondary school settings. This applied course will focus on the facets of group counseling including: ethics, legalities, diversity, development, dynamics, process, methods, roles, and leadership styles and skills. Students will be required to co-lead a peer group in the classroom setting.

**MCC 580: Research Design and Methodology**: This course offers an overview of common research designs and analytical methods used in the behavioral sciences. The fundamentals of research will be covered including: the role of the literature review, theory, study construction, method design, and ethics. Students learn how to select appropriate research designs, employ data collection procedures, and write a research proposal.

**MCC 600: Trauma Informed Counseling**: This course serves as an overview of trauma-informed care in counseling. Course content will cover historical trauma treatment, as well as current approaches that include cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work. Consideration will be given to trauma- based diagnoses, how trauma prevails in specific populations, and the sociopolitical realities that traumatize some more than others.

**MCC 605: Advanced Trauma Topics**: This course covers advanced trauma care topics that build upon the knowledge gained and skills developed in the MCC 694 Trauma Informed Care course. The topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology.

**MCC 610: Grief and Bereavement**: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in counseling.

**MCC 615: Crisis Intervention**: This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized

across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

**MSC 640: School Counselors Working with English Language Learners**: This course prepares future school counselors to work with English language learners (ELLs) in K-12 school settings. The course will teach students the techniques, ethical decision making, and assessment methods effective for use with this unique student group. The course will help students to develop their multicultural competence and advocacy skills in their work with ELLs, their families, and other professionals in the school environment.

**MCC 640 Sexuality Across the Lifespan**: This course will cover human sexuality across the lifespan as it construes an important aspect of one's identity and relationships with others. Course material will explore biological, social, and psychological facets of human sexuality, including development, identity, expression, and dysfunction. This course will not cover sex therapy.

**MSC 650: School Guidance Program Administration**: Students will be introduced to the theory and practice of school guidance programs. Students will develop an understanding of the history of school guidance programs and will be given the tools to design, implement, and evaluate a comprehensive guidance program. Students will also learn how to put technological tools to practice in school guidance programs and across school settings.

**MCC 680: Practicum**: This weekly supervision course serves as the entry level field experience in the school counseling masters program. Students are expected to complete 100 hours of field experience in an approved school, institution, or agency. The Practicum requires a minimum of 40-direct service hours as well as indirect service hours. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow Practicum students, as well as a minimum of 1-hour weekly on-site-supervision. Students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Practicum Instructor and Site Supervisor will oversee students' performance to determine student's satisfactory completion of the Practicum experience. Prerequisites for Practicum: MCC 500 Helping Relationships, MSC 510 Professional Orientation: Ethics and Counseling; MCC 530 Human Development; MCC 535 Assessment for Counselors, MCC 550 Counseling Theory, MCC 560 Social and Cultural Foundations.

**MSC 685 & 686: Internship I & II: School Counseling:** This weekly clinical supervision course (Internship I or II) serves as the 2nd and 3rd in the clinical field experience sequence in the masters of school counseling program. The internship offers the opportunity for school counseling students to synthesize and apply what they have learned in an actual school counseling setting. Students are expected to complete 300 hours of field experience in an approved school in both Internship I and II, totaling 600 hours. Each Internship requires a minimum of 120-direct client contact service hours as well as indirect service hours including: intake sessions, individual and family and group counseling, classroom guidance, and psycho-educational outreach programs. School counseling students must complete one internship in an elementary school setting, and the other in a secondary school setting. Each week students will participate in 3 hours of weekly instruction and group supervision with faculty and fellow internship students, as well as a minimum of 1-hour weekly on-site-supervision from a Certified School Counselor. Internship students will present cases, site updates, and ethical dilemmas to enhance self-awareness and clinical skills. The Internship Instructor and Certified School Counselor Supervisor will oversee students' performance to determine student's satisfactory completion of the School Counseling Internship experience.

# Science Education

**Advisor**: Kelly Krieble, Dept. of Physics & Earth Science

Moravian University 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 Mathematics106-166); and three other course units in science. In the entire sequence, at least two courses from one department must be numbered 210 or above. When appropriate, students are encouraged to be laboratory assistants in one of the science areas. Students also complete requirements for secondary teacher certification under education, including Education 378 as described above. Students should check with the Education Department about specifics regarding this program.

## The Major in General Science for Middle Level Education

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

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

**Education 100.2**
Taken in the fall of the freshman year.

**Education 160**
Taken in the spring of the freshman year.

**Education 130 and 140.2**
Taken in fall of the sophomore year.

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

**Education 244**
Taken in the fall of the junior year.

**Education 332, 333, and 358.2**
Taken in the spring of the junior year.

**Education 330, 331, 332.2, and 358.2**
Taken in the fall of the senior year.

**Education 371, 375, 376, and 377**
Taken in spring of the senior year.

In addition, Biology 107 or Environmental 112 with a grade of C or better is the prerequisite for Education 331. Mathematics 125 with a grade of C or better and Mathematics 107 are prerequisites for Education 332. History 113 with a grade of C or better, Political Science 110, and Interdisciplinary Studies 110 are prerequisites for Education 330. Students must pass the reading, writing, and mathematics PAPA exams prior to enrolling in any 200 level or above education courses. These exams should be taken in the freshman year. All students interested in teacher certification are reminded that they must complete courses required for initial admission to the teacher certification program. Specifically, students must complete six credit hours (1.5 Moravian units) in mathematics as well as three credit hours in English composition and three credit hours in English literature.

Students in the middle level certification program may also complete a pre-approved interdisciplinary major in mathematics/elementary general science or elementary general science/English. Students should check with Joseph Shosh in the Education Department about specifics regarding these programs.

# Social Studies Education

See Historical Studies

# Masters of Social Work

**Program Director:** Kayti Protos, DSW, LCSW
**Field Education Director:** Michelle Brandt, MSW, LSW
**Assistant Professor:** Jen Norton, PhD, MSW
**Adjunct Faculty**: Wednesdae Reim Ifrach, REAT, ATR-BC, ATCS, LPC, NCC, CLAT, LCMHC, LPCC

The Moravian University Master of Social Work (MSW) program was designed to create educational and professional opportunities to educate and train healing-centered clinical and macro practice social workers dedicated to anti-racist, anti-oppressive, and healing-centered practice, with a commitment to enhancing the lives of all people, locally and globally, through innovative, value-oriented, and competency-based education. Our interdisciplinary, interprofessional training approach highlights theoretical, applied, field-based, person-centered, and topical knowledge, allowing students to specialize in working with marginalized populations as clinical social workers or macro-level practitioners.

The MSW degree requires 60 total credits over two years (full-time) or four years (part-time), including 900 hours of practicum/internship experience. The program is designed to meet the 2022 Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) for competency-based education. Students will choose between two areas of specialization:

- Healing-centered clinical practice
    - Going beyond trauma-informed care
    - Anti-racism, diversity, equity, and inclusion infused perspectives throughout the curriculum
- Healing-centered macro practice
    - Social justice and working with marginalized communities
    - Advanced knowledge in working with the queer and trans community

Individuals seeking licensure (Licensed Social Worker, or LSW) will be eligible to take the initial exam as of Spring 2026. Individuals desiring advanced licensure status (Licensed Clinical Social Worker, or LCSW) will need to complete the required post-graduate hours of supervised practice, as well as an additional licensure exam. These requirements vary by state, with Pennsylvania guidelines managed by the Pennsylvania Department of State.

**Social Justice & Workings with Marginalized Communities Pathway:**

**Fall 1 (15 credits)**
MSW 500 Intro to Social Policy & the SW Profession
MSW 520 Social Work Practice I: Individuals, Families & Groups
MSW 530 Human Behavior in the Social Environment
MSW 550 Field Simulation & Field Seminar I
MSW 560 Diversity, Equity, & Anti-Oppressive Practice

**Spring 1: (15 credits)**
MSW 510 Ethics & Social Work Practice
MSW 525 Social Work Practice II: Organizations & Communities
MSW 545 Clinical Assessment & Diagnosis
MSW 550 Field Simulation & Field Seminar I
MSW 580 Intro to Social Work Research Methods

**Fall 2: (15 credits)**
MSW 600 Trauma-Informed Practice
MSW 625 Social Justice, Management, & Community Engagement
MSW 640 Human Sexuality Across the Lifespan
MSW 655 Social Work Research Methods II
MSW 665 Field Practicum & Seminar II

**Spring 2: (15 credits)**
MSW 635 Advanced Clinical SW Practice with Groups, Organizations, & Communities
MSW 645 Advanced Training with Queer & Trans Communities
MSW 650 Politics, Policy, & Racial Justice
MSW 670 Field Practicum & Seminar III
MSW 680 Integrative Capstone Seminar

**Electives (3) for this example are italicized. Choices include the following:**
MSW 605: Advanced Trauma Topics
MSW 610: Grief & Bereavement Counseling
MSW 615: Crisis Intervention

MSW 620: Advanced Clinical SW Practice with Individuals & Families
MSW 635: Advanced Clinical SW Practice with Groups, Organizations, & Communities
MSW 640: Human Sexuality across the Lifespan
MSW 645: Advanced Training with Queer & Trans Communities

**Healing-Centered Clinical Work Pathway:**

**Fall 1 (15 credits)**
MSW 500 Intro to Social Policy & the SW Profession
MSW 520 Social Work Practice I: Individuals, Families & Groups
MSW 530 Human Behavior in the Social Environment
MSW 550 Field Simulation & Field Seminar I
MSW 560 Diversity, Equity, & Anti-Oppressive Practice

**Spring 1: (15 credits)**
MSW 510 Ethics & Social Work Practice
MSW 525 Social Work Practice II: Organizations & Communities
MSW 545 Clinical Assessment & Diagnosis
MSW 550 Field Simulation & Field Seminar I
MSW 580 Intro to Social Work Research Methods

**Fall 2: (15 credits)**
MSW 600 Trauma-Informed Practice
MSW 620 Advanced Clinical SW Practice with Individuals & Families
MSW 640 Human Sexuality Across the Lifespan
MSW 655 Social Work Research Methods II
MSW 665 Field Practicum & Seminar II

**Spring 2: (15 credits)**
MSW 605 Advanced Trauma Topics
MSW 635 Advanced Clinical SW Practice with Groups, Organizations, & Communities
MSW 645 Advanced Training with Queer & Trans Communities
MSW 670 Field Practicum & Seminar III
MSW 680 Integrative Capstone Seminar

**Electives (2) for this example are italicized. Choices include the following:**
MSW 610: Grief & Bereavement Counseling
MSW 615: Crisis Intervention
MSW 625: Social Justice, Management, & Community Engagement
MSW 640: Human Sexuality across the Lifespan
MSW 645: Advanced Training with Queer & Trans Communities
MSW 650: Politics, Policy, & Racial Justice

Students will work with their faculty advisor to create a plan of study including required and elective courses to focus on in their specialization year. Advanced standing students will begin their plan of study in the specialization year, taking a bridge course the semester prior to their official start to review and solidify their competencies related to generalist social work practice.

## Practicum Placement

Practicum, formerly known as field education, is the cornerstone of social work education. Practicum offers students the opportunity to hone their skills in the professional setting while continuing to participate in their coursework. To assist in preparing students for their practicum placements, first semester students in their generalist year will engage with Moravian's Simulation Center to begin practicing their skills of client/constituent engagement, assessment, intervention, and evaluation. This interactive experience provides students with real-time feedback with simulated clients to build confidence and prepare them for the challenges of client/constituency-facing positions.

At the masters level, students will complete 900 hours of practicum to satisfy the requirements of the degree, with 400 hours completed during the Generalist Year and 500 hours during the Specialization Year. Students participate in practicum concurrently with their classroom education. Before beginning practicum, students will meet with the Field Education Director to discuss areas of interest, skill development, and career goals. Most students interview at several sites before deciding where they want to do their practicum.

Examples of practicum sites include, but are not limited to: clinically oriented settings (ie. school social work, mental health treatment centers, hospice care, rape crisis centers) and macro-oriented settings (ie. homeless shelters, community advocacy organizations, political action groups, public policy institutes).

## Courses in Social Work

**MSW 500 Introduction to Social Policy & the Social Work Profession**: This course will cover the history and development of the social work profession and policy including an understanding of where social work practice is located relative to other service provider professions,

organizations, and the credentialing process. A particular focus in the course will be placed upon the foundations of knowledge and various fields of social work practice both at the individual, family, group, organization and societal/macro level. Areas of social work specialization will be covered with particular attention given to diverse populations and the social work field itself through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 510 Ethics and Social Work Practice**: This course examines the ethical and legal practice of social work as it relates to the varied professional roles, specializations, and organizations, in which social workers conduct their practice. The course will address social worker's professional identity formation, advocacy duties, self-care, and ethical decision making. The course will cover the NASW Code of Ethics, ethical decision making models and principles, and social work jurisprudence.

**MSW 520 Social Work Practice I: Individuals, Families, & Group**
The course provides an introduction to strengths-based generalist practice for working with individuals, families and groups using a collaborative approach. The course is designed to allow students the opportunity to demonstrate generalist level competencies. Grounded in a person and environment construct, an appreciation of oppressive systems, and respect for human diversity, the course provides students with generalist knowledge, skills and values necessary for generalist social work practice. Particular attention will be given to generalist social work practice as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 525 Social Work Practice II: Organizations & Communities:** This course provides the core theoretical perspectives of human behavior in organizations and communities and other societal systems. Traditional theories, alternative paradigms, and models of behavior in these various sized systems will be explored and related to one another to analyze the functioning of individuals within collectives. The tasks and developmental operations within organizations and community systems will be examined with respect to how they maintain themselves, as well as how the behavior of individuals and groups within them influence one another. Particular attention will be given to social work practice as it relates to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 530 Human Behavior in the Social Environment**: This course utilizes the person-in-environment, biopsychosocial lens to examine theories, themes, and issues concerning human behavior and interaction as individuals grow, change, and develop across their lifespan. Assumptions and theories about human behavior and diversity are critically reviewed, with a focus on values and ethical issues related to human development, anti-racist and anti-oppressive practice.

**MSW 545 Clinical Assessment & Diagnosis**: This course will cover the current DSM psychiatric system, and specifically the characteristics, etiology and contributing factors of specific diagnoses. Students will learn how to arrive at a differential diagnosis. The course will address evidence-based interventions for these diagnoses. This course will also cover the specific areas of controversy surrounding particular diagnoses and the diagnostic system itself. Particular attention will be given to use of the DSM in an applied setting as it pertains to diverse populations. Particular attention will be given to an understanding of clinical assessment and diagnosis as it relates to anti-racism, diversity, equity, and inclusion work

**MSW 550 Field Simulation & Field Seminar**: This is the first of two courses within the Generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the Council of Social Work Education (CSWE). In this skill-based course, students will develop competency in performing essential social work skills via simulations, role-plays, discussion, and peer activities. These skills will be applied to working with client systems, including: individuals, families, groups, organizations, and communities. Students will obtain up to 50 hours of Generalist field experience that will count towards their 400 total hours Generalist Field Education.

**MSW 555 Field Practicum & Seminar I**: This is the second of two courses within the Generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine professional practice competencies required by the CSWE. Building upon their work in MSW 550, students will participate in a minimum of 350 hours in an approved field education site that provides generalist level learning opportunities to successfully demonstrate Generalist level social work competence. Students will simultaneously engage in the asynchronous Field Seminar course, which serves as a forum for support to assist in the successful completion of the Generalist Field Education requirement.

**MSW 560 Diversity, Equity, & Anti-Oppressive Practice**: In this course students will explore multicultural social work theory, research and treatment modalities for all levels of practice. Students will learn how to develop their knowledge, awareness and skills for working with diverse clientele. The course requires students to examine both their own and clients' complex cultural identity with a particular focus on privilege and oppression and how these identities inform social work practice. Special topics examined in this course include, but are not limited to: race/racism, ethnicity/ethnocentrism, social class/classism, ability/ableism, biological sex/sexism, sexual orientation/homophobia, gender identity/transphobia, religion/anti-Semitism/Islamophobia, immigration/xenophobia, and nationality/fascism.

**MSW 580 Introduction to Social Work Research Methods**: This introductory course will cover basic quantitative and qualitative research utilized by social workers as they study and assess individual and family clinical practice, as well as community and agency programs. This course will utilize a small-group, hands on, research project method to cover all phases of the research process and related inquiry, computer technology and software. Particular attention will be given to an understanding of social work research through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 600 Trauma-Informed Practice**: This course serves as the foundational course in healing-centered clinical practice and goes beyond traditional approaches to the treatment of trauma, both individual and socio-political. Course content will cover the history of trauma treatment in social work, as well as current approaches that include cognitive, neurological, psychological, biochemical, developmental, and interpersonal aspects of trauma work. Consideration will be given to trauma-based diagnoses, how trauma prevails in specific populations, and the sociopolitical realities that traumatize some groups more than others. Particular attention will be given to an understanding of trauma work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 605 Advanced Trauma Topics**: This course serves as an advanced course in healing-centered clinical practice. The course covers advanced trauma care topics that build upon the knowledge gained and skills developed in the MSW 600 Trauma Informed Practice. The topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology. Particular attention will be given to trauma work and related topics, as they related to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 610 Grief & Bereavement Counseling**: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in clinical social work. Particular attention will be given to grief work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 615 Crisis Intervention**: This course offers an overview of crisis intervention in all levels of social work practice. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop the conceptual competency needed to engage in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools and organizations. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations. Particular attention will be given to crisis intervention and related topics as it relates to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 620 Advanced Clinical Social Work Practice with Individuals & Families**: This course will explore advanced theories, models, and skills for social work clinical practice with individuals and families through a problem-solving model and ecological perspective. An analysis of the strengths and needs of diverse individuals and family cultures and structures will be explored. Through the view of individuals and families as partners in clinical assessment and intervention, this course will focus on recovery and building resiliency. The role of social workers in individual and family permanency

planning, preservation, and support services across the lifespan will be covered. Particular attention will be given to clinical social work with individuals and families through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 625 Social Justice, Management, & Community Engagement**: This course will cover policy and social work practice related to promoting social, racial, economic, and environmental justice for individuals, families, groups, organizations, and communities. Students will explore values, ideologies, and the socio-political forces that promote or fail to promote economic justice in the United States and specific types of communities therein. In particular, social work theories and models of community engagement focusing on democracy and representation will be explored as they directly relate to addressing community-based economics, employment, poverty, food and housing insecurity, health, immigration, and the criminal justice system. Particular attention will be given to social justice management and community engagement through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 635 Advanced Clinical Social Work with Groups, Organizations, & Communities:**
This course provides the advanced theoretical perspectives of human behavior in groups, organizations and communities and other societal systems, with a focus on diversity. Traditional theories, alternative paradigms, and models of behavior in these various size systems will be explored and related to one another to analyze the functioning of individuals within collectives. The tasks and developmental operations within organizations and community systems will be examined with respect to how they maintain themselves and as the behavior of individuals and groups within them influence one another. Particular attention will be given to clinical social work with groups, organizations, and communities through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 640 Human Sexuality Across the Lifespan**: This course will cover human sexuality across all developmental lifespan stages and will explore the biological, social, and psychological facets of human sexuality, including identity, expression, and dysfunction. A particular emphasis will be placed in the course on how human sexuality varies across diverse positionalites, cultures and communities. Attention will be given to clinical social work with individuals, groups, and organizations who represent oppressed sexual and gender identities through the lens of anti-racism, diversity, equity, and inclusion.

**MSW 645 Advanced Training with Queer & Trans Communities**: This course utilizes the person-in-environment, biopsychosocial lens to examine theories, themes, and issues concerning human behavior and interaction as individuals grow, change, and develop across their lifespan. Assumptions and theories about human behavior and diversity are critically reviewed, with a focus on values and ethical issues related to human development, anti-racist and anti-oppressive practice. This course will use literature from 2SLGBTQQIA+ individuals as a way to examine how sexuality, sex, gender and cultural constructs around sex affect both our understanding of gender and sex roles and how we develop implicit biases and feed into social constructs that can be harmful and inaccurate in clinical practice.

**MSW 650 Politics, Policy, & Racial Justice**: This course covers the history and current racial reality in the United States with a particular focus on racism and how it is perpetuated through politics, policy and social practices in America. The course will focus on critical race theory, racial equity models, reparations, and other topics chosen to educate social workers on how to intervene at the individual/family, community, and national level as an advocate for racial change and equality.

**MSW 655 Social Work Research Methods II**: This course will cover advanced quantitative and qualitative research and evaluation methods utilized by social workers as they study and assess individual and family clinical practice, as well as community and agency programs. This course will utilize a small-group, hands on, research project method to cover all phases of the research process and related inquiry, computer technology and software.

**MSW 665 Field Practicum & Seminar II**: This is the second of two courses within the Specialist Field curriculum, which is designed to facilitate students' mastery of their selected area of specialized social work practice, including the acquisition of the nine professional practice competencies required by the CSWE and the identified specialized practice behaviors. Students will complete a minimum of 500 hours (total between MSW 665 and MSW 670) in an approved field education site that provides specialist level learning opportunities to successfully demonstrate Specialist level social work competence. Students will simultaneously engage in the asynchronous Field Seminar III course, which serves as a forum for support to assist in the successful completion of the Specialist Field Education requirement.

**MSW 670 Field Practicum & Seminar III**: This is the second of two courses within the Specialist Field curriculum, which is designed to facilitate students' mastery of their selected area of specialized social work practice, including the acquisition of the nine professional practice competencies required by the CSWE and the identified specialized practice behaviors. Building upon their work in MSW 665, students will complete a minimum of 500 hours (total between MSW 665 and MSW 670) in an approved field education site that provides specialist level learning

opportunities to successfully demonstrate Specialist level social work competence. Students will simultaneously engage in the asynchronous Field Seminar III course, which serves as a forum for support to assist in the successful completion of the Specialist Field Education requirement.

**MSW 680 Integrative Capstone Seminar**: This course gives students the opportunity to deeply analyze and apply the knowledge, skills, theories, values, and ethics covered throughout the MSW program. This course requires students to focus topically either through the clinical or macro social work lens on human diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, social work research, and social work field education. Overall course focus and content builds upon all MSW curriculum and field internships utilizing a multi-level case study method and prepares students for professional practice at all system levels. Course focus will be offered through the lens of anti-racism, diversity, equity, and inclusion.

# Sociology and Anthropology

**Chair:** Adams O'Connell
**Professor:** Akbar Keshodkar, Debra Wetcher-Hendricks
**Associate Professors:** Virginia Adams O'Connell
**Assistant Professor:** Allison Bloom, Rebecca Malinski
**Adjunct Faculty:** Nancy Gonzalez, Samuel Murray, Kimberly Makoul, Vince Ramunni, Fran Sonne, William Vogler

The program in sociology and anthropology helps students better understand social organization and human social behavior. With strong foundations in sociological research and theory, students learn about socio-cultural identity, social interaction, the role of culture and social institutions, and the impact of structured inequality (race, class, and gender) upon social life. The department has a particular strength in the analysis of criminal justice institutions.

## Mission Statement

Guided by the traditions of the liberal arts, the Sociology and Anthropology department provides its students with the theoretical and methodological tools to criticallanalyze the social world. Students become familiar with different cultural contexts and institutional frameworks of society, and apply that knowledge to address the needs of the rapidly changing globalizing world.

## The Major in Sociology

A student may select either the general sociology program or the law and society program.

- **Sociology** This track is designed to prepare students for a wide range of professional careers and advanced study by emphasizing cultural awareness, research, and theoretical thinking skills as they apply to the interplay between individuals and social structures.
- **Criminal Justice and Law** This track is designed to prepare students for careers in legal professions or other aspects of the justice system, including social work, as well as for the kinds of advanced study expected of professionals in those fields.

## The Sociology Core

**SOC 115** Introductory Sociology

**SOC 246** Basic Research Methods

**SOC 335** Sociological Theory

**SOC 346 or 347**
WI:Advanced Research in Sociology or WI:Advanced Research in Anthropology

**SOC 258, 355, or 357**
Power and Conflict, Sociology of Gender, or Race and Ethnicity

In addition to the five (5) sociology core courses, students take four (4) other courses. For those following the criminal justice and law track, one of these courses must be SOC 216 (Crime, Law, and Justice). Of the other courses, for students following both tracks, at least one of which must be at the 300 level. These remaining courses should be chosen in careful consultation with the student's advisor.

Sociology majors are encouraged to fulfill their Learning in Common F2 requirement by completing MATH 107.

Sociology majors and minors are encouraged to take at least a year of foreign language.

Students in the general sociology program should take electives designed to familiarize them with an array of other disciplines. Criminal Justice and Law students should include among their electives courses such as POSC 110.

The writing-intensive requirement for majors are SOC 346 or 347.

Note: Students majoring in either track of the sociology major who desire a minor or a second major are required to select a field outside the Sociology Department.

## Transfer Students

All transfer students must complete a minimum of five of their sociology requirements at Moravian University.

## The Minor in Anthropology

Anthropology is the study of the holistic human experience, past and present. As a social science, it promotes an understanding of the full sweep and complexity of cultures across all of human history, drawing and building upon knowledge from the social and biological sciences as well as the humanities and physical sciences. The minor in Anthropology engages students in the comparative study of human diversity and interactions through various forms of social relationships, cultural practices and means of inter-cultural communication across different societies.

The minor in anthropology consists of five (5) course units: ANTH/SOC 113 and ANTH/SOC 347 and at least three (3) elective courses 200-level or higher. A minimum of one (1) elective course must be completed in the Department of Sociology and Anthropology and students may pursue up to two (2) elective courses in other departments.

## The Minor in Forensic Auditing

See School of Business and Economics

## The Minor in Medical Sociology and Anthropology

Medical sociology and anthropology is the study of the distribution and experience of health and illness in society, past and present. The field explores the cultural influences on the interpretation and experience of health and illness, the institutions that diagnose and treat illness, the different disease burdens experienced by different arrangements of human communities, and the socialization of both practitioners and patients. The minor in medical sociology and anthropology will enable students to understand and appreciate the macro factors that impact the health and illness of human communities as well as to develop an understanding of the complexity of interactions and social relationships between people in medical institutions.

The minor in medical sociology and anthropology consists of five (5) course units:

**Three (3) Required courses:**

**Introductory courses (choose one):**

- ANTH 113 – Cultural Anthropology (no prerequisite)
- SOC 115—Introduction to Sociology (no prerequisite)
-

**Methodology courses (choose one):**

- SOC 246: Basic Research Methods
- ANTH 347: Advanced Research in Anthropology

**Overview course:**

- ANTH 280: Health in Cultural Perspectives

Both methods courses require either ANTH 113 or SOC 115. As a part of the course curriculum for SOC 246 and ANTH 347, students develop research proposals. Students in the medical sociology and anthropology minor will design research projects for medical settings/ involving medical practitioners and/or patients.

**Two (2) Elective courses:**

Two electives from the list below. Other courses approved by the program advisor(s) may also fulfill minor requirements (such as topic appropriate independent study or an Honors project). Elective Courses (choose two):

- SOC 262: Medical Sociology
- SOC 362: Healthcare Inequalities
- SOC 365: Bioethics: A Sociological Perspective

## The Minor in Sociology

The minor in sociology consists of five course units: SOC 115 and four other courses that must include at least two 200-level courses and one 300-level course.

Note: students pursuing a minor in sociology will not be permitted to take ANTH 113 as an elective course for fulfilling the requirements of the sociology minor.

## The Interdepartmental Major

Six courses of Set I of the interdepartmental major must include SOC 115, at least two 300-level courses, and three other departmental electives.

## Courses in Anthropology

**ANTH 113. Cultural Anthropology** (also SOC 113). An introduction to the ways that anthropologists analyze cultures to understand the diversity of human social forms. Using both cross-cultural comparisons of major social institutions and practices and the intensive examination of selected specific cultures, it seeks to promote students' understanding of human cultural diversity. (M4)

**ANTH 235. Anthropology of Tourism.** Tourism and tourist-based activities account for over ten percent of the world GDP today (source: World Tourism Organization). As more people are traveling to different places away from their homes, the level of interaction between hosts and guests has significant implications on the development of new cultural patterns and social practices in guest and host destinations. This course examines the development of tourism within the conceptual framework of anthropology and related social sciences. It encourages students to examine the impact that tourism has upon the cultures and people visited, the nature and relationship of culture to tourism, the recreation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song and festivals. In the process of understanding the role of tourism and heritage in the development of modern cities and nations, students will survey how spaces are demarcated for tourism consumption, explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development, and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly face in light of the presence of tourists. (M4)

**ANTH 253 . Intimate Partner Violence**.In this course, students will gain an introduction to the issue of Intimate Partner Violence (IPV). They will explore the different perspectives and approaches to this issue from historical, contemporary, and cross-cultural lenses. Students will become familiar with the historical and theoretical frameworks through which we can examine IPV, taking a critical look at this issue from an interpersonal level, a systems level, and a global/cultural level. Additionally, students will examine the available resources and services for survivors of violence and what advocates and providers can do to be attentive to inequalities and gaps in these structures and systems. Prerequisites: SOC 115 or SOC/ANTH 113.

**ANTH 262. Modern African Culture and Society.** (Also SOC 262) Globalization and neo-liberal policies have worsened conditions of inequalities and poverty across the global south, particularly across the African continent. This course offers students an opportunity to gain first-hand experiential insights into examining how the current global capitalist economy's structures impose systemic inequalities and poverty in African societies and evaluate how the people there situate themselves and challenge their positions from the periphery. For the study abroad component of the course, students will travel across different urban and rural communities in an African country and study how the current political ecology there is shaped by the interplay between global and local social structures in the arena of politics, economics, technology, media, and culture. They will examine how these developments mediate the capacity in which local citizens can access various resources and acquires modes of mobility to contest and negotiate their socio-economic-political positions within the prevailing milieu of inequalities and poverty in their society. Upon returning from Africa, students will engage in online coursework evaluating the impact of these inequalities and poverty within today's broader context of globalization. (M5)

**ANTH 280. Health in Cultural Perspectives.** In Health in Cultural Perspectives, students will gain an introduction to ideas from medical anthropology to explore the diverse ways people come to think about the body, medicine, and healing in the United States and around the world. Additionally, students will examine what determines the quality of care people receive in these healthcare systems, and what practitioners can do to be attentive to cultural differences and inequalities. Prerequisite: SOC 115 or SOC/ANTH 113.

**ANTH 347. WI:Advanced Research in Anthropology**. The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of interpretive analysis and presenting their findings across different audiences, within and outside academia. The course will further engage students to contemplate theoretical and ethical frameworks for conceptualizing the value and relevance of anthropological knowledge and methodologies in an increasingly interconnected global society. Prerequisite: SOC 115 or SOC/ANTH 113. Writing-intensive.

**ANTH 351. Globalization: The Human Experience in an Interconnected World**. This course focuses upon examining the broad ramifications and the moral reorganization of various aspects of human social life tied to the paradoxes associated with the contemporary period of globalization. Students will explore the variety of ways in which the orientation of globalization today fosters greater degrees of physical, social, and virtual human interconnectedness than ever before, while simultaneously threatening the domination of institutions and ideologies that have framed the modern experience. Students will investigate different areas of life (social and natural) impacted by globalization in pursuit of better understanding their place in an increasingly shifting world and identify ways in which they, as individuals, communities, and humanity as a whole, can thrive in it more sustainably. Through a problem-based approach to globalization, the seminar will encourage students to underline the importance of establishing causation and of specifying causal pathways for understanding the multitude of ways in which converging and diverging processes shape the experience of globalization for people around the world in the 21st century. Prerequisite: SOC 115 or SOC/ANTH 113.

## Courses in Sociology

**SOC 113. Cultural Anthropology** (also ANTH 113). An introduction to the ways that anthropologists analyze cultures to understand the diversity of human social forms. Using both cross-cultural comparisons of major social institutions and practices and the intensive examination of selected specific cultures, it seeks to promote students' understanding of human cultural diversity. (M4)

**SOC 115. Introductory Sociology**. Explores basic concepts and theories concerning the relationship between individuals and society. Emphasizes the influence of culture, social structure, and institutions upon human activity. Discusses and analyzes social groups, socialization, community, class, power, and social change, among other substantive issues. (M4)

**SOC 120. 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. Prerequisite: None. (F4)

**SOC 125. Marriage and the Family**. Kinship (around which ideas of families are structured) is a fundamental and central social institution in all societies and cultures around the world. The course introduces students to cross-cultural variations in how notions of kinship are conceptualized and practiced in structuring various social relationships and models of relatedness within different socio-political, cultural contexts. The course will further explore how approaches to the study of kinship have evolved and remain relevant today, with particular attention to issues of relationship between biology and culture, personhood, identity, subjectivity, gender, sexuality and power.

**SOC 210. The Human Services System**. Describes the wide variety of human services offered in the United States, explaining current resources available and ranges of unmet needs. Students explore the historical development of the helping professions, as well as philosophies and political realities that affect human services. They also examine roles and skills needed by various human-service practitioners. Prerequisite: SOC 115.

**SOC 216. Crime, Law, and Justice**. An introduction to the American criminal justice system. Topics include measuring crime, crime causation theories, criminal law, law enforcement, criminal courts, and corrections. Students will explore strategies for system reform to improve the quality of justice in America today. Prerequisite: SOC 115.

**SOC 220. American Constitutional Law**. (Also Political Science 220) Role of the Supreme Court and its relationship to legislative and executive branches of the American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Fall, alternate years. Two 70-minute periods. Recommended: POSC 110 or SOC216.

**SOC 221. Civil Liberties and the U.S. Constitution**. Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

**SOC 235. Anthropology of Tourism**. Tourism and tourist-based activities account for over ten percent of the

world GDP today (source: World Tourism Organization). As more people are traveling to different places away from their homes, the level of interaction between hosts and guests has significant implications on the development of new cultural patterns and social practices in guest and host destinations. This course examines the development of tourism within the conceptual framework of anthropology and related social sciences. It encourages students to examine the impact that tourism has upon the cultures and people visited, the nature and relationship of culture to tourism, the recreation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song and festivals. In the process of understanding the role of tourism and heritage in the development of modern cities and nations, students will survey how spaces are demarcated for tourism consumption, explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development, and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly face in light of the presence of tourists. (M4)

**SOC 240. Gender and Crime.** The concept of deviance as addressed by sociological perspectives. Sociological, biological, and psychological theories of causation are used to explore behaviors that may intersect with matters pertaining to criminal justice and social welfare. Prerequisite: SOC 115.

**SOC 245. Juvenile Delinquency**. Delinquent behavior and the juvenile justice system, with emphasis on facets of delinquency (types and origins) that differentiate it from adult criminal behavior. Topics include institutional and non-institutional prevention, control, and treatment of delinquency. Prerequisite: SOC 115.

**SOC 246. Basic Research Methods**. Development and practical use of skills for initiating the research process, from development of topics to determination of research methods and instruments. Information-gathering through traditional sources and the media, and proper reporting of this information. Understanding and use of structures for data-gathering. Prerequisite: SOC 115.

**SOC 251. Human Sexuality**. (Also IDIS 251) The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. (U2)

**SOC 252. Social Structure and Crime**. This course will examine crime as a social construct, a topic of scientific study, and a social problem. Specifically, students in the course will explore what behavior is defined as criminal and how it comes to be considered criminal, what social factors can be used to predict crime rates, how society responds to crime, and what impact crime has on society. Prerequisite: SOC 115.

**SOC 253 . Intimate Partner Violence**. In this course, students will gain an introduction to the issue of Intimate Partner Violence (IPV). They will explore the different perspectives and approaches to this issue from historical, contemporary, and cross-cultural lenses. Students will become familiar with the historical and theoretical frameworks through which we can examine IPV, taking a critical look at this issue from an interpersonal level, a systems level, and a global/cultural level. Additionally, students will examine the available resources and services for survivors of violence and what advocates and providers can do to be attentive to inequalities and gaps in these structures and systems. Prerequisites: SOC 115 or SOC/ANTH 113.

**SOC 256. Social Controversies**. (Also IDIS 256) Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: SOC 115; junior or senior standing. (U2)

**SOC 258. Power and Conflict**. Analyzes the ways that sociologists and others have tried to understand social hierarchies and the processes by which social activity develops and sustains them. Focus is on understanding social-science theories and concepts that describe and analyze social inequality and perceptions of such inequality in modern life.

**SOC 260. Urban Sociology**. Examines the city as a unique site of social life, using an historical and comparative approach to identify key features in the development of industrial, post-industrial, and global cities. Topics include human and spatial divisions, institutional structure of urban areas (including economic, political, and

religious dimensions), cosmopolitanism, and pluralism. Each term, the course focuses on one city, such as New York, Bombay, or London, as a case study. Prerequisite: SOC 115.

**SOC 262. Modern African Culture and Society**. (Also ANTH 262). Globalization and neo-liberal policies have worsened conditions of inequalities and poverty across the global south, particularly across the African continent. This course offers students an opportunity to gain first-hand experiential insights into examining how the current global capitalist economy's structures impose systemic inequalities and poverty in African societies and evaluate how the people there situate themselves and challenge their positions from the periphery. For the study abroad component of the course, students will travel across different urban and rural communities in an African country and study how the current political ecology there is shaped by the interplay between global and local social structures in the arena of politics, economics, technology, media, and culture. They will examine how these developments mediate the capacity in which local citizens can access various resources and acquires modes of mobility to contest and negotiate their socio-economic-political positions within the prevailing milieu of inequalities and poverty in their society. Upon returning from Africa, students will engage in online coursework evaluating the impact of these inequalities and poverty within today's broader context of globalization. (M5)

**SOC 265. Sociology of Religion**. The role of religion in modern society, with emphasis on the changing dynamic of religion. Topics include secularization and de-secularization of society; religious pluralism and immigration; political and civil religion; new religions. (M3)

**SOC 270. Corrections in America**. Historical development and competing philosophies of corrections as institutional and community-based programs. Dynamics of prison life; inmate subculture; administrative, organizational, and rehabilitative aspects of adult and juvenile probation and parole. Prerequisite: SOC 216.

**SOC 278. Medical Sociology**. Medical sociology provides an analytical framework for understanding the social contexts of health, illness and health care. Central topics include the subjective experience of health and illness, political, economic and environmental circumstances fostering ill health, and societal forces constraining the medical care system and individuals' responses to illness. This field draws on traditional sociological issues and contributes to them through reformulations of such basic concepts as social systems and institutions, professionalism, social movements and social change, and social interaction and negotiation. Drawing from pluralistic perspectives, the field is concerned with basic sociological research and its implications for public policy and practice. (https://www.asanet.org/communities/sections/sites/medical-sociology). In this course, you will gain a foundational understanding of this subfield of sociology.Prerequisite: Sophomore standing and above.

**SOC 280. Health in Cultural Perspectives**. In Health in Cultural Perspectives, students will gain an introduction to ideas from medical anthropology to explore the diverse ways people come to think about the body, medicine, and healing in the United States and around the world. Additionally, students will examine what determines the quality of care people receive in these healthcare systems, and what practitioners can do to be attentive to cultural differences and inequalities. Prerequisite: SOC 115 or SOC/ANTH 113.

**SOC 310. The Family and the Law**. Sources and applications of family law in America. Legal regulation of marriage, boundaries of marital and non-marital contracts, divorce. Legal ramifications of parent-child relationships, including parental obligations in children's education and medical care. Issues of child neglect, abuse, and legal termination of parental rights. Prerequisite: junior or senior standing.

**SOC 314. Sociology of Violence**. This course will take a critical, sociological perspective to better understand violence in society. Students will examine sociological explanations of violence, as well as how violence is organized in society (that is, how can violence be understood in terms of social structure). Students will also examine specific forms of violence and explore strategies for preventing and responding to violence at the individual and structural levels. Prerequisite: SOC 115.

**SOC 318. Criminal Law and Society**. Causes of crime, nature of criminal acts, elements of crimes, defenses, excuses and justifications for crimes. Topics include crimes against persons, property, moral order, "victimless" crimes, admissibility of evidence, constitutional guarantees. Prerequisite: SOC 216.

**SOC 335. Sociological Theory**. Prominent schools of sociological theory, building upon theories introduced in lower-level courses. Development of social theory and connections between classical and contemporary theoretical positions. Topics include consensual and conflict approaches, micro- and macro- perspectives. Current theoretical challenges, including feminist

theory, critical race theory, and post-modernist theories. Prerequisite: junior or senior standing.

**SOC 340. Women and Crime**. This course is designed to provide students with an in-depth understanding of the status of women in society today and its impact on women and girls both as victims and perpetrators of crime. The course examines theories of victimization, crime and delinquency, as well as how the criminal and juvenile justice systems function to process female victims and female offenders. Focusing on females' specific pathways into crime and delinquency, students will examine contemporary prevention and intervention strategies designed to either prevent such behaviors from happening in the first place or from reoccurring once they have been exhibited. Prerequisite: SOC 216.

**SOC 346. WI:Advanced Research in Sociology**. Capstone course for sociology majors. Each student conducts an empirical study designed to develop skills for gathering and interpreting data using common statistical tests to determine significant effects. Students become familiar with computer programs that perform these tests and practice scholarly presentation of research findings. Prerequisite: SOC 246. Writing-intensive.

**SOC 347. WI:Advanced Research in Anthropology**. (also ANTH 347) The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of interpretive analysis and presenting their findings across different audiences, within and outside academia. The course will further engage students to contemplate theoretical and ethical frameworks for conceptualizing the value and relevance of anthropological knowledge and methodologies in an increasingly interconnected global society. Prerequisite: SOC 115 or SOC/ANTH 113. Writing-intensive.

**SOC 350. Socio-History of Media Technology**. (Also IDIS 350) Technological development and social implications of various forms of mass media. Analyzes mass media as a social force that shapes personal and collective ideas and behaviors. Prerequisite: junior or senior standing. (U1) (Major elective for Sociology) (Minor elective for Media Studies).

**SOC 351. Globalization: The Human Experience in an Interconnected World**. This course focuses upon examining the broad ramifications and the moral reorganization of various aspects of human social life tied to the paradoxes associated with the contemporary period of globalization. Students will explore the variety of ways in which the orientation of globalization today fosters greater degrees of physical, social, and virtual human interconnectedness than ever before, while simultaneously threatening the domination of institutions and ideologies that have framed the modern experience. Students will investigate different areas of life (social and natural) impacted by globalization in pursuit of better understanding their place in an increasingly shifting world and identify ways in which they, as individuals, communities, and humanity as a whole, can thrive in it more sustainably. Through a problem-based approach to globalization, the seminar will encourage students to underline the importance of establishing causation and of specifying causal pathways for understanding the multitude of ways in which converging and diverging processes shape the experience of globalization for people around the world in the 21st century. Prerequisite: SOC 115 or SOC/ANTH 113.

**SOC 355. Sociology of Gender**. (Also IDIS 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation.

**SOC 357. Racial and Ethnic Inequality**. Current and historical theories of race and ethnicity paradigms. Concepts of minority-dominant relations, assimilation, pluralism, strains of anti-racism, immigration, segregation.

**SOC 362. Inequalities in Healthcare**. In this class, we will explore the structure, function and culture of health care in the US and analyze the divide between what we ideally would like to achieve in a healthcare system (ideologies) and the lived reality of people in that system. We will explore how the structure of the institutions that deliver health care impact the experience of the delivery of care. Students will gain experience collecting information on the healthcare system (both quantitative and qualitative data), organizing that information, and experimenting with different ways to summarize and communicate information to an audience. Prerequisite: SOC 115 or SOC/ANTH 113 and junior/senior standing.

**SOC 365. Bioethics: A Sociological Perspective**. Our cultural concept of what defines a "human being," and what

defines both normal and desired life experiences impacts not only the practice of medicine, but also our pursuit of new medical technologies. And once those technologies are created, they may in turn impact our experience and change previous expectations and understandings. The past few decades have brought about a substantial change in the practice of medicine. We have witnessed a dramatic increase in the number of people undergoing cosmetic surgical procedures in light of what many social scientists argue is a new age of age discrimination. We have new disease categories such as ADHD which have impacted the experience of childhood in America, so the once "unruly" or "squirmy" child is now medically controlled. Among developed nations, the United States holds the distinction of reporting the largest percent of its adult population on antidepressants. This medical response to stress and sadness is in part a response to the general American perception that sadness impedes productivity. And think about how America's fascination with both physical and intellectual prowess is leading us closer to genetic engineering. Prerequisite: SOC 115 or SOC/ANTH 113 and junior/senior standing. (U2)

**SOC 370. Seminar**. In-depth study of one of a wide range of topics in contemporary sociology, such as social movements, media, sports, and other aspects of popular culture. Open to junior and senior sociology majors or by permission of instructor.

**SOC 375–377. Fieldwork in Sociology.** Designed to relate classroom concepts to organizational practice. To be eligible for a specific placement, students should contact advisor at the start of the junior year to plan courses necessary for their field placement, which requires approval of fieldwork seminar instructor. Restricted to senior majors.

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

# Spanish

See Modern Languages and Literatures

# Speech-Language Pathology

**Program Director**: Eric Sanders

## Mission

**Mission**: The mission of the program is to provide an educational experience which prepares students for fulfilling careers as leading professionals in the field of speech-language pathology, who are educated consumers of research, dedicated to interprofessional collaboration, and who integrate reflection and critical thinking into their practices in order to facilitate positive communicative and quality-of-life outcomes for others. Stakeholders will strive to create an environment that removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect.

The Master of Science in Speech-Language Pathology program is designed to prepare students for practice in educational and healthcare settings as Speech-Language Pathologists (SLPs). It is a full-time, two year, entry-level, professional practice program. Students from any major may apply for admission to this program. Students who wish to enter the Moravian University 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 passing grade 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)
- 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 iBT: 90 or higher

## Application Materials:

- Official Transcripts
- Resume
- Personal statement/letter of intent
- Three letters of recommendation

·Top applicants will be selected to attend an interview before final offers are made.

## Post-Baccalaureate Certificate for Speech-Language Pathology

- HLTR 150 Introduction to Communication Sciences and Disorders
- BIOL 108 Anatomy & Physiology of the Speech and Hearing Mechanism
- HLTR 253 Phonetics and Phonology
- HLTR 252 Speech and Hearing Science
- HLTR 354 Clinical Linguistics
- HLTR 355 Audiology
- EDUC 410.3 Language Development

Potential additional courses if relevant requirements are not already met during undergraduate degree (transfer credit can be granted if an equivalent has already been taken):

- MATH 107 - Introductory Statistics
- BIOL 107 - Anatomy & Physiology II
- PHYS 109 - Introductory Physics
- PSYC 120 - Introduction to Psychology

## The Master of Science in Speech-Language Pathology

| Course Number | Course Title (credit hours) |
|---|---|
| SLP 500 | Neuroanatomy & Neurophysiology (3) |
| SLP 551 | Foundations of Speech-Language Pathology (5 |
| SLP 510 | Professional Issues (1) |
| SLP 561 | Clinical Education I (1) |
| SLP 552 | Developmental Communication Disorders (5) |
| EDUC 502* | Introduction to Education of English Language Learners (2) |
| Elective* | Educational Elective (2-3) |
| SLP 511* | Evidence Based Practice (EBP) I (1) |
| SLP 512 | Answering Clinical Questions (1) |
| SLP 521 | Clinical Skills: Evaluation (1) |
| SLP 562 | Clinical Education II (2) |
| SLP 553 | Acquired Communication Disorders (5) |
| SLP 502 | Medical Speech-Language Pathology (3) |
| SLP 522 | Clinical Skills: Technology in SLP (1) |
| SLP 563 | Clinical Education III (2) |
| SLP 654 | Complex Cases in Speech-Language Pathology I (5) |
| SLP 612 | EBP II (1) |
| SLP 623 | Clinical Skills: Aural Rehabilitation (1) |
| SLP 664 | Clinical Education IV (2) |
| SLP 655 | Complex Cases in Speech-Language Pathology II (5) |
| SLP 680 | Colloquium (1) |
| Elective* | Healthcare Elective (2-3) |
| SLP 613* | EBP III (1) |
| SLP 665 | Clinical Education V (2) |
| SLP 681 | Thesis (2) |
| SLP 666 | Clinical Education VI (4-6) |
| | 61 Total Credits |

## Courses Descriptions in Speech-Language Pathology

**Foundational Knowledge Sequence**

**SLP 500 Neuroanatomy & Neurophysiology**. This course covers the basic anatomy and physiology of the central nervous system with special emphasis on neural systems involved in normal and disordered language comprehension and production, normal and disorders speech, voice and swallowing functions as well as normal and disordered cognitive skills. The course is 3 credit hours in total (one of which will be taught by the neuroscience

faculty, in conjunction with the Athletic Training graduate students, and two of which will be taught by faculty in the SLP program). 3 credits, lecture & lab, Summer offering

**SLP 502 Medical Speech-Language Pathology**. This course was designed to introduce graduate level clinicians to the medical setting as a prospective work setting. Topics include specialized roles of the speech/language pathologist in the medical center setting, medical record keeping systems and terminology, evaluation and treatment of dysphagia, laryngectomy rehabilitation with emphasis on surgical voice restoration (T.E. puncture) and other topics of concern to the hospital-based clinician. 3 credits, lecture & lab, Spring offering

**EDUC 502 Introductory Education for English Language Learners**. Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success.

**Educational Elective**: Examples of courses students may elect to take include; EDUC 507 Culture Community Diversity, EDUC 510 Child Development & Cognition I, EDUC 513 The Arts: Creative Expression, EDUC 516 Early Child Education Theory/Practice/Family, EDUC 520 Interventions for Mid-Level learners, EDUC 606 Reading and Writing across the Curriculum, EDUC 673 ESL Assessment and Support, EDUC 610 Differentiating Instruction, EDUC 670 Oral Language development and acquisition, EDUC 626 literacy skills for children with special needs

**Healthcare Elective**: Examples of courses students may elect to take include; HLAT 622 Sports Nutrition, HLAT 678 Psychosocial Aspects of Rehab, NURS 504 Policy, Quality, & Safety in Health Care, NURS 502 Epidemiology & Bioinformatics, NURS 536 Law, Regulations, Ethics, Health, HLAT 710 Healthcare 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 512 Answering Clinical Questions**. 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: SLP 511. 1 credit.

**SLP 612 Evidence Based Practice II**.This course will introduce students to research-methods typically employed in quantitative research. Students will gain an appreciation of areas such as sampling, measurement, research designs, and basic analytical procedures commonly used in the evidence base in speech-language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a "critical consumer" of this type of research when they are practicing clinicians.1 credit, lecture, Spring offering

**SLP 613 Evidence Based Practice III**. This course will educate students on the research methods typically used in single-subject and qualitative research. Students will extend their previous knowledge of research methods to include ethical issues, implicit bias, design characteristics, research hypothesis, data collection procedures, and analytical procedures commonly discussed in the evidence base in speech language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a "critical consumer" of this type of research when they are practicing clinicians. 1 credit, lecture, Summer 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, Summer 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, Spring 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

**SLP 682 Gender Affirming Voice Clinic.** An individual's voice and communication style offer the world a glimpse of one's identity and personality. Developing a healthy, sustainable voice congruent with one's gender identity can provide greater confidence, sense of self and safety. This course will focus on voice care for transgender and gender diverse individuals with instruction in both online and in-person instruction modules. In addition, clinical assignments for hands-on training and supervision in the provision of voice therapy and training for this population will be provided. Repeatable, without a grade.

**SLP 683 Advanced Medical Speech-Language Pathology.** This course introduces advanced assessment and treatment topic for adults with dysphagia of various etiologies. Topics covered include, brain stem stroke, head and neck cancer, dysphagia post trauma, the aging swallowing, and advanced exercise treatments for dysphagia. Medical ethical principles and advocacy will also be discussed. Prerequisites: SLP 502.

**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

# Supply Chain Management

See School of Business and Economics

# 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. THEA 135 Introduction to Performance**

**2. Study of Theatre Production (one unit)**

- (Directing, Design, Performance, Playwriting, Stage Management, etc)

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

**3. Study of Dramatic Literature**

**or History (one unit)**

Chose one of the following, or another approved Moravian or LVAIC course in dramatic Literature or Theatre History:

- -THEA 330/ ENGL 330. Shakespeare
- -ENGL 223. Modern Drama and Theater
- -ENGL 224. American Drama and Theater
- or special topics courses in Dramatic Literature or Theatre History, with approval of the program director.

**4. Elective (one unit)**

Chose one of the following:

- A second theatre production course
- A full unit of approved Vocal Music courses
- A full unit of approved Dance courses
- A second dramatic literature course

For foreign language students, this could include FREN360/THEA360 (20th-Century French Theatre), GERM350/THEA350 (20th-Century German Theatre), SPAN342/THEA342 (Love and Jealousy from Cervantes to Almodóvar), SPAN354/THEA354 (Emblems and Visual Culture in Early Modern Spain) or FOR115/THEA115 (Spanish Masterpieces in Translation) however, note that courses cannot count toward BOTH a major and a minor).

- An approved arts management course
- Internship or --Independent Study with approval of the program director.
- An approved LVAIC theatre course

NOTE: Other complementary courses-including special topics courses-may not be counted as the elective with approval of the Theatre Minor advisor.

**5. Major Project (one unit)**

- THEA 385

Performance of a major role, completion of a primary design, stage management of a fully staged production, etc. Typically completed in a student's senior year. TO INCLUDE: Process journal with entries for each rehearsal/session; Accompanying readings; Weekly meetings with advisor; Completion of a personal artistic statement that looks back over previous experiences including practicum, evaluates progress, and identifies strengths, challenges, and goals.

**6. PRACTICA (NON CREDIT BEARING REQUIREMENT)**

Participation (in an approved capacity) in TWO theatre productions, with accompanying self-evaluation. Could be pre-production research, performance, building, painting, writing, directing, design, etc. One of the practica may be in a related discipline (such as Dance Company participation) if authorized by the minor advisor.

## Courses

**THEA 111. Theatre Practicum**. In this non-credit-bearing course, students participate in theatre production. A student may participate in pre-production research, performance, building, painting, writing, directing, design, stage management, or other hands on production activity approved by the instructor. The course counts toward completion of the Theatre Minor. With approval of the minor advisor, activity may be in a related discipline (such as Dance Company participation). Students complete the work, reflect on the process, and consider the work within the context of their larger involvement with theatre at Moravian. (no credit; repeatable)

**THEA 135. Introduction to Performance**. This course will introduce students to the craft of stage performance and provide them with hands-on experience and a usable approach to acting. Students will participate in exercises to develop performance and collaboration techniques applicable to Theatre, Television, Film, Radio and persuasive communication. (M6)

**THEA 232. Art of the Theater**. Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years. (M6)

**THEA 235. Shakespeare with Swords**. Shakespeare with Swords offers a semester-long study in performing some of the most famous dramatic texts in Western literature. Students will learn how to “unpack” the dense language, find the music of the text, and bring centuries-old words to life on stage. Students will also be introduced to stage combat techniques (single sword) common in performance of Shakespeare, to the vocal and physical work required to perform on stage. Prerequisite: THEA 135 OR THEA 232/ ENGL 232. (M6)

**THEA 330. Shakespeare**. The major plays. Spring, alternate years.

**THEA 385 or 385.2. Project**. Exploration

of an aspect of theatre in practice.

**THEA 190–199, 290–299, 390–399. Special Topics.**
**THEA 286, 381–383. Independent Study.**
**THEA 384. Independent Research.**
**THEA 288, 386–388. Internship.**
**THEA 400–401. Honors.**

## Women's Studies

See Interdisciplinary Programs

## Writing

See Interdisciplinary Programs

# DIRECTORIES, CALENDAR, MAPS

## Board of Trustees

**Elected Members**

**Sonia Aziz**
Bethlehem, PA
Professor, Economics & Business, Moravian University

**Curtis H. Barnette '02**
Bethlehem, PA
Attorney (Retired)

**Todd Bateson '86**
Cummings, GA
Executive Vice President, IAT Insurance Group

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

**Zoey Bronson '25**
Easton, PA
Student, Moravian University

**C.J. Brown ‘96**
Colts Neck, NJ
Partner and Senior Managing Director

**Pat Corpora '78**
Bethlehem, PA
President, Corpora Consulting

**Brian J. Corvino ‘02**
Washington Crossing, PA
Principal, Deloitte Consulting

**Mr. Craig Danielson '88**
Lititz, PA
CEO & President, Wolf Distributing Co.

**Michael M. Ellis ’72**
New York, NY
Principal, Pantera Partners LLC

**Robert Flicker '71**
Topton, PA
Executive Vice President and COO, East Penn Manufacturing

**Andrew W. Hart ’90**
New York, NY
Executive Supply Chain and Manufacturing
Leader, Mejuri Jewelry

**Thomas Ike '90**
Allentown, PA
Executive Vice President, Lutron

**Michael Lazari Karapetian '97**
Toluca Lake, CA
Founder, President, CIO of Lazari Capital Management,
Inc. and Lazari Asset Management, Inc.

**Mr. Liam Kelly '27**
Spar, NJ
Student, Moravian University

**Deborah McKinnon ’73**
Alexandria, VA
Executive Director, The American College
of Trust & Estate Counsel

**Ms. Melissa Ludwig '80**
Wayne, PA
Public Board Director, CSS Industries, Inc.

**Hugh Norwood '90**
Clarksville, MD
Founder and CEO, Trinity Education Group

**Brian Oswald '82**
Naples, FL
(Retired) CPA, CFO, Secretary &
Treasurer, Prospect Capital Corp.

**Al Pape '97**
Chester Springs, PA
President,Genuine Cable Group; CEO Allied Wire & Cable

**Bill Schaninger '93 '98**
Bethlehem, PA
Senior Partner, Modern Executive Solutions

**Mr. Louis Julian Spann '24**
Washington, NJ
Student, Moravian University

**Honnie P. Spencer '90**
Mooresville, NC
Physician

**Michael Stoudt, Jr. '87**
Allentown, PA
Partner, RKL Advisory Firm

**Kahron Walker '17**
Bala Cynwyd, PA
Financial Planning & Reporting Analyst,
Federal Reserve Bank of Philadelphia

**Hilary Wandall '93**
Center Valley, PA
Chief Compliance Officer, Dun & Bradstreet

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

## Ex Officio Members

**David E. Bennett '88**
Bethlehem, PA
President, Northern Province PEC

**Bryon L. Grigsby '90**
Bethlehem, PA
President, Moravian University

**Jennifer Jimenez '14 G'24**
Bethlehem, PA
Insurance and Finance Industry

**Melissa L. Johnson**
Bethlehem, PA
President, Moravian Church Eastern District

**Elizabeth D. Miller '85**
Bethlehem, PA
Retired President, PEC, Moravian Church Northern Province

**Ralph J. Wanamaker**
Bethlehem, PA
Agent and Registered Representative, New York Life

## Life Trustees

**Frederick A. Reinhard**
Palmerton, PA
Chairman of the Board, Pencor Services, Inc.

## Officers of the Board

Brian Oswald, Chair
Andy Hart, Vice Chair
Deborah McKinnon, Secretary
Ray S. Bishop, Jr., Treasurer

## Emeritus

**Lyn Trodahl Chynoweth '68**
Bethlehem, PA
Chair Emerita
Principal and Executive Consultant (Retired)

**Parry J. Miller '66**
Lancaster, PA
Radiologist (Retired)

**Kenneth J. Rampolla '79**
Bethlehem, PA
Chair Emeritus
CEO, Responsive Marketing Inc.

**Robert Schoenen**
Bethlehem, PA
Trustee Emeritus
Executive (Retired)

# Full-Time Faculty

### (Listed by Department)

Moravian's strong curriculum is reinforced by a scholarly, dedicated faculty. The influence of the faculty on students is personal and immediate: Moravian faculty members—

including the most senior—teach freshman classes as well as upper-level classes. And the scholarship and dedication of Moravian's faculty creates a dialogue between teachers and students with far-reaching results.

**Provost and Vice President for Academic Affairs:**
Carol Traupman-Carr

**Assistant Vice President, Corporate–Educational Partnerships and Associate Professor of Management:**
Katie Desiderio

**Director of Academic Assessment and Professor of Psychology:**
Dana S. Dunn

**Associate Provost & Dean, School of Professional Studies and Innovation:**
Deirdre Christofalo

## Moravian College of Arts & Sciences

**Associate Provost and Dean of the Moravian College of Arts & Sciences**
Dr. Lesley R. Brown

## School of Business & Economics

Sonia Aziz

Stacy Boyer

Sue Cyliax

Katie Desiderio

Mahmoud Elhussini

Lei He

Gary Kaskowitz

Liz Kleintop

Mark Koscinski

Richard Krohn

Heather Kuhns

Eva Leeds

Jinjing Liu

Daniel O'Connor

Joseph Szmania

## Independent Departments

### ART

Natessa Amin

Angela Fraleigh

Camille Murphy

MaryJo Rosania-Harvie

### BIOLOGICAL SCIENCES

Andrea Bortz

Cecilia Fox

Diane Husic

Christopher Jones

Joshua Lord

Sara McClelland

Kara Mosovsky

Daniel Proud

Anastasia Thevenin

Natasha Woods

### CHEMISTRY

Shari Dunham

Stephen Dunham

Godfred Fianu

Alison Holliday

Carl Salter

### COMMUNICATION & MEDIA STUDIES PROGRAM

Joel Nathan Rosen

### EDUCATION

Jean DesJardin

Laurie G. Kahn

Edward Nolan

Bess Van Asselt

Huijing Wen

Randy Ziegenfuss

**ENGLISH**

Andrew Crooke
Theresa Dougal
Liz Gray (Chang)
Robert LaRue
Christopher Shorr
Belinda Waller-Peterso

**HISTORY**

Richard Anderson
Sandra Aguilar-Rodriguez
Sandy Bardsley
Jane Berger
Heikki Lempa
Jamie Paxton

**MATH & COMP. SCI.**

Jeffrey Bush
Benjamin Coleman
Brenna Curley
Michael Fraboni
Trisha Moller
Leigh Nataro
Greg Schaper
Fred Schultheis
Nathan Shank
Shannon Talbott
Debra Ward

**MODERN LANG & LIT**

Jenifer Branton-Desris
Carmen Ferrero
Axel Hildebrandt
Dorothee Hou
Nilsa Lasso-von Lang
Joanne McKeown
Claudia Mesa
Lynnet Sanchez

**MUSIC**

Hilde Binford
Suzanne Kompass
Larry Lipkis
Carole Lutte
Neil Wetzel
JoAnn Wieszczyk
Paula Zerkle

**PHILOSOPHY & GLOBAL RELIGIONS**

Kin Cheung
Kelly Denton-Borhaug
Carol Moeller
Arash Naraghi
Jason Radine

**PHYSICS**

Kelly Krieble
Ruth Malenda
Keith Wood

**PHYSICAL EDUCATION**

Mary Beth Spirk

**POLITICAL SCIENCE**

Khristina Haddad
Holly Jo
Faith Okpotor
Samuel Rhodes

**PSYCHOLOGY**

Robert Brill
Dana Dunn
Sarah Johnson

Magdalena Leszko

Stacey Zaremba

**SOCIOLOGY & ANTHROPOLOGY**

Alison Bloom

Joon-Beom Chu

Akbar Keshodkar

Rebecca Malinski

Virginia O'Connell

Debra Wetcher-Hendricks

# College of Health

**Dean of the College of Health**
James Scifers

## Breidegam School of Nursing and Public Health

Associate Dean: Dawn Goodolf

Mary Beth Albert

Tanu Altomare (Public Health)

Courtney Brown

Alissa Butler

Elise Colancecco

Cathy Coyne (Public Health)

Mary DiGiulio

Paulette Dorney

Janice Farber

Jackie Gannon

Karen Groller

Taylor Grube

Shirley Guider

Deborah Halliday

Lori Hoffman

Anita Lugo

John Mikovits

Colleen Payton (Public Health)

Michelle Sayenga

Susan Scholtz

Maryfrances Watchous

## School of Behavioral & Community Health

Dean: Freda Ginsberg
Michelle Brandt
Julia Davis
Jenifer Norton
Kayti Protos
Michelle Santiago

## School of Rehabilitation Science

Associate Dean: Louise C. Keegan (SLP)

Melanie Austin (OT)

Rebecca Bawayan (SLP)

Sara Benham (OT)

Danielle Costanzo (Health Sciences)

Jennifer Elinich (PT)

Glynnis Jones (OT)

Monica Kaniamattam (SLP)

Kathleen Madara (PT)

Jennifer Maloney (OT)

Yvette McCoy (SLP)

Jennifer Ostrowski (AT)

Ellen Payne (AT)

Ann Marie Potter (OT)

Mary Anne Riopel (PT)

Allison Roll (PT)

Krista Rompolski (PT)

Eric Sanders (SLP)

Michael Steimling (PT)

Colin Tomes (Health Sciences)

Abbigail Walsh (OT)

Chantal Whiteduck (SLP)

David Wilkenfeld (AT)

Kimberly Wynarczuk (PT)

# Seminary Faculty

## Full Time Faculty

**Rev. Dr. Deborah Appler**
Program Director for the MACh
Professor of Old Testament/Hebrew Bible

**Rev. Dr. Melvin Baber**
Director of Supervised Ministry / Field Education

**Dr. Brigidda Bell**
Assistant Professor of New Testament

**Marcella Kraybill-Greggo**
Director for Spirituality Programs and Spiritual Direction

**Rev. Dr. C. Riddick Weber**
Program Director for MATS, Interim Director, Crossroads Lay Leadership Program, Associate Professor of Practice in Pastoral Ministry

## Adjunct Faculty

**Tahara Akmal, MA**
Adjunct Professor, Chaplaincy

**Rev. Melvin Baber, MDiv, DMin**
Joint Seminary Director of Field Education & Supervised Ministry

**James Jackson, PhD**
Adjunct Professor, Research Design & Methodology

**Maryann Kearns, MS**
Adjunct Professor, Spiritual Direction

**Gregory Krausz, LPC, CADC**
Adjunct Professor, Addictions Counseling

**Marcella Kraybill-Greggo, MSW, LSW, AOJN**
Program Director for Spirituality Programs & Spiritual Direction, Adjunct Professor

**Kelly Krevitz, PhD**
Adjunct Professor, Career & Lifestyle Counseling

**Barbara Martell, MSEd, MA, MS**
Supervisor, Spiritual Direction Certificate Program and Guest Lecturer

**Denise L. Mikuta, MA, LPC, NCC**
Adjunct Professor, Individual Spiritual Direction

**Pam Rotelle Robertson, MA**
Adjunct Professor, Spiritual Direction

**Jennifer Weeks**
Adjunct Professor, Sexuality Across the Lifespan

**Lori Christine Young, MAHS, MAPC, SEP**
Adjunct Professor, Spiritual Direction

## Emeritus & Retired

**Rev. Dr. Craig D. Atwood**
(2010 – 2024)
Professor Emeritus, Moravian Theology

**Dr. Howard H. Cox**
(1960 – 1989)
Professor, Old Testament

**Rev. Dr. Frank L. Crouch**
(1996 – 2021)
Dean of the Seminary and Professor of New Testament Emeritus

**Rev. Dr. Willard R. Harstine**
(1982 – 2003)
Associate Professor, Pastoral Theology

**Rev. Dr. John Thomas Minor**
(1984 – 2001)
Director, Reeves Library

**Rev. Dr. Steve Simmons**
(2003 – 2017)
Assistant Professor, Theology; Director of Continuing Education

**Rt. Rev. Dr. Kay Ward**
(1990 – 2005)
Director of Continuing Education; Seminary Advancement and Recruitment; Vocations

**Rev. Dr. Jane Williams**
(2010 – 2018)
Professor of Clinical Counseling; Chair of MACC Program

## Artist-Lecturers in Music

## Full-Time Faculty

**Dr. Larry Lipkis** | Composer-in-Residence, Recorder, Viol da Gamba
**Office location**:
Hurd Campus, Brethren's House, Room 309
**Office phone**: 610-861-1656
**Email**: lipkisl@moravian.edu
**Website**: home.moravian.edu/larrylipkis
**Research Interest and Expertise**
Composition; Music of the 20th and 21st centuries; Early. Music Performance Practice, particularly Renaissance and Baroque instrumental and vocal music; music of Bach; music from the time of Shakespeare.

**Dr. Neil Wetzel** | Department of Music Chair, Director of Jazz Studies, Saxophone
**Office location**:
Hurd Campus, Brethren's House, Room 303
**Office phone**: 610-861-1621
**Email**: wetzeln@moravian.edu
**Research Interest and Expertise**
Jazz pedagogy; jazz saxophone performance; classical saxophone performance; jazz history; jazz improvisation; woodwind performance and pedagogy; music theory; eartraining.

**Dr. Paula Ring Zerkle** | Director of Vocal Music
**Office location**:
Hurd Campus, Brethren's House, Room 308
**Office phone**: 610-861-1681
**Email**: zerkle@moravian.edu
**Research Interest and Expertise**
Choral music, conducting, women composers, musicianship,choral arranging, Dalcroze Eurhythmics

## Assistant Professor of Practice in Music

**Carole Lutte** | Music Education
**Email**: luttec02@moravian.edu
**Office location**:
Hurd Campus, Brethren's House, Room 305
**Office phone**: 610-861-1671
**Research Interest and Expertise**
Music education, conducting, musicianship

**Suzanne Kompass** | Assistant Professor of Practice, Voice
**Email**: kompasss@moravian.edu
**Website**: www.suzannekompass.com
**Research Interest and Expertise**
Master Voice Teacher, Opera Ensemble, Voice Techniques, Vocal Diction, Vocal Pedagogy, Vocal Literature, Performance Techniques

**Dr. JoAnn Wieszczyk** | Director of Instrumental Music
**Email**: wieszczykj@moravian.edu
**Research Interest and Expertise**
Conducting, Music Psychology, Music Cognition and theInternal Monologue, Opera Transcriptions for Harmonie, Student Leadership and Community Building in the Large Ensemble

## Special Appointments

**Sean O'Boyle** | Artist-In-Residence;
**Research interest and expertise**
Composition, Counterpoint, Jazz Clarinet, Music For The Moving Image, Orchestration, Recording Arts, Score Preparation, The Art of Film Music
**Email**: oboyles@moravian.edu

## Artist-Lecturers in Music

**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

**Matthew Asti** | Piano, Voice
**Email**: astim@moravian.edu

**Sarah Baer** | Oboe
**Email**: baers@moravian.edu
**Research interest and expertise**
Artist-Lecturer in oboe, Women's Studies

**Wendy Bickford** | Clarinet
**Email**: bickfordw@moravian.edu

**Doug Bolasky** | Music Education
**Email**: bolaskyd@moravian.edu

**John Bottomley** | Bagpipes
**Email**: bottomleyj@moravian.edu
**Research interest and expertise**

Artist Lecturer in bagpipes

**Ralph Brodt III** | Trombone; Trombone Ensemble
**Email**: brodtr@moravian.edu
**Research interest and expertise**
Instructor of trombone, Trombone Ensemble, Trombone Pedagogy, Trombone Literature

**Elizabeth Brodt-Zimmer** | Clarinet
**Email**: brodt-zimmere@moravian.edu
**Research interest and expertise**
Clarinet

**Anthony DeSantis** | Trumpet, Jazz Trumpet
**Email**: desantisa@moravian.edu
**Research interest and expertise**
Artist-Lecturer in trumpet and jazz trumpet

**Joseph Doucette** | Suzuki Violin and Viola
**Email**: doucettej@moravian.edu
**Research interest and expertise**
Artist-Lecturer in Suzuki, violin and viola

**Inna A. Eyzerovich** | Violin
**Email**: eyzerovichi@moravian.edu
**Research interest and expertise**
Artist-Lecturer in violin, Violin Pedagogy, Violin Literature

**Noah Flaharty** | Audio Engineer
**Email**: flahartyn@moravian.edu

**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

**Frank Giasullo** | Piano, Jazz
**Email**: giasullf@moravian.edu
**Research interest and expertise**
Artist Lecturer in piano and jazz piano

**Alison Gillespie** | Celtic Fiddle; Celtic Ensemble
**Email**: gillespiea@moravian.edu
**Research interest and expertise**
Artist-Lecturer in celtic fiddle

**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

**Lori Huth** | Suzuki, Piano
**Email**: huthl@moravian.edu
**Research interest and expertise**
Artist-Lecturer in piano, Suzuki Piano

**Lisa Jenkins** | Music History
**Email**: jenkinsl02@moravian.edu

**Robin Kani** | Flute, Flute Ensemble
**Email**: kanir@moravian.edu
**Research interest and expertise**
Artist Lecturer in flute, Flute Ensemble, Flute Pedagogy, Flute Literature

**Patrick Kerssen** | Piano
**Email**: kerssenp@moravian.edu
**Research interest and expertise**
Artist-Lecturer in piano

**Kelsey Kish** | Voice
**Email**: Kishk@moravian.edu
**Research interest and expertise**
Artist-Lecturer in voice

**Linda Kistler** | Violin, Baroque Violin
**Email**: kistlerl@moravian.edu
**Research interest and expertise**
Artist Lecturer in violin, Violin Pedagogy, Violin Literature

**Hugh Kline** | Drums
**Email**: klineh@moravian.edu

**Thomas Kozic** | Jazz Guitar
**Email**: kozict@moravian.edu

**Steven Mathiesen** | Percussion, Percussion Ensemble
**Email**: mathiesens@moravian.edu
**Research interest and expertise**
Artist-Lecturer in percussion, Percussion ensemble, Percussion Pedagogy, Percussion Literature

**Michael Montero** | Violin, Viola
**Email**: monterom@moravian.edu
**Research interest and expertise**
Violin, Viola

**Gregory Oaten** | Voice, Classical
**Email**: oateng@moravian.edu
**Research interest and expertise**
Artist-Lecturer in voice, Vocal Pedagogy, Vocal Literature

**Kellen Pisani** | Guitar
**Email**: pisanik@moravian.edu
**Research interest and expertise**
Artist-Lecturer in Guitar

**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 Literaturature

**David Roth** | Piano, Jazz ; Combo II
**Email**: rothd@moravian.edu
**Website**: www.rothpiano.com

**Dr. Martha Schrempel** | Piano, Classical
**Email**: schrempelm@moravian.edu
**Research interest and expertise**
Artist-Lecturer in piano, Accompanying

**Kimberly Seifert** | Bassoon
**Email**: seifertk@moravian.edu
**Research interest and expertise**
Artist-Lecturer in bassoon

**Lora Sherrodd** | Jazz Voice
**Email**: sherroddl@moravian.edu

**Audrey Simons** | Cello, Cello Pedagogy, Cello Literature
**Email**: simonsa@moravian.edu
**Research interest and expertise**
Artist-Lecturer in cello

**Nancy Terlaak Poot** | Suzuki, Violin and Viola
Email: terlaakpootn@moravian.edu
Research interest and expertise
Artist-Lecturer in viola and Suzuki violin

**Dr. Barbara Thompson** | Piano, Classical
**Email**: thompsonb@moravian.edu
**Research interest and expertise**
Artist-Lecturer in piano, Musicianship

**Dr. Barbara Thomson** | Organ
**Email**: thomsonb@moravian.edu
**Research interest and expertise**
Artist-Lecturer in organ

**Dr. Annie Rose Tindall-Gibson** | Piano
**Email**: tindall-gibsona@moravian.edu

**Dr. Debra Torok** | Piano, Classical
**Office location**: Brethren's House 119
**Office phone**: 610-861-1650
**Email**: torokd@moravian.edu
**Research areas and expertise**
Artist lecturer in piano, accompanying, piano pedagogy, piano literaturature, music technology, techniques, US music history, arts education, social justice education, music of political protest and social activism

**Dr. Scott Watson** | Composition
**Email**: watsona02@moravian.edu
**Research interest and expertise**
Artist-Lecturer in composition

**Eileen Wescoe** | Accompanying
**Email**: n/a

**Christine Wetzel** | Violin
**Email**: wetzelc04@moravian.edu

**Skip Wilkins** | Jazz Piano
**Email**: wilkinsw@moravian.edu
**Research interest and expertise**
Artist-Lecturer in jazz piano

**Andrea Wittchen** | Harp (Classical and Celtic)
**Email**: wittchena@moravian.edu
**Research interest and expertise**
Artist-Lecturer in harp

**Lawrence Wright** | Trumpet, Classical; Brass Ensemble
**Email**: wrightl@moravian.edu
**Research interest and expertise**
Artist Lecturer in trumpet, Brass Ensemble, Brass Pedagogy, Brass Literaturet

## Administrative Staff

**William Bauman** | Music Business Manager
Office location: Hurd Campus, Brethren's House, Room 315
Office phone: 610-861-1662
**Email**: baumanw@moravian.edu

**Janelle Gillespie** | Outreach Coordinator
Office location: Hurd Campus, Brethren's House, Room 319
Office phone: 610-625-7512
**Email**: gillespiej@moravian.edu

**Ben Sanchez** | Music Facilities & Event Manager

Office location: Hurd Campus, Brethren's House, Room 310
Office phone: 610-861-1661
**Email**: sanchezb@moravian.edu

**Rose Panik** | MUMI Program Coordinator
Office location: Hurd Campus, Brethren's House, Room 306
Office phone: 610-861-1650
**Email**: panikr@moravian.edu

**Dawn Rodriguez** | Administrative & Audition Coordinator
Office location: Hurd Campus, Brethren's House, Room 307
Office phone: 610-861-1651
**Email**: rodriguezd03@moravian.edu

## Emeritus Faculty

**Hilde Binford (2001) (2024)**
Associate Professor of Music

**Paul S. Larson (1979) (1997)**
Professor of Music

**Monica Schantz (1962) (1995)**
Professor of Music

**Richard Schantz* (1956) (1994)**
Professor of Music

**Donald Spieth* (2007) (2024)**
Adjunct Educator and founder of
Moravian College Orchestra

# Administration

- **Administrative & Staff Directory**
- **Board of Trustees**
- **Facilities, Management, Planning and Construction**
- **Information Technology**
- **Center for Global Education**
- **Human Resources**
- **Reeves Library**
- **Registrar**
- **Moravian Book Shop**

# Athletics Staff

## Administration/Staff

**Mary Beth Spirk**
Director of Athletics & Recreation/
Head Women's Basketball Coach
610-861-1424
spirkm@moravian.edu

**Rebecca May**
Associate Athletic Director/
Senior Woman Administrator
610-625-7791 mayr@moravian.edu

**Brynn McNamara**
Assistant Athletic Director
610-861-1531 mcnamarab@moravian.edu

**Morgan Mercier**
Coordinator of Athletic Operations /
Assistant Women's Soccer Coach
610-861-1534 mercierm@moravian.edu

**Athletic Department Fax**
610-625-7954

**Dr. Robert Brill**
Faculty Athletics Representative
610-861-1561 brillr@moravian.edu

**Mark Fleming**
Director of Athletic Communications
610-861-1472 flemingm@moravian.edu

**Christine Fox**
Assistant Director of Athletic Communications
610-625-7705 foxc04@moravian.edu

**Julie Kulp Ditchcreek**
Leadership Gift Officer, Athletics
610-625-7942 kulpj@moravian.edu

**Dr. Nicole Loyd**
Executive Vice President for University Life,
Chief Operating Officer & Dean of Students
610-861-1503 loydn@moravian.edu

## Sports Medicine Staff

**Donovan Howard**
Coordinator of Athletic Training Services/
Head Athletic Trainer

610-625-7005 howardd02@moravian.edu

**Connor Holohan**
Assistant Athletic Trainer
610-625-7005 holohanc@moravian.edu

**Maggie Heft**
Assistant Athletic Trainer
610-625-7005 heftm@moravian.edu

**Daniel Post**
Assistant Athletic Trainer
610-625-7005 postd@moravian.edu

**Gregory Jaindl**
Assistant Athletic Trainer
610-625-7005 jaindlg@moravian.edu

**Briana Gratz**
Assistant Athletic Trainer
610-625-7005 gratzb@moravian.edu

**Elizabeth Ballard**
Physical Therapist
610-625-7005 ballarde@moravian.edu

**Dr. Maheep Vikram, MD**
Team Physician

**Dr. Gregory Carolan, MD**
Team Physician

**Sports Medicine Fax**
610-861-1604

## Fitness Center Staff

**Kelly Fallara**
Director of Fitness Center and Recreation/
Acting Head Women's Basketball Coach
610-625-7009 anthonyk@moravian.edu

## Sports Performance Staff

**Thomas Long**
Director of Athletic Performance
610-861-1416 longt@moravian.edu

**Ty Schubert**
Assistant Director of Athletic Performance
610-861-1416 schubertt@moravian.edu

## Equipment Staff

**Paul Schiffert**
Head Equipment Manager
610-861-1538 schiffertp@moravian.edu

**Garrett Duh**
Assistant Equipment Manager
610-861-1538 duhg@moravian.edu

## Baseball

**Douglas Coe**
Head Baseball Coach
610-625-7502 coed@moravian.edu

**Jake Carr**
Assistant Baseball Coach
610-625-7502 carrj@moravian.edu

**Jon Michael Vito**
Assistant Baseball Coach
610-625-7703 vitoj@moravian.edu

## Men's Basketball

**Darryl Keckler**
Head Men's Basketball Coach
610-861-1506 kecklerd@moravian.edu

**Mike Frew**
Assistant Men's Basketball Coach
610-861-1506 frewm@moravian.edu

**Mike Martino**
Assistant Men's Basketball Coach
610-861-1506 martinom03@moravian.edu

**Michael Andres**
Assistant Men's Basketball Coach
610-861-1506 andresm02@moravian.edu

**Michael Mayes**
Assistant Men's Basketball Coach
610-861-1506 mayesm02@moravian.edu

## Women's Basketball

**Mary Beth Spirk**
Director of Athletics & Recreation/
Head Women's Basketball Coach
610-861-1424 spirkm@moravian.edu

**Amy Endler**
Assistant Women's Basketball Coach
610-861-1424 endlera@moravian.edu

**Kelly Anthony**
Director of Fitness Center and Recreation/
Assistant Women's Basketball Coach
610-625-7009 anthonyk@moravian.edu

**Don Weiss**
Assistant Women's Basketball Coach
weissd@moravian.edu

## Men's Cross Country

**Jesse Baumann**
Director of Men's & Women's Track &
Field and Cross Country
610-861-1578 baumannj@moravian.edu

**Jonathan D'Ottavio**
Assistant Track & Field Coach - Throws
610-625-7826 dottavioj@moravian.edu

**Molly Sear**
Assistant Track & Field Coach - Jumps
610-861-1568 searm@moravian.edu

**Peter Gingrich**
Assistant Cross Country and Track & Field Coach

## Women's Cross Country

**Jesse Baumann**
Director of Men's & Women's Track &
Field and Cross Country
610-861-1578 baumannj@moravian.edu

**Jonathan D'Ottavio**
Assistant Track & Field Coach - Throws
610-625-7826 dottavioj@moravian.edu

**Molly Sear**
Assistant Track & Field Coach - Jumps
610-861-1568 searm@moravian.edu

**Peter Gingrich**
Assistant Cross Country and Track & Field Coach

## Field Hockey

**Sarah Dalrymple**
Head Field Hockey Coach
610-861-1404 dalrymples@moravian.edu

**Morgan Mullen**
Assistant Field Hockey Coach
610-861-1404 mullenm@moravian.edu

## Football

**Jeffrey Long Jr.**
Head Football Coach
610-625-7956 longj08@moravian.edu

**Mike Kane**
Offensive Coordinator/Quarterbacks Coach
610-625-7955 kanem02@moravian.edu

**Yoni Offit**
Defensive Coordinator/
Cornerbacks Coach
offitj@moravian.edu

**Nick Paradise**
Special Teams Coordinator/Wide
Receivers Coach
610-625-7717 paradisen@moravian.edu

**Tevrin Brandon**
Running Backs Coach
brandont@moravian.edu

**Dom Filippo**
Nickel Backs Coach
filippod@moravian.edu

**John Kidner**
Offensive Line Coach
kidnerj@moravian.edu

**John Menegakis**
Safeties Coach/Co-Special Teams Coordinator
610-625-7956 menegakisj@moravian.edu

**Nick Sacco**
Assistant Offensive Line Coach
610-625-7956 saccon@moravian.edu

**Jason Ugwu**
Defensive Line Coach
ugwuj@moravian.edu

**Nate Westrich**
Tight Ends Coach

## Men's Golf

**Meredith Mutcher**
Director of Golf
610-625-7943 mutcherm@moravian.edu

**Brandon Davis**
Assistant Golf Coach

## Women's Golf

**Meredith Mutcher**
Director of Golf
610-625-7943 mutcherm@moravian.edu

**Brandon Davis**
Assistant Golf Coach

## Men's Lacrosse

**Dave Carty**
Head Men's Lacrosse Coach
610-625-7709 cartyd@moravian.edu

**Logan Morse**
Assistant Men's Lacrosse Coach
610-625-7709 morsel@moravian.edu

**Patrick Shea**
Assistant Men's Lacrosse Coach
610-625-7709 sheap@moravian.edu

**Jake Smit**
Assistant Men's Lacrosse Coach

## Women's Lacrosse

**Caroline Pape**
Head Women's Lacrosse Coach
610-625-7727 papec@moravian.edu

**Lexi Pitkevits**
Assistant Women's Lacrosse Coach
pitkevitsa@moravian.edu

**Kiki Brasher**
Assistant Women's Lacrosse Coach
610-625-7727 brasherk@moravian.edu

**Samantha Cherenson**
Assistant Women's Lacrosse Coach
610-625-7727 cherensons@moravian.edu

## Men's Soccer

**Bob Wilkinson**
Head Men's Soccer Coach
610-625-7917 wilkinsonr@moravian.edu

**Chris Vaughan**
Assistant Men's Soccer Coach

**Paul Centofanti**
Assistant Soccer Coach - Goalkeeper Coach
centofantip@moravian.edu

**Joe Veneziale**
Assistant Men's Soccer Coach
215-290-9669 venezialej@moravian.edu

**Joseph Hansen**
Assistant Men's Soccer Coach

**Dave Steinbach**
Assistant Men's Soccer Coach

## Women's Soccer

**Jeff Ykoruk**
Head Women's Soccer Coach
610-625-7953 ykorukj@moravian.edu

**Meghan Colton**
Assistant Women's Soccer Coach
coltonm02@moravian.edu

**Morgan Mercier**
Coordinator of Athletic Operations /

Assistant Women's Soccer Coach
610-861-1534 mercierm@moravian.edu

**Paul Centofanti**
Assistant Soccer Coach - Goalkeeper Coach
centofantip@moravian.edu

**Felicia Gall**
Assistant Women's Soccer Coach

## Softball

**Josh Baltz**
Head Softball Coach
610-861-1321 baltzjo@moravian.edu

**Paige Zigmund**
Assistant Softball Coach
zigmundp@moravian.edu

**Leah Holmes**
Assistant Softball Coach
610-861-1697 holmesl@moravian.edu

**Janae Matos**
Assistant Softball Coach
610-861-1321 matosj@moravian.edu

**Amy Rogers**
Assistant Softball Coach
610-861-1321 rogersa@moravian.edu

**Justine Rossi**
Assistant Softball Coach
610-625-7754 rossij02@moravian.edu

## Men's Swimming

**Matt Easterday**
Head Men's & Women's Swimming Coach
610-625-7713 easterdaym@moravian.edu

**Abbi Walsh**
Assistant Swimming Coach
walsha@moravian.edu

## Women's Swimming

**Matt Easterday**
Head Men's & Women's Swimming Coach
610-625-7713 easterdaym@moravian.edu

**Abbi Walsh**
Assistant Swimming Coach
walsha@moravian.edu

## Men's Tennis

**Mariana Freitas**
Director of Tennis
610-625-7708 freitasm@moravian.edu

**Nicholas Espinoza**
Assistant Tennis Coach
espinozan@moravian.edu

**Chris Conrad**
Assistant Tennis Coach
610-625-7783 conradc@moravian.edu

**Peter Demyan**
Assistant Tennis Coach
610-625-7783 demyanp@moravian.edu

**Lauren Steinert**
Assistant Tennis Coach
610-625-7783 steinertl@moravian.edu

**Eiman Nazif**
Assistant Tennis Coach

## Women's Tennis

**Mariana Freitas**
Director of Tennis
610-625-7708 freitasm@moravian.edu

**Nicholas Espinoza**
Assistant Tennis Coach
espinozan@moravian.edu

**Chris Conrad**
Assistant Tennis Coach
610-625-7783 conradc@moravian.edu

**Peter Demyan**
Assistant Tennis Coach
610-625-7783 demyanp@moravian.edu

**Lauren Steinert**

Assistant Tennis Coach
610-625-7783 steinertl@moravian.edu

**Eiman Nazif**
Assistant Tennis Coach

## Men's Track & Field

**Jesse Baumann**
Director of Men's & Women's Track
& Field and Cross Country
610-861-1578 baumannj@moravian.edu

**Jonathan D'Ottavio**
Assistant Track & Field Coach - Throws
610-625-7826 dottavioj@moravian.edu

**Molly Sear**
Assistant Track & Field Coach - Jumps
610-861-1568 searm@moravian.edu

**Beth Ann Davies**
Assistant Track & Field Coach - Pole Vault
610-861-1578 daviesb02@moravian.edu

**Ryan Harper**
Assistant Track & Field Coach - Throws
610-861-1578 harperr@moravian.edu

**Sean McFarland**
Assistant Track & Field Coach - Sprints
mcfarlands@moravian.edu

**Peter Gingrich**
**Assistant Cross Country and Track & Field Coach**

## Women's Track & Field

**Jesse Baumann**
Director of Men's & Women's Track &
Field and Cross Country
610-861-1578 baumannj@moravian.edu

**Jonathan D'Ottavio**
Assistant Track & Field Coach - Throws
610-625-7826 dottavioj@moravian.edu

**Molly Sear**
Assistant Track & Field Coach - Jumps
610-861-1568 searm@moravian.edu

**Beth Ann Davies**
Assistant Track & Field Coach - Pole Vault
610-861-1578 daviesb02@moravian.edu

**Ryan Harper**
Assistant Track & Field Coach - Throws
610-861-1578 harperr@moravian.edu

**Sean McFarland**
Assistant Track & Field Coach - Sprints
mcfarlands@moravian.edu

**Peter Gingrich**
Assistant Cross Country and Track & Field Coach

## Women's Volleyball

**Shelley Bauder**
Head Women's Volleyball Coach
610-625-7849 bauders@moravian.edu

**Patrick Fenstermacher**
Assistant Women's Volleyball Coach
610-625-7849 volleyball@moravian.edu

**Daniel Barckholtz**
Assistant Women's Volleyball Coach

**Shannon Hubert**
Assistant Women's Volleyball Coach

# Faculty and Staff Emeriti

Note: The first date indicates initial full-time appointment, and the second, appointment to emeritus date.

**Rudy Ackerman* (1963) (2002)**
Priscilla Payne Hurd Professor of Arts and Humanities

**Pamela Adamshick (1999) (2022)**
Associate Professor of Nursing

**Mary E. Arenas (1963) (1999)**
Professor of Spanish

**Craig Atwood (2010) (2024)**
The Charles D. Couch Chair of Moravian Theology & Director of Moravian Studies

**Hilde Binford (2001) (2024)**
Associate Professor of Music

**George D. Brower (1989) (2013)**
Professor of Economics and Business

**Carole K. Brown (1988) (2004)**
Associate Professor of English

**Mohamed M. Bugaighis (1985) (2001)**
Professor of Mathematics

**Robert T. Burcaw (1956) (1994)**
Professor of English

**Mary Faith Carson* (1967) (2000)**
Professor of Religion

**James W. Caskey* (1968) (1984)**
Director of Financial Aid

**G. Clarke Chapman Jr.* (1963) (2006)**
Professor of Religion

**Kerry Cheever (2013) (2019)**
Professor of Nursing

**Herman E. Collier, Jr.* (1955) (1986)**
President

**Frank Crouch (1996) (2021)**
Vice-President and Dean, Moravian Theological Seminary

**M. Lillian Davenport (1970) (2001)**
Director of Learning Services

**George S. Diamond (1966) (2013)**
Professor of English

**John R. Dilendik Jr. (1973) (2013)**
Professor of Education

**Dennis A. Domchek (1999) (2011)**
Vice President for Finance & Administration

**Helen Paty Eiffe (1963) (1995)**
Director of Student Activities and the Haupert Union

**Sandra E. Fluck (1990) (2012)**
Professor of Education

**John Gehman* (1955) (1992)**
Associate Professor of Accounting

**Joseph J. Gerencher Jr. (1969) (2010)**
Professor of Earth Science

**Daniel Gilbert, Sr.* (1953) (1988)**
Professor of History and College Archivist

**Dennis G. Glew (1970) (2010)**
Professor of Classics and History

**JoAnn Grandi (1966) (2000)**
Director of Media Sources

**James Green* (1979)(1998)**
Professor of Computer Science

**Mary Margaret Gross (1973) (2013)**
Registrar

**Ruth Hailperin* (1952) (1983)**
Professor of Mathematics

**Charles Hargis* (1977) (2004)**
Professor of Doctrinal Theology

**Willard R. Harstine (1982) (2003)**
Associate Professor of Pastoral Theology

**Linda H. Heindel (1966) (2003)**
Dean of Continuing and Graduate Studies

**James S. Hilander (1968) (1995)**
Professor of Sociology

**Joyce Hinnefeld (1997) (2022)**

Professor of English

**Donald W. Hosier (1981) (2003)**
Professor of Biology

**Fran Irish (2009) (2020)**
Associate Professor of Biological Sciences

**Daniel Jasper (2003) (2024)**
Associate Provost & Dean of the College of Arts & Sciences

**Hwa Yol Jung (1962) (2002)**
Professor of Political Science

**Curtis Keim (1980) (2013)**
Professor of History and Political Science

**Dawn Ketterman Benner (1971) (2014)**
Professor of Physical Education
Associate Director of Athletics
Senior Women's Athletics Administrator

**Beverly J. Kochard (1990) (2012)**
Vice President for Student Affairs

**Winfred A. Kohls (1963) (2001)**
Professor of History

**Cynthia Kosso (2015) (2022)**
Provost and Dean of the Faculty

**Astrid Kromayer* (1964) (1992)**
Professor of Spanish

**Karen Kurvink de las Casas (1985) (2012)**
Associate Professor of Biology

**Frank Kuserk* (1977) (2017)**
Professor of Biology

**Jean-Pierre Lalande (1978) (2021)**
Professor of Modern Languages and Literatures

**David L. Langhus (1977) (2013)**
Associate Professor of Chemistry

**Mayo W. Lanning* (1967) (1981)**
Associate Professor of Economics and Business

**Paul S. Larson (1979) (1997)**
Professor of Music

**R. Daniel Libby (1992) (2015)**
Professor of Chemistry

**Janet S. Loengard (1971) (2003)**
Professor of History

**Arthur W. Lyons (1976) (2014)**
Professor of Psychology

**John Makuvek Jr. (1967) (1997)**
Professor of Physical Education; Director of Athletics

**Santo Marabella (1992) (2022)**
Professor of Economics and Business

**Albert H. Martin (1976) (2014)**
Associate Professor of Chemistry

**Robert H. Mayer (1987) (2016)**
Professor of Education

**Marialuisa McAllister* (1965) (2001)**
Professor of Mathematics

**Frederick McConnell Jr.* (1960) (1986)**
Professor of Mathematics

**John W. McDermott Jr. (1968) (2002)**
Professor of Education
Vice President for Planning and Research

**John Thomas Minor (1984) (2001)**
Librarian with Rank of Professor

**James B. Mitchell Jr. (1965) (2010)**
Professor of Biology

**Julia O'Brien (1997) (2024)**
Professor of Old Testament, Lancaster Theological Seminary

**Gary Olson (1974) (2016)**
Professor of Political Science

**Johanna Ott* (1956) (1986)**
Associate Professor of Mathematics

**Thomas L. Parkinson (1985) (2003)**
Professor of Economics and Business

**Joseph L. Powlette (1963) (2013)**
Professor of Physics

**Diane Radycki (1997) (2019)**
Professor of Art

**Jack Ramsey* (1970) (2008)**
**Bertha F. and Bernard L. Cohen**
*Professor of English Language and Literature; Professor of Drama*

**James Ravelle (1978) (2023)**
Professor of Economics and Business

**Linda Ravelle (1989) (2021)**
Associate Professor of Economics and Business

**Martha Reid (1979) (2016)**
Professor of English

**John Reynolds* (1979) (2020)**
Professor of Political Science

**Edward Roeder (1967) (2021)**
Associate Professor of Physics

**Ervin J. Rokke (1997) (2006)**
President

**Shapour Samii* (1963) (1989)**
Professor of Economics and Business

**Monica Schantz (1962) (1995)**
Professor of Music

**Richard Schantz* (1956) (1994)**
Professor of Music

**David Schattschneider* (1968) (2001)**
Dean and Vice President of the Seminary

**Doris J. Schattschneider (1968) (2002)**
Professor of Mathematics

**Michelle Schmidt (2000) (2024)**
Professor of Psychology

**Susan Scholtz (2013) (2024)**
Associate Professor of Nursing

**Susan S. Schuehler (1979) (1994)**
Dean of Continuing Studies

**G. Alden Sears* (1949) (1988)**
Professor of Economics and Business

**Alicia Sevilla* (1984) (2013)**
Professor of Mathematics

**Robert H. Smith* (1976) (2000)**
Vice President for Administration

**Bettie Moretz Smolansky (1964) (2010)**
Professor of Sociology

**Kay B. Somers (1981) (2013)**
Professor of Mathematics

**Donald Spieth* (2007) (2024)**
Adjunct Educator and founder of Moravian College Orchestra

**Donald P. St. John (1981) (2011)**
Professor of Religion

**George Stanley Jr.* (1965) (1987)**
Dean of Students and Vice President for Student Affairs

**Robert W. Stinson* (1970) (2004)**
Professor of History

**John P. Stoneback (1981) (2004)**
Professor of Computer Science

**Anne Thayer (1999) (2024)**
Professor of Church History, Lancaster Theological Seminary

**Lori J. Toedter (1982) (2019)**
Professor of Psychology

**Barbara Vinciguerra (2005) (2022)**
Professor of Economics and Business

**James R. Walker (1979) (2015)**
Professor of Physical Education

**Gordon Weil* (2007) (2015)**
Vice President for Academic Affairs and Dean of the Faculty

**James West (1989) (2023)**
Professor of Economics and Management

**R. Jane Williams (2010) (2018)**
Associate Professor of Pastoral Counseling

**Robert J. Windolph (1969) (2008)**
Dean of Student Life

**Joel D. Wingard (1981) (2014)**
Professor of English

**Hans M. Wuerth (1969) (2001)**
Professor of German

**James Yerkes* (1988) (2001)**
Professor of Religion and Philosophy

***Deceased**

# 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 University 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 University 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 University Faculty

Handbook when any changes are required. Any such updating will occur when the President, the Board of Trustees, the Provost, and/or the University 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 University.

**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 University 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 University 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 University.

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 University, 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 University'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 University 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 University'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 University, 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 University 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 University 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 University 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 University 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 University 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 University 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 University.

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the University. 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 University 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 University.

**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 University 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 University."
**Membership**: Members appointed annually by the associate dean of academic affairs in consultation with the academic dean.

## 2.3.7.23 Institutional Animal Care and Use Committee (IACUC)

Oversees and regulates the use of laboratory animals for research or instructional purposes to oversee; evaluates all aspects of the institution's animal care and use program.

The Institutional Animal Care and Use Committee's purpose is to review submitted research for compliance with the federal and state regulations governing the use of animal subjects. Members are appointed annually by the associate dean for academic affairs in consultation with the academic dean, in consultation with the director of the animal facility and chair of the IACUC.

**Membership**: Three faculty members, one of whom serves as Chair, are appointed annually by CCH in consultation with the AAO. A faculty member from a neighboring institution and a veterinarian are also appointed.

## 2.3.7.24 Campus Sustainability Committee

# Academic Calendars

Academic Calendars are subject to change without notice.

**Check **AMOS** Course Search for specific course start/end dates**

- Academic Calendar 2023-2024 (current)
- Academic Calendar 2024-2025
- Academic Calendar 2025-2026
- Academic Calendar 2026-2027

Future Academic Calendars - forthcoming
Past Academic Calendars

Moravian Theological Seminary - Academic Calendar

# Campus Maps

Moravian University has two beautiful and historic campuses located in Bethlehem, Pennsylvania, just a short drive from Philadelphia, New York City, and Washington, D.C. The campuses are easy to navigate and commute between.
*Download Campus Map*

## Main Street Campus: North

The Main Street—or North—Campus is located in within eight blocks of a residential area. This campus is the center of daily life for most students, as it is home to Reeves Library, Haupert Union Building (the HUB), and the athletics center. Nearly all students spend part of their day on "North Campus"—in classes, doing research, hanging around the Quad attending events, or participating in student clubs and activities.

## Priscilla Payne Hurd Campus: South

The Priscilla Payne Hurd Campus is located eight blocks south of the Main Street Campus, in the Bethlehem Historic District. "South Campus" is home to Moravian's music and art departments, as well as housing options for students. Concert halls, the Payne Art Gallery, art classrooms and studios, practice rooms, and creative-arts technology labs are all found here.

## Campus Highlights

- Steel Athletic Complex
- Moravian Book Shop (428 Main Street, Bethlehem, Pa 18018)
- Touchstone Theatre (321 East 4th Street, Bethlehem, Pa 18015)
- Campus Tree Inventory

## Directions

The Lehigh Valley is approximately 60 miles north of Philadelphia and 90 miles west of New York. Several major highways, two bus companies, and the Lehigh Valley International Airport offer plenty of opportunities to access the Valley and Moravian University.

If traveling by bus (Greyhound or Trans Bridge), your destination should be the Bethlehem Transportation Center, if available. Additionally, the Lehigh Valley International Airport is a 15-minute drive from campus. It is served by several national and regional airlines.

*Moravian University reserves the right, at any time, to discontinue or restructure any courses, programs, or degrees set forth in this catalog.*

*Unless otherwise specified, students follow the requirements in the catalog in effect when they first matriculate at Moravian (when they take their first class), not the catalog in effect at the time of inquiry, application, or acceptance to the University. Updates, revisions, and corrections to the catalog will be posted as necessary.*

*Moravian University encourages persons with disabilities to participate in its programs and activities. Anyone who anticipates needing any type of accommodation or who has questions about the physical access provided should contact Marketing and Communications at 610-861-1365 at least one week prior to visiting Moravian. Admissions visitors should contact 610-861-1320.*