Course Catalog

2021 - 2022

Services and Support

Health Center
Counseling Center
Campus Police

VIEW ALL WELLNESS RESOURCES

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

VIEW ALL DIVERSITY RESOURCES

Student Life Resources

The Division of Student Life strives to advance 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
Counseling Center
Event Management
Dining & Meal Plans
Greek Life
Health Center
Office for Diversity, Equity and Inclusion
Office of Student Development
Office of Spirituality and Inclusion
Residence Life and Housing
Student Engagement

Admissions

Undergraduate Admissions

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.

REQUEST INFO VISIT APPLY

Who do you want to be?

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

FIRST-YEAR FRESHMAN

TRANSFER STUDENT

STUDENT VETERAN

INTERNATIONAL STUDENT

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

Tutoring and Peer Learning

Credit Hour, a measure of academic credit for graduate programs. Full-time study at the undergraduate level equates to a minimum of 12 credit hours or 3 course units. Full-time study at the graduate level typically equates to 9 credit hours or more in a single term. At Moravian Theological Seminary, full-time study is defined as at least 12 credits hours of study in a single term. Half-time is defined as half of the time for any given program. Part-time study is defined as any enrollment greater than 0 credits in a given term, but less than full-time. A minimum of 44 hours in and out of class is required for each credit hour, though this may vary based on disciplinary differences. See the institution's credit hour policy for more information.

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

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

First-year student, a student enrolled in 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 equival3 274.59m/Lang fC i id2

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

The Practice

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

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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 experienceeakiJ7 etc.

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.

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

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

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

For students not exempted from study of a 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.

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.

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

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

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 Associate Provost or the Director of Academic Advising.

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

Programs of Study

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.

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 gTJETEM/Lang (en-US)/o5 (twar)4 Tm[(M

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.

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

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 & Internship

Independent Study

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

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

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

Internship

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

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

Moravian Theological Seminary

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

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

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

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

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

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

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

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

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

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.

the Academic Standards Committee can determine the penalty or may refer the case to Student Development for potential adjudication in accordance with the Student Code of Conduct. Students, faculty, or staff who bring forth charges may not do so anonymously if they wish for the charge to be processed and potentially adjudicated, through they may make their initial conversation with a faculty member private and confidential.

Procedures for and Consequences of Violation The Academic Code of Conduct

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

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

The student must be informed in writing (which may be via email) of the alleged violation and penalty; and a copy of this memo must be sent to the vice provost or (for students in Moravian Theological Seminary) to the Dean of the Moravian Theological Seminary. A message within the course management system is not sufficient. A record of the violation will be kept in the Office of the Provost (or Seminary Dean's Office, with a copy in the record of the Office of Vocation and Enrollment). In alignment with the Student Code of Conduct, these records are considered part of a student's educational record as defined by the Family Educational Rights and Privacy Act (FERPA) and may be released in certain circumstances as allowed by that law. The Un llt4f15 Tm[(b)5 (y tha)14 (t law)60.1 (. The Un lel)5.1 (a)5 (vian The)-4.9 (ological)]nf f

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

Faculty Rights With Regard to Allegations of Violations of The Academic Code of Conduct

The faculty member filing the violation has the right:

- To have the chair or other faculty member present in meetings with the student.
- To confer with the vice provost or Seminary dean on an appropriate penalty for the alleged violation.
- To negotiate with the vice provost or Seminary dean an alternative penalty if the instructor feels there are mitigating circumstances.
- To submit to the Committee any materials relevant to the decision.
- To review in a timely fashion the student's written appeal and respond in writing to the Committee before the case is reviewed, as well as to review any subsequent response provided by the student to the instructor's response cited above. (At this point, there is no further "back-and-forth" with review of materials between the instructor and student.)
- To be apprised of the Committee's decision.

Academic Adivsing

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

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.

Coursew 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

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

Auditing

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

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

Auditors are not expected to submit written work or to take examinations, nor should they expect the instructor to evaluate such work. Students must attend a minimum of two-thirds of the class meetings of the course in order for an audit to be recorded on a transcript. Students may not register to audit Independent Study, Internship, studio art, applied music and music ensembles, Writing

for a course. This restriction does not apply to Honors, independent studies, internships, or recitals.

Pass/No Credit

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

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

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

Grade Change

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

Academic Standing

Dean's Honor List: Undergraduate students who carry three or more completed/graded (letter grade) 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: Mr(aid.)TjETEMC /P 8r:5 (d.)]TJ (o : B1EMC /P 4Ld)7 (obation)]TJETEMC (e)- 0 8 54 397.68 Tm(aid.)0cpO acar4tion r 375c,er empm

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 below:

EXAMINATION	MIN		

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

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 testnts em-s randmaes

- 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 the Dean of Student Success.

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

In order to return to the University, students must contact the Vice

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

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

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

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.

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

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.

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.

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.

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.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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.

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

Honor Societies

Alpha Alpha Alpha: First Generation Honor Society
Advisors: Carol Traupman-Carr and Amy Saul

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

Alpha Psi Omega: National Honorary Theater Society
Advisor: Bill Bauman

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

Delta Omicron: International Music Honors Fraternity
Advisor: Paula Zerkle

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

Iota Iota Iota: National Women's Studies honor society
Advisor: Belinda Waller-Peterson

Kappa Delta Pi: International Honor Society in Education
Advisor: 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: Nicole Loyd

Phi Alpha Theta: National History Honor Society
Advisor: Heikki Lempa

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

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

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

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

Pi Sigma Alpha: National Political Science Honor Society
Advisor: Yayoi Kato

Psi Chi: National Psychology Honor Society
Advisor: Michelle Schmidt

Psi Rho Nu: Neuroscience Honor Society

- Students who plan to pursue graduate studies should contact their advisor to plan additional courses for study.
- Majors in Graphic and Interactive Design should consider taking courses, minoring, or double-majoring in Computer Science or Marketing.

- In art history and some studio art courses, students are required to take a course-related field trip. Cost can be paid in advance to the art office; otherwise, participating students will be billed by the College.
- Art students are required to attend lectures and workshops by visiting artists.
- Art students are strongly encouraged to participate in exhibition opportunities and arts events on campus and in the community.
- Gallery space is designated for exhibitions by students.
- All art m.02 BT0.4 0.4 0.4 rg/TT1mrT0 (tuni9T and in10 (e)-545.65 Tm[(In ar)-19.9 sTT0 1 Tf9 07iion)]TJETEMC /P <22BT0.4 0rT0 (tuni9T and in10 (5 (hC

understanding of communication. Letterforms and design thinking will be studied from the development of the printed page to the present, with particular emphasis on the past century of design. Slide lectures and readings on graphic design history and theory will focus on grounding design in cultural and historical context. History-based design projects will be included. Prerequisite: ART 131. Spring.

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

ART 254. Digital Video. Focuses on the study of moving imagery and its use as an artistic tool for creative expression and social inquiry. Starting with problem solving and idea generation, students move into the traditional language of film, and the theories, disciplines, and procedures used to plan and produce works in video. Through classroctures t diemostru5 (e)14 (tion,s15 (t dis)-549 (cus -5 (sion and thnd s10.1 (o-n a]TJETEMC /P <</Lang (en-US)/MCID 54767>>BDC BT8 0 0 8 54 565.9 Tm[(

contemporary issues that working artists face. ART 363 is much more self-directed than ART 263. As such, students must be ready and willing to be self-motivated and responsible for researching their own original ideas. Students will progress with guidance, as needed, through the creative process. Prerequisite: ART 263.

ART 367. Black-and-White Photography 3. This is primarily an advanced portfolio class for self-motivated students who are capable of working independently. Students will meet as a group and individually with the instructor to monitor the progress of each student's work and participate in informal discussions regarding theory, practice and history. New work must be presented at each meeting. Prerequisite: ART 267 or permission of the instructor.

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

ART 369. Digital Photography 3. This is an advanced course for self-motivated students who are capable of working independently. Drawing from the skills and techniques learned in Digital Photo 1 and 2, students will spend the semester building either one coherent series. Projects must be tailored to be presented in group exhibitions, online portfolio, end of the year senior exhibition, or in another format. Projects will be coupled with a research project and class presentation. Workshops and tutorials in lighting and advanced digital photo methods will be offered periodically throughout the semester as students work on their project. Class examples, discussions, and readings will investigate issues pertaining to art, photography, and contemporary culture, providing a critical, theoretical, and artistic framework for students to develop their work. Students will meet as a group and individually with the instructor to monitor the progress of their project and participate in informal discussions regarding theory, *p58 3 (e) 0 (s) 5 (q) 2 (u) 3 (i) 3 (d) 1 (i) 1 (a) 3 (n) 3 (s) 5 (.) 5 (s) 10 (y) 1 (p) 1 (e) 1 (s) 1 (.) 1 (p) 1 (d) 1 (f) 3 (i) 3 (m) 3 (e) 3 (w) 3 (o) 3 (r) 3 (k) 3 (.) 3 (d) 3 (o) 3 (c) 3 (x) 3 (.) 3 (E) 3 (T) 3 (J) EorMC /P come fter m full-time tudiod14(en-jun)14f(/* at each meeting. Prerequisite: ART 368.

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

ART 371. Advanced Studio Seminar. Advanced discussion and studio/scholarly work focused on contemporary issues of art-making in the context of criticism and theory and as practice (studio/

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

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

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

HLAT 615 – Clinical Imaging (1 credit)
This course provides fundamental clinical knowledge of commonly utilized diagnostic imaging techniques in sports medicine. The course presents both normal and diseased states. Diagnostic imaging techniques discussed include plain radiographs, 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 d (en2thlcr aC /P /Lang (en-US)/MClootQEMC /a.9 (can,)]TJETEMm.)]TJET4.9 (d prdeny unr)13.1(sues ror r)13 (ps)5.2 (t)10 (one f)15/ i research

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.

▲ Courses in 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.

Please use the advising sheet for planning purposes.

Fall Odd

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

Spring Even

HLAT 765: Emerging Practices in Athletic Training
HLAT 800: Advanced Anatomy
HLAT 801: Leadership in Athletic Training
HLAT 810: Independent Research Inquiry
Qualitative Methods and Research Design **
Quantitative Methods and Research Design **
HLAT 814: Practice-Based Evidence
HLAT 822: Sports Nutrition
Advanceven

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

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

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

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

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

HLAT 766: Performing Arts Medicine (3 credits)

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

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

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

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

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

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

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

HLAT 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 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

Departmental Recommendations

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

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

Courses in Biology

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

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

BIOL 103. Human Anatomy and Physiology I. Introduction to concepts and principles important to the understanding of the human body, with clinical applications. Structure and function of tissue, integumentary, skeletal, muscular, articulation, nervous and sensory systems. Fall. Three 50-minute periods, one 3- hour laboratory.

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

BIOL 105. Introduction to Marine Biology. This introductory course will cover a wide range of marine biology topics, covering habitats from the beach to the deep sea and organisms from snails to whales. Class topics will include biodiversity, adaptation to habitats, global change, fisheries, and invasive species, among other issues. Lab sessions will provide opportunities to examine the biology and ecology of marine plants and animals and to design and conduct experiments, with particular focus on the scientific method. There will be one mandatory weekend field trip to the coast to observe animals

in their natural habitat. This course will not count as an elective for the Biology or Environmental Science majors. (F4)

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

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/Piquestr90 ƀDCxticst/P ƛLa, etudeM btl4aour major classes oan, everc20l problems. Prerer90 ƀDCxticst/P ƛLac

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,

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

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

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

Support Leader: Cathy Welsko

Mission Statement

The Economics & Business Department advances the values of the liberal arts and professional education through the traditions of Moravian University. We enact transformational teaching, research, and learning in accounting, economics, and management for undergraduate, graduate, and professional students. Our curricular components are adapted for the distinct needs of each student.

Undergraduate Majors and Minors

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

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

The economics major at Moravian has two tracks:

- Finance
- Theory and Policy

Entrance to Major Ktlrs olicolicy

courses must have the Writing Intensive designation:

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

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

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

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

- Organizational Leadership
- Marketing
- Sport Management

Entrance to Major Requirements

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

MGMT Controlled Elective	Choose 1 of the following: • MGMT 226: Legal Environment Business • MGMT 227 Consumer Behavior • MGMT 251 Marketing Management • MGMT 324 Operations Management • MGMT 333 International Management

EntMC ETagement Track

The Minor in Accounting

The minor in accounting consists of five (5) course units: ECON 152 (final grade of at least C– or better) and ACCT 157, 218, 219, and one (1) additional course in accounting. Students cannot double-count courses in their major and minor, and should consult their advisor about course selection.

The Major in International Management

The major in international management is offered jointly by the Department of Economics and Business and the Department of Modern Languages and Literatures. It consists of six courses in each department and includes a semester-long program of study in a country where French, German or Spanish is spoken as a primary language. Students will consult with advisors to choose programs abroad that complement the programmatic focus. All students interested in this major should consult with Professors James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German). For details on course requirements and options, please refer to this link.

There is no minor offered in International Management.

The Major in Environmental Economics and Policy

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

The Interdepartmental Major

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

Notes for Majors and Minors in Economics and Business

- Entrance to Major Requirements: Students must complete each of the following courses with a C- or better before declaring a major in Accounting, Economics, or Management: ECON 152, statistics requirement (ECON 156 or MATH 107) and the calculus requirement (MATH 108 or MATH 166 or MATH 170. Students may repeat a course to improve the grade in accordance with the University policy on repeating a course.
- Students majoring in programs in the Economics and Business Department are expected to be computer-literate and acquainted with applications in word-processing, spreadsheets, and statistical analysis.
- Algebra and calculus are required in the economics, management, and accounting majors. The algebra requirement ordinarily is met by the completion of three years of secondary mathematics; the calculus requirement is met by taking MATH 108 or MATH 170 (or its equivalent sequence, MATH 106 &166) with final grades of C- or better.
- Transfer students may satisfy the calculus prerequisite through courses taken at other institutions on approval of the Economics and Business Department chair. Students are advised that such courses might not satisfy Moravian's F2 requirement.
- MATH 107 may be substituted for ECON 156 in the major or minor in economics, management, international management, and accounting students who have received academic credit for MATH 107 or MATH231, will not receive credit for ECON 156.
- Students intending graduate work in economics are encouraged strongly to take MATH 171 and MATH 220.
- Majors in economics, management, international management, or accounting are urged to develop a significant concentration in some other area, whether it be mathematics, a natural science, one of the humanities, a foreign language, or another behavioral science.
- ECON 152 will satisfy the M4 Learning in Common requirement in Economic, Social, and Political Systems.
- All students majoring in the department must enroll in one writing-intensive (WI) course within their major.
- Students may major in one field in the department and minor in another but may not double-count courses (i.e., count a single course towards both the major and the minor). Students should consult their advisor or the chair regarding acceptable substitute courses.
- Majors in this department may not take any full-unit courses in the department on a pass/no credit basis.
- The department recognizes self-designed and interdisciplinary majors and minors and conforms to University policy with regard to their requirements. Advisors should consult the most recent edition of this catalog for requirements and more information.
- Challenges to all course prerequisites must be approved by the department chair.

Dual Degree 4+1 Programs

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

Available 4+1 Degrees:

- MGMT 4+1 MBA

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

MBA Concentrations are in available in:

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

An example Degree map for each concentration is available at this link

- ACCT 4+1 MBA

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

MBA Concentrations are in available in:

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

An example Degree map is available at this link.

- MGMT 4+1 MHA

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

MBA Concentrations are in available in:

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

An example Degree map is available at this link.

Graduate Programs

The Moravian MBA program develops leaders with the skills and adaptability to manage complex, diverse, and fast-changing situations in today's business world. The Moravian MBA program is flexible, convenient, and affordable to meet the needs of today's students in a busy world, a curriculum which gives you the tools for a successful career. We believe that some of the most valuable lessons are learned outside of the classroom. That's why we partner with the Lehigh Valley's leading employers to offer personalized learning programs, internships, and real-world course work.The Moravian MBA is accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

Leadership Core:

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

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

Functional Core:

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

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

MBA Concentrations:

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

Accounting Concentration

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

Required Accounting Concentration Courses:

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

Business Analytics Concentration

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

Required Business Analytics Concentration Courses:

- MGMT 553: Big Data Management
- MGMT 556: Decision Analysis
- MGMT 557: Big Data Analytics
- MGMT 5xx: Elective
  - Elective Course: One non-core and non-Business Analytics Concentration course offered in the MBA, Master of Human Resource Management, or Master of Health Administration programs (500/600 level courses). Consult with your advisor in selecting this course.

Finance Concentration

Required Finance Concentration Courses:

- MGMT

Healthcare Management Concentration

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

Required Healthcare Management Concentration Courses:

- MGMT 532: Managing Health Care Organizations
- MGMT 534: Health Care Economics and Financing Systems
- MGMT 536: Law, Regulations & Ethics in the Health Care Environment
- MGMT 5xx: Elective
  - Elective Course: One non-core and non-Business Analytics

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

Human Resource Management Concentration

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

Required Human Resource Management Concentration Courses:

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

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

Supply Chain Management Concentration

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

Required Supply Chain Management Concentration Courses:

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

General Management Concentration

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

Required General Management Concentration Courses:

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

Bundle and Build Program

The Moravian University Bundle & Build program gives students the opportunity to develop specific professional skills with one or more Graduate Professional Certificates. The courses included in the Bundle & Build program will also apply towards the MBA degree for students interested in pursuing a graduate degree.

There are eight Bundle & Build offerings that result in Graduate Certificates within the Moravian College MBA program. Each Certificate is a four-course bundle that includes both required and elective courses.

Bundle & Build Graduate Certificates are the following –

Organizational Leadership (Required for MBA)

Business Foundations (Required for MBA)

Business Management

Corporate Financial Analysis

Data Analytics

Healthcare Management

Supply Chain Management

Human Resource Management

Training & Development Management

- MGMT 561: Measurement Strategies & Methods in HR
- MGMT 562: Human Resource Information Systems
- MGMT 565: Global Talent Management
- MGMT 567: Compensation and Benefits
- MGMT 571: Leading Change in Organizations
- MGMT 579: Strategic HR Management

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

HR Leadership Concentration:

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

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

Learning and Performance Management Concentration

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

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

Master of Science in Data Analytics (MSDA) Online

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

MSDA Core Courses:

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

The Master of Health Administration (MHA)

Healthcare is an industry changing faster than any other. Bringing together the best practices in healthcare and business, the Moravian MHA program prepares students to manage health care organizations at all levels -- health systems, hospitals, clinics, physician practices, rehabilitation centers, skilled nursing facilities, and others -- in this dynamic environment. Best business practices are shared among student professionals from a variety of organizations representing a cross-section of the Lehigh Valley's business community. This program is strategically designed for you to succeed in today's complex healthcare environment.

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

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

Students take three (3) MGMT 500-level elective courses in areas of their interest such as business analytics, HR management, or

supply chain management, from among the several concentrations in Moravian's graduate Business, Education, and Nursing programs. Visit Moravian Graduate Programs & Courses to view the list of available courses. Some courses have prerequisites. An advisor will help you select your electives.

Graduate Professional Certificate Programs

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

Students who hold only a baccalaureate degree must complete four courses to earn the certificate. Students holding a master's degree may be able to complete the certificate with three courses.Course credits earned for a Graduate Professional Certificate may be applied toward a Master of Health Administration, MBA, or Master in Human Resource Management degree at Moravian University.

The concentrations offered are:

Business Foundations

Required Business Foundations Certificate Courses:

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

Business Management

Required Business Foundations Certificate Courses:

- MGMT 515: Microeconomic Foundations for Strategic Management
- MGMT 523: Marketing Management & Strategy
- MGMT 552: Managerial Accounting
- MGMT 556: Decision Analysis
- MGMT 577: Project Planning & Management

Corporate Financial Analysis

Required Corporate Financial Analysis Certificate Courses:

- MGMT 517: Corporate Finance (required)
- MGMT 518: Advanced Corporate Finance (required)

Two (2) elective courses

- MGMT 516: Financial Markets & Marcoeconomics
- MGMT 556: Decision Analysis
- MGMT 558: Risk Analysis
- MGMt 629: Quantitative Finance

Data Analytics

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

Required Data Analytics Certificate Courses:

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

Healthcare Management

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

Required Healthcare Management Certificate Courses:

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

Human Resource Management

The Human Resource Management Certificate provides an advanced level of understanding that enables you to evaluate the internal and external environments, using data driven management techniques that align HR practices with business str ƀDC BT⁄Lan,ypr, usingD:rel coursance5 (e3n)

- MGMT 549: Supply Chain Management Technology
- MGMT 556: Decision Analysis or MGMT 577: Project Management

monopoly pricing. Prerequisites: ECON 152 and 156 (final grades of

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

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

MGMT 512. Women in Leadership. As the opportunities for women's advancement in the workplace become more competitive the ability to be prominent and exhibit one's capabilities to make a significant contribution toward an organization's success is more important than ever. To substantiate those skills, women must

storage, and processing. Discussion includes open source and commercial solutions, with special attention being paid to large distributed database systems and data warehousing. The course introduces technologies and modeling methods for large-scale, distributed analytics. 3 graduate credits. Prerequisite: None.

MGMT 554. Intellectual Property Asset Management. It is widely commented that physical assets are on a broad decline in relative importance across many industries while intangible assets, particularly intellectual property assets (e.g.: staff know how, brands, patents, proprietary software, and data), are ascending rapidly in importance as main sources of strategic advantage and earnings generation potential. Intellectual Property Asset Management will provide students with a full appreciation of the use of their organization's intellectual property assets. A considerable amount of complex negotiations with other firms is frequently required to assemble and utilize intellectual property asset portfolios effectively, both as stand alone assets and as integral parts of partnership and joint venture arrangements. Therefore, the course also provides managers with negotiations skills training, including both concepts and workshop mode negotiation practice. 3 graduate credits. Prerequisite: None.

MGMT 555. Business Research Methods. Good business decisions and strategy depend on drawing inferences from data. Today businesses gather and store vast amounts of data on customers, markets, and the business itself. In this course students will learn how to predict and explain phenomena in the environment through the gathering, analyzing, interpreting, and reporting of information that makes business decision makers more effective. The course focuses on methods of conducting business research, including data collection and sampling, measurement, hypothesis testing, basic quantitative

collective bargaining on the public-school setting. Prerequisite: None.

MGMT 565. Global Talent Management. Various methods for acquiring the critical skills needed to produce products and services are examined in this course. In addition to the traditional staffing topics of recruiting, selecting and retaining employees, outsourcing and importing human resources to meet organizations' strategic skill and knowledge needs will be examined. Other topics may include equal employment opportunity, human resource planning, determination of staffing needs, internal and external recruitment strategies, selection interviews, tests and assessment procedures, placement, promotion, transfer policies and retention strategies. Prerequisite: MGMT 561 Measurement Strategies & Methods in HR Management or MGMT 555 Business Research Methods.

MGMT 567. Managing Compensation and Benefits. This course examines the goals of the organization in its employment of human resources including the use of reward systems, monetary and non-monetary, intrinsic and extrinsic, in the motivation of goal-oriented behavior as a major factor in influencing people's actions in the workplace. The effects of reward systems on recruiting, performance, satisfaction and tenure are examined. The course also explores pay system components such as entry position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects of reward systems, such as federal wage and hour laws and the Employee Retirement Income Security Act, are examined. The value of healthcare benefits to organizations and employees is also discussed. Prerequisite: None.

autism endorsement, online instruction endorsement, and special education. The Master of Arts in Teaching program offers initial licensure and advanced study at the graduate level.

Admission to the Program

Acceptance to Moravian University does not guarantee

Education 371 and 375-377 Taken in fall of the senior year; clearances and other documents for fieldwork required; overall

In addition, students complete all of the courses listed for the Early Childhood Certification Program: Education 100.2, 160, 210, 211, 213.2, 214.2, 216, 218.2, 222, 321, 322, 323, 324, 358.2, 359.2, 370, 375, 376, and 377. Students also complete the normal Learning in Common Curriculum.

The Minor in Education

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

The Education Department offers a Master of Education degree in curriculum and instruction for practicing teachers. Each course in this 36-credit program is immediately applicable to the classroom, with an underlying philosophy of reflective teaching and a focus on action research. Courses are available to all certified teachers and may be taken as part of the larger M.Ed. program, to satisfy Act 48 requirements, or simply for intellectual and professional enrichment. Advanced Pennsylvania certification options are also available in ESL, reading, the principalship, supervisor of curriculum and instruction, and special education. Qualified graduate students may also pursue initial licensure and/or earn a graduate degree in education through our innovative inquiry-based Master of Arts in Teaching (M.A.T.) program.

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Undergraduate Courses in Education

Note: Students must complete all foundation (100 level) courses with

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

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

EDUC 213.2. Imagination and Creativity in Young Children. This course examines why art experiences are valuable in young children's development and how to incorporate meaningful art activities across the preK-4 curriculum. Students in this hands-on class will make process-based artworks using a variety of art materials and learn how to adapt art instruction to ensure all children succeed, including diverse learners such as ELL's and children with disabilities. Note: In combination with Education 214.2, this course fulfills the Learning in Common M6 requirement. Prerequisites: GPA of 2.70. Prerequisite or Co-requisites EDUC 100.2, EDUC 160. Fall and spring.

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

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

EDUC 218.2. Movement, Health, 1O7 (af)13 (ety Education)]TJETEMC /P <Lang (en-US)/MCID 10518 BDC BT9.5 0 0 9.5 54 130.9 Tm[(f)7

EDUC 333. Literacy for the Middle Level Learner. This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; Education 100.2, 130, 131, 160, 140.2 and 244; Writing 100 or FYS; passing scores on PAPA Reading, Writing and Mathematics. Spring.

EDUC 358 (or 358. is.USe: Educaeyed.

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

EDUC 379. Seminar for Art Student Teachers. Weekly seminar integrates theory with classroom experience for pre-service

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,

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

multi-media presentation, and draft a manuscript for submission to a professional journal. (Three credits. Pre-Requisite: Successful Completion of EDUC 704-05 or equivalent.)

EDUC 713 Facilitating School Improvement

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

EDUC 714 Supervisory Practicum I

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include identifying staff development needs and resources, planning activities to address the needs of the educational program, integrating curriculum across multiple disciplines, and budgetary planning for curriculum and personnel development. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the supervisory coursework standards is a requirement needed prior to registration for EDUC 714. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Co-Requisite: Supervisory Certification Candidacy and final fall 600-series course with no grade lower than B. Three credits; Fall)

EDUC 715 Supervisory Practicum II

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

EDUC 723 Organizational Leadership

Students enrolled in this course will develop a School Improvement Case Study, including a stakeholder analysis and invitation to participate; school context and student performance data analysis; construction of a consensual vision with stakeholder participants; school improvement research appropriate to the specific school improvement initiative; alignment of challenges, vision, program and school improvement strategy; and the implementation and critique of an action plan for the project. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the PiL standards is a requirement needed prior to registration for EDUC 723. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer)

EDUC 724 Principal Certification Practicum I

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

EDUC 725 Principal Certification Practicum II

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

Graduate Education – MAT Courses

EDUC 501 Young Adult Literature (MAT)

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

EDUC 502.2 Introduction to Education English Learners (MAT)

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

education. Students will learn clear models of strategic teaching leading to students' success.

EDUC 503 Student Development and Instructional Design (MAT)

The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective

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 Creative Expression (the Arts) (MAT)

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

3. 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**

4. Writing Electives

Four writing courses (chosen from the following list of current English catalog and special topics courses), at least two of which must be at the 300 level. Note that students may complete an additional internship (386), following on the required internship listed under part III above, as one of these four required writing courses.

- ENGL 211 WI*: Creative Nonfiction
- ENGL 212 WI*: Introduction to Creative Writing
- ENGL 213.2: Working with Student Writers
- ENGL 214.2: Writing Studies Research Seminar
- ENGL 216: Professional Writing
- ENGL 217 WI*: Introduction to Writing Arts
- ENGL 218: Digital Rhetoric and Writing
- ENGL 224: News and Feature Writing
- ENGL 230: Public Speaking
- ENGL 242: Environmental Writing
- ENGL 263: Writing as Activism
- ENGL 311: Fiction Writing
- ENGL 312: News and Feature Writing in the Digital Age
- ENGL 313: Poetry Writing
- ENGL 316: Rhetorics of Everyday Life

and leadership skills through extensive practice with student writing samples and a range of reflective and research-based assignments. We will also address considerations broadly related to student success and academic readiness. This course is designed to support students who wish to become Writing Fellows or Writing Center Tutors. Prerequisites: LinC F1 and permission of instructor.

ENGL 214.2. Writing Studies Research Seminar. This course builds upon concepts covered in ENGL 213.2 and provides guided instruction in composition and writing tutoring research. Students identify a topic of interest, then develop and carry out a small-scale research project. Students are expected to present or publish their research for a wider audience in a venue appropriate to the purpose and context of the project. Prerequisites: ENGL 213.2, cGPA of 3.00, or permission of instructor.

ENGL 216. Professional Writing. Introduction to business and technical composing practices and genres with an emphasis on audience awareness, document design, and project development and management. Includes critical rhetorical study and creation of job and grant application materials, manuals, proposals, print and digital marketing materials, and other deliverables requested as part of the class's service learning collaboration with local nonprofit organizations.

ENGL 217. Introduction to Writing Arts. Students explore foundational concepts in writing studies in order to understand writing as both a subject of study and a significant symbolic activity in our everyday lives. (WI)

ENGL 218. Digital Rhetoric and Writing. Students rhetorically analyze established and emerging digital genres in order to gain the theoretical and practical background necessary to approach the production of writing for digital platforms.

ENGL 221. The English Language. Introduction to phonology, grammar, lexicon, and other aspects of English from its beginning to the present, with an emphasis on current language issues.

ENGL 224. Introduction to Journalism. An integrative journalism course in which students will learn how to report, write, edit and pitch news and features for a variety of media outlets; taught by an active media professional, with assistance and resources from Moravian's Zinczenko C(ces)-4.T0 1 Tf-0.003 Tw 8 0 0 8 223.2682 411.4434 379.9 tnen-liAsistance and resource

sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices.

ENGL 311. Fiction Writing. Focused study of contemporary fiction, writing of several complete fictional works. Workshop setting. Prerequisites: English 216 or permission of instructor. (M6)

ENGL 312. News and Feature Writing in the Digital Age. Building on the foundation of Introduction to Journalism (English 224), this course combines advanced hard news reporting skills with creative storytelling techniques of feature writing. Students will write and edit story packages for print, online, and mobile media, incorporate photos and video, and use the fundamentals of SEO and social media to promote the content they create. Prerequisites: ENGL 224 (Introduction to Journalism) or another 200-level English writing course approved by the English Department Chair.

ENGL 313. Poetry Writing. Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 212 or permission of instructor. (M6)

ENGL 316. Rhetorics of Everyday Life. Students analyze contemporary everyday discourses through rhetorical lenses, focusing on the ways language and other symbols function to persuade and/or to promote or prohibit understanding across differences. Students study theories of rhetorical analysis and practice those theories by analyzing self-selected contemporary discursive artifacts from pop culture, politics, and other aspects of everyday life. Students learn methods for critiquing the relative effectiveness of discourses within certain contexts as well as how to use that knowledge to better assess the effectiveness of their own writing.

ENGL 320. The Art of Poetry. Designed to provide the student of literature with theories and techniques for understanding, appreciating, and evaluating poetry. Prerequisite: ENGL 225 or

Interim Director: Diane Husic

The environmental studies and sciences program at Moravian University acquaints students with the myriad environmental issues

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 22/ssNoBD21VV.2 564.4 y 212

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 264. Dying to Go Green: The Green Burial

- 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: FoMC /PM44 0.4 003288 732HLC TR1 15067lional cou27 049 0soduct& D63 259.15 Tm 049d9.1 (f Biology)]TJETEMC /P <Lang (en-U62US)/MCI

- BIOL 111: Foundations of Biology

BIOL 111: FoMC /PM44 0.4 00091 1588DC B1 1 rgSs(es.15an De1 rg/lopmeional cou10 (or)-19.9 (y S)-5 (o)-7.9 (ciology)]53US)/MCID 12837 BDC BT0 0.1

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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: no first-semester freshman.

HLTR 231. Nutrition for Health. Food is essential not only for our health and wellbeing, but also for our basic survival. How we obtain, preserve, and prepare our food has changed drastically since the days when our hunter-gatherer ancestors discovered fire, domesticated the first livestock, and cultivated the earliest crops. Today, concerns about food safety, poor diets, and obesity dominate the U.S. headlines, and we are bombarded with all sorts of conflicting dietary claims in the media or via the internet. This course will focus on the science of nutrition: the macro and micro nutrients we need and why, the linkages between energy balance and body composition disordered eating, and food safety. Because there are so many false, conflicting, and newly-emerging (but as of yet, unproven) claims about diet and our health, we will also use the scientific understanding gained to help identify credible sources of information about nutrition, diet plans and dietary supplements, and food safety.

HLTR 250.2. Anatomy & Physiology of the Speech & Hearing Mechanism. This is a course in the anatomical and physiological bases of human communication. This is a lecture-style 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 responsible for speech, hearing, swallowing and vocalization. The successful completion of this course is required as a prerequisite for most graduate programs in Speech-Language Pathology or Audiology.

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 260. Kinesiology. Upon completion of this course, a student should be able to identify the structural characteristics, movements, and muscles acting as the major joints of the body. The student will be able to select movements or exercises which utilize specific muscle groups and analyze the joint actions, muscle actions, and mechanical principles which apply to the performance of a specific movement. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350. Fall.

HLTR 261. Management and Prevention of Sports Injuries. This course is an introduction to the principles and practices associated with sport and fitness injury management. The course emphasizes the development of competencies in the recognition and treatment of injuries appropriate for professionals working with active populations. Topics include injury mechanics, injury prevention strategies, and injury recognition and management. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350 and HLTR 260. Spring.

HLTR 310. Research Methodology in the Health Sciences. Scientific method as the means through which knowledge advances in allied health fields. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze data. Writing intensive. Prerequisite: PSYC 120 and junior or senior class standing.

HLTR 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

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

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 Mui(, c.)]TJayld, et oblish Eo-. Endr (t oblish)]TJETE

Latin America with the United States. Students will discuss issues of national sovereignty, economic development, political revolution, defense strategy, human rights, and immigration as they pertain to these relations. Attention to Mexico, the Caribbean, and Central America in their interaction with the United States. (M5)

HIST 260. Environmental History. Explores the changing relationship between human agency and the environment over the course of world history. Themes include the agricultural and industrial revolutions, the integration of world ecozones, historical epidemiology, and the impact of technological change on the environment.

HIST 265. Introduction to Experimental Archaeology. Introduction to Experimental Archaeology focuses on learning about the past by recreating and reverse-engineering artifacts, structures, and techniques. For example, we will create some stone tools through flint knapping, create some premodern pottery using bonfires and/or kilns, and collaborate on construction of a structure or other large project. The course has a lab component, for which a lab fee will be charged. The course may require a weekend camping trip and a trip to a museum. Class meetings will be held on Moravian's campus and at the Deputy Center in Bangor. (U1)

HIST 270. Historical Methods and Interpretations. The first half of the course introduces the main philosophies and schools of historical analysis: Marxist history, psychohistory, Annaliste, women's, social, and cultural history. Topics include contributions of major historians and current historical debates and controversies. In the second half, students receive a systematic introduction to historical research, including major research tools in the field, research methods and strategies, models of historical research, preparation and evaluation of formal presentations on historical topics. Required for history and historical studies majors. Prerequisite: Any history course.

HIST 288. Internship in History. This course will accompany students as they complete internships, providing them with a structure and format for reflecting on their experiences. Students will meet as a group once per week and complete at least 8 hours per week of fieldwork. Fieldtrips will examine the ways in which public history is constructed and presented. Students will also explore their own career plans. Prerequisites: junior or senior class-standing, and at least one 100-level history course.

HIST 371. Senior Seminar. Students will prepare a research paper suitable for delivery at an undergraduate conference. Topics, which must be approved by the instructor, may be from any area of study covered in the department courses. One member of the department will direct the seminar and hold its weekly meetings, but all history faculty will serve as advisors as the students prepare their projects. Prerequisites: Senior standing and completion of at least one history seminar and HIST 270, or permission of instructor. Fall. One 2-hour period.

HIST 374. Seminar: History of the Emotions. What are emotions? How have they been used and manipulated throughout history? Was a middle-class man (or woman) entitled to have emotions? What is love, and what have been its institutions over time? The seminar will examine the emotional background of French and German dueling in the 19th century, as well as the emotions and reactions of those whose duty was to destroy all enemies of the nation. This research seminar explores one of the most profound features of human identity over the last 500 years, and one that has received little attention from history.

HIST 375. First People of North America. Provides an introduction to the interdisciplinary methodology of ethnohistory with which students will explore the history of First People within the U.S. and Canada. Because of the diversity and complexity of First People's cultures, this course will explore select themes, including but not limited to oral history, cosmology and religion, colonization, disease, trade, and cultural change and continuity. Using primary sources, students will write an ethnohistorical research paper on a topic of their choice.

HIST 376. Medieval Peasants. (also MDVL 376). Provides an introduction to the primary sources, methodology, and historiographical debates surrounding the late-medieval English peasantry. Topics covered include the effects of the Black Death, the extent of community and cohesion within peasant villages, changes in inheritance practices, and mechanisms of charity. Students will write article-length papers based on both primary and secondary sources. Prerequisite: Completion of HIST 270 with a grade of C or better.

HIST 377. Modern Mexico. This course explored the creation of modern Mexico from a social and cultural perspective. It begins with an analysis of the independence war followed by a study of the difficulties faced by the new nation such as the Mexican-American War. Then we examine the conditions generated by the dictatorship of General Porfirio Diaz, who ruled the country for more than three decades, resulting in a civil war: the Mexican revolution. We will look at the institutionalization of the social revolution, the rise of nationalism and the social movements that have created present-day Mexico. The course concentrates on three main themes: race, gender and public health. Our journey is based on the analysis of a vast array of primary sources and secondary sources which not only include official documents, newspapers or images; but also literature, art, cinema and other cultural manifestations. Prerequisite: any 200-level HIST course.

HIST 385. History Fellowship. Highly motivated history and history/education students may be chosen as History Fellows: teaching assistants for the lower-level survey courses. They will assist the professor in preparing the class; serve as tutors; and lead group discussions and moderate Blackboard discussions. The fellows will enjoy one-to-one interaction with faculty, gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material. The fellowship ends with a substantial research paper or journal. Prerequisites: Second-semester sophomore standing (or higher) and GPA of 3.50 or above in the major; a grade of at least A– in the survey course to which the fellow is assigned; competitive application process, including interview with department chair.

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

Interdisciplinary Programs

First-Year Writing

Director of Writing: Dr. Crystal Fodrey
C71

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: First-Year Writing Seminar OR the two semester course sequence of Writing 101: College Reading and Writing and LinC 102: Writing Seminar OR the two semester course sequence of Writing 105: College Reading and Writing for Multilingual Learners I and Writing 106: College Reading and Writing for Multilingual Learners II. While these different

class.

Interdisciplinary Courses

IDIS 110. World Geography and Global Issues. Relationships between place and culture, politics, economics, and society. How various regions respond to problems such as poverty, war, and health care, and how their responses affect the global community. Topics change at the discretion of the instructor. Two 70-minute periods. (M5)

IDIS 165. Life Walk of Justice: Introduction to Peace and Justice Studies. (Also Religion 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in)justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. Prerequisites: First-Year students and sophomores only; juniors and seniors with permission of the instructor. (M3)

IDIS 185. (185.2). Interdisciplinary Project
The Interdisciplinary Project is an experiential and interdisciplinary project available to students who have completed at least one term of study at Moravian 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

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, [illegible] failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)

IDIS 222. African Art. (Also Art 22azi Germany.

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 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)

- possibilities and strategies to encourage personal and collective transformation for the public good and individual human flourishing.

The minor consists of five course units: IDIS 165 and 385, plus two courses from the first group listed below (Courses in Religion, Peace, and Justice) and one course from the second group (Structures and Ideas). In addition to the courses listed in the groups below, certain special topics courses may also be approved as choices in these groups. Interested students should check with the advisors for the minor. Ideally, Interdisciplinary 165 is taken before other courses in the minor. No more than one course from the first group taken prior to Interdisciplinary 165 may count toward the minor.

Students will choose two (2) from among the following courses in the department of religion that focus on the nexus of religion, peace and justice. Additional courses may be added to this list as they become available according to faculty interest and development:

Philosophy 250	Environmental Philosophy and Religion
Religion 210	Christian Ethics, War and Just Peacemaking
Religion 240	Jewish and Christian Feminism
Religion 245	Religion and Politics
Religion 246	War and Peace in the Biblical World
Religion 255	Liberation Theology with Travel Seminar
Religion/Interdisciplinary 263	Civil Rights and the Moral Life
Religion 370	The Problem of Evil
Sociology 268	Nation, Religion and Region in India

Students choose one course in the applied analysis of peace and justice issues in specific social, political, economic, and cultural systems; and/or on how peace and justice are theorized. These courses may be changed and added to in accordance with faculty interest in this program.

Art 212	Artists as Activists
Education 160	Culture, Community, Diversity: Introduction to Cultural Diversity
English 263	Writing And/As Activism
English 344	Native American Literature
History 220	The Holocaust
History/Interdisciplinary 220	The Holocaust
Interdisciplinary 104	Experience of Literature: War in the 20th and 21st centuries
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 212	Artists as Activists
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Philosophy/Women's Studies 265	Feminist Philosophy
Political Science 115	International Politics
Political 120	Introduction to Political Thinking
Political Science 210	US Workers in the New Globalized Economy
Political Science 245	Politics of the Third World
Political Science/Women's Studies 257	Politics of Women's Rights in Asia
Political Science/Women's Studies 260	Critical Gender Studies
Sociology 258	Structured Inequalities
Sociology 268	Nation, Religion & Region in India
Sociology/Interdisciplinary 358	Segregation in America: The Legacy of Jim Crow
Spanish 345	Agency, Citizenship and Identity in the Southern Cone

It is the student's responsibility to ensure that he or she meets all course prerequisites before selecting courses from the above lists to complete the minor.

PJUS 244. What is Peace?. (Also REL/PHIL 244). This course introduces students to the complex notion of peace through its historical origins, evolution of meaning, and relation to second-order concepts such as justice, violence/nonviolence and war. We will study a plurality of theories and practices of peace, diverse approaches to peace, and numerous perspectives and prospects for achieving and building peace. By the end of the semester, students will draw their studies together by developing their own philosophical/theological/social response to the question: What is Peace? (M3)

PJUS 265. Japan: Experiencing Culture, Peacebuilding, History. This course consists of a two-week travel seminar to Japan along with pre- and post-trip reading, reflection, writing, and discussion. Students will be exposed to the rich history and culture of Japan while also experiencing contemporary Japanese society. Students will explore Japanese culture through studying the continuing legacy of war and of the atomic bombings of Hiroshima and Nagasaki. While yearly foci of the course will change in accordance with different faculty leaders, the course will explicitly tie content to InFocus challenge areas. Students will have opportunities to learn alongside peers from Moravian partners. Current partners include Osaka Ohtani University and Nagasaki University. (M5)

Student Success

COLL 100. Student Success Seminar. This course helps students explore how to more successfully engage in the academic life and work of the 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.

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

appropriate group.

Pure Mathematics Track:
In addition to the four required courses and the capstone experience, the Pure Mathematics Track requires five additional courses in Mathematics. One of these courses is a required course, MATH 220. For the remaining four courses, students in this track will choose three Pure Mathematics Courses and one Applied Mathematics Course. Students in the Pure Mathematics track must also choose two co-requisite courses from the following group of four courses: PHYS 111, PHYS 112, CSCI 120 and CSCI 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

Applied Mathematics Track:
In addition to the four required courses and the capstone experience, the Applied Mathematics Track requires six additional courses in Mathematics. Two of these courses are required courses, MATH 220 and 254. For the remaining four courses, students in this track will choose three Applied Mathematics Courses and one Pure Mathematics Course.

Applied Mathematics students must also choose two co-requisite courses from the following group of four courses: PHYS 111, PHYS 112, CSCI 120 and CSCI 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

Actuarial Science Track:
In addition to the four required courses and the capstone experience, the Actuarial Science Track requires six additional courses in Mathematics; three required courses and three electives numbered 210 or higher. The additional required courses are MATH 231, 332 and 251. The three additional electives must include at least one Applied Mathematics Course and at least one Pure Mathematics Course.

Actuarial Science students must also take three co-requisite courses, which includes CSCI 120, ECON 152, and one ECON course chosen from the following group of three courses: ECON 225, 226 and 256. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

Secondary Education Certification:
Students planning to teach mathematics in secondary schools who are interested in the Pure Mathematics Track must complete the following courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), 171, 211, 212, 220, 231, 347, 348, 370, and one of the following: MATH 324, 365, or 366.

Students planning to teach mathematics in secondary schools who are interested in the Applied Mathematics Track must complete the following courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), 171, 211, 212, 220, 231, 254, 347, 348, 370, and one of the following: MATH 230, 258, 251, 337, or PHYS 343.

Middle Level Education Certification:
Students who are seeking certification in middle level education with a major in mathematics can complete either the Pure or Applied Mathematics Track.

Early Childhood Education Certification:
Students who are seeking certification in early childhood education with a major in mathematics should take the Pure Mathematics Track and are required to complete PHYS 111. The second co-requisite course is waived for these students. Students who are pursuing early childhood teacher certification with a major in mathematics do not need to complete MATH 120.

Courses in Mathematics (MATH) are listed below.

The Minor in Mathematics

The minor in mathematics consists of five course units in mathematics: MATH 170 (or the equivalent sequence Mathematics MATH 106 and MATH 166), MATH 171, and three MATH courses numbered 210 or above.

The 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 six mathematics courses that meet Set I requirements are MATH 170 (or its equivalent sequence MATH106 and MATH166), MATH 171, MATH 211, and three additional MATH courses chosen by the student with the approval of the advisor. Mathematics courses to be taken to satisfy Set II requirements will be determined by the student's prior preparation in mathematics and his or her educational objectives.

Computer Science:

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.

Computer science offers a General track and a Data science track. CSCI 120, 121, 265, 244, 234 and 334 are required for either track. The general track includes additional requirements within computer science as well as MATH 106/166 or MATH 170 as a co-requisite. The data science track includes additional requirements within mathematics as well as courses in applications and ethics.

General Track 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

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.
126126

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).

CSCI 260. Artificial Intelligence. Topics and methods for emulating natural intelligence using computer-based systems. Topics include learning, planning, natural-language processing, machine vision, neural networks, genetic algorithms. Prerequisite: CSCI 120.

CSCI 265. Database Systems. Data file organization and processing, indexed data files and indexing techniques, database design; database applications; query languages; relational databases, algebra, and calculus; client-server models and applications; database system implementation and web programming. Prerequisite: CSCI 120 or permission of the instructor.

CSCI 320. Networking and Distributed Computing. Theory and practice of concurrent programming. We examine the difference between shared- and distributed-memory models of computation, what problems are computable in parallel and distributed systems, the principle differences between concurrent and sequential programming, as well as data structures and algorithms for concurrent programming. Prerequisite: CSCI 244.

CSCI 330. Game Programming. Focus on the mathematics and algorithms necessary to create computer games and the software engineering principles used to manage the complexity of these programs. Topics include advanced programming in an object-oriented language, the mathematics of game programming, artificial intelligence, event-loop programming, and 2D graphics. Prerequisite: CSCI 244.

CSCI 333. Operating Systems. The structure and organization of operating systems, how modern operating systems support multiprogramming (e.g., processes, threads, communication and synchronization, memory management, etc.), files systems, and security. Programming projects involve both using operating system services as well as the implementation of core operating system components. Prerequisites: CSCI 222 and CSCI 244.

CSCI 334. Systems Design and Implementation. Project-oriented study of ideas and techniques for design and implementation of computer-based systems. Topics include project organization, interface design, documentation, and verification. Prerequisites: CSCI 234 and senior standing. Writing-intensive.

CSCI 335. Simulation. When real-world experiments are either too dangerous or too expensive to perform, computer simulation is used as an alternative. In addition to considering how to model real-world problems using computer simulation, this course studies other relevant topics including how to generate random data using a deterministic machine and how to collect and display data in a meaningful way.

CSCI 364. Foundations of Computing. Theoretical aspects of computing. Topics include formal languages (regular, context-free, and context-sensitive grammars), automata (finite-state machines, push-down automata, and Turing machines), limitations of respective computational models, and unsolvable problems. Prerequisite: CSCI 244.

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

Medieval Studies

See Interdisciplinary Programs

Modern Languages and Literatures

Chair: Professor McKeown
Professors: McKeown, Mesa
Associate Professors: Ferrero, Hildebrandt, Lasso-von Lang
Assistant Professor of Practice: Branton-Desris
Emeritus Faculty: Lalande
Visiting Instructors: Sánchez, Roibal Fernandez
Adjunct Faculty: Buckley, Emiliani-Mowrey, Karam, Krohn, Villarreal
Postdoctoral Teaching Fellow: Hou

Majors and minors are offered in French, German, and Spanish. Courses in Latin, Arabic and Italian are available, while Greek, Chinese, Japanese, and Russian may be taken by cross-registration at other LVAIC member institutions. The department also offers a major in international management jointly with the Department of Economics and Business and world languages education certification in conjunction with the Department of Education.

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, 4nuf, Haup7 (ilm and Liter)27 (a8 0 qmusy0ting skills)15.2 (. R)25.1 (eading)5nmand genCID(tmauden)14 (our)13 (

Courses in Japanese may be scheduled through cross-registration at Lehigh University.

Courses in Russian may be scheduled through cross-registration at other area colleges.

SPAN 100. Introductory Spanish I. Beginning study of Spanish language and culture through textual, audio, and visual materials.

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.

Major authors, their ideas and influence. Readings and discussion in

Division category requirements.

Departmental Requirements

During the first semester, the course schedule in all programs is identical, allowing a student the opportunity to determine an area of emphasis, evaluate performance potential, and consider career preparation. All programs share a core of five course units in theory and history: Music 165.2, 171.2, 175.2, 272.2, 281, 283, 352.2, and 354.2.

To complete the major, all Bachelor of Music students must pass a piano proficiency exam. Additionally, all majors are required to perform in end-of-term juries on their major instrument or voice in every term in which they are enrolled in the performance unit. (A waiver is granted for student teachers.) In each fall and spring term, full-time music majors are required to attend 10 concerts and/or recitals and all performance classes. Music minors enrolled in Music 200.1-200 and student teachers are required to attend a combination of eight concerts, recitals, or performance classes.

- The Bachelor of Arts with a major in music requires the theory and history core, Music Performance (six terms totaling at least three units), Music 140.2-141.2, 240.2-241.2, and 373 or a music elective. Total: 11 course units.
- The Bachelor of Arts with major in music, track in pre-music therapy, requires the theory and history core, Music Performance (seven terms totaling at least three and one-half units), Music 140.2-141.2, 240.2-241.2, 322.2, 334.2, 340.2, and 342.2; and Psychology 120. In addition, students in pre-music therapy must complete a full-unit music therapy experience, which may take the form of an internship or independent study. Consult with the advisor for details. Total units: 15 units.
- The Bachelor of Arts with a major in music, track in technology and audio recording, requires the theory and history core; Music Performance (six terms totaling at least three units); Music 140.2-141.2, 240.2-241.2; the audio recording array (Music 137.1, 218.2, 219.2, 366.1, 385.2); and Music 386. Total: 13.25 course units.
- The Bachelor of Music in music education requires the theory and history core, Music Performance (eight terms, totaling at least five units); Music 130.1-132.1, 135.1-138.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 342.2, 374.2, and 375.2. Total: 17.25 course units. Additionally, the student must pass vocal, piano, and guitar proficiency exams before student teaching. Education 100.2, 130, 160, 244, 367, 368, 375, 376, and 377 are required in the teacher education program. Students interested in teacher certification also should consult the chair of the Education Department.
- The Bachelor of Music in composition, performance, or sacred music requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor.

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 in a one-unit course that explores the basics o

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.

MUS 342.2. Orchestration. Instrumental characteristics, nomenclature, and notation; simple orchestral and ensemble arranging. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Courses in Music History

For music majors only, or with permission of department chair.

MUS 165.2. Music of the Western World. Overview of major historical styles from antiquity to the present, including basic music theory for analysis and composition of rounds, theme and variations, and 12-bar blues progressions. Various genres of music are studied to produce personal listening guides. Two 50-minute periods.

MUS 175.2. Musics of the World. Elements of music and its role in various non-Western cultures, including Africa, Japan, China, India, Vietnam, Egypt, Russia, Israel, Australia, Latin America, Native America. Music as related to other forms of art; instruments unique to each culture. Prerequisite: Music 165.2 Spring. Two 50-minute periods.

MUS 281. Western Music to 1750. Antiquity, Roman Catholic liturgical forms, secular vocal and instrumental music of England and the continent; musical aftermath of the Protestant Reformation; the rise of the Baroque; origins of opera, music of the court and church, ascendancy of instrumental music. Prerequisite: Music 165.2. Fall. Two 70-minute periods.

MUS 283. Classical and Romantic Music. Pre-classical style; Viennese classical style; early American music; Beethoven and his romantic heirs; programmatic music; nationalism; poetry and the art song; rise of chamber music and works for solo piano. Prerequisite: Music 281. Spring. Two 70-minute periods. Writing-intensive.

MUS 352.2. Music of the 20th Century to 1945. Post-romanticism, expressionism, impressionism, neoclassicism, serial techniques, diverse currents in the United States, Europe, Russia, and Central and South America. Prerequisite: Music 283. Fall. Two 50-minute periods.

MUS 354.2. Contemporary Music since 1945. Modern opera and ballet, new directions in sound, extensions of serialism, indeterminacy, minimalism, electronic and computer-generated music, post-modernism. Prerequisite: Music 352.2. Spring. Two 50-minute periods.

Courses in Music Education

For music majors only. See also courses listed under Education.

MUS 374.2. Music Education Seminar. Theoretical and practical problems and issues that arise in teaching. Focus of discussion is on issues perceived to be relevant to all participants. Prerequisites: Education 367 and 368. Co-requisites: Education 375, 376, and 377; minimum 3.00 GPA. Spring. One 2-hour period.

Courses in Special Areas of Music

For music majors only, or with permission of department chair.

MUS 322.2. Improvisation. Tactics and techniques used in playing and communicating in various kinds of music. Students will improvise vocally, rhythmically, and on their major instruments. Fall. Two 50-minute periods.

MUS 365.1. Jazz Methods for Teachers. Preparation for teaching jazz. Topics include teaching jazz improvisation, administering a jazz education program, conducting jazz ensembles/choirs, scheduling rehearsals, choosing music, designing a concert program, and playing rhythm section instruments. Prerequisites: Music 241.2, 272.2, and 136.1.

MUS 373. Seminar. Special (.)13 (2.at (.)]TJETEMC /P <</Lang (endreation Seminar)1

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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. Neuroscience Seminar. This capstone course in the area of neuroscience is a writing-intensive seminar. Students research current scholarly literature on topics related to the field of neuroscience and compose research papers and oral presentations on a particular topic of interest. Emphasis is placed on effective literature searches, appropriate citations of scientific articles, analysis and interpretation of research data, thesis development and effective communication of scientific concepts. Prerequisites: Senior standing, and NEUR 367 or permission of instructor.

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

Nursing

Chair: Goodolf
Associate Professors: Adamshick, Goodolf, Gotwals, Hoffman, Scholtz
Assistant Professors: Colancecco, Dorney, Farber, Groller, Grube, Keeler, Mikovits
Assistant Clinical Professor: Guider, Smith
Instructors: Albert, Halliday, 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.

Health care initiatives improve the lives of people worldwide every day. Today's health care professionals must utilize a multidisciplinary approach in promoting and preserving a healthy quality of life for all populations—individuals, families, communities, and nations worldwide. Our nursing and public health 1 (o)5(en-US)/MCID 17683 BDC BT8 0 0 8

Progression in the Program

[illegible]

1. For the student to declare nursing as a major, and prior to entering any nursing course that has a clinical requirement (e.g., Nursing 212), the student must earn a cumulative grade point average of 2.67 or higher in required biology and chemistry courses (Biology 103 and 104, and Chemistry 108) and have an overall cumulative grade point average of 3.00 or better.

2. If progression criteria are met, students will be declared a nursing major prior to the start of NURS 212. This declaration will be made by the Chairperson of the School of Nursing and Public Health.

3. Non-transfer students must take the natural science biology (BIO 103, 104, NURS/HLTH 205, 206) and chemistry (CHEM 108) at Moravian University as displayed in the program plan, or a seat will not be guaranteed in the nursing program.

[illegible]

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.

and cultural assessments. Assessments will be performed in a variety of practicum settings and will include individuals and families across the life span during various states of health. Students will utilize data collected for an interpretive analysis of health status. Prerequisites: BIOL 103 and 104; NURS 115. Co-requisite: NURS 115, if not taken prior to enrolling in NURS 212.

NURS 216. Intersection of Culture and Healthcare. (also Interdisciplinary 216) In this course the student will develop an understanding of health, illness, and the meanings of these concepts for members of non-western socio-cultural populations. Topics include culturally bound practices; the impact on healthcare practices and decision-making; structures that promote access to healthcare and structures that impede access. The concept of delivering culturally competent care will be examined and strategies for promoting competence will be explored. (M5)

NURS 230. Global Disaster Preparedness & Management. (also Interdisciplinary 230) Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of different types of global disasters and develop a plan for disaster management at a personal, community, and global level (M5).

NURS 310. Quest into Phenomenology of Nursing. Application of nursing knowledge and interventions to clinical practice in association with the lived experiences of humanity as part of a system. Students apply theory and knowledge related to selected acute and chronic health problems to the care of individuals, families, and communities. Nursing role behaviors of the practitioner, counselor, educator, advocate, collaborator in various settings. Prerequisites: BIOL 206; NURS 115, 212, 311. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

NURS 311. Quest toward Individual Well-Being. Application of fundamental concepts of nursing, health and well-being in theory and practice. Students develop a foundation for holistic nursing practice utilizing physical and psychosocial skills to plan and deliver nursing care. Prerequisites: BIOL 103, 104, and 205; CHEM 108; NURS 115 and 212. Co-requisite (if not taken previously): CHEM 108. Theory 3 hours, clinical 8 hours.

NURS 312. Embracing the Dynamic Family. A clinical practicum course that provides a foundation to facilitate growth and development of children and their families. Students experience nursing role behaviors in addressing health needs in a variety of dynamic family systems. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311; PSYC 207. Co-requisite: NURS 331.2. Theory 3 hours, clinical 8 hours.

NURS 313. Embracing the Challenged Family. A course that emphasizes integration of nursing skills and knowledge to facilitate the individual's and families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual and family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. Prerequisite: NURS 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours.

NURS 314. Embracing the Dynamic Community. A clinical practicum course that provides a foundation to facilitate community partnerships and collaboration in promoting health and assessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; 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

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 health care perspectives of the graduates.

Applicants to any of these programs must have completed a Bachelor of Science Degree in Nursing and meet additional admission requirements. Information on each of the MSN programs can be found on the Graduate Nursing website (Please click here).

MSN Program options include the following:

- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Clinical Nurse Leader

have in the delivery and financing of health care that may or may not result in improvement of health of the public and of specific subsets of patients. Three graduate credits. (Graduate Business students register for MGMT 504).

and peer review to facilitate successful implementation of a beginning

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 a little revolutionary by:

- translating knowledge to meet the occupational needs of individuals, groups, and communities
- advocating and leading for occupational justice as a politically competent practitioner
- engaging in the occupational therapy process as a reflective practice scholar
- promoting quality of life, health, and wellness in a variety of contexts
- enjoying a fulfilling career in occupational therapy, consistent with the 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 T7 BDC BT0.027uMs -5 (s)-7.9 (cci)14 (tion]TJETEMC /P <</Lang (en-US)/MCID 18761/P <</Lang (en-US)/M6</La

15.5 Total Credits

- OcTLaT 606 Advanced Management in Occupational Therapy (2)
- OcTLaT 6TLApplied Advocacy & Community Action (2)

- OT 643 Occupational Performance III: Contextual Applications (4)
- OT 655 Level I Fieldwork E (0.5)
- OT 656 Community Health & Wellness in Occupational Therapy (3)
- OT 665 Interprofessional Development & Reflection V (1)
- OT 672 Research Mentorship in Occupational Therapy II (1)
- OT 614 Evidence Based Practice: Analysis to Dissemination (2)

Term 6 (Spring):
5 Total Credits

- OT 635 Transformative Leadership in Occupational Therapy (1)
- OT 681 Level II Fieldwork in Occupational Therapy A (4)

Term 7 (Summer):
5 Total Credits

- OT 666 Interprofessional Development & Reflection VI (1)
- OT 682 Level II Fieldwork in Occupational Therapy B (4) (12 weeks)

Clinical Placement

Occupational Therapy students will complete several Level I fieldwork visits in the immediate geographic area which will require the availability of reliable transportation during the first five terms. Additionally, students 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 36 months from the start of the program

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.

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 i(xam g/TT)15 (orms (as Tj/MC /P }am ini2 (ack)1 ible9 (clude theang (en-US)/MClionalheir ow theldw8

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:

the general education curriculum. Many students will find that they can transfer previous coursework in to complete parts of this

intermediate design skills and competencies, in an intensely hands-on

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 year-long (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.

Philosophy

Chair: Professor Bernie Canteñs
Faculty: Associate Professor Carol Moeller; Associate Professor Arash Naraghi; Visiting Assistant Professor Leon Niemoczynski

The Philosophy Department provides students with the opportunity to explore questions of fundamental significance to human life: What is justice? How should we live? What is truly valuable? Is there a God? What is reality? What can we really know? And what meaning is there to life? Through training students to think, discuss, and write cogently on such matters, the department prepares them for graduate or

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

PHIL 243 Medieval Philosophy. A study of the original works of philosophers in the Middle Ages such as Augustine, John Scotus Eriugena, Anselm of Canterbury, Avicenna, Bonaventure, Thomas Aquinas, John Duns Scotus, and William of Ockham. (M3) Fall, Alternate Year.

PHIL 244. What is Peace? (Also REL/PJUS 244). This course introduces students to the complex notion of peace through its historical origins, evolution of meaning, and relation to second-order concepts such as justice, violence/nonviolence and war. We will study a plurality of theories and practices of peace, diverse approaches to peace, and numerous perspectives and prospects for achieving and building peace. By the end of the semester, students will draw their studies together by developing their own philosophical/theological/social response to the question: What is Peace? (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) Fall, Alternate Year.

PHIL 247 WI: Nineteenth and Twentieth Century Philosophy. A study of trends in recent Philosophy inaugurated by Nietzsche, Marx and Kierkegaard on the one hand, and by Mill, Russell and Ayer on the other. It continues through the present times the manifestations of these trends in contemporary phenomenology and contemporary analytic philosophy. In a given semester the course will have an emphasis on either Continental or British-American traditions in current philosophy. (Writing Intensive) (M3) Spring, Alternate Year.

PHIL 249 American Pragmatism. A study of classicalui88bfy analytic philosophytineny

(M5) Spring, Alternate Year.

PHIL 269 Judaism, Christianity and Islam in Medieval Spain. An examination of Islamic, Jewish and Christian philosophical thought in Spain, ranging from the Middle Ages through the Renaissance.(M5)

PHIL 271 Existential Philosophy. An exploration of important texts in 19th and 20th century existentialism and their influence on contemporary thinking. (M3)

PHIL 279 Philosophy of Law. Philosophy of law or jurisprudence is the application of the rational techniques of the discipline of a philosophy to the subject matter of law. In this course, on one hand, students study the meaning of such concepts as law, legal obligation, legal punishment, and so on. (What is known as "analytic jurisprudence.) Also they explore the relation between law and morally, or more specifically, they try to figure out whether legal institutions in general, or particular legal systems, or legal practices are morally acceptable- and if not, how to make them so. (What is known as "normative jurisprudence.) (U2)

PHIL 281 Topics in Ethics. This course addresses a variety of topics that change by semester in the areas of normative ethics, applied ethics, and meta-ethics. (Repeatable) (M3)

PHIL 313 Philosophy of Science. A study of what is science, how it works, what distinguishes it from other disciplines, and what is the nature and value of scientific inquiry and scientific theories. Spring, Alternate Years, Prerequisites: PHIL 120 or consent of instructor.

PHIL 323 Tibetan Buddhist Thought. A study of Tibetan Buddhist philosophy, worldview and spiritual practices. The course examines Tibetan Buddhist answers to questions traditionally asked in Western philosophy, at times looking at contrasts and parallels to Continental and British-American traditions in Western philosophy. Spring, Alternate Years, Prerequisites: PHIL 120 or consent of instructor.

PHIL 330 Advance Topics in the Ethics of Abortion. This course analyzes the ethical issue of abortion through a balanced and fair examination of philosophical pro-life and pro-choice arguments from a variety of perspectives. We examine personhood arguments, the deprivation argument, arguments based on women's rights, arguments based on the potentiality of the fetus, feminist arguments, a virtue ethics approach, and other contemporary arguments. Students may not take PHIL 230 and PHIL 330. Prerequisite: two 200-level philosophy courses and Junior/Senior Standing (U2)

PHIL 351 Epistemology. Philosophical inquiry into the nature of knowledge, kinds of experience belief and truth, justification and verification. Fall, Alternate Years, Prerequisites: PHIL 120 Introduction to Philosophy or consent of instructor.

PHIL 353 Metaphysics. A study of contemporary analytic metaphysics, adopting a pre-Kantian or traditional metaphysical perspective. The course approaches metaphysics as the study of first causes and of being qua being, or as the most general discipline of all that studies the nature and structure of reality. Fall, Alternate Years, Prerequisites: PHIL 120 or consent of instructor.

PHIL 355 Meta-Ethics. A study of the fundamental concepts of morality from metaphysical, epistemological, semantic, and psychological perspectives. Spring, Alternative Year- Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

PHIL 370. Seminar. Selected topics in Philosophy. Non-majors require permission from instructor.

PHIL 381-384 Independent Study
PHIL 386-388 Field Study.

PHIL 400 - 401. Honors. Doing honors in philosophy is a wonderful way to take control of your education and give your own ideas the depth of attention they deserve. Students majoring and minoring in philosophy may choose to do an honors project in the department. (Please see the Honors web site for details on eligibility and procedures. But please note: Applications for Honors are due spring of the junior year!) Honors students earn credit for two philosophy courses, and pursue a topic of their own choosing, working independently with a faculty member from the department for their entire senior year. The two-semester research project culminates in the writing of an honors thesis.

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

Physical Education

Designed to provide contemporary information about the beneficial effects of a positive, healthy lifestyle, as well as how to implement and live such a lifestyle. Students are encouraged to participate in fitness classes to meet their personal health, wellness, and fitness needs.

Veterans who have successfully completed Basic Training in any branch of the service receive 1 unit of elective credit.

Courses in Physical Education

107.2. Concepts of Fitness and Wellness. Provides cognitive and behavioral skills needed for a healthy lifestyle, based on personal needs, to promote lifetime health, fitness, and wellness.

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

381-384. Independent Study.

386-388. Internship.

Doctor of Physical Therapy

Program Director: Dr. Mary Anne Riopel

The Doctor of Physical Therapy (DPT) Program is a developing program in the Department of Rehabilitation Sciences in the School of Natural & Health Sciences. In the eight semester interprofessional program, students work hand-in-hand with other health professions in the classroom, the clinic and the community. Moravian's DPT will grant an entry-level professional DPT degree and allow graduates to apply for licensure to practice as physical therapists in diverse health care and educational environments.

Mission Statement

knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It progresses student knowledge and skill in the physical therapy assessment/ diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the cervicothoracic spine and upper extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

DPT 741 Musculoskeletal Imaging II (1 credit). This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the cervicothoracic spine and upper extremity as an adjunct to guiding patient care.

DPT 765 Pharmacology in Rehab (2 credits). This course discusses the impact of pharmacological interventions on rehabilitation patient management including the mechanisms of action, indications, contraindications, adverse effects, and physiological impact of medications on patient activity, function, and movement.

DPT 770 Ethical Issues in Healthcare (2 credits). Ethical dilemmas will be examined in physical therapist practice, rehabilitation, and the health care system. It will include application of ethical reasoning using ethical principles and theories to address ethical challenges.

control and activation, balance, sensation, tone, coordination, and other limitations seen in complex neurological pathologies and presentations is covered. It will address complex clinical presentations and multifactorial limitations for the complex neurologic patient/client including modifications in mobility training techniques, use of adaptive equipment/durable medical equipment, and incorporation of the psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers.

DPT 865 Cardiopulmonary Management (3 credits). This course prepares students for clinical management of patients

analysis, system design using operational amplifiers, analog computer systems, transistors, power supplies, oscillators, and Arduino microcontrollers. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Spring. Three 50-minute lectures and two 3-hour laboratories.

PHYS 222. Modern Physics. Concepts leading to the breakdown of classical physics and the emergence of quantum theory. Topics include particle physics, nuclear physics, atomic physics, relativity and introduction to quantum mechanics. Independent laboratory experiments and projects (e.g., Compton effect, electron diffraction, Michelson interferometer, Millikan oil drop) complement the student's study. Prerequisites: Physics 111-112 and Mathematics 171 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, one 3-hour laboratory. Writing- Intensive.

PHYS 331-332. Mechanics. First term treats motion of a single particle with emphasis on conservative forces and their properties, central force fields, and oscillatory motions. Second term treats motion of the system of particles, rigid body mechanics, accelerated reference systems, and Lagrangian and Hamiltonian mechanics. Emphasis on computer solutions of problems. Fall-Spring. Prerequisites: Physics 111-112 and Mathematics 211. Alternate years. Three 50-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 3otg (en-US/4Tqn)14.1 (tal s)5 (tudy)]TJ6g

The departmental concentrations are:

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)

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 psychology major consists of nine psychology courses, including an introductory course, a one-year statistics and research methods

physical aspects of aging along the various stages of development. May not be taken for credit by students who have completed PSYC 370 or 371. Does not count towards the psychology major/minor.

PSYC 211. WI: Experimental Methods and Data Analysis I. Scientific method as the means through which knowledge advances in the field of psychology. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software Statistical Package for the Social Sciences (SPSS) to analyze psychological data. Students will be responsible for researching a topic and creating a research proposal. Prerequisite: PSYC 120. Writing-intensive.

PSYC 212. Experimental Methods and Data Analysis II. Statistical techniques that build on concepts introduced in PSYC 211. Mastering inferential statistics and nonparametric statistical procedures. Students will carry out the research study outlined in their proposals from PSYC 211 and complete an APA-style research paper. This course must be taken in the semester immediately following PSYC 211 and with the same instructor. Prerequisite: PSYC 211 with a grade of C or better.

PSYC 218. Industrial/Organizational Psychology. This course will explore the history, advances and contemporary trends in the field of industrial/organizational psychology. Students will learn about the application of psychology to the world of work as achieved through the use of science and practitioner collaboration as the main tools of this discipline. Students will study the factors that contribute to an optimal fit between the worker, the job and the organization with the goals of improved worker performance and well-being. Students will critically examine the psychological implications that come with the challenge of meeting these commonly competing goals in our current society.

PSYC 222. Emerging Language and Literacy, Pre-K to 4th Grade. (Also Education 222) The course begins with a brief overview of the recent key national policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making 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) Neurological, ecological, and genetic basis of behavior, with emphasis on

Public Health BA and BS Requirements

- HLTP 110 Introduction to Public Health (M4)
- HLTP 189/190 Biostatistics (F2)
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behavior
- HLTP 289/291 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)

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**

: 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

- HLTP 110 Introduction to Public Health (M4)
- HLTP 189/190 Biostatistics (F2)
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behavior
- HLTP 289/291 Social Determinants of Health

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 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.

Religion

Chair: Professor Radine
Professor: Denton-Borhaug
Associate Professor: Naraghi
Assistant Professor: Cheung

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

The Major in Global Religions

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

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

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

- exposure to a variety of religious traditions. We offer courses in Multireligious Studies, Judaism, Christianity, Islam and Asian Traditions.
- opportunities for study with all the departmental faculty; and
- learning and practice of diverse methods of religious study.

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

values, and indigenous responses to threats of physical and cultural genocide. Fall, alternate years. (M5) Culture

REL 136. Seeing and Believing: Women, Religion, and Film. (Also Women's Studies 136) Students explore how films appropriate religion in the service of the cultural production of images of women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3) Gender Studies/Culture

REL 165. Life Walk of Justice: Introduction to Peace and Justice Studies. (also Interdisciplinary 165, Sociology 165.) In this course students will be encouraged to identify and analyze (in) justice in our own lives, communities and world. In addition to course readings, we will use the contemplative practices of memoir and walking as resources for critical thinking. A majority of the course will involve students developing responses to (in)justice through various projects that reflect students' own passion and design, including academic, artistic, political, social, service-oriented, and personal responses. (M3) War and Peace & Ethics and Justice

REL 210. Christian Ethics. A careful reading and discussion of representative texts in Christian ethics, with particular emphasis upon the distinctiveness of Christian ethics, Christian faith and social responsibility, the relation between Christian ethics and Christian theology, and the diversity of Christian ethics among the various Protestant and Catholic traditions. (U2) Ethics and Justice

REL 211. Christian Ethics and War. How should humans respond to the perennial human problem of war? This course provides an introduction to ethics from Christian perspective through focus on this social issue. Students will be exposed to a wide spectrum of responses, including pacifism, nonviolent direct action, just war theory, Christian realism, warrior ethics, and more; and will develop their own ethic as their final project for the semester. (U2) War and Peace

REL 215. Christian Theology. Major issues within mainstream Christian faith, with attention to God, the nature of Christ, death and the ultimate Christian hope. (M3) Philosophy and Theology

REL 217. Paul through Jyyjwspes.

relations and the First Amendment, the role of religion in politics post 9/11, the intersection of politics, religion and race, and other current issues. (U2) Ethics and Justice

REL 246. War and Peace in the Biblical World. This course will explore ideologies of warfare and other forms of sanctioned mass violence, as well as ancient hopes and expectation for peace. Ancient Near Eastern texts and practices will be studied in addition to biblical texts. (U2) War and Peace

REL 248. Topics in Religion and Literature. How the religious dimension of human experience is expressed and interpreted in literature, with focus on a particular author, group of writers, theme, or school of critical interpretation. Identification and evaluation of the way human religious experience is articulated through the literary imagination, whether classical, modern, or contemporary. Culture

REL 250. Environmental Philosophy. An overview of the ethical, metaphysical, cultural, and political issues involved in understanding humankind's complex relationship with the natural world and with other-than-human animals. Examines positions and philosophies of radical environmentalists, environmental ethicists, animal-rights advocates, and political ecologists. Fall, alternate years. (U2) Health and Science

REL 251. Modern Jewish Religious Movements. Modern Judaism exists in a wide spectrum of beliefs and practices, from ultra-traditionalism to secular humanism. This course will explore both the making of modern Judaism and the religious "map" of Jewish life today. Topics will include Hasidic Judaism, Zionism, and contemporary North American trends in Judaism. (M5) Culture

REL 253. Philosophy of Religion. (also PHIL 253) The nature of religion and beliefs concerned with existence, nature, and knowledge of God, with alternative positions to theism. (U2) Philosophy and Theology

REL 255. Latin American Liberation Theology. Introduction to the study and practice of liberation theology in the Latin American context through classroom study of the history, method, and content of liberation theology. Our purpose will be to investigate how this movement emerged and the effects it continues to have culturally, politically, religiously, and personally. All students and professor will embark on a travel seminar during Spring Break to the border region between Mexico and Arizona. (M5) Ethics and Justice

REL 261. Islamic Philosophy, Theology, and Mysticism. (also PHIL 261) An exploration of key notions and figures in Islamic philosophy, theology, and mysticism. Some issues embedded in the enormous body of scholarship in Muslim intellectual heritage are employed to examine current global issues such as the struggle for justice and peace and the fight against violence and absolutism. Special attention is given to the structure of Being, the notion of the truth, and the way to attain the truth in the three systems. (M5) Philosophy and Theology

REL 262. Religion and Capitalism. Did the Protestant work ethic contribute to capitalism? How are Chinese Buddhist institutions currently involved in the stock market? This course examines historical and contemporary engagement of religious institutions with various forms of capitalism. We will discuss how karma acts as a medium for the exchange of spiritual and material goods. We investigate arguments that characterize capitalism as a religion. (M4) Ethics and Justice

REL 263. Civil Rights and the Moral Life. (also IDIS 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2) Ethics and Justice

REL 264. Science and Theology. Is it (im)possible to hold religious beliefs and convictions, and simultaneously to be a modern person of science? This course will examine the interface between science and theology from a variety of perspectives. We will explore key questions and supposed conflicts between science and religion, emphasizing the interaction between the two, how science impacts religion and vice versa. A capstone paper, a Credo, will ask the student to reflect on how one's understanding of scientific theories affects his/her beliefs about certain key religious ideas such as Creation or human nature. Prerequisites: Junior or senior class standing. (U1) Health and Science

REL 265. Sociology of Religion (also SOC 265). Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion. Culture

REL 266. History of the Early 18th Century Moravians. This course explores the history of the Moravians as an 18th-century transatlantic community. Their communities are an interesting example of 18th-century intentional communities. How were their congregations organized? What did Moravians believe, and how does this relate to other religious groups? How did they perceive their own history, and how did Moravians record history? Eighteenth-century Moravians were highly controversial; we will take a look at some of the polemical writings. In the course we will also explore issues of gender, race and sexuality. (M1) History

REL 310. Methods in Religious Study. Historical, anthropological, sociological, psychological, comparative, and theological methods used in scholarly study of religion. Readings drawn from classical and contemporary interpreters of religion.

REL 370. WI:Seminar in Religion. Selected topics significant in current religious studies, drawing together several themes or methods within religious studies and posing issues of broader interdisciplinary significance. Required for majors, minors, interdepartmental majors, and open to others by permission of instructor. Spring, alternate years. Two 70-minute periods. Writing-intensive.

REL 385. Directed Study in Religion. A required course for religion majors. Students will select and conduct an individual research project under the direction of a faculty member. Ideally the student will have already taken Religion 370. The first part of the course will be focused on methodology.

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

Russian

See Modern Languages and Literatures

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.

social institutions, and the impact of structured inequality (race, class, and gender) upon social life. The department has a particular strength in the analysis of criminal justice institutions.

The Major in Sociology

A student may select either the general sociology program or the law and society program.

- ***Sociology*** This track is designed to prepare students for a wide range of professional careers and advanced study by emphasizing cultural awareness, research, and theoretical thinking skills as they apply to the interplay between individuals and social structures.
- ***Criminal Justice and Law*** This track is designed to prepare students for careers in legal professions or other aspects of the justice system, including social work, as well as for the kinds of advanced study expected of professionals in those fields.

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.

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.

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

explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development, and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly face in light of the presence of tourists. (M4)

SOC 240. Social Deviance. The concept of deviance as addressed by sociological perspectives. Sociological, biological, and psychological theories of causation are used to explore behaviors that may intersect with matters pertaining to criminal justice and social welfare. Prerequisite: SOC 115.

SOC 245. Juvenile Delinquency. Delinquent behavior and the juvenile justice system, with emphasis on facets of delinquency (types and origins) that differentiate it from adult criminal behavior. Topics include institutional and non-institutional prevention, control, and treatment of delinquency. Prerequisite: SOC 115.

SOC 246. Basic Research Methods. Development and practical use of skills for initiating the research process, from development of topics to determination of research methods and instruments. Information-gathering through traditional sources and the media, and proper reporting of this information. Unh0.1 nal sestrol, and

- A completed undergraduate degree from an accredited institution of higher education
- A minimum GPA of 3.0
- A grade of a C or higher in the following coursework (or equivalent) at an accredited institution of higher education:
    - Statistics (e.g. MAT 107 Elementary Statistics)
    - Biology (e.g. BIO 103, Anatomy & Physiology 1)
    - Physics/Chemistry (e.g. PHY 109, Physics for Life Sciences)
    - Psychology/Sociology (e.g. PSYH)
    - Clinical Linguistics (linguistic analysis/language disorders)
    - Anatomy & Physiology of the Speech & Hearing Mechanism
    - Communication Development
    - Phonetics/Phonology
    - Speech & Hearing Science
    - Audiology
- *25 hours of observation in the discipline (must observe an ASHA certified, licensed provider)
- *Submit a signed copy of the 'Professional Dispositions, Behaviors & Essential Functions (PDBEF)' document

*Note: evidence of observation hours and the signed PDBEF are required only after students are offered a place in the MS-SLP graduate program.

Students who do not consider English to be their primary language are required to submit official scores of a recent IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) examination. Minimum scores required for admission to this program are as follows:

- IELTS: 6.5 or higher
- TOEFL Paper: 577 or higher
- TOEFL 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.

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 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 624	Clinical Skills: Advanced Linguistic Analysis (1)
SLP 664	Clinical Education IV (2)
SLP 655	Complex Cases in Speech-Language Pathology II (5)
SLP 680	Colloquium (1)
Elective*	Healthcare Elective (2-3)
SLP 613*	EBP III (1)
SLP 665	Clinical Education V (2)
SLP 681	Thesis (2)
SLP 666	Clinical Education VI (4-6)

Language development and acquisition, EDUC 626 literacy skills for children with special needs

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.

SLP 510 Professional Issues in Speech-Language

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 pediatric 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

- 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 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.

Women's Studies

See Interdisciplinary Programs

Writing

See Interdisciplinary Programs

Directories, Calendar, Maps

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Student, Moravian University

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Bethlehem, PA
Senior Partner, McKinsey & Co.

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Physician

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Department Chair/Associate Professor of Accounting, Economics & Business, Moravian University

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President, Provincial Elders Conference, Southern Province, Moravian Church in America

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President, Provincial Elders Conference, Northern Province, Moravian Church in America

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Bethlehem, PA
Chair Emerita
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Bethlehem, PA
Trustee Emeritus
Executive (Retired)

Susan Studds
Madison, IN
Trustee Emerita
Provost (Retired)

Full-Time Faculty

Moravian's strong curriculum is reinforced by a scholarly, dedicated faculty. The influence of the faculty on students is personal and immediate: Moravian faculty members—including the most senior—teach freshman classes as well as upper-level classes. And the scholarship and dedication of Moravian's faculty creates a dialogue between teachers and students with far-reaching results.

- Vice Provost, Vice President for Accreditation and Assessment, and Professor of Music: Carol Traupman-Carr
- Dean of Student Success and Associate Professor of Mathematics: Kevin Hartshorn
- Assistant Dean of Academic Initiatives and Associate Professor: Nicole Tabor
- Associate Provost for Online Education and Innovation and Professor of Philosophy: Bernie J. Cantens
- Assistant Vice President, Corporate-Educational Partnerships and Associate Professor of Management: Katie Desiderio
- Director of Academic Assessment and Professor of Psychology:

Dana S. Dunn

School of Arts, Humanities, and Social Sciences

: Daniel Jasper

Natessa Amin

Diane White Husic

[redacted]

Andrea Bortz
Cecilia Fox
Christopher Jones
Joshua Lord
Sara McClelland
Kara Mosovsky
Daniel Proud
Anastasia Thevenin
Natasha Woods

[redacted]

Shari Dunham
Stephen Dunham
Alison Holliday
Carl Salter

[redacted]

Jeffrey Bush
Benjamin Coleman
Brenna Curley
Michael Fraboni
Kevin Hartshorn
Leigh Nataro
Greg Schaper
Fred Schultheis
Nathan Shank
Shannon Talbott
Debra Ward

[redacted]

Pamela Adamshick
Mary Beth Albert
Elise Colancecco
Cathy Coyne
Paulette Dorney
Janice Farber
Dawn Goodolf
Beth Gotwals
Karen Groller
Taylor Grube
Shirley Guider
Deborah Halliday
Lori Hoffman
Donna Keeler
John Mikovits
Colleen Payton
Michelle Sayenga
Susan Scholtz
Margaret Smith

[redacted]

Kelly Krevitz PhD, Adjunct Professor, Career & Lifestyle Counseling

Barbara Martell, MSEd, MA, MS, Adjunct Professor, Formative Spirituality Program

Denise Mikuta, LPC, Adjunct Professor, Individual Spiritual Direction

Jennifer Weeks, Adjunct Professor, Sexuality Across the Lifespan; Emeritus & Retired Dr. Howard H. Cox (1960 – 1989), Professor, Old Testament

Athletics Staff

Administration/Staff

Mary Beth Spirk
Director of Athletics & Recreation/Head Women's Basketball Coach

Rebecca May
Assistant Athletic Director/Senior Woman Administrator

Brynn Seidenstricker
Assistant Athletic Director

Marty Jo Moyle
Office Manager

Dr. Robert Brill
Faculty Athletics Representative

Mark Fleming
Director of Athletic Communications

L.J. Smith
Assistant Director of Athletic Communications

Julie Kulp
Blue & Grey Club

Dr. Nicole Loyd
Vice-President for Student Affairs & Dean of Students

Sports Medicine Staff

Sarah Coelho
Coordinator of Athletic Training Services/Head Athletic Trainer

Jessica Holmes
Assistant Athletic Trainer

Taylor C. Fox
Assistant Athletic Trainer

Evan Kulig

Donovan Howard
Assistant Athletic Trainer

Bridgette Saba Whitermore
Assistant Athletic Trainer

Elizabeth Ballard
Physical Therapist

Dr. Maheep Vikram, MD
Team Physician

Dr. Gregory Carolan, MD
Team Physician

Fitness Center Staff

Kelly Anthony
Director of Fitness Center and Recreation/Assistant Women's Basketball Coach

Sports Performance Staff

Thomas Long
Director of Athletic Performance

Laurie Segreaves
Assistant Director of Student-Athlete Performance

Equipment Staff

Josh Baltz
Equipment Manager / Assistant Softball Coach

Baseball

Paul Engelhardt
Head Baseball Coach

Jon Michael Vito
Assistant Baseball Coach

Matt Hanson
Assistant Baseball Coach

Steve Tomaszewski
Assistant Baseball Coach

Evan Kulig
Assistant Baseball Coach

Thomas Mariano
Assistant Baseball Coach

Rhett Jacoby
Assistant Baseball Coach

Women's Basketball

Mary Beth Spirk

Men's and Women's Cross Country

Jesse Baumann
Director of Men's & Women's Track & Field and Cross Country

Sarah Hughes
Assistant Cross Country and Track & Field Coach

Jonathan D'Ottavio
Assistant Track & Field Coach - Throws

John Byrne
Head Softball Coach

Justine Rossi
Assistant Softball Coach

Amy Rogers
Assistant Softball Coach

Leah Holmes
Assistant Softball Coach

Josh Baltz
Equipment Manager / Assistant Softball Coach

Josie Novak
Assistant Softball Coach

Men's and Women's Swimming

Mary Ellen Wydan
Head Men's & Women's Swimming Coach

Men's and Women's Tennis

Mariana Freitas
Director of Tennis

Chris Conrad
Assistant Tennis Coach

Lewis Cooper
Assistant Tennis Coach

Art Smith
Assistant Tennis Coach

Peter Demyan
Assistant Tennis Coach

Men's and Women's Track & Field

Jesse Baumann
Director of Men's & Women's Track & Field and Cross Country

Jonathan D'Ottavio
Assistant Track & Field Coach - Throws

Dan McSurdy
Assistant Track & Field Coach

Abby Schaffer
Assistant Track & Field Coach

Chris Ossont
Assistant Track & Field Coach

Robert Shaffer
Assistant Track & Field Coach - Sprints

Michael El Kazzaz
Assistant Track & Field Coach - Pole Vault

Sarah Hughes
Assistant Cross Country and Track & Field Coach

Women's Volleyball

Shelley Bauder
Head Women's Volleyball Coach

Patrick Fenstermacher
Assistant Women's Volleyball Coach

Taylor Kornmann
Assistant Women's Volleyball Coach

Faculty and Staff Emeriti

Rudy S. Ackerman (1963) (2002)
Priscilla Payne Hurd Professor of Arts and Humanities
B.S., Kutztown State College
M.A., Temple University
Ed.D., Pennsylvania State University

Mary E. Arenas (1963) (1999)
Professor of Spanish
B.A., Rockford College
M.A., Ph.D., George Washington University

Dawn Ketterman Benner (1971)(2014)
Professor of Physical Education
Associate Director of Athletics
Senior Women's Athletics Administrator
B.S., East Stroudsburg State College
M.S., Temple University

George D. Brower (1989) (2013)
Professor of Economics and Business
B.A., M.S., State University of New York at Oneonta
M.B.A., Ph.D., State University of New York at Buffalo

Carole K. Brown (1988) (2004)
Associate Professor of English
B.A., Chatham College
M.A., Ph.D., Lehigh University

Mohamed M. Bugaighis (1985) (2001)
Professor of Mathematics
B.S., University of London
M.Sc., University of Nottingham
Ph.D., Kansas State University

Robert T. Burcaw (1956) (1994)
Professor of English
B.A., Moravian College
M.A., Ph.D., University of Pennsylvania

Mary Faith Carson (1967) (2000)
Professor of Religion
B.A., Salem College
M.A., Presbyterian School of Christian Education

Professor of Religion
A.A., Phoenix College
B.A., Arizona State University
S.T.B., Ph.D., Boston University

Herman E. Collier Jr. (1955) (1986)
President
B.S., Randolph-Macon College
M.S., Ph.D., Lehigh University

George S. Diamond (1966) (2013)
Professor of English
B.A., Allegheny College
M.A., New York University
Ph.D., Lehigh University

John R. Dilendik Jr. (1973) (2013)
Professor of Education
A.B., Boston University
M.A.T., Howard University
M.S., State University of New York at Binghamton
Ph.D., State University of New York at Buffalo

Helen Paty Eiffe (1963) (1995)
Director of Student Activities and the Haupert Union
B.A., University of Washington

Sandra E. Fluck (1990) (2012)
Professor of Education
B.S., M.Ed., East Stroudsburg State College
Ed.D., Temple University

John J. Gehman (1955) (1992)
Associate Professor of Accounting
B.A., Muhlenberg College

Joseph J. Gerencher Jr. (1969) (2010)
Professor of Earth Science
B.S., M.S., D.Ed., Pennsylvania State University

Licenciada en Ciencias Matemáticas, Universidad Nacional de Cuyo, Argentina
M.A., Ph.D., Cornell University

Robert H. Smith (1976) (2000)
Vice President for Administration
B.A., Moravian College
M.B.A., Temple University

Bettie Moretz Smolansky (1964) (2010)
Professor of Sociology
A.B., Lenoir Rhyne College
M.A., Duke University
Ph.D., Pennsylvania State University

Kay B. Somers (1981) (2013)
Professor of Mathematics
B.S., Ursinus College
M.S., Ph.D., Rensselaer Polytechnic Institute

Robert W. Stinson (1970) (2004)
Professor of History
B.A., Allegheny College
M.A., Ph.D., Indiana University

John P. Stoneback (1981) (2004)
Professor of Computer Science
B.S., Princeton University
M.S., Stanford University

Christopher M. Thomforde (2006)(2013)
President
B.A., Princeton University
M.Div., Yale University Divinity School
D.Min., Princeton Theological Seminary

James R. Walker (1979)
Professor of Physical Education
B.A., Gettysburg College
M.S., Rider College

Joel D. Wingard (1981)(2014)
Professor of English
B.A., Muskingum College
M.A., Old Dominion University
Ph.D., Louisiana State University

Hans M. Wuerth (1969) (2001)
Professor of German
B.A., University of Utah
M.A., Ph.D., Rutgers University

James O. Yerkes (1988) (2001)
Professor of Religion and Philosophy
B.A., M.A., Wheaton College
M.A., Ph.D., University of Chicago

Committees

Taken from the Faculty Handbook

2.3 Faculty Committees

The College has three main governance committees: The Planning and Budget Committee (PBC), the Academic Personnel Committee (APC), and the Academic Planning and Program Committee (APPC). Each of these governance committees will have one or more related that report to them on a semiannual basis (see below). A committee may be a Faculty Committee (FC), which means it addresses matters of primary concern to the faculty, or a College Wide Committee (CW), which means it addresses matters of primary concern to the entire College community.

2.

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. 2

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.

Primary Function: Faculty Evaluation and Related Matters Personnel-related committees:

- Faculty Review Committee (FRC) — FC
- Dispute Resolution Group (DRG) — FC

2. 4

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. 5

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

2.6 [illegible]

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 and boards [illegible] of their assigned tasks.

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2.7 [illegible]

2.8 [illegible]

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)

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.

[illegible]

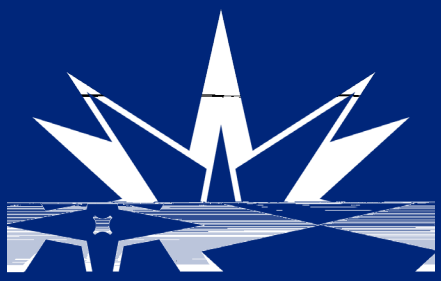
The Academic Planning and Program Committee (APPC) oversees the development of new academic programs and course offerings and reviews program changes and course changes that impact the course catalog. The committee reviews changes that impact the academic mission of the University as well as reviews 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;
-

- 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.

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.