



**Designed by
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The University

The Mission of Moravian University

Moravian's liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.

History and Heritage; Accreditation and Compliance Statements; Affiliations

Moravian University was founded by and affiliated with the Moravian Church in America, a branch of a historic Protestant denomination dating from 1457 and emphasizing progressive liberal education from its beginning.

In 1732, settlers from Germany and Moravia (now a province of the Czech Republic) began coming to the New World. On Christmas Eve 1741, they founded the community of Bethlehem in Pennsylvania. Their concern for education led

The prelicensure nursing program is approved by the Pennsylvania State Board of Nursing. The baccalaureate degree in nursing and master's degree in nursing programs at Moravian University are accredited by Commission on Collegiate Nursing Education (<https://www.ccnur.org/>).

Students, faculty and staff can update their emergency contact information via AMOS.

Federal Compliance Statements

Program Integrity Statement

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

Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
Complaints relating to the quality of education or other State or accreditation requirements.
Moravian University, as an institution authorized to provide postsecondary education in the Commonwealth of Pennsylvania, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students:

Campus Crime. Moravian University abides by the Student Right-to-Know, the Campus Security Act of 1990 and the Higher Education Act Reauthorization of 2008. The University makes information concerning campus crime statistics available in printed form and electronically to the campus community each year. This information is also available to prospective students upon request.

Financial Information. Moravian's annual financial report is available for review by prospective students, alumni and the public upon request at the Treasurer's Office. It can also be found online under the Community and Visitors section, in the Resources – Financial Reporting and Information for Bond Holders.

Nondiscrimination Statement. Moravian University is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff. Inquiries concerning this policy may be directed to Mr. Mark Reed, vice president for finance and administration, Moravian University, Bethlehem, Pennsylvania 18018 (610-861-1360).

Retention. For the past five years, the fall-to-fall retention rate from first-year to second-year students has averaged 81%. The six-year degree completion rate for the last five graduating classes has ranged from 71% to 76% with an average of 75%.

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

Complaint Process

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

Moravian takes student complaints very seriously and works with students to resolve formal complaints in a timely manner. If you have concerns related to academic programs,

regular basis to share in consortial planning and programming.

The Moravian Campus

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

It is a city that has blended culture and commerce, progress and preservation. Among its cultural

room. Breidegam Field House, adjoining Johnston Hall, includes an indoor track, a weight room and fitness center, an aerobics and dance studio, and four regulation multipurpose courts for intramural and recreational sports. Outdoor athletics facilities at the nearby Steel Field complex include football

regardless of where you are in the Handbook website.

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

Handbook Highlights

- All students are accountable to the Academic Code of Conduct and the Student Code of Conduct. All recognized student organizations (RSOs) are additionally accountable to the Student Organization Code of Conduct.
- Residence Life and Housing Policies apply to residents and their visitors. This means that commuter students should be familiar with these policies to prepare themselves when visiting friends at a University residence.
- Learning assistance is available in a variety of formats. Tutoring and writing assistance are available as well as disability accommodations.
- Parking policies apply to all students.
- Logging into or otherwise connecting to the campus network implies acceptance of the institution's policies on acceptable use of computing resources.
- Email is the official mode of communication for the University and students are expected to check their University email account daily.
- Monitor your student account on AMOS to ensure you meet your financial obligations. Aid recipients are also expected to know and comply with the rules governing financial aid.
- All students, including commuters, can participate in campus events and activities. Be sure to explore all opportunities to get involved with the campus community!
- Additional information relevant to graduate students can be found in the Graduate Student Handbook.
- Additional information relevant to Moravian Theological Seminary students can be found in the Seminary Handbook.

Recent Policy Updates

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

- Accessibility ()
- Technology
- Student Life

discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

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

Dr. Darren Snyder

Equal Opportunity and Title IX Coordinator
1309 Main St. Room 204
Moravian University
1200 Main St.
Bethlehem, Pennsylvania 18018
t: (610) 625-7023
f: (610) 625-7885
equalopportunity@moravian.edu

Concerns regarding gender and equity in athletics:

Rebecca May

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

Concerns regarding the application of Title IX:

U.S. Department of Education

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

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

Campus Living

More than 65 percent of undergraduate students

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

Admission Undergraduate Admis- sion

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

Who do you want to be?

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

First-Year Applicant

Transfer Applicant

International Applicant

Veteran Applicant

Visit Moravian

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

Affordability

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

Meet Your Counselor

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

Why Moravian?

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

The Elevate Experience

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

Outcomes

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

How can we help?

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

Student Athletes
Parents & Families
Secondary School Counselors
Spanish Speakers

Connect with Us

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

Tuition & Fees

Tuition Refund Policy

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

Comprehensive Tuition and Fee Refund Schedule –Undergraduate DAY Program

Date of withdrawal	Tuition Incurred	Tuition Refunded
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Board Fee: Board refunds will be prorated on a weekly basis for students who have a meal plan assignment during the semester they withdraw.

Administrative Withdraw or Withdrawal by the University

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

Tuition Refund Policy for Students Billed by Credit Hour or Unit

Includes the following (but is not limited to):

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

Refunds for any course that is billed by unit or credit hour are calculated based on the official course withdraw date as indicated by the Registrar's Office. Students are responsible for following proper procedure for officially dropping/withdrawing from any course. Last date of recorded attendance will NOT be used as the date to determine the appropriate tuition refund amount for any course. Any course that operates in a standard 16 week fall/spring term will be held to the same tuition refund schedule as the Undergraduate DAY refund schedule. Class schedules that operate in shorter duration will have 100% tuition refund through the scheduled

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

Tuition Refund Policy for Cohort Programs

Includes the following (but is not limited to):

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

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

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

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

Appealing the Tuition Refund Policy

Students who formally withdraw from the University mid-semester or in the middle of a class session based on extreme hardship in the specific cases of medical illness, mental illness, injury, unforeseen life circumstances, or death of an immediate family member may appeal to have their tuition refunded for the term in question. Students who are called to active military duty or training are also eligible to appeal. Students who wish to appeal must provide their completed and signed Tuition Refund Appeal Form to the Director of Student Accounts detailing the reason for appeal, along with any supporting documentation

that the student can provide. The Director of Student Accounts, in cooperation with an appeal committee and VP for Finance and Administration will review the student's case to determine the most appropriate course of action and any amount of tuition refund based on the circumstances. Students may not appeal the tuition refund policy for any other reason, including Administrative Withdraw or Withdrawal by the University.

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

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

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

Educational Programs Glossary

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

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

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

7YfhjÜWUhYz: [fUX i UhY, an organized and approved program of study leading to a stand-alone certificate; graduate certificates are composed of a minimum of 12 graduate credits and normally can be completed in a year or less.

7YfhjÜWUhYz: dcgh!gYWcbXUfm, an organized and approved program of study at the baccalaureate level, leading to a stand-alone certificate; post-secondary are composed of a minimum of 3.75 course units and a maximum of 7.50 course units; certificates can normally be completed in a year or less.

7YfhjÜWUh]cbz hYUW\Yf, public-school teacher certification for the Commonwealth of Pennsylvania and those states having reciprocity agreements with Pennsylvania.

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

Course unit, a measure of academic credit equivalent to four semester hours of credit. Full-time students normally enroll in four course units (16 credit hours) in a single fall or spring term. Three units (12 credit hours) are the minimum to

be considered a full-time student. Full unit courses generally meet for 50 hours during a normal fall or spring term, and require at least 8 hours of work per week outside class (including but not limited to reading, research, music practice time, field reports, writing assignments, journals, etc.). Hours in and out of class may vary based on disciplinary differences. See the institution's credit hour policy for more information.

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

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

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

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

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

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

; D5ž`hYf a, the average of quality points for all course units scheduled in a given term.

; D5ž`Wi a i`Uh]jY, the average of quality points for all course units scheduled to date.

; D5ž` a U^cf, 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.

; D5ž` a]bcf, the average of quality points for all course units taken in the minor department, program or field, both required and elective. A minimum of five courses is required for the minor. A minor typically excludes the courses excluded for a major in the same field (see above).

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

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

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

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

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

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

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

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

Gh i XYbhž`Z i``!h] a Yž` [fUX i UhY, a student enrolled in nine or more graduate credits during the fall or spring term; or, a student enrolled in six credit hours during the summer (all summer terms combined).

Gh i XYbhž`Z i``!h] a Yž` i bXYf [fUX i UhY, a student enrolled in three or more course units during a term.

Gh i XYbhž` dUfh!h] a Yž` [fUX i UhY, a student enrolled

in fewer than nine graduate credits during a fall or spring term; or, a student enrolled in fewer than six graduate credit hours during the summer terms (all summer terms combined).

meeting hours, often based on disciplinary differences. Courses scheduled for three hours of classroom/other instruction per week also include additional instructional activity, e.g. discussion sessions, workshops, attendance at lectures and performances, service learning, final examinations, fieldwork, etc.

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

The Practice

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

-

of class
attendance at departmental student research presentations
participation in local or regional conferences
participation in community projects
field trips
organizing campus events as part of course requirements
library instruction outside of class
participation in electronic discussion boards, chat rooms, blogs, wikis, or other online assignments
participation in weekly conversation sessions in foreign languages outside of class time, including participation at meetings of the Spanish, French or German Clubs
participation in weekly discipline-based organizations or clubs, such as History Club or Tri-Beta
individual meetings with the instructor

Educational Programs

Degrees & Programs of Study

Art

Art, B.A.

The following tracks are available:

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

Art, B.F.A.

The following tracks are available:

Graphic and Information Design
Studio Art - Photography-Media Concentration
Studio Art

Behavioral & Community Health

Master of Arts in Clinical Counseling, MACC

Master of Arts in School Counseling, MASC

Master of Social Work, MSW

Biochemistry

Biochemistry, B.S.

Biological Sciences

Biology, B.S.

Chemistry

Chemistry, B.S.

Communications & Media Studies

Communications & Media Studies, B.A.

Business & Economics

Accounting, B.S.

Business Administration, B.A. (open to degree-completion students only)

Business Management, B.A.

Economics, B.A.

The following tracks are available:

Managerial Economics
Public Policy Economics
Quantitative Economics

Finance, B.A.

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

Management, B.A.

The following track:

Sport Management

Marketing Analytics, B.A.

Marketing Management, B.A.

Organizational Leadership, B.A. (open to degree-completion students only)

Master of Business Administration, MBA

Master of Health Administration, MHA

Master of Science in Data Analytics, MSDA

Master of Science in Human Resource

Management, MSHRM

Supp83.dk/an Management, B.A.

Psychology, B.A.

Public Health

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

Rehabilitation Sciences

<YU`h\`GWJYbWYgž`6"G"

The following tracks are available:

Pre-Athletic Training
Pre-Occupational Therapy
Pre-Physical Therapy
Communication Sciences & Disorders
Athletic Training, M.S., D.A.T.
Occupational Therapy, M.S.O.T.
Physical Therapy, DPT
Speech-Language Pathology, MS-SLP

Sociology and Anthropology

Sociology, B.A.

The following tracks are available:

General Sociology
Criminal Justice and Law

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

Minors are also available in:

- Africana Studies
- Anthropology
- Art History
- Dance
- Environmental Studies
- Ethics
- Graphic Design
- International Studies
- Marketing
- Medieval Studies
- Peace and Justice Studies
- Photography
- Psychology
- Statistics
- Theatre
- Women's, Gender and Sexuality Studies

Certificates are also available in:

- Ethics
- Finance

- Indigenous Studies
- Spanish for Healthcare Professionals

Post-Baccalaureate Certificates:

- Speech-Language Pathology

Post-Secondary Certificates:

- Design
- Philosophy

Education Certificates:

- Education

Graduate Business Certificates:

- Business & Economics

Post-Master's Certificates:

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

Self-Design Majors or Minors

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

Degree Requirements

The requirements for the baccalaureate degree are:

1.Co

- Completion of at least one writing-intensive course per major in the student's major program (please see specific departmental requirements, where appropriate); double majors are required to complete one writing-intensive course per major.
- Completion of all requirements for a major with a cumulative GPA of 2.00 or higher for all course units numbered 110 or above (excluding 200-209 and 300-309), both required and elective, taken in the department of the major field. In the case of an interdepartmental major, the average of all course units in Set I and Set II must be 2.00 or higher. Unlike the overall cumulative GPA, in which both grades of any repeated course are counted, the cumulative GPA in the major includes only the higher grade earned in a repeated course. A repeated course will count only once toward the 32 required course units.
- Completion of the final 12 course units for the degree as a degree candidate in residence at Moravian University or in programs approved by Moravian University and as a student in the day session.

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

3. At the time of scheduled graduation, clearance of any disciplinary charges that have resulted in, or may result in, either expulsion or suspension. It is the responsibility of each student to see that these requirements are met.

Degree Requirements for Transfer Students

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

required for the student's major within the major department must be taken at Moravian University unless the number required is reduced by the department.

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

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

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

The Learning in Common curriculum (LinC) is designed to provide Moravian students with a broad-based, academically challenging, and intellectually rigorous education in the liberal arts and sciences. To fulfill the LinC general education requirements, students will choose courses from a variety of LinC categories. These categories are designed to provide students with a broad spectrum of learning in the liberal arts and sciences and to help them develop an appreciation of and capacity for scholarship and a lifelong love of learning. LinC courses will help

students only), 1 course

- 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 granted

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.

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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

Upper-Division Categories: Detailed Description

U1 The Social Impact of Science

Courses in this category will examine the impact of selected areas of science and technology on contemporary society. These courses give students a chance to understand relevant scientific principles and technological innovations and their impact on contemporary society. Possible areas of focus may include nuclear power, science and religion, evolution and creationism, the choices and trade-offs of energy production, the problems of toxic waste disposal, the economic costs of modern health care, or the impact of the Internet on journalism. Through taking courses in this category, students acquire an informed perspective of the role of science and technology in their lives and in society.

U2 Moral Life

Courses in this category will have two focuses. One is an introduction to two or more frameworks for reflection upon a moral life. The other will be two or more significant contemporary issues that will be explored in light of these theoretical considerations. Possible issues or topics include racism in America, sexism, moral traditions of non-Western societies, war and peace. In these courses, students will learn that moral issues are typically more complex than they appear

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

options. As for the regular interdepartmental major, the Academic Standards Committee may meet with the student to discuss the program. Applications must be submitted for approval to the Academic Standards Committee no later than the announced date of midterm of the first term of the junior year.

Double Majors

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

Double Degrees (Undergraduate)

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

Double Degrees (Graduate)

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 to the new degree program.

Students who are simultaneously enrolled in two master's programs may count courses towards both degrees, as long as at least 50% of the courses in each degree program is completed independently of the other.

Some external accrediting bodies may have policies on transfer and sharing of credits between degree programs. Where these policies are more stringent or specific than the Moravian 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

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

In order to qualify for graduation, Add-Venture students also must meet minimum graduation requirements (32 course units with a cumulative GPA of 2.00 or higher) and abide by all other policies governing student conduct at Moravian University.

Add-Venture students completing requirements for a major are expected to consult concurrently with their departmental major advisor and their Add-Venture Program mentor. Both advisors must sign and approve the student's course selections.

*Specific instructions will be supplied to all applicants.

Career Planning and Preparation

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

possible graduate with specific graduate school or employment plans.

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

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

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

Independent Study/ Individualized Study/ Independent Research

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

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

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

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

Internship

Internships are an opportunity for off-campus work, study, or both, for which a student may receive from 1 to 3 course units of credit per term for a total not to exceed 3 units of the 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 Ministry, Chaplaincy, Clinical Counseling, Divinity, and Theological Studies.

The Seminary also offers graduate certificate programs in Spiritual Direction, Formative Spirituality, and Biblical Studies as well as Crossroads, a non-credit 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.

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

Peace Corps Prep Program

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

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

In applying to the Peace Corps Prep Program, students identify one of the following 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

Dr. Heikki Lempa, as soon as possible. He is glad to answer any questions about the program or general preparation for law school.

Pre-Ministry

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

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

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

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

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

Two quarter-unit hybrid academic courses will

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

Course Descriptions:

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

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

TWL 120.2 Peak Experiences: Community Impact and Personal Compass. The dual objective of the final RISE course will require students to: a) work within a cohort team context and in collaboration with one of Moravian's Community Partners to impact positive change, and b) individually craft their "Personal Compass" a written proposal outlining the individual's future goals and plans to create good within their communities through their anticipated roles. Both the Team Project and Individuals' "Personal

Compass” documents will be presented at the Moravian University TW&L Forum. Prerequisites: TWL 110.1 & TWL 115.1.

Study Abroad

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

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

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

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

Students who enroll for study abroad at a school using the ECTS system (European Credit and Transfer Accumulation System) should be advised that ECTS credits count for half of a standard US

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

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

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The programs of study leading to these certificates are described under the appropriate departmental headings in this catalog. Individual program descriptions also are available through the Education Department.

See the sections on science education and historical studies for descriptions of general science and social studies programs, respectively. Students are advised to complete Education 160 and Education 130 in the sophomore year. (They must be taken in separate semesters.) Education 260 usually is taken in the fall term of the junior year and Education 360-365 in the fall term of the senior year. Education 140.2 and 244 should be taken any semester prior to student teaching. Student teaching (Education 375-378) occurs in the spring term of the senior year.

Veteran & Military Affairs

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

Moravian Veteran & Military Affairs

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

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

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

the institution.

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

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

Moravian University does require a covered individual complete, sign, and return the "VA Enrollment Form" to a School Certifying Official (SCO) each semester in order to authorize the SCO to submit the covered individual's

available at Lehigh University from the professor of military science.

Moravian ROTC Program

Washington Semester

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

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

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

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

Academic Policies & Regulations

Policy on Academic Code of Conduct

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

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

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

Recording in Class

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

Academic Code of Conduct

Students are expected to perform their academic

having committed plagiarism.

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

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

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

reservation about their participation in any out-of-class assignments, they should consult with the instructor.

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

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

Violation of Copyright Law

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

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

Damage to Academic Resources

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

Filing of Violations of the Academic Code of Conduct

Any student currently enrolled at the institution may be charged with a violation of the Academic Code of Conduct, even where the violation is not tied to a specific course. Alleged violations

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

Procedures for and Consequences of Violating the Academic Code of Conduct

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

The instructor may recommend that the Academic Standards Committee consider suspension or expulsion, if the instructor and the chair feel

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

The student must be informed in writing (which may be via email) of the alleged violation and penalty; and a copy of this memo must be sent to the vice provost or (for students in Moravian Theological Seminary) to the Dean of the Moravian Theological Seminary. A message within the course management system is not sufficient. A record of the violation will be kept in the Office of the Provost (or Seminary Dean's Office, with a copy in the record of the Office of Vocation and Enrollment). In alignment with the Student Code of Conduct, these records are considered part of a student's educational record as defined by the Family Educational Rights and Privacy Act (FERPA) and may be released in certain circumstances as allowed by that law. The University will comply with requests for release of these records in accordance with FERPA when a current or former student seeks admission to another institution of higher education or for employment for a period of seven years following a student's last date of attendance for most cases and indefinitely in cases involving suspension or expulsion. Students may petition the Academic Standards Committee to have their records sealed, so that a prior violation is not reported to prospective employers or graduate/professional schools; however, the decision as to whether or not to seal such records lies with the Academic Standards Committee. Requests to have records sealed will not be accepted until at least one calendar year has passed since the incident has been reported; requests to seal records will not be granted where the resulting penalty was suspension or expulsion. Students may request to have a single incident sealed, but requests involving multiple incidents will not be granted. Although a student's records would be effectively sealed, the student needs to be aware that there are some situations where the student might apply for a job or for admission for additional education (e.g., grad school, law school) and that institution requires records be shared, even these

sealed ones. In these cases, Moravian University will not share your records without the student's permission, but the student must realize that they may not be eligible for that position without allowing that institution access to these records. In other words, if they don't give permission in those cases where the institution or employer requires access to these records, the student may need to rescind your application to that institution or could expect that their application for admission or employment might not be accepted.

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

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

For students in accelerated or cohort-based programs, faculty members have three weeks from the end of a term to present charges of code of conduct violations. Students have 30 days from the time of notification of the alleged violation to file an appeal. If a student is placed on probation, the student must continue to meet the requirements of the code of conduct. If a student is placed on suspension, the student must continue to meet the requirements of the code of conduct. If a student is placed on expulsion, the student must continue to meet the requirements of the code of conduct.

remain in the program until they are notified that their appeals are complete and given a date of dismissal, suspension or expulsion. Students in this situation are not eligible for refunds of any tuition paid up to the date of their separation from the institution.

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

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

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

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

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

determine whether the penalty was sufficient and reasonable. At this point, the student could be suspended or expelled.

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

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

Any member of the Committee who feels he or she has a conflict of interest in reviewing the case must be recused from discussion and voting. For a case to be reviewed, a simple quorum is required. If more than two faculty or administrative members of the committee recuse themselves

faculty will review the case

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

Consequences of Charges after Conferral of the Degree

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

Student Rights With Regard To Violations Of The Academic Code Of Conduct

Students have the right:

- To have the alleged violation and penalty described in writing.
- To see the evidence of the charge collected by the faculty member.
- To discuss with the instructor the alleged violation and penalty, though official appeals of charges may only be adjudicated by the Academic Standards Committee.
- To know all of the names of the persons accusing them of violations of the academic code of conduct.
- To review all material submitted to the Committee before it makes its determination. Response to the material may be made orally or in writing. If the instructor provides a written response to the student's appeal, the student

may view that response and provide one additional submission to the committee, if the student chooses to do so.

- Within one month of the filing of the alleged violation, to appeal in writing the alleged violation or penalty to the Committee.
- To receive assistance from the academic advisor in preparing an appeal to the Committee. In addition, members of the current student body and current full-time employees may assist the student in preparing an appeal or defense.
- To receive a decision from the Committee within a reasonable time.
- To have all record of the alleged violation removed from the student's file in the event of an acquittal.
- To have at the hearing a member of the faculty, administration, or student body to provide support to the student but not participate in the proceedings. Individuals other than those listed above (including but not limited to family members and attorneys) will not be admitted.
- To appear in person and present information on their own behalf, to call witnesses, and to ask questions of anyone present at a hearing. In determining the validity of and responsibility for the alleged violation, the Committee will permit witnesses of fact but not character.
- To refuse to answer or make a statement. Decisions will be based on the available evidence.
- To elect not to attend a hearing, without penalty, in which case the hearing will be conducted in students' absence with the evidence available, and decisions will be based on that evidence.
- To request that a previous record of a charge be sealed; for legal reasons, however, the institution may be obligated to report sealed charges.
- To receive written documentation of the outcome of a hearing and any sanctions imposed.
- To request an appeal of the process of any hearing by the Committee. Appeals will be heard by the provost, who will determine whether proper procedures have been followed and return the case to the Committee if appropriate. Appeals to the provost must be submitted in writing within 2 weeks of receipt

of the decision of the Academic Standards Committee.

Faculty Rights With Regard To Allegations Of Violations Of The Academic Code Of Conduct

The faculty member filing the violation has the right:

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

Academic Advising

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

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

Advisors are provided to assist students in

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

Academic Advising Webpage

Course Registration

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

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

A currently enrolled student who is pursuing a bachelor's degree at Moravian is not permitted to take courses at another institution in a Fall or Spring semester except through consortial relationships or other partnerships. Appeals for an exception to this policy must be discussed with the student's advisor before being sent to the Dean who can approve the request. Degree-seeking students must get the permission of their academic advisor for consortial enrollment or other study away from Moravian. In the case of non-consortial transfer courses, students must also receive prior approval of the course equivalency from the academic department in which it is housed in order for credit to be awarded. For further guidance, refer to policies on consortial enrollments and transfer of courses.

Course Overload

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

Students who meet the standing and grade requirements for overload will not be charged

while they are not able to physically attend a class session.

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

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

Planned Absences

If a student expects to be absent for any of the following reasons, they must inform the faculty member as soon as possible in writing, ideally in advance of the class meeting itself. If a student reports that they will be absent for one of these reasons, the

Administrative Withdrawal

Prior to the announced last day for students to withdraw with a “W,” instructors may request

class, or by the last day of classes in courses with no scheduled final exam.

8. Students who have more than 2 final exams scheduled on a single calendar day have the right to move one to another day. Students in this situation are asked to work through their Dean and with a faculty member to determine a mutually agreed upon date to move the exam, which must be scheduled during the normal exam period for that term.

Final Examinations And Reading Days

If a student is unable to take a final examination, the instructor's permission must be secured in

LVAIC Consortium

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

completed at least 50% of the coursework and have a passing grade in order to be provided an option for an INC.

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

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

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

Pass/No Credit

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

- The option is open only to students who are degree candidates and who have earned a

minimum of 14 course units.

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

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

Grade Change

Under normal circumstances, a change of grade after the end of the incomplete period (6 weeks after the end of a fall or spring term) may be submitted by the course instructor only to correct

an error in the original grade, or as a result of a successful grade appeal by a student to the Dean or Academic Standards Committee.

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

Grade Appeal Procedure

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

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

Repeating A Course

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

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

Class Standing

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

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

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

Academic Standing

Dean's Honor List: Undergraduate students who carry three or more 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: When grades at the end of a term indicate that a student is not meeting requirements for good standing, the student is placed on academic probation. The record of a student on probation is evaluated at the end of each term until the student meets the conditions for Good Standing.

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

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

Graduate students are permitted one period of probation, which occurs when the student's overall GPA drops below the GPA required for graduation in that program. A graduate student on probation

who fails to return to good standing after the specified period of study is subject to dismissal from the program. The student may appeal for an extension of probation, which is reviewed by the appropriate graduate program director and dean.

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

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

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

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

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

enrolling in the courses.

Transfer students seeking AP, CLEP, or DSST/
DANTES credit for examinations taken prior to
matriculating at Moravian University must provide

EXAMINATION	MINI SCORE	MORAVIAN COURSE EQUIVALENCY	LINC
2-D Design	4	Elective	M6
3-D Design	4	Elective	M6
Art History	4	Elective	M6
Art Studio Drawing	4	Elective	M6
Art Studio General	4	Elective	M6
Biology	4	BIOL 100	F4
Calculus AB or AB subscore	4	MATH 170	F2
Calculus BC	4	MATH 171	F2
Chemistry	4	CHEM 113	F4
Chemistry	5	CHEM 113 & CHEM 114	F4
Chinese Language & Literature	4	One course unit	F3
Computer Science A	4	CSCI120	F4
Computer Science Principles	4	No credit awarded	
English Lang & Comp	4	Elective (WRIT100 for transfers)	-
English Lit & Comp	4	Elective	M2
Environmental Science	4	ENVR 112	F4
European History	4	HIST 112	M1
French Language	4	FREN 110	F3
French Literature	4	Elective	-
German Language	4	GERM 110	F3
Government & Politics US	4	POSC 110	M4
Governments & Politics Comp	4	POSC 125	M5
Human Geography	4	IDIS 110	M5
Italian	4	One course unit	F3
International English Language	4	Elective	-
Japanese Language & Literature	4	One course unit	F3
Latin	4	One course unit	F3
Macroeconomics	4	Elective	-
Microeconomics	4	Elective	-
4 on Micro and Macro Economics	4	ECON 152	M4
Music: Theory	4	MUS 101	M6
Physics 1	4	PHYS 109	F4
Physics 2	4	PHYS 110	F4
Physics C: Electricity & Mag	4	PHYS 112	F4
Physics C: Mechanics	4	PHYS 111	F4
Psychology	4	PSYC 120	-
Spanish Language	4	SPAN 110	F3
Spanish Literature	4	Elective	-
Statistics	4	MATH 107	F2
US History	4	HIST 113	M1
World History	4	Elective	-

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

International Baccalaureate

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

College Level Examination Program

Moravian University awards credit to students who have passed at an acceptable level various tests of the College-Level Examination Program (CLEP), Excelsior College Examinations (formerly New York Regents College Examinations), ACT-PEP Examinations, and DSST (formerly DANTES—Defense Activity for Nontraditional Education Support) program. These may be taken prior to admission or after a student has enrolled at the University. Students with nontransferable coursework from other colleges may qualify for credit through CLEP and DSST examinations. Minimum scores in the various CLEP and DSST tests are given below. In some cases (indicated by ‡) a supplemental essay is required; students must attempt essays administered by Moravian University. Inquiries about credit for CLEP and DSST examinations listed below should be addressed to the associate dean for academic affairs.

Minimum Scores for CLEP Subject Examinations

1 unit/4 credits per test

major or minor may not take the College Mathematics CLEP exam.

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

Minimum Scores for DSST Examinations

(4 credit hours awarded unless otherwise noted)

Business	
Principles of Finance	47/410
Principles of Financial Accounting	47
Human Resource Management	48
Organizational Behavior	48
Principles of Supervision	46/400
Business Law I ()Tn#Aco.i..16.172 -17j-16.172 -1.7(x875 410.019 cm0 0m0 22.424 ISQ1 -2. toccounting)Tj/	Span#ActualTextREFF0.17ruActualTextREFF0009>BDC (

of the Registrar and pay a fee of \$85 for each examination to the Student Accounts Office.

colleges or universities may affect their academic standing at the University. Undergraduate students planning to take college courses while on a leave should consult with the Provost's Office, and graduate students making such plans should consult with their Student Experience Mentor or Program Chair/Director.

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

Student Responsibilities

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

All students with military orders will:

- schedule an appointment with the Office of Veteran & Military Services, and
-

of the funds after all repayments have been

withdrawal in writing to the Provost's Office. If the separation is to take effect at a time when classes are in session, the rescission must occur within ten calendar days from when the process is initiated.

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

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

Financial Aid Reimbursement

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

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

Reimbursement to Student

A student may be eligible for a reimbursement of a portion of the amount paid after all Federal

Title IV funds and other financial aid programs are reimbursed as required and all outstanding balances with the University have been cleared. Private or alternative loans borrowed by or for the student are included with the student refund amount, if any.

Withdrawal by the University

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

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

- A student who engages in academically-related activities and does not follow the formal withdrawal procedures will be considered an "enrolled" student and will not be considered formally withdrawn until notification is made to the Office of the Provost. If notification is never made by the student to the Office of the Provost, the student's withdrawal date is the midpoint of the semester, unless the University can determine the student's last date of engagement in an academically-related activity after the

midpoint.

- A student who receives grades of F in all courses due to failure to complete the semester will be considered withdrawn as of the midpoint of the semester, unless the University can document the student's participation in an academically-related

The University (not the student) must document both that an activity is academically-related and that the student participated in the activity. Examples of academically-related activities include taking examinations, quizzes, tutorials, or computer-assisted instruction; receiving academic advising; attending academic conferences; completing an academic assignment, paper, or project; or attending a class or study group where attendance is verified. Examples of activities that are not academically-related include living in institutional housing, participating in Moravian's meal plan, participating in an athletic activity, participating in a music-related activity that is not required for class, and working on campus.

Administrative Withdrawal from Class

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

Awards, Honor Societies

Prizes and Awards

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

The Charles A. Albrecht Memorial Award

To two members of the senior class who have the

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

The American Chemical Society Award

health disparities, but to enrich and further the professional viewpoint of those who receive the award. The award is made in memory of Dr. Michele August-Brady, Associate Professor of Nursing.

The Albert Ferkel Jr. Memorial Prize

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

The Judith Green Memorial Prize

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

The History Prize

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

The Priscilla Payne Hurd Prize in Nursing

To a nursing student selected on the basis of "best of the class" in overall outcomes of academics, professionalism, student involvement in campus programming, athletics, and community care.

The Stuart S. Kulp Scholarship Prize in Chemistry

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

The George Diamond Prizes

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

The Leon Prokofy Leonovich Memorial Prize

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

The Eugene Daniel Lucas Accounting Awards

To two junior or senior students (one man and

one woman) majoring in accounting who have maintained high scholastic standing and show great promise in their chosen field of endeavor.

H\Y'DYbbgm` jUb]U'=bgh]h i hY' cZ' 7Yfh]ÜYX'D i V'JW' Accountants Award

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

The Psi Chi Service Award

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

The Marlyn A. Rader Memorial Prize in Mathematics

The recipient of the award must have completed at least six courses in mathematics at the 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.

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

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

The T. Edgar Shields Memorial Prize in Music

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

The Edwin L. Stockton Prize in Economics and Business

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

The Ronald J. Stupak Award

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

The Daniel W. Tereshko Memorial Prize in Studio Art

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

The George Tyler Award

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

The Steven K. Van Auken Memorial Prize in Music Performance

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

The Zeta Psi Award

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

The Zinzendorf Award

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

Honor Societies

Alpha Alpha Alpha: First Generation Honor Society

Advisors: Carol Traupman-Carr and Alvert Hernandez

Alpha Kappa Delta: International Sociology Honor Society

Advisor: Debra Wetcher-Hendricks

Beta Beta Beta: National Biology Honor Society

Advisors: Christopher Jones and Kara Mosovsky

Chi Alpha Sigma: National Student Athlete Honor Society

Advisor: Rebecca May

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: Meghan Santamaria

Phi Alpha Delta: International Law Fraternity

Advisor: Heikki Lempa

Phi Alpha Theta: National History Honor Society

Advisor: Jamie Paxton

Phi Beta Delta: Honor Society for International Scholars

Advisor: Anize Appel

Phi Eta Sigma: National First-Year Student Honor Society

Advisors: Natasha Woods and Kim Demyan

Phi Sigma Iota: National Foreign Language Honor Society

Advisor: Claudia Mesa

Phi Sigma Tau: National Philosophy Honor Society

Advisor: Carol Moeller

Pi Mu Epsilon: National Mathematics Honor Society

Advisor: Michael J. Fraboni

Pi Sigma Alpha: National Political Science Honor Society

Advisor: Khristina Haddad

Psi Chi: National Psychology Honor Society

Advisor: Michelle Schmidt

Psi Rho Nu: Neuroscience Honor Society

Advisor: Cecilia Fox

Sigma Pi Sigma: National Physics Honor Society

Advisor: Kelly Kriebel

Sigma Tau Delta: National English Honorary Society

Advisor: Crystal Fodrey and Chris Hassey

Sigma Theta Tau: International Nursing Honor Society

Advisor: Janice Farber

Theta Alpha Kappa: National Religious Studies/Theology Honor Society

Advisor: Jason Radine

210-299

Intermediate courses, normally open to sophomores,

Academic Departments/ Programs

Introduction

A course unit is a unit of work occupying approximately one-fourth of a student's time over a 15-week term. A few courses carry fractional values, in which case the course numbers are followed by .1 or .2, indicating quarter or half courses. For example, MUS 103.1 (Piano Class) is a quarter-unit course.

Frequency and duration of class meetings are determined by the nature and level of a course and the manner in which its subject matter may best be learned.

Courses are numbered as follows:

110-199

Introductory courses, normally open to all students without prerequisites, applicable to the major and typically taken in the first or sophomore year.

200-209

Reserved for courses not applicable to the major, and which typically are taken in the sophomore or junior year. Moravian Catalog 2022-2023

Africana Studies

See Interdisciplinary Programs

Arabic

See Modern Languages and Literatures

Art

Chair: Associate Professor Murphy

Professor: Fraleigh

Assistant Professor: Amin

Assistant Professor of Practice and Interim

Chair: Rosania-Harvie

5X' i bWh' : UW i`hm. Acerra, Adams, Brown, Ciganick, Colegrove, Galbiati, Hovencamp, Farinella, Kearns, Kilburg, Lycan, Myers, Rubinstein, Poster, To, Torok, Wynne,

The Moravian University Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian University, art-making is a form of meaning-making that relies on invention, research, and an infinitely curious mind to construct new knowledge, foster self-expression, and explore visual communication. Students are given the opportunity to unleash their creativity through dynamic projects that embrace risk-taking, problem-solving, revision, and self-reflection.

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

off-campus student exhibitions; visiting guest lectures; study abroad experiences; student-run organizations; and participation in conferences, workshops and presentations.

Five concentrations or tracks are available: studio art, studio art with photography/media concentration, art history and criticism, art education, and graphic and interactive design. Foundational courses in studio art are the basis for all tracks. Working from observation, students learn technique while developing conceptual strategies. Students utilize a variety of traditional and digital media. Advanced students are eligible to apply for studio space to encourage sustained production of their work. A variety of classes in media-related arts including photography, video, website design, and printmaking are offered; the studio art photography/media concentration allows students to specialize in this area. The study of art history integrated into the studio experience is an essential element for creative and intellectual growth; students may also pursue the track in art history and criticism. Art education students take courses in art and education and complete 200 g le ù 0 rious

on the foundation of the four common-core courses listed above. In addition, ART 131, 229, 230, 231, 236, 268, 331, 346, 356, 358, 373, 374, and 378 are required.

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

Also offered is the MAT (Masters of Art in Teaching) with teacher certification in art.

interdepartmental major includes ART 113, 142, 170, and three additional art history courses that, with the six courses of Set II, are selected by the student with the approval of the advisor.

Gallery space is designated for exhibitions by students.

Sophomore Review

All art majors in graphic and interactive design; studio art; studio art, photo- media concentration; and art education must participate in a review of their art work during the spring term of the sophomore year. The review is optional for art history majors.

Transfer students (as determined by their advisor), students who declare their major late, who may be studying abroad, and students in other unique situations, will be scheduled for a review as soon as they are ready. Students who

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

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

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

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Theory and Practice.** What is it you want to know about a work of art? The questions you ask and how you go about finding the answers lead straight to the issue of methodology. This course5)

image production using the Macintosh computer as primary design tool. Critical thinking is stressed through analysis of content and its most effective form of visual presentation. Prerequisite: ART 142 or permission of instructor.

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

ART 146.2. Printmaking and Book Arts. This half-unit course introduces materials, tools, and procedures of printmaking and may include linocut, woodcut, intaglio, solarplate, and paper-making. Final project may include a book designed, produced, and bound by the student. No prerequisites.

ART 147. Screen Printing. For beginning through advanced students, this course addresses concepts of design; elements of color, motif, pattern, and repetition; and techniques of stencils,

and movements in historical context. Hands-on learning, demonstrations, lectures, group and individual critiques will be given throughout the course. Water-miscible oil paint will be the primary medium for this class. (M6)

ART 230. Typography and Information Design.

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

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

ART 236. Graphic Design History. This course is an overview of the history of visual communication with an emphasis on graphic design. The history of writing systems and images, and their interaction, will be explored in order to develop a better understanding of communication. Letterforms and design thinking

insights into customer behavior — from problems to solutions — can optimize any product or service. Prerequisite: ART 346. Senior class standing, advanced juniors with prerequisite by permission of adviser or instructor.

ART 367. Black & 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. Students are required to use either a dSLR or a mirrorless digital camera with manual controls and the ability to shoot RAW in order to take this course. Prerequisite: ART 268.

ART 369. Digital Photography 3. This is an advanced course for self-motivated students who are capable of working independently. Drawing from the skills and techniques learned in Digital Photo 1 and 2, students will spend the semester building either one coherent series. Projects must be tailored to be presented in group exhibitions, online portfolio, end of the year senior exhibition, or in another format. Projects will be coupled with a research project and class presentation.

Workshops and tutorials in lighting and advanced digital photo methods will be offered periodically throughout the semester as students work on their project. Class examples, discussions, and readings will investigate issues pertaining to art, photography, and contemporary culture, providing a critical, theoretical, and artistic framework for students to develop their work. Students will meet as a group and individually with the instructor to monitor the progress of their project and participate in informal discussions regarding theory, practice, and history. Samples of work in progress must be presented at each meeting. Prerequisite: ART 368.

ART 370. Advanced Studio: Material Explorations. This advanced course will strengthen conceptual, technical, and

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

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

ART 374. Portfolio Seminar. An advanced-level course for graphic and interactive design students to prepare them for job searches and the professional environment. The primary focus of this class is direction on creating and writing a body of work organized into a professional portfolio. Students develop expertise, self-direction, and accountability. Prior design work is assessed and revised to meet professional portfolio standards. In addition to assembling a professional portfolio website, book and social media presence, students gain practice in job interviewing, resume preparation, and purposeful job searching. Prerequisites: ART 231.

ART 375. Professional Practices. Professional Practices is one of the two capstone experiences for studio art majors at Moravian; the other is ART 372, Studio Thesis, which should be taken simultaneously. Professional Practices prepares students for the business aspects of a career in the fine arts, while Studio Thesis focuses on studio practice and thesis development. Classes will be structured around visiting artist/special guest presentations, technical demonstrations, readings, student presentations, a fieldwork

practice program. Upon completion of the program students will be eligible to sit for the Board of Certification to become a certified athletic trainer.

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

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

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

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

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

8 WEEKS

- Lower Extremity Immersive Experience

Spring

8 WEEKS

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

8 WEEKS

- Upper Extremity Immersive Experience

Year Two

Summer

Didactic Education

10 WEEKS (3 DAYS/WEEK)

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

Clinical Experience

4 WEEKS (10 WEEKS, 2 DAYS/WEEK)

- Medicine & Rehabilitation Immersive Experience

Fall

8 WEEKS

- Physical Adaptation to Exercise

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

12 WEEKS

- Student-Selected Immersive Experience

Spring

15 WEEKS (ONLINE)

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

15 WEEKS

- Student-Selected Immersive Experience

Course Descriptions

HLAT 500 - Clinical Anatomy & Physiology (4 credits)

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

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

HLAT 521 – Therapeutic Modalities I (1 credit)

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

HLAT 581 – Clinical Education I (1 credit)

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

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

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

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

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

HLAT 575 – Foundations of Therapeutic Exercise (2 credits)

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

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

This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology,

development of search terms, human subjects training and the development of a research question.

HLAT 522 – Therapeutic Modalities II (2 credits)

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

HLAT 582 – Clinical Education II (2 credits)

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

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

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

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

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

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

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

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

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

HLAT 523 – Therapeutic Modalities III (2 credits)

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

HLAT 583 – Clinical Education III (2 credits)

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

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

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

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

This course expands upon the Foundation of Therapeutic Exercise course by having the student apply previously learned materials regarding therapeutic exercise and manual

experience.

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

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

HLAT 613 – Evidence-Based Practice III (3 credit)

This course will educate the student regarding statistical analysis, development of discussion

Professional Perspectives (15 credits required*)

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

Research & Clinical Decision-Making (9 credits required)

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

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

Evidence-Based Interventions (15 credits required*)

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

Clinical Practice (15 credits required)

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

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

NOTE: Courses in bold are required

Schedule of Courses

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

Fall Odd

your Td(Td(Td(TT2 1 Tf0 -2 4electives Lgls reque Td[6)Tj/
customized curriculum.
customized curriculum.
are electives, and may be selected to build youSaTf0vomizeg0

HLAT 881: Advanced Clinical Practice

Summer Even*

HLAT 700: Advanced Neurologic Evaluation & Treatment

HLAT 712: Epidemiology & Informatics

HLAT 802: Spanish for Health Providers

HLAT 878: Psychosocial Issues in Athletic Training

HLAT 880: Summer Institute II

HLAT 881: Advanced Clinical Practice

Fall Even

HLAT 770: Evidence-Based Assessment & Intervention for the Spine

HLAT 805: Advances in Emergency and Acute Care for the Sick and Injured

HLAT 812: Evidence-Based Practice: Answering Clinical Questions

HLAT 865: Special Populations in Athletic Training

Spring Odd

HLAT 760: Evidence-Based Assessment & Intervention for the Upper Extremity

HLAT 766: Performing Arts Medicine

HLAT 800: Advanced Anatomy

HLAT 801: Leadership in Athletic Training

HLAT 810: Independent Research Inquiry

HLAT 811: Qualitative Methods and Research Design **

HLAT 813: Quantitative Methods and Research Design **

HLAT 814: Practice-Based Evidence

HLAT 881: Advanced Clinical Practice

Summer Odd*

HLAT 701: Entrepreneurship in Sports Medicine (beginning Summer 2025)

HLAT 721: Evidence-Based Therapeutic Modalities

HLAT 780: Summer Institute I

HLAT 802: Spanish for Health Providers

HLAT 825: Diversity, Equity, Inclusion, and Accessibility in Athletic Training

HLAT 878: Psychosocial Issues in Athletic Training (beginning Summer 2025)

HLAT 881: Advanced Clinical Practice

Notes

* Students who begin the DAT program during the Summer semester are not eligible for the Summer

Institute in that year. Students will not graduate until completion of two Summer Institutes (HLAT 780 and 880).

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

Course Descriptions

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

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

HLAT 701: Entrepreneurship in Sports Medicine (3 credits)

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

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

HLAT 802: Spanish for Health Providers I (3 credits)

This course is designed to help health professionals achieve novice to novice-mid Spanish proficiency level (as defined by ACTFL). It will introduce basic and essential medical vocabulary, practical reference information, and medical notes written from a cross-cultural perspective. It will provide students with opportunities to apply the grammatical structure present in everyday situations that may be encountered at healthcare settings dealing with Spanish-speaking patients and personnel in the United States.

HLAT 805: Advances in Emergency and Acute Care (3 credits)

This course will teach athletic trainers advanced theories and skills in the recognition, evaluation, and treatment of emergent conditions. 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.

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This course is designed to increase the awareness and appreciation of diversity within athletic training and health care. It will examine from perspectives of diverse races, ethnicities, social class, religions, sexual orientation, gender identity, ages, and abilities, through an interprofessional intersection of health care. How do we experience and understand diversity and difference? How do diversity and differences shape systems that affect individuals, families, communities, and society? Students will be introduced to cultural humility, culturally specific approaches to practice, and frameworks for equity and empowerment. Students will examine concepts of health and illness, as viewed from the perspective of the patient, the practitioner, and the public. This course prompts students to think critically about ideas of health and medicine as encompassing a range of social issues, like inequitable housing, restricted education, xenophobia, disparate maternal health and inadequate medical facilities, while exploring the dynamics of diversity, privilege, and oppression

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

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

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

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

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

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

HLAT 880: Summer Institute II (3 credits)

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

HLAT 881: Advanced Clinical Practice (3

credits)

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

Biochemistry

Co-coordinators:

Cecilia Fox and Stephen Dunham

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

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

Biochemistry is a challenging field, and Moravian's

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

The Major in Biochemistry

The major in biochemistry includes 16 total course units.

Required courses include BIOL 111; BIOL 210; CHEM 1 210;

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 106. 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. (F4)

BIOL 107. 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.

BIOL 108. Anatomy & Physiology of the Speech & Hearing Mechanism. This is a course in the anatomical and physiological bases of human communication. This course designed to provide undergraduate students with an interest in Speech-Language Pathology or Audiology

with a fundamental, integrative, and thorough understanding of the basic scientific principles related to the structural organization (anatomy), function (physiology), and biomechanics of human systems (including integument, skeletal, muscular, and nervous systems) responsible for speech, hearing, swallowing and vocalization. Concepts and principles important to understanding the human body are thoroughly discussed in lecture, with reinforcement through collaborative laboratory activities and clinical case studies. The successful completion of this course is required as a pre-requisite for most graduate programs in Speech-Language Pathology or Audiology. Prerequisites: None.

BIOL 110.2. First-year Bioscience Seminar. This course is designed to provide students with an opportunity to discuss current topics in biology and environmental science. Students will be required to read and discuss articles from the scientific literature. Prerequisites: BIOL 101 and BIOL 102. (F4)

BIOL 1

introductory biology. Although not required, the department strongly recommends that Biology, Biochemistry, and Neuroscience majors take BIOL 110.2 in their first semester, prior to taking

testing, and statistical inference. Problem sets and in-class examples will utilize real world data from

techniques and procedures commonly utilized in modern cell and molecular biology research. Prerequisite: BIOL111 and CHEM 114.

BIOL 268. Costa Rica as a Model of Sustainability and Tropical Ecology. In 1948, the small Central American country of Costa Rica abolished its military and has long avoided the conflict and civil war that has plagued its neighbors. This has enabled the country to invest in conservation, national parks, health care, education, renewable clean energy, ecological research, and other practices leading to it becoming a model for sustainable development. The country routinely scores highly in the global Happiness Rankings – an indicator of the well-being of citizens. In this course, students not only explore the biodiversity and tropical ecology of the beautiful and varied landscapes, but also research examples of sustainable practices including agriculture, indigenous traditions, conservation, reduction of a nation's carbon footprint, and ecotourism. A trip to Costa Rica over spring break is a required component of the course that allows students to explore first-hand some examples of remarkable ecological theory and evolutionary adaptations and how sustainable theory is put into practice through a combination of traditional knowledge and national policy. Note: this course is also an InFocus Global Seminar course: InFocus Global Seminars provide students with an opportunity to engage in hands-on learning relevant to pressing global concerns connected to the InFocus challenge areas; in this case, all 4 themes are covered at some point in the course: Poverty and Inequality; Health and Healthcare; Sustainability; and War, Peacebuilding, and the Just Society. Students travel beyond the Moravian campus to learn multiple perspectives

their natural environment. This course includes a required overnight trip to a marine lab; the trip will likely be on a weekend and to a location that may have its own health and safety protocols. Prerequisite: BIOL 111. Three 70-minute lectures and one 3-hour laboratory.

BIOL 332. Advanced Field Marine Ecology.

This upper-level travel course is intended for students who have previously completed BIOL232 and hope to build on this experience by developing their independent research skills. The travel component of the course will involve two weeks at a marine lab in some of the most diverse coastal areas of the US, and students will learn about the unique flora and fauna in these sites. Students enrolled in this course will develop independent research proposals prior to the travel component of the course and will work with the instructor to hone these proposals into a large research experiment to be conducted during the travel part of the course. Prerequisite: BIOL232.

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

BIOL 340. Immunology. This course will introduce students to the basic principles of immunology as they relate to health and disease. Covered topics include innate and adaptive immunity, cell signaling and communication of threats, B and T cell maturation, activation, and differentiation, effector functions of the immune system, as well as immunological disorders and diseases. Students will develop laboratory skills relating to hematology, antigen-antibody interactions, cell-culturing, microscopy, and others. Prerequisites: BIOL 210 and CHEM 113 & 114.

BIOL 350. Human Physiology. Functions of vertebrate organ systems, with emphasis on the human body. Topics include the cardiovascular, respiratory, nervous, muscular, endocrine, and excretory systems. Laboratory work emphasizes experimental techniques to analyze functional activities of animals and humans. Prerequisites: BIOL 111 and CHEM 113 and 114. Spring. Three 50-minute periods, one 3-hour laboratory.

BIOL 351. Plant Physiology. Important physiological functions of higher plants and relationships between these functions and the structural organization of plants. Topics include water relations and water balance, mineral nutrition, transport phenomena, assimilate allocation and partitioning, plant metabolism, stress physiology, defense strategies against herbivores and pathogens, plant growth and development (germination, flowering, dormancy, plant hormones and growth regulators). Laboratory includes a core of experiments designed to illustrate important concepts in plant physiology and a research project of the student's choice, investigative and open-ended in character. Prerequisites: BIOL 219 and CHEM 113. Three 50-minute periods, one 3-hour laboratory.

BIOL 360. Ecology. Interactions between organisms and their environment that determine their distribution and abundance in nature. Attention to evolutionary adaptation of species, population dynamics, community structure and function, and ecosystem analysis. Laboratory emphasizes qualitative and quantitative field investigations. Prerequisites: BIOL 111 or ENVR 112. Fall. Three 50-minute periods, one 3-hour laboratory.

BIOL 363. Genomics. This course explores the techniques used to sequence and assemble whole genomes and to analyze the results at the gene and genome levels; it is extensively computer-based. By the end of the semester, each student will have improved the sequence quality of 40,000 basepairs of DNA to a publishable level and extensively annotated it, indicating the locations of genes, repeat sequences, and other sequence motifs. Prerequisites: BIOL 210 and permission of instructor. Fall, alternate years. Two 3-hour periods.

BIOL 365. Advanced Genetics. Advanced genetics course emphasizing current knowledge and research in diverse aspects of genetics, primarily in eukaryotes. Topics include genome structure, transcriptional control, genetic regulatory pathways, and recombinant DNA technology. BIOL 210. Fall, alternate years. Three 50-minute periods, one 3-hour laboratory.

BIOL 370–374. Biology Seminar. Writing-intensive seminar in an area of biological science, with a focus on information literacy and the oral and written communication of biology. Students will research and present written and oral reports on the general topic. Emphasis on the development of skills in using primary biological literature and scientific databases, analysis and interpretation of data, and communication of ideas. Prerequisite: Junior or senior status or permission of instructor. Three 50-minute or two 70-minute periods.

BIOL 375.2. WI: Senior Seminar in Biochemistry. (also CHEM 375.2) Advanced topics in biochemistry, designed to provide senior-level students with an opportunity to explore projects that illustrate how concepts from biology and chemistry relate to the study of biochemistry. Emphasis on development of ability for independent analysis of biochemical problems. Includes lectures by visiting speakers on current research. Students also will complete literature research, submit written reports, and make oral presentations on a biochemical topic chosen in consultation with faculty advisor. Prerequisite: BIOL/CHEM 328 or permission of instructor. Spring. One 100-minute period. Writing-intensive.

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BIOL 400-401. Honors.

School of Business and Economics

School Dean:

Department Chair: Dr. Eva Leeds
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 Dr. Joseph Szmania

Assistant Vice President Corporate-Educational Partnerships: Dr. Katie P. Desiderio
Assessment and Accreditation: Dr. Lizbeth Kleintop

Professors: Kaskowitz, Leeds, J. Ravelle, West

Associate Professors: Aziz, Desiderio, Terrizzi

Assistant Professors: Boyer, Liu

Associate Professor of Practice: Kleintop

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

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Programs: Chris D'Imperio

Support Leader: Cathy Welsko

Mission Statement

The School of Business and Economics 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 School of Business and Economics offers undergraduate majors in Accounting, Business Management, Economics, Finance, Marketing Analytics, Marketing Management, Organizational Leadership, Sport Management, International Management (in collaboration with Modern Languages and Literatures) and Environmental Economics and Policy (in collaboration with

Environmental Studies). The accounting, economics, and management majors are accredited by the Accreditation Council for Business Schools & Programs (ACBSP).

The Major in Accounting

Accounting is often called “the language of business.” The study of accounting prepares students to analyze and summarize economic activity for purposes of good decision making in organizations. The accounting major helps to prepare students for careers in public accounting, private industry, and nonprofit organizations. It is also a good foundation for graduate study in accounting, management, finance, and law, as well as preparation examinations for professional certifications such as Certified Public Accountant, Certified Management Accountant, and Certified Internal Auditor.

Most states now require 150 credit hours of education to be completed before a candidate may be licensed as a CPA. Students can meet this requirement at Moravian University through early planning and careful course selection. One option is through admission to the 4 + 1 B.A./MBA. Program. Students are encouraged to consult with their advisors on course selection.

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

ECON 152	Principles of Economics
Statistics Requirement	One of the following two courses: ECON 156- Business Statistics MATH 107 Statistics
Calculus Requirement	The following course: MATH 108 Functions and Derivatives

Business Core Requirements (8 units)

ACCT 157	Financial Accounting
ECON 152	Principles of Economics
ECON 156 OR MATH 107	Economics & Business Statistics / Elementary Statistics
FIN 231	Managerial Finance
ECON 225	Intermediate Microeconomics
BUS 155	Business & Society
MATH 108	Functions & Derivatives
BUS 252	Using Data in Business Decision Making

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ACCT 213	Managerial Accounting
ACCT 218	Intermediate Accounting I
ACCT 219	Intermediate Accounting II
ACCT 258	Computers & Accounting Info Systems
ACCT 313	Advanced Managerial Accounting & Analytics
ACCT 315	Federal Income Tax
ACCT 324	Auditing
ACCT 340	WI: Senior Seminar in Accounting

The Minor in Accounting

The minor in accounting consists of five (5) course units: ACCT 157, 213 and three (3) other Accounting courses, at least two of which must be at the 200 level or above.

The Major in Business Administration (open to degree-completion students only)

A business administration major is a comprehensive, multidisciplinary program that incorporates subjects ranging from marketing, and accounting to human resources and economics, along with mathematics, business law, finance, and ethics. The business administration major is Moravian's primary business major for post-traditional/adult learners. Courses are offered primarily in an online or hybrid format.

Required Courses:

ECON 152	Principles of Economics
Statistics Requirement	One of the following two courses: ECON 156- Business Statistics MATH 107 Statistics
BUS 155	Business & Society

environment through accepted approaches and procedures that results in enhanced decision-making for business professionals. Business management majors study and apply the principles of accounting, finance, management, economics, marketing, human resource, and legal requirements to achieve organizational goals.

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

ECON 152	Principles of Economics
Statistics Requirement	One of the following two courses ECON 156- Business Statistics MATH 107 Statistics
Calculus Requirement	The following course MATH108 Functions and Derivatives
Business Core Requirements (8 units)	
ACCT 157	Financial Accounting
ECON 152	Principles of Economics
ECON 156 OR MATH 107	Economics & Business Statistics / Elementary Statistics
FIN 231	Managerial Finance
ECON 225	Intermediate Microeconomics
BUS 155	Business & Society
MATH 108	Functions & Derivatives
BUS 252	Using Data in Business Decision Making

Business AUbu[Y a Ybh' AU'cf' Requirements (7 units)	
BUS 226	Legal Environment of Business
MKTG 151	Marketing Management
BUS 253	Human Resource Management
BUS 324	Operations Management
BUS 342	Organizational Leadership (WI)
BUS 365	Business Seminar
BUS 366 OR BUS 386	Service Learning / internship

The Minor in Business Management

For students with a major outside of the School Business and Economics, the Business Management minor consists of the following five (5) courses: ECON 152, FIN 231, BUS 226, MKTG 151 and BUS 252 or BUS 253.

For students with a major within the School Business and Economics, the Business Management minor consists of the following five (5) economics courses: BUS 226, BUS 253, BUS 324, BUS 342 and one (1) elective chosen from the following: ACCT 213, ECON 256, MKTG 151, BUS 366 or MKTG 370.

Note: Students in the School of Business and Economics may not double count any courses between the major and the minor.

The Major in Economics

Economics is a social science in which we learn how and why individuals, firms, households, and governmental agencies make the decisions they make. This broad discipline includes examining issues of scarcity, decisions about production and consumption, in addition to household, family, and public policy decisions. The study of economics touches many fields including healthcare, labor,

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 three tracks:

Managerial Economics - the managerial economics track prepares students for careers in management with a focus on production, consumption, and operations decision-making. Students studying in this track will learn about optimizing product pricing, quality, and design decisions under a variety of market structures. Students completing this track will be prepared for management and consulting careers.

Public Policy Economics - the public policy economics track prepares students for policy analyst roles in governmental and nonprofit agencies. Students studying in this track will learn the fundamental economic theories and apply them in a variety of policy arenas, including:

ECON 236 OR ECON 228	International Economics Development Economics
ECON 327 OR ECON 329	Labor Economics /Industrial Organization
ECON 330	Public Economics (WI)
BUS 324	Operations Management
Public Policy Economics Track Requirements (5 units)	
ECON 236 OR ECON 228	International Economics Development Economics
ECON 211	Health Economics
ECON 240 OR ECON 241	Environmental Economics and Policy Natural Resource Economics and Policy
ECON 327 OR ECON 329	Labor Economics Industrial Organization
ECON 330	Public Economics (WI)
Quantitative Economics Track Requirements (5 units)	
MATH 170	Analytical Geometry and Calculus I
MATH 171	Analytical Geometry and Calculus II
MATH 220 OR MATH 230	Linear Algebra Mathematical Methods inrements (5 units)
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policies, mergers and acquisitions, and working capital management.

The Finance Certificate consists of the following seven (7) courses:

1. ACCT 157 Financial Accounting
2. MATH 105 Mathematics for Business
3. ECON 152 Principles of Economics
4. ECON 156 Economics and Business Statistics or MATH 107 Elementary Statistics
5. ECON 220 Money, Banking and Financial Markets
6. FIN 231 Managerial Finance
7. FIN 341 Investment and Portfolio Theory

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 Management, Sport Management Track

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

ECON 152	Principles of Economics
	Statistics Requirement

One of the following two courses ECON 016 - Business Statistics

ECON 225	Intermediate Microeconomics
BUS 155	Business & Society
MATH 108	Functions & Derivatives
BUS 252	Using Data in Business Decision Making
Marketing AUBU [Y a Ybi AU^cf Requirements (7 units)	
MKTG 227	Consumer Behavior
MKTG 228	Telling and Selling Your Brand
MKTG 151	Marketing Management
MKTG 270	Digital Marketing
MKTG 311	Marketing Research (WI)
MKTG 375 OR MGMT 365	Marketing Strategy Senior Seminar
MKTG 370	New Product Innovation

The Minor in Marketing

Marketing Management studies market forces and organizational capabilities to evaluate and manage marketing activities. Students will learn to analyze the market environment through accepted approaches and procedures that results in enhanced decision-making for marketing professionals. Marketing management studies and applies market analysis, market segmentation, positioning, differentiation and the marketing mix in the development of marketing strategies and integrated marketing plans that achieve organizational goals.

The minor will consist of five courses in this field, as outlined below.

MKTG 151 Marketing Management
MKTG 227 Consumer Behavior
MKTG 311 Marketing Research

Choose 2 of:

MKTG 228 Telling & Selling Your Brand

MKTG 250 Moral Marketing

MKTG 270 Digital Marketing

MKTG 370 New Product Innovation

MKTG 275 Marketing Analytics

Note: Students in the School of Business and Economics may not double count any courses between the major and the minor.

The Major in Organizational Leadership Track (open to degree-completion students only)

The major in Organizational Leadership, a program of the Economics & Business Department, prepares post-traditional, working students for leadership roles within the corporate, not-for-profit and public sectors. The program is broken down into three components: Business Foundations, Leadership Core, and Integrative Seminar. Business foundations are designed to give students a firm foundation in the economic, societal, and financial contexts in which organizations operate while also examining the impact that effective leadership can have on an organization's outcomes. The Leadership Core is designed to investigate leadership at the individual, group, and organizational levels. Finally, the integrative seminar is the capstone experience for the Organizational Leadership major.

Organizational Leadership Track Requirements (10 units)

ACCT 213	Management Accounting
ECON 152	Principles of Economics
BUS 155	Business and Society
MGMT 223c	Leadership and Management Principles
LDR 166	Intro to Leadership Research

LDR 245	

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.
- 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 MATH 231, will not receive credit for ECON 156.
- Students intending graduate work in economics are encouraged strongly to take MATH 171 and MATH 220.
- Majors in economics, management, international management, or accounting are urged to develop a significant concentration in some other area, whether it be mathematics, a natural science, one of the humanities, a foreign language, or another behavioral science.
- ECON 152 will satisfy the M4 Learning in Common requirement in Economic, Social, and Political Systems.
- All students majoring in the department must enroll in one writing-intensive (WI) course within their major.
- Students may major in one field in the department and minor in another but may not double-count courses (i.e., count a single course towards both the major and the minor). Students should consult their advisor or the chair regarding acceptable substitute courses.
- 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

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

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:

-

Health Administration programs (500/600 level courses). Consult with your advisor in selecting this course.

Finance Concentration

Required Finance Concentration Courses:

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

Two (2) elective courses

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

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 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: Strategic Supply Chain Management
- MGMT 547: Supply Chain Integrated Logistics Systems
- MGMT 549: Supply Chain Management Technology
- MGMT 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 &

MHSRM Concentrations:

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

HR Leadership Concentration:

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

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

Learning and Performance Management Concentration

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

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

Master of Science in 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

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 strategy, delivering value to the organization.

Required Human Resource Management Certificate Courses:

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

- MGMT 562 Human Resource Information Systems

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

Managerial Accounting

Prerequisite:

- MGMT 550: Introduction to Financial/ Managerial Accounting

Required Managerial Accounting Certificate Courses:

- MGMT 517: Corporate Finance (required)
- MGMT 552: Managerial Accounting (required)

Two (2) elective courses

- MGMT 518: Advanced Corporate Financial Management
- MGMT 556: Decision Analysis
- MGMT 558: Risk Analysis

Organizational Leadership

Required Organizational Leadership Certificate Courses:

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

Self-Designed

Required: 4 (four) graduate business courses with Departmental approval.

Supply Chain Management

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

Required Supply Chain Management Certificate

Courses:

MGMT 545: Strategic Supply Chain Management
MGMT 547: Supply Chain Integrated Logistics Systems
MGMT 549: Supply Chain Management Technology
MGMT 556: Decision Analysis or MGMT 577: Project Management

Training & Development Management

Required Training & Development Management Courses:

- MGMT 569: Training & Development Systems
- MGMT 572: Managing Performance
- MGMT 511: Developing Leadership Competencies or MGMT 512: Women in Leadership or MGMT 562: Human Resource Information Systems
- MGMT 556: Decision Analysis or MGMT 565: Global Talent Management

Microcourses

The School of Business & Economics (SOBE) offers graduate business microcourses. Microcourses are 1.0 credit and 1.5 credit courses and are shorter in length than full courses. Microcourses are 'stackable' to full 3.0 credit courses which can ultimately lead to earning certificates and full program degrees.

The successful completion of microcourses results in the awarding of microcredentials. A microcredential is a recognition of completing the specific, learning outcomes of a microcourse. Microcourses and microcredentials will provide targeted learning opportunities for adults who need specific skills quickly. And they will also offer pathways to program certificates and full degrees if a student wants to expand their education beyond the initial microcourses and microcredentials.

Undergraduate Courses in Accounting

ACCT 157. Financial Accounting. Introduction to accounting, the language of business. This course

provides an introduction to financial reporting. Topics include reporting of business transactions, application of accounting theory, standards, and principles, and analysis of financial information.

ACCT 213. Managerial Accounting. This course is designed to introduce students to the variety of ways in which managerial accounting data and information is used by organizational leadership to make strategic decisions. Students will learn how firms manage costs, create and manage budgets, use variance analysis, Cost-Volume-Profit analysis, Return on Investment, balanced scorecards, and capital budgeting to lead the firm into the future. Prerequisite ACCT 157.

ACCT 218. Intermediate Accounting I. Environment and theoretical structure of financial accounting, including income statements and statements of cash-flows, income measurement, the balance sheet, financial disclosures, time value of money concepts, cash and receivables, inventories, operational assets, investments. Application of accounting and economic concepts to analysis of a company's financial position and performance, as shown in published information, primarily financial statements. Prerequisite: ACCT 157.

ACCT 219. Intermediate Accounting II. Continuation of ACCT 218. Topics include liabilities, contingencies, stockholders' equity, dilutive securities, earnings per share, investment, revenue recognition, income taxes, pensions, post-retirement benefits, leases, accounting changes and error correction, statement of cash-flows, financial statement analysis, full disclosure. Prerequisite: ACCT 218 with a grade of C or better.

ACCT 230. Forensic Accounting and Fraud. This course will introduce the student to the concepts of fraud, investigation, and forensic accounting. Prerequisite: ACCT 157.

ACCT 240.2. International Accounting. Global trade and economic integration make the world smaller and increase the importance of international accounting. This course starts with international business and multinational financial strategy, along with the related issues of international accounting. We study generally

accepted accounting standards (GAAP) relating to international operations and international financial reporting standards and how they impact worldwide business. We also examine the status of the accounting profession and accounting standards in several industrialized countries. Prerequisite: ACCT 157.

ACCT 258. Computers and Accounting Information Systems. Introduction to hardware, software, networks, databases. Developing information strategy, organizing reporting needs, setting up accounting systems. Discussion of Enterprise Resource Planning (ERP). Prerequisites: ACCT 157 and MGMT 211.2 or equivalent experience.

ACCT 313. Advanced Managerial Accounting and Analytics. This course explores the use of accounting information for internal planning, analysis, cost management and decision making. Topics covered include cost management, evaluating and managing performance,

Undergraduate Courses in Business Management

BUS 155. Business and Society. Business and Society provides a comprehensive introduction to functional and strategic elements of business enterprises in the context of society at large. Analysis of the social, cultural, legal, political, technological and economic environments in which businesses operate are central to the course. Basic accounting, finance, marketing, human resources, production, operations and information systems are introduced. The role of free enterprise, entrepreneurship, globalization, corporate governance, sustainability and stakeholder management are among the issues addressed. Prerequisite: Freshman/sophomore status only.

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

BUS 252. Using Data in Business Decision Making. This course introduces students to business decision making using data. Students will apply techniques of data preparation, data visualization, regression analysis, forecasting, spreadsheet modeling, and optimization methods to transform data into insight. Prerequisites: ECON156 or MATH 107 and BUS 155 or MGMT 223.

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

BUS 324. Operations Management. Introduction to managing the supply side of profit and not-for-profit organizations, and their production of goods and services. Includes process improvement,

scheduling, materials management, and quantitative methods for operations management. Prerequisites: ECON 156 or MATH 107 (final grade of C- or better) and two (2) of the following: ACCT 213 or FIN 231 or MGMT 251 or BUS 253.

BUS 342. WI:Organizational Behavior and Leadership. Examines the relationship between the individual and the organization. Topics to be considered include communication motivation, leadership and power, group dynamics and decision-making, interpersonal relationships and change. Theories and practice of leadership will be studied in depth. Various pedagogical techniques will be utilized including lectures, case studies, examination of research and experiential learning. Prerequisites: MGMT 223 or BUS 155. Writing-intensive.

BUS 365. Management Seminar. Senior seminar for management majors that presents classic and emerging management strategy theory, integrates functional aspects of business including marketing, human resources, finance and operations, and gives students opportunities to apply these concepts and principles to the effective leadership and management of business and not-for-profit organizations. Prerequisites: Senior standing; MGMT 223 or BUS 155 and either MKTG 151 or BUS 253 and MGMT 251.

BUS 366. Service Learning. This course provides students with the opportunity to participate in a minimum of 45 service-learning hours accompanied by lectures and classwork throughout the semester while integrating the knowledge gained in their coursework to meet real community and business needs in the Lehigh Valley. Through hands-on service and related assignments, students will learn about community organizations and how to partner with them to make an impact on the community. Prerequisites: Senior standing; MGMT 223 or BUS 155 and either MKTG 151 or BUS 253 and MGMT 251.

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BUS 384. Independent Research.

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BUS 400-401. Honors.

Undergraduate Courses in Economics

ECON 152. Principles of Economics. Study of basic economic theory and major economic institutions, including the development of economic thought. Emphasis on structure, functions, and underlying principles of modern economic life. Includes elementary macro- and microeconomic theory. Prerequisite: Either a minimum ALEKS score of 40, or any score on the Moravian University Canvas exam.(M4)

ECON 156. Economic and Business Statistics. Introduction to statistical concepts and methods. This course reviews descriptive measures of location and dispersion, provides an overview of probability concepts and distributions, and focuses on statistical inference, hypothesis testing, and simple and multiple linear regression analysis. Additional topics may include quality control and time series analysis. ECON 156 may not be taken for credit by students who have earned credit for MATH 107 or ECON 156 or MATH 232. Prerequisite: three years of secondary health, capjl formoiew , socio- ity nomic especiapryomicWi17o3 sorld Bank. Caser0 udi0 1iveruses, ity nomic

environmental policy. Trade-offs between production and environmental amenities and assessment of non-market value of environmental amenities. Topics include remediation and clean-up policies, development, and biodiversity management. Prerequisite: ECON 152 (final grade of C– or better).

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

ECON 256. Applied Econometrics. An introduction to regression-based modeling as applied to economic, management, marketing, and other business-related examples. Emphasis is on how to use econometrics to inform decision-making: to formulate, model, and interpret results of real-world problems based on data. In addition to learning various modeling techniques, the course focuses on often encountered data problems such as multicollinearity and serial correlation of errors. There is significant emphasis on correct specification of models and interpretation of results. Students will learn to use econometric software to estimate models and detect and address common challenges inherent in data. Prerequisites: ECON 152 and 156 or MATH 107 (final grade of C– or better).

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

ECON 325. History of Economic Thought. Development of classical and neoclassical or marginalist economic theory. Works by Adam

Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, and others. Prerequisite: ECON 152 (final grade of C– or better) and one 200-level ECON course.

ECON 327. Industrial Organization. This course applies economic theory to the pricing practices of firms under varying degrees of competition. Analysis covers different industries and also firms' decisions regarding quality, advertising and other business choices. Topics include: technological innovation, the role of information and advertising, and the dynamics of oligopoly and monopoly pricing. Prerequisites: ECON 225.

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

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

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ECON 384. Independent Research.

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ECON 400-401. Honors.

Undergraduate Courses in Finance

FIN 231. Managerial Finance. Relevant theories of financial management of business organizations, with emphasis on corporate form. Combines theoretical and environmental frames of reference to determine how firms maximize value. Topics include real and financial-asset valuation,

risk and rates of return, cost of capital, portfolio choice, and long- and short-term financing decisions. Prerequisites: ECON152 (final grade of C– or better) and ECON 156 or MATH 107 (final grade of C– or better) and ACCT 157.

FIN 235. Current Topics in Finance. Assesses contemporary issues in financial markets and institutions, corporate finance, investments,

development; evaluating leader and leadership effectiveness; and, the future of leadership. To ensure a broad understanding of the value of leadership research, a variety of contexts, such as the corporate, not-for-profit, community and public sectors will be considered.

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

MGMT 211.2. Applied Information

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

MGMT 216. Information Systems for

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

MGMT 223. Leadership & Management

Principle. In the 21st century, organizations and companies of all types and sizes, including start-ups and new ventures, are constantly confronted by change in order to flourish or even survive. Additionally, change occurs in the context of ethical dilemma, human diversity, creativity and innovation. To be able to respond effectively and consistently, business enterprises need to lead and manage change, different but equally essential processes. This principles course will: describe the contextual challenges of confronting change; distinguish leadership and management; present the principles of leading and managing change; and underscore the benefits and

power of mastering leading and managing as it relates to creating and sustaining organizational transformation. Prerequisite: ECON152 (final grade of at least C- or better).

MGMT 255. Mindfulness in Sport. Using Csikszentmihalyi's theory of flow as the theoretical framework to guide this course, we will explore mindfulness and flow in the context of optimizing performance in sports organizations. Together, we will discover how leaders make meaning of their behaviors in the context of doing good business in the sports industry. We will explore ways of thinking, reactions to our readings, self-reflection, and how to express responses in an analytical and thoughtful way. In an effort to create awareness for happiness at work, we must understand the cultural implications that stimulate our lives. Using a sports management lens, let's explore how "... leaders and managers of any organization can learn to contribute to the sum of human happiness, to the development of an enjoyable life that provides meaning, and to a society that is just and evolving" (Csikszentmihalyi, p. 5, 2003). Prerequisite: MGMT 223 or BUS 155.

MGMT 326. Law of Finance and Credit.

Aspects of legal environment of financial and thrift institutions. Application of Uniform Commercial Code to commercial paper, deposits and collections, investments, and secured transactions. Consumer credit transactions, mortgages and realty, trusts and estates. Prerequisites: ACCT 157 and BUS 226.

MGMT 333. International Issues in

Management. Issues in international business and management from a world-system perspective; development of management as it influences and is influenced by multinational network of organizations, governments, and business enterprises. Theory and practice of global management, requiring perspective compatible with changing nature of international relations. Prerequisite: MGMT 223 or BUS 155.

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MGMT 384. Independent Research.

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MGMT 400-401. Honors.

Undergraduate Courses in Marketing

MKTG 151. Marketing Management. The role of marketing activities in management of an organization. Emphasis on application of marketing principles to design and implement effective programs for marketing products and services to consumers and industrial users. Market analysis and buyer behavior in the development of appropriate product, pricing, distribution, and promotional strategies.

MGMT 223. Leadership and Management Principles. In the 21st century, organizations and companies of all types and sizes, including start-ups and new ventures, are constantly confronted by change in order to flourish or even survive. Additionally, change occurs in the context of ethical dilemma, human diversity, creativity and innovation. To be able to respond effectively and consistently, business enterprises need to lead and manage change, different but equally essential processes. This principles course will: describe the contextual challenges of confronting change; distinguish leadership and management; present the principles of leading and managing change; and underscore the benefits and power of mastering leading and managing as it relates to creating and sustaining organizational transformation. Prerequisite: ECON152 (final grade of C- or better).

MKTG 227. Consumer Behavior. Psychology of consumers. Methods of psychological research for problems in consumer areas. Impact of personality, learning, motivation, and perception on consumer decisions. Topics include consumer stereotypes, social groups as consumers, advertising, product or brand images and identification, and attitude change in consumers. Recommended: MKTG 151.

MKTG 228. Telling and Selling Your Brand: The Art of the Story. (also IDIS 228) Explore and compare selling identity

for an organization. Focus on how, length, and organization of the story (and creative copy) to tell the story. 4A004223. symbolism. visual and menusing, powerful, and interesting throughout the

123 **Also IDIS 508 How to Sell Your Brand** (relationship) to consumers (with their customers and through stakeholders) to sell your brand. **Charity "Love" 8) apply to**

emphasis on correct specification of models and interpretation of results. Students will learn to use marketing analytics software to make marketing decisions. Prerequisites: ECON 156 and MKTG 151.

MKTG 311. WI: Marketing Research. Methods of collecting, analyzing, and interpreting data to aid marketing managers in identifying market problems and opportunities and to develop effective marketing strategies. Prerequisites: ECON 156 or MATH 107 (final grade of C- or better) and MKTG 151. Writing-intensive.

MKTG 370. New Product Marketing. This course explores the process of gaining competitive advantage through new product development and market innovation in a dynamic business environment. It examines the different stages of successful new product development from a marketing perspective including: customer centric idea and concept generation, evaluation and testing, product launch and evaluation. Prerequisite: MKTG 151.

MKTG 375. Marketing Strategy. Senior seminar course for marketing management and marketing analytics majors. This course examines a systematic framework for strategic marketing decision making in the context of a dynamic and evolving marketing environment. Specific emphasis will be placed on how marketing strategy is both impacted by and supports overall organizational strategy. Explores the development and evaluation of marketing strategy from a customer-focused, market oriented perspective. Students will have opportunities to apply these concepts and principles in real world scenarios. Prerequisites: MKTG 311.

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MKTG 384. Independent Research.**

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MKTG 400-401. Honors.**

Graduate Courses in Management

MGMT 500-Introduction to R. This is a self-paced, no-cost course designed to help students to develop foundation skills in the R programming

language prior to beginning of their technical course work. This popular language is at the heart of the Moravian MSDA program. Topics include Installing R, navigating the R workspace, understanding the structure of R commands, data sets, data management, performing basic statistical analysis, and how to create graphs. Credits: Pass/No Credit

MGMT 501-Business Prerequisites. To help our students succeed in their graduate business programs, Moravian offers a series of self-paced, no-cost courses designed to provide foundation learning at the beginning of their studies. There are seven course modules available to students in MGMT 501. They include Statistics, Microeconomics, Macroeconomics, Finance, Accounting, Marketing and HR. Your need to take one or more of these prerequisite courses is determined at the time of your application to the program. Credits: Pass/No Credit

MGMT 502. Epidemiology and Bioinformatics. This is an epidemiology methods course designed with the broad perspective required for determination of the distribution and determinants of health and illness in human population groups. One focus is on the information systems, data sets and algorithms used in solving health problems and finding solutions needed for evidence-based practice. Knowledge required for being a critical consumer of research reports in professional literature is an additional focus. Designing health promotion and disease prevention programs for important global and local health problems is also stressed. 3 graduate credits. Prerequisite: None.

A ; AH`)\$("Dc`]Wmz` E i U`]hm`UbX`GUZYhm. This course provides an overview of policies that affect the quality, safety, and cost-effectiveness of health care. Students analyze the effects that paradigms, values, special interests, and economics have in the delivery and financing of health care that may or may not result in improvement of health of the public and of specific subsets of patients. 3 graduate credits. Prerequisite: None.

MGMT 511. Developing Leadership Competencies. Organizations and businesses need leadership from every individual who works or volunteers to advance its mission and goals.

Regardless of style or approach, leadership starts with basic competencies that together

MGMT 517. Corporate Financial Management.

This course focuses on the integration of both the theoretical and practical aspects of financial and investment decisions in the corporate environment. Students will learn to fully utilize accounting and financial information to make sound, ethical decisions. Topics include financial statement analysis, risk & return, capital budgeting, cost of capital, capital structure, financial decision-making under conditions of uncertainty, corporate valuation, working capital management, multinational finance, and current issues such as derivatives, bankruptcy, mergers and acquisitions, divestitures and corporate governance. The legal and ethical aspects of financial management are examined within the context of the existing legal and regulatory environment. 3 graduate credits. Prerequisite: None.

MGMT 518. Advanced Corporate Finance.

This course expands on the concepts, tools and applications developed in Mgmt. 517. The course focuses on the integration of both the theoretical and practical aspects of financial and investment decisions in the corporate environment. Students will learn to fully utilize accounting and financial information to make sound financial decisions. 3 graduate credits. Prerequisite: MGMT 517.

MGMT 519. Managing Operations. This course focuses on the strategic and tactical issues associated with managing the creation and distribution of goods and services. Concepts, techniques, and tools of process and project management are emphasized. Specific topics include, among others, operations strategy, quality management, time-based competition, and supply chain management. The application of these techniques in various settings including the industrial, service, healthcare, and not-for-profit sectors is also examined. 3 graduate credits. Prerequisite: None.

MGMT 520. Financial Management in Health Care Organizations

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

outcomes. Prerequisite: None.

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

A ; AH')&&"Dfc^YWh' AUbu[Ya Ybh. This course focuses on defining projects and identifying how to manage them within healthcare organizations. Students learn to identify project management process groups, methods to formulate and execute goals, break project components into work breakdown structure, and critique project case studies to assure performance improvement. 3 graduate credits. Prerequisite: None.

MGMT 523. Marketing Management and Strategy.

This course focuses on the role of marketing in establishing and maintaining the relationship between the organization and its internal, domestic and global customers. Emphasis is placed on the analysis of market opportunities, customer behavior and competitive conditions leading to the development of strategic marketing plans for building and strengthening customer relationships. Specific topics include product and service strategy, pricing, promotion and management of channels of distribution including the role of the Internet and electronic commerce. 3 graduate credits. Prerequisite: None.

MGMT 524. Strategic Planning in Health Care

This course examines models of change within health care organizations and identify strategic and leadership decisions necessary to effect positive organizational outcomes. Factors that assure short-term and long-term success in a competitive health care environment, including developing partnerships and cultivating human

and other resources are analyzed. Students utilize case studies to critique the strategic decision-making process and make recommendations for effective strategic change. Prerequisite: None.

MGMT 532. Managing Healthcare Organizations. This course examines the unique environment and how it affects the organization. Students will critique the

of view of the central management of the firm, as well as the expatriate executive's perspective. 3 graduate credits. Prerequisites: None.

MGMT 552. Management Accounting. This course is designed to introduce students to the variety of ways in which management accounting information is used to support an organization's strategic objectives. The role of managerial accounting has been expanded to include collection and analysis of measures of financial performance, customer knowledge, internal business processes, and organizational learning and growth. To facilitate student comprehension and appreciation for the expanded role of managerial accounting, the following issues will be considered: the nature of costs incurred by firms and the variety of ways by which organizations account for and manage these costs; the process of evaluating the performance of firms and their business units; the rationale behind the balanced scorecard; the use of accounting information to motivate and evaluate performance. 3 graduate credits. Prerequisite: None.

MGMT 553. Big Data Management. This course covers fundamental issues in large-scale data management. The course examines issues related to data organization, representation, access, storage, and processing. Discussion includes open source and commercial solutions, with special attention being paid to large distributed database systems and data warehousing. The course introduces technologies and modeling methods for large-scale, distributed analytics. 3 graduate credits. Prerequisite: None.

MGMT 554. Intellectual Property Asset Management. It is widely commented that physical assets are on a broad decline in relative importance across many industries while intangible assets, particularly intellectual property assets (e.g.: staff know how, brands, patents, proprietary software, and data), are ascending rapidly in importance as main sources of strategic advantage and earnings generation potential. Intellectual Property Asset Management will provide students with a full appreciation of the use of their organization's intellectual property assets. A considerable amount of complex negotiations with other firms is frequently required to assemble and utilize intellectual property asset

portfolios effectively, both as stand alone assets and as integral parts of partnership and joint venture arrangements. Therefore, the course also provides managers with negotiations skills training, including both concepts and workshop mode negotiation practice. 3 graduate credits. Prerequisite: None.

MGMT 555. Business Research Methods. Good business decisions and strategy depend on drawing inferences from data. Today businesses gather and store vast amounts of data on customers, markets, and the business itself. In this course students will learn how to predict and explain phenomena in the environment through the gathering, analyzing, interpreting, and reporting of information that makes business decision makers more effective. The course focuses on methods of conducting business research, including data collection and sampling, measurement, hypothesis testing, basic quantitative analysis, and multivariate statistical techniques. Students will design and execute their own analysis of data in a business discipline of their choice. Excel is used extensively in the course as an analysis tool. 3 graduate credits. Prerequisite: None.

MGMT 556. Decision Analysis. This course presents tools for decomposing complex decisions into constituent parts allowing each part to be solved separately and reintegrated into the overall problem solution. Subjecting complex decisions to a formal decision analysis process provides decision makers with much greater clarity about the true nature and risks inherent in the decision being made and produces more precise estimates of the range of outcomes that each decision option may yield. Decision analysis tools are commonly used to assist decision makers in complex decision environments such as those with multiple quantifiable and non quantifiable objectives, those that create, eliminate, or change options faced in subsequent decision environments, and decision options whose impacts are shaped by risk and uncertainty in current and future environments. Techniques such as decision trees and probability distributions, influence diagrams, the Simple Multi-Attribute Technique (SMART), Monte Carlo simulations, Bayesian analysis scenario planning, and others will be discussed. 3 graduate credits.

Prerequisite: None.

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

MGMT 558. Risk-Analysis & Management.

This course provides a comprehensive review of Corporate Risk Management and utilizing the Enterprise Risk Management framework – how to analyze, quantify and mitigate risks to corporations across multiple dimensions. Topics include Risk Fundamentals, the Enterprise Risk Management Framework, Supply Chain Risk, Macroeconomic & Financial Risk, Operational Risk, Credit Risk, Technology Risk, Regulatory & Legal Risk and Organizational risk. Various risk assessment tools such as Value at Risk (VaR) methods will be introduced and used in quantifying risk and risk mitigation strategies will be proposed including the use of derivatives and the application of forward, futures and options markets. 3 graduate credits. Prerequisite: MGMT 517 and MGMT 518.

MGMT 559. Advanced Managerial Accounting.

This course will cover selected advanced topics in managerial accounting not covered in MGMT 552. It will discuss such topics as Multiproduct Cost-Volume-Profits (CVP) analysis, probabilistic forecasting, Performance Evaluation, Game Theory, Markov Chains and Linear Programming. Students will learn how to utilize information from various application systems such as the general ledger, ERP (Enterprise Resource Planning) and MRP (material resource planning systems) systems combined with various decision analysis tools to make informed business decisions. Prerequisites: MGMT 552 Managerial Accounting

or an undergraduate accounting degree is a prerequisite for MGMT 559 Advanced Managerial Accounting. These prerequisites can be waived after a review of the applicant's transcripts and work experience.

MGMT 561. Measurement Strategies and Methods in HR Management.

HR professionals must be able to gather data appropriately, analyze it, and communicate findings to managers and executives convincingly to be strategic partners in the organization. This course examines methods for collecting and analyzing data for a variety of HR needs including satisfaction surveys, market analysis and benchmarking, workforce profiling, and compensation and benefits analysis. Both quantitative and qualitative methodologies will be examined along with concepts of evidence based management. Prerequisite: None.

MGMT 562. Human Resource Information Systems.

This course examines the strategic role of human resource information systems (HRIS) in the effective management of organizations, operationally and strategically. Students and faculty will examine how to determine organizational readiness and need for an HRIS and the factors that assist in the selection and evaluation of an appropriate HRIS. HRIS concepts will be linked to HR activities such as performance management, compensation and benefits, equal employment opportunity and affirmative action, labor relations, and human resource planning, as well as enterprise computing needs. Students will gain knowledge of the process of implementing, managing, securing, and using data and information stored in electronic HRIS databases. Prerequisite: None.

MGMT 563. Current Legal Issues in HR Management.

This course examines the high priority legal issues in today's current HR environment. Working from a basis of laws and regulations governing the employment relationship, students and faculty examine how federal and state legislation, court and administrative decisions, and regulatory processes are changing interviewing, hiring, promotion, performance assessment, termination, diversity, privacy, safety and health, and union-management relations practices in the workplace. Emphasis is placed on analyzing the impact of

changes in law and regulations and determining both operational and strategic impacts of those changes on organizational practices. Prerequisite: None.

MGMT 564. Negotiations in Public Schools.

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

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

MGMT 567. Managing Compensation and This course examines the goals of the organization in its employment of human resources including the use of reward systems, monetary and non-monetary, intrinsic and extrinsic, in the motivation of goal-oriented behavior as a major factor in influencing people's actions in the workplace. The effects of reward systems on recruiting, performance, satisfaction and tenure are examined. The course also explores pay system components such as entry

position rates, job evaluation systems, merit pay plans, and employee income security systems. Legal aspects of reward systems, such as federal wage and hour laws and the Employee Retirement Income Security Act, are examined. The value of healthcare benefits to organizations and employees is also discussed. Prerequisite: None.

MGMT 569. Training and Development Systems.

This course is an introduction to behavioral concepts and organization best practices related to training and developing human resources. Emphasis is placed on the investigation and development of proactive strategies to align the knowledge and skills of the organization's employees with those needed to realize the organization's strategic goals. Learning technologies for delivering training content are explored within the context of aligning training and development strategy with organizational needs. Prerequisite: None.

MGMT 571. Leading Change in Organizations.

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

MGMT 572. Managing Performance:

Managers and human resource professionals must have a good understanding of performance management principles in order to coach managers in managing employee performance. This course focuses on the underlying principles of performance management and ways to intervene early to manage behavioral problems. Topics to be covered include an overview of performance management, methods for motivating staff,

also reviews methods for product positioning

applied to financial data and time series analysis. R language is used throughout the course. Prerequisite: MGMT 500.

A ; AH' *+% "7UdghcbY'Dfc^YWh. The capstone course focuses upon the practice of predictive analytics. This course gives students an opportunity to demonstrate their business strategic thinking, communication, and consulting skills. Students work individually on projects that can be work related or part of a consultative effort with an organization. Students will present their project online to faculty and peers. Prerequisite: Completion of a minimum of 30 credits toward the degree and permission of the instructor.

Graduate Microcourses

MGMT 5050. Introduction to Python. This course is an introduction to Python. The purpose of the course is to provide the student with foundational knowledge about the language and its use in data analytics. Topics include getting started with the language, data & data sets, importing and exporting data, basic data management, errors, descriptive and inferential statistics and visualization methods. 1.5 graduate credits. Prerequisite: None.

MGMT 5051. Introduction to SAS. This course is an introduction to SAS. The purpose of the course is to provide the student with foundational knowledge about the language and its use in data analytics. Topics include getting started with the language, data & data sets, importing and exporting data, basic data management, errors, descriptive and inferential statistics and visualization methods. 1.5 graduate credits. Prerequisite: None.

MGMT 5052. Introduction to SPSS. This course is an introduction to SPSS. The purpose of the course is to provide the student with foundational knowledge about the language and its use in data analytics. Topics include getting started with the language, data & data sets, importing and exporting data, basic data management, errors, descriptive and inferential statistics and visualization methods. 1.5 graduate credits. Prerequisite: None.

MGMT 5053. Introduction to MINITAB. This course is an introduction to MINITAB. The purpose of the course is to provide the student with foundational knowledge about the language and its use in data analytics. Topics include getting started with the language, data & data sets, importing and exporting data, basic data management, errors, descriptive and inferential statistics and visualization methods. 1.5 graduate credits. Prerequisite: None.

MGMT 5054. Introduction to Stata. This course is an introduction to STATA. The purpose of the course is to provide the student with foundational knowledge about the language and its use in data analytics. Topics include getting started with the language, data & data sets, importing and exporting data, basic data management, errors, descriptive and inferential statistics and visualization methods. 1.5 graduate credits. Prerequisite: None.

MGMT 5060. Introduction to Excel. This course is an introduction to Excel. The course will provide the student with working knowledge of the basics in using this spreadsheet data analytic tool. Topics include navigating a worksheet, basic calculations, statistical functions, the use of reference functions and basic graphing. 1.5 graduate credits. Prerequisite: None.

MGMT 5061. Intermediate Excel. This is a course in intermediate Excel. Building on the Introduction to Excel course, this course reviews advanced charting, Pivot Tables, Regression Methods, Optimization tools such as Goal Seek and Solver, Simulation methods, and introduces the student to Macros. 1.5 graduate credits. Prerequisite: MGMT 503.1.

MGMT 5070. Introduction to Data Analytics. This course introduces students to the importance of data in decision making in modern society and the data analytics process. Each step of the process is reviewed from defining the problem, getting the data, wrangling the data, analyzing the data and presenting the findings. Students will have the opportunity to create and develop a data analytic project. 1 graduate credit. Prerequisite: None.

MGMT 5071. Data Wrangling. Garbage-In/Garbage-Out (GIGO) is a popular phrase describing the implications of using bad data in analytics. This course reviews processes and methods used to review, clean, modify and transform data from one form to another, more usable form to make it suitable for analysis. This course reviews the steps associated with the data wrangling process and addresses such issues as blank and missing values, outliers, variable transformations, binning data and removing unnecessary or noninformative data. 1.5 graduate credits. Prerequisites: MGMT 500 Introduction to R. Note: This is a non-credit prerequisite that is needed to develop proficiency in the R programming language. Students who can demonstrate proficiency in R can seek a waiver of the prerequisite and MGMT 5061 Introduction to Excel. Students who can demonstrate proficiency in Excel can seek a waiver of this prerequisite.

MGMT 5080. Finance for Non-Financial Managers. This course is a review of corporate financial management principles for non-financial managers. Topics include the role of finance in an organization, the objective of an organization, an overview of financial statements as a source of financial information, fundamental value metrics, financial ratio development & analysis, evaluating trends in financial performance and understanding the role of free cash flows. 1 graduate credit. Prerequisite: None.

MGMT 5111. Developing Leadership Competencies - Emotional Intelligence. This course provides an introduction to the theory and practice of emotional intelligence. The course topics include the four components of emotional intelligence - self-awareness, self-management, social awareness and relationship management. 1 graduate credit. Prerequisite: None.

MGMT 5112. Developing Leadership Competencies - Self-Oriented Leadership Competencies. This course introduces four competencies of effective contemporary leadership that are self-oriented. The course topics include - personality types, emotional intelligence, mindfulness and authenticity. 1 graduate credit. Prerequisite: None.

MGMT 5113. Developing Leadership Competencies - Other-Oriented Leadership Competencies. This course introduces four competencies of effective contemporary leadership that are other-oriented. Topics include - empathy, courage, creativity and character. 1 graduate credit. Prerequisite: None.

MGMT 5151. Microeconomic Foundations -: Problem solving and decision making. This course develops problem-solving and decision-making skills using business economics principles. Students learn to evaluate costs and benefits, understand market dynamics, and create economic value, and apply these principles to real-world scenarios. 1.5 graduate credits. Prerequisite: None.

MGMT 5152. Microeconomic Foundations - Business strategy and policy. The Business Strategy and Policy course teaches economic analysis for developing successful business strategies and policies. It covers competitive and internal economic forces and prepares participants to become effective strategic leaders. 1.5 graduate credits. Prerequisite: None.

MGMT 5171. Corporate Finance - Financial Flow. This course is a review of corporate financial management, Intrinsic Value and Cash Flows. Topics include an overview of financial statements, fundamental value, financial ratio development & analysis, evaluating trends in financial performance and free cash flows. 1.5 graduate credits. Prerequisite: None.

MGMT 5172. Corporate Finance - Risk & JU i Uh]cb. '5bb i]h]Yg' GhcW_g' UbX' 6 cbXg" This course is a review of the Time Value of Money principles, Bond and Stock Valuation,

merging the Cost of Debt and Cost of Equity, using Capital Budget Analysis to decision projects, and using financial skills to determine which projects or investments support sustainable / relevant / expanding corporate operations and financial results. Topics include determining the

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credits. Prerequisite: MGMT 500 Introduction to R. Note: This is a non-credit prerequisite that is needed to develop proficiency in the R programming language. Students who can demonstrate proficiency in R can seek a waiver of the prerequisite.

MGMT 5551. Business Research Methods - Designing a Study. This course is an introduction to designing a business study. Students will investigate ways to develop good research questions, explore data collection considerations, and discuss ethical issues surrounding studies. 1.5 graduate credits. Prerequisite: None.

MGMT 5552. Business Research Methods -

external recruitment strategies, diversity, inclusion, and selection and assessment procedures. 1.5 graduate credits. Prerequisite: None.

MGMT 5652. Global Talent Management - Employee Retention. Methods for retaining human talent will be examined. Topics may include training, development, performance management, compensation, benefits, succession planning, diversity, and inclusion. 1.5 graduate credits. Prerequisite: None.

MGMT 6021. Multivariate Analysis-Supervised Learning Methods. This is a course in multivariate statistics which focuses on methods concerned with relations among variables and/or significant group differences. ANOVA, MANOVA, Multiple Regression, Analysis of Repeated Measures, Canonical Correlation, Multivariate Multiple Regression, Linear Discriminant Analysis and Logistic Regression will be covered. 1.5 graduate credits. Prerequisites: MGMT 500 Introduction to R. Note: This is a non-credit prerequisite that is needed to develop proficiency in the R programming language. Students who can demonstrate proficiency in R can seek a waiver of the prerequisite and MGMT 557 or microcourses MGMT 5571 and MGMT 5572.

MGMT 6022. Multivariate Analysis-Unsupervised Learning Methods. This is a course in multivariate analysis which focuses on methods concerned with relations among variables and/or significant group differences. Techniques such as Principal Components
waiver of the prerequisite microcourses MGMT 555004seekTd71 and MGMT 5572.

~~MGMT 6021. Multivariate Analysis-Supervised Learning Methods. This is a course in multivariate statistics which focuses on methods concerned with relations among variables and/or significant group differences. ANOVA, MANOVA, Multiple Regression, Analysis of Repeated Measures, Canonical Correlation, Multivariate Multiple Regression, Linear Discriminant Analysis and Logistic Regression will be covered. 1.5 graduate credits. Prerequisites: MGMT 500 Introduction to R. Note: This is a non-credit prerequisite that is needed to develop proficiency in the R programming language. Students who can demonstrate proficiency in R can seek a waiver of the prerequisite and MGMT 557 or microcourses MGMT 5571 and MGMT 5572.~~

The chemistry major at Moravian University provides you with a fundamental understanding of chemical concepts and their application to current problems. Beginning in the general chemistry course and throughout the curriculum, you'll explore chemical principles by carrying out experiments using modern chemical instruments. You'll receive hands-on experience with analytical techniques such as optical and infrared spectroscopy, gas chromatography, mass spectrometry, and nuclear magnetic resonance spectroscopy. You may choose to work with faculty members on research projects in theoretical, analytical, physical, organic, inorganic, or biochemistry. The department's courses, equipment, and resources have been reviewed and approved by the American Chemical Society, and we offer coursework and research experiences that lead to an ACS-certified B.S. degree in chemistry.

The Moravian University chemistry major provides a foundation for graduate study in chemistry, biochemistry or medicine, and for careers in the chemical and pharmaceutical industries. In conjunction with the teacher certification program in our education department, chemistry majors can qualify for secondary school teaching certificates in general science.

The Major in Chemistry

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

The Minor in Chemistry

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

The Interdepartmental Major

The six courses that compose Set I of the interdepartmental major in chemistry include

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

Departmental Recommendations

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

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

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

Courses in Chemistry

CHEM 100. Chemistry and Society. This course for non-science majors explores fundamentals of chemistry, scientific method of inquiry, and past, present, and future impact of chemistry on society. Illustrations of general principles come from areas such as the environment, public health, and technological advances. When Available. Three 50-minute periods, one 3-hour laboratory. (F4)

CHEM 108. Fundamentals of Chemistry. Introduction to inorganic, organic, and biochemistry. Topics include atomic structure, bonding, molecular structure, aqueous solutions, behavior of gases, acids, bases, buffers, respiration, energy, and radioisotopes. Emphasis on chemistry of life processes. Fall and Spring.

Three 50-minute periods, one 3-hour laboratory. Prerequisite for nursing majors: BIOL 103. (F4)

CHEM 113-114. General Chemistry. Atomic theory and structure, behavior of matter, principles and laws, and the scientific method of working and reasoning. Laboratory consists of related physical-chemical experiments in first term; second-term lectures emphasize structure, chemical equilibrium, acid/base theory, and qualitative analysis, with laboratory work devoted to the same topics. Two 50-minute periods, two 50-minute problem sessions, one 3-hour laboratory. Prerequisite for CHEM 114 is the completion of CHEM 113 with a grade of "C-" or better, or placement by the Department of Chemistry. (F4)

CHEM 205. Environmental Chemistry. An overview of the primary chemical processes that affect our environment. Topics include natural cycles of the atmosphere, hydrosphere, and biosphere, as well as some major perturbations introduced by industrialized societies. Lab provides hands-on experience with current important analytical methods for studying the chemistry of the natural environment, analysis and interpretation of experimental data, and applications such as treatment of wastewater and abatement of atmospheric pollutants. Prerequisite: CHEM 114. Fall, alternating years. Three 50-minute periods, one 3-hour laboratory.

CHEM 211-212. Organic Chemistry. Exploration of elementary concepts of organic chemistry and their application to study of structure, reactivity and synthesis of organic compounds. Emphasis on correlation of the structures of molecules with their functions and explanation of these correlations on fundamental scientific principles. Laboratory uses open-ended exploratory approach for learning fundamental laboratory techniques, as well as providing experience with classical synthesis and qualitative organic analysis including hands-on experience with MS, FTIR, and FTNMR spectroscopic techniques and chemical analysis. Prerequisite: Completion of CHEM 114 with a grade of "C-" or better. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

CHEM 220.2. WI: Methods in Chemical

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

CHEM 222. Quantitative Analysis. Theory and application of classical quantitative analysis techniques, including gravimetric, titrimetric, potentiometric, visible spectrophotometric, and liquid-liquid extraction methods as applied to organic and inorganic material. Introduction to statistical treatment of experimental data and development of comprehensive understanding of solution equilibria. Substantial laboratory component provides hands-on experience with each method, applied to the assay of real samples. Prerequisites: CHEM 114 and CHEM 220.2 or permission of instructor. Spring. Two 70-minute periods, one 50-minute problem session, one 3-hour laboratory.

CHEM 311. Instrumental Analysis. Introduction to principles and major applications of modern instrumental techniques, including electrochemical, spectrometric and chromatographic methods, as applied to materials assay, quantitative spectrometric analysis of organic compounds, and investigation of properties of materials and reactions. Laboratory component stresses operation of key instruments to obtain data typical of each. Prerequisites: CHEM 222 and CHEM 331. Fall, alternating years. Two 70-minute periods, two 3-hour laboratories.

CHEM 313. Physical Organic Chemistry. Physical methods for studying organic structures and reactions. Topics include Hückel molecular orbital theory; applications of the concept of conservation of orbital symmetry to cycloaddition, electrocyclic reactions, and sigmatropic rearrangements; kinetic isotope effects; linear free-energy relationships; trapping of reaction intermediates. Readings taken directly from

chemical literature. Prerequisites: CHEM 212 and CHEM 332. Spring. Three 50-minute periods, one 50-minute problem session.

CHEM 314. Bioorganic & Medicinal Chemistry.

The role of organic chemistry in understanding and manipulating biological systems. Organic reaction mechanisms related to processes such as enzyme catalysis and biosynthesis and the rational development of pharmaceuticals to alter these processes will be discussed. Topics include synthetic peptide, DNA, and sugar design, mechanisms of enzyme catalysis, drug development, structure-activity relationships, pharmacokinetics, drug metabolism, and bioorthogonal chemistry in the context of treatments for conditions such as bacterial infections, allergies, inflammation, and cancer. Prerequisite: CHEM 212 or permission of instructor. Spring. Two 70-minute periods.

CHEM 315. Synthetic Organic Chemistry.

Introduction to retrosynthetic approach for designing syntheses of organic molecules and systematic investigation of synthetic use of organic reactions encountered in Chemistry 211-212. Course focus is on synthetic utility of various organic reactions and logic of synthetic design. Prerequisite: CHEM 212 or permission of instructor. Spring. Three 50-minute periods, one 50-minute problem session.

CHEM 327. Biochemistry I. (also BIOL 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for BIOL/CHEM 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: BIOL 111 and CHEM 212 or permission of instructor. Fall. Two 70-minute lectures, one 70-minute problem session, and one 3-hour laboratory.

CHEM 328. Biochemistry II. (also BIOL 328). Builds upon the biochemical foundations covered in BIOL/CHEM 327. Areas include metabolic pathways, strategies and regulation, membrane

transport, enzyme catalysis and regulation, bioenergetics, signal transduction pathways, and the biochemistry of disease. Students will be exposed to additional laboratory techniques, experimental design, bioinformatics, and grant proposal writing. Analysis of primary literature is an integral component of the course. Prerequisite: BIOL/CHEM 327 or permission of instructor. Spring. Three 50-minute lectures and one 3-hour laboratory.

CHEM 331-332. Physical Chemistry. States of matter, chemical thermodynamics, theory of solutions, chemical equilibria, electrochemistry, chemical kinetics, elementary quantum theory. Problems and laboratory reinforce theoretical discussion. Prerequisites: CHEM 220.2 or 222, MATH 171, and PHYS 112. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

CHEM 333. Advanced Physical Chemistry.

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

CHEM 335. Advanced Environmental

Chemistry. An overview of the primary chemical processes that affect our environment. Topics include natural cycles of the atmosphere, hydrosphere, and biosphere, as well as some major perturbations introduced by industrialized societies. The discussion period will consist of student-led discussions and analysis of recent and historically relevant journal articles in environmental chemistry. Three 50-minute classroom periods, one 70-minute discussion period. Prerequisite: Junior/Senior class standing and completion of CHEM 220.2 and 212. Fall, alternating years. Exclusions: cannot receive credit for both CHEM 205 and CHEM 335.

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

session, and one 3-hour laboratory.

CHEM 370.2. Senior Seminar in Chemistry.

Advanced topics in chemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas of chemistry and biochemistry. Emphasis on development of ability for independent analysis of chemical problems. Includes lectures by visiting speakers on current chemical and biochemical research, as well as literature research, written reports, and oral presentations on a chemical topic chosen by student in consultation with a faculty advisor. In addition, students will critique presentations by visiting scientists and other students. Prerequisite: Senior status or permission of department chair. Fall. One 100-minute period.

CHEM 375.2. Senior Seminar in Biochemistry.

(also BIOL 375.2) Advanced topics in biochemistry. Designed to provide senior-level students with the opportunity to deal with projects that bring together concepts from different areas

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- MCC 570: Group Theory & Practice
-
- MCC 580: Research Design & Methodology
-
- MCC 640 Human Sexuality Across the Lifespan

Clinical Sequence

- MCC 680 Practicum* (tele-health certificate completed in this course)*
- MCC 685 Internship Supervision I
- MCC 686 Internship Supervision II

The remaining 24 credits will be electives of your choosing, including courses like cognitive behavioral theory and techniques, addictions, child and adolescent counseling, forensic psychology, psychopharmacology, and special topics current to the field.

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- MCC 600 Trauma Informed Practice
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- MCC 605 Advanced Trauma Topics
-
- MCC 610 Grief & Bereavement
-
- MCC 615 Crisis Intervention
-
- MCC 620 Cognitive Behavioral Therapy
-
- MCC 625 Third Wave Cognitive Behavioral Modalities

- completed in MCC

680 Practicum

Field Placement:

Before you begin your practicum and internship, you will meet with the Director of Field Placement to discuss areas of interest, skill development, and career goals. Most students interview at several sites before deciding where they want to complete their field placement work. The Director of Field Placement can suggest a

local partner or you can suggest and explore potential sites of interest.

The supervision classes that you take concurrently with your field placement experience provide both supervisor and peer support to help you integrate and process experiences, learning, and understanding. To graduate, you must complete at least 700 hours of supervised clinical experience, which meets the Pennsylvania requirements for licensure as a Licensed Professional Counselor (LPC).

This course examines the research and theories of human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development. Normal development will be stressed, but aspects of atypical development, and developmental challenges will also be considered. Lifespan and developmental stages will all be contextualized through the lens of a multicultural framework.

MCC 535: Assessment for Counselors: This course will cover the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling. Students will learn to use assessments and test results to enhance their clinical interventions. Course content will prepare students to analyze, interpret, and evaluate assessment reports and recommendations from third parties.

MCC 545: DSM & Psychopathology: This course will cover the current DSM psychiatric system, and specifically the characteristics, etiology and contributing factors of specific diagnoses. Students will learn how to arrive at a differential diagnosis. The course will address evidence-based interventions for these diagnoses.

MCC 550: Counseling Theories: This course provides an overview of the major classical and contemporary theoretical approaches to individual counseling and how counselors put these theories into practice. Students will consider counseling theories through a multicultural and feminist lens to understand their client's behavior. Students will discern how to integrate counseling theories into their own counseling practice.

MCC 560: Social and Cultural Foundations:

with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory and recovery treatment. Emphasis will be placed on therapeutic strategies for facilitating holistic grief work in counseling.

MCC 615: Crisis Intervention: This course is an overview of crisis intervention. Major theoretical models of situational crises are examined and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis interventions. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for public schools. Topics of discussion include emergency situations such as natural disasters, terrorism, school violence, abuse, and crisis interventions with diverse populations.

MCC 620: Cognitive Behavioral Therapy: This course covers the theory, principles, and interventions used in Cognitive Behavioral Therapy (CBT). The course will explore Aaron Beck's and Albert Ellis' versions of CBT utilizing an applied perspective for case conceptualizations and treatment plans. The course will cover empirically based CBT interventions for common psychopathological disorders.

MCC 625: Third Wave Cognitive Behavioral Modalities: This course will provide a theoretical overview of the main Third Wave Cognitive Behavioral Therapies (CBT) including: Mindfulness, Acceptance & Commitment Therapy (ACT), Compassion Focused Therapy (CFT) and Dialectical Behaviour Therapy (DBT). Students will also learn how to ethically apply these approaches across a range of practice environments with diverse populations.

MCC 640 Sexuality Across the Lifespan: This course will cover human sexuality across the lifespan as it construes an important aspect

Media Studies

Program Director: Joel Nathan Rosen

5ZÜ`JUhYX`ZUWi`hm: C. Fodrey, G. Kaskowitz, M. Mikovits, S. Morelock, C. Murphy, D. Wetcher-Hendricks

5X`i bWh`ZUWi`hm: C. Egging, A. Kilburg, T. Molchany, J. Walczer

Communications is the study of how to effectively communicate different types of information in

- SOC 350 Media Technology and Society (U1)
- COMM Special Topics
- COMM Independent Study
- COMM Honors

Marketing Media Track

Required courses:

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

Elective courses:

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

- ART 131 Introduction to Graphic Design
- ENGL 230 Public Speaking
- HIST 237 Popular Culture in Medieval and Early Modern Europe
- MGMT 227 Consumer Behavior
- MGMT 228 Telling and Selling Your Brand
- MGMT 311 Marketing Research (WI)
- SOC 113 Cultural Anthropology (M4)
- COMM Special Topics
- COMM Independent Study
- COMM Honors

Communication & Media Studies Major

Students who pursue Communication & Media Studies complete a major that includes the core courses below in communication & media studies and 6 courses from another field. These pre-approved tracks are listed below. Tracks presently available are Graphic & Interactive Design, Photography & Media, Sociology, Marketing, and Writing for Public Audiences. Students who wish to create a track that does not include one of these tracks must submit an interdepartmental major application to the Academic Standards Committee.

The six-course core in communication and media studies is composed of the following courses:

1. COMM 111 Human Communication
2. SELECT ONE OF THE FOLLOWING:

- ENGL 230 Public Speaking
- ENGL 216. Professional Communication

3. COMM 240 Communication Theory & Research
4. COMM 155 Communicating with Social Media
5. SELECT ONE OF THE FOLLOWING:

- COMM 355. Topics in Media Studies
- ENGL 316. Rhetorics of Everyday Life

6. SELECT ONE OF THE FOLLOWING:

- COMM 376. Capstone in Communication and Media Studies
- COMM 370. Communications in Practice

A. Students then must complete one of the following tracks:

A. Graphic and Interactive Design :

1. ART 142: Visual Foundations
2. ART 131: Introduction to Graphic Design
3. ART 230: Typography
4. ART 346: Interactive Design I
5. Two of the following:

- ART 231: Publication Design
- ART 356: Interactive Design II
- ART 358: User Experience and User Interface Design
- ART 374: Portfolio Seminar
- ART 373: Graphic and Interactive Design Internship

B. Photography & Media:

1. ART 142: Visual Foundations
2. ART 268: Digital Photography I
3. ART 368: Digital Photography II
4. ART 220: History of Photography
5. ART 254: Digital Video
6. One of the following:

- ART 167: Black and White Photography I
- ART 265: Alternative Photographic Processes

C. Marketing

1. ECON 156: Economics and Business Statistics
2. MGMT 251: Marketing Management
3. MGMT 227: Consumer Behavior
4. MGMT 228: Telling/Selling Your Brand
5. MGMT 311: Marketing Research (WI)
6. MGMT 386: Internship

D. Sociology

1. SOC 113: Cultural Anthropology
2. SOC 115: Introductory Sociology
3. SOC 246: Basic Research Methods
4. One of the following:

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political dimensions, including issues of inequality, labor, marketing, and socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.

COMM 266. (also IDIS 266). The Blues.

Considers the social, political, and cultural record of black country music styles, i.e. 'the blues,' that initially takes shape in the years following the end of Reconstruction before it is commercialized and standardized through the efforts of a burgeoning recording industry in the early 1920s. We will look to analyze and demythologize many of the pre- and ill-conceived assumptions regarding its development, diffusion, and role as a chronicler of post-Reconstruction African American life by initially examining its place in the rural and agrarian American South before it pivots toward its more modern iterations in Chicago and other industrialized and urban northern and western settings resulting from The Great Migration. Open to juniors and seniors only. (U2)

COMM 355. Topics in Media Studies.

Topics will focus upon particular concepts and theories in media studies, important scholars, notable developments and contributors to the various fields, as well as relevant debates and controversies. Prerequisite COMM 111 with a grade of C or better and/or permission of instructor. (Repeatable)

COMM 358. (also IDIS 358) Segregation in America: The Language of Jim Crow. A more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the civil rights struggles of the 1960s and 1970s. Looks past many of the more commonly understood (and misinterpreted) elements of the so-called Jim Crow edifice by looking at all regions of the country during this period in a more comparative frame. Examines the social, historical, economic, and political forces that fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today. Open to juniors and seniors only. (U2)

COMM 370. Communications in Practice.

Students shadow employees and participate, when requested, in the operations of a local marketing or mass media agency (or the marketing or public relations department of a large organization) for two hours each week. Through this experience, students become familiar with the media industry. The course also includes two 50-minute classroom sessions per week as well as presentations and written work that demonstrate recognition of principles applied in professional settings.

COMM 376. Capstone in Communication and Media Studies.

This course is designed to help students reflect and/or synthesize knowledge gained throughout the communication and media studies major. The underlying objective of the course is to get students thinking about reviewing and applying concepts covered in their previous classes through the construction of a senior project that demonstrates students' mastery over the subject matter based on individual student interest. Required of all communication and media studies-related majors. Intended to be taken in the Spring semester of the senior year. Prerequisite(s): Completion of or concurrent enrollment in an internship in communication and media studies; senior standing; and/or permission of the instructor.

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Topics.**

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COMM 384. Independent Research.

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COMM 400-401. Honors.

Penn State Health Milton S. Hershey Medical Center offers a 3 + 1 (or 4 + 1) Cooperative Medical Laboratory Science

Dance

See Music

Data Science

See Mathematics and Computer Science

Economics

See School of Business and Economics

Ziegenfuss

Director of Field Experiences: Doris Correll

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

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K - grade 4), middle level education (grades 4-8), Spanish (grades preK-12), music (grades preK-12), special education, English as a Second Language, and five secondary education (grades 7-12) subject areas: biology, English, general science, mathematics, and social studies.

Education

Chair: Associate Professor, Dr. Jean DesJardin

Graduate Director: Assistant Professor, Dr. Bess Van Asselt

Associate Professors: Dr. Laurie Kahn, Dr. Huijing Wen

Assistant Professor: Edward Nolan

Faculty Associates: MaryJo Rosania-Harvie (Art), Robert LaRue (English); Carole Lutte (Music), Joanne McKeown (World Languages); Jaime Paxton (History); Nathan Shank (Mathematics); Kelly Kriebel (Physics, General Science)

5X' i bWh' : UW i`hm: Rick Amato, Joseph Anthes, Emily Aragona-Young, Cyndi Baylis, Carolanne Carty, Natalie Chickey, Mary Colon, Daniel Cullen, Wendy Elvin-Thomas, Maria Eppolite, Carolyn Evans, Jennifer Friedrich, Lynn Fuini-Hetten, Jeffrey Jacoby, Dawn Ketterman-Benner, Colleen Klaric, Lisa Lynch, Karen Lynn, Peter Mayes, Jill Moran, Erin O'Connor, Amanda O'Donnell, Gina Rakos, Isabel Resende, Lauren Sheldon, Sue Sullivan, Judy Smullen, Debra Torok, Anthony Villani, John Wallaesa, Paul Walsh, Randy

Major form may be submitted to the registrar. Middle-level certification candidates have two advisors. Students will meet with both advisors each semester before registering for courses.

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

Pennsylvania Department of Education (PDE) Required Testing

The Pennsylvania Educator

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics, and writing. Currently, there are two testing options. You may take either the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills

for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations, and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

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

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

Content Area Exams

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

Middle Level Candidates must pass the Pennsylvania Grades 4-8 Core Assessment: Pedagogy, English Language Arts and Social Studies, Mathematics and Science test prior to being granted certification. In addition, they must pass the appropriate Middle Level Subject Concentration (English 4-8, Mathematics 4-8, or Science 4-8) test(s). For complete information, see the Educational testing Service website: <http://www.ets.org/praxis/pa/requirements>.

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

Secondary, middle level, World Language, art, and music education students are strongly

a personalized virtual SAFEBOX which allows for the safe deposit of sensitive documents. Clearances will be reviewed and approved before students will be permitted to participate in field experiences. Please note that the last opportunity to add a course is by 4:00 P.M. on the last day of the drop/add period. The clearance documents must be valid for the entire academic semester the student is in a field experience. Students will be placed in field experiences only when all background checks indicate that no record exists. Information concerning how to obtain and submit these forms is available in the Education Department and on the Education Department website. In addition, the Pennsylvania Department of Education requires that all students participating in a field experience complete an Act 24 (Arrest/Conviction Report and Certification Form).

Students in field placements must be tested for tuberculosis. An acceptable test must be administered not more than three months before the first day of any field experience. A form indicating negative results of the test must be signed by a nurse or physician and submitted to the Education Department prior to beginning a field experience. Students will not be allowed to start a field experience until all required documents have been reviewed and copied. Students should contact Doris Correll, Director of Field Experiences if they have questions regarding field experience

Stages 1 and 2 Field Experience: Observation and Exploration

The first level in the field-experience continuum is an opportunity for the student to become familiar with classroom teaching and responsibilities under extensive support and direction. The student is required to complete a minimum of 40 hours for each experience. This experience is the field component for the following courses:

Education 230

Student Development and Instructional Design. Required for all art, music, middle level (grades 4-8), world language (K-12), and secondary education candidates.

Education 160

Culture, Community, and Diversity: Introduction to Critical Pedagogy. Required for all education certification candidates.

Education 210

Child Development 1. Required for all early childhood candidates.

Education 211

Child Development 2. Required for all early childhood candidates.

Stage 3 Pre-Student-Teaching Experience

This is an opportunity for the student, before student teaching, to experience daily classroom activities as well and take responsibility for the planning and presentation of lessons. All certification candidates are required to complete a minimum of 150 hours. Pre-student-teaching is the field component for the following courses:

Early Childhood and Middle Level Education

Education 358.2 (FALL)

- Pre-Student Teaching
- Required for all early childhood and middle level candidates
- Along with EDUC 322 Math Thinking for ECE or EDUC 332 Math for Middle Level Learners and EDUC 324, Scientific Thinking and EDUC Middle Level (75 hours)

Education 359.2 (SPRING)

- Pre-Student Teaching
- Required for all early childhood and middle level candidates
- Along with EDUC 321 Language Arts for Children, Pre-K to 4th Grade or EDUC 333, Literacy for Middle Level Learners and EDUC Social Studies Methods, PreK-4 or Social Studies for Middle Level Learners (75 hours)

Special Education 424.3

- Educating Students with Disabilities and

Exceptionalities (40 hours)

*Secondary and World Language
K-12 Education*

Rel. Education

fall of the junior year, Education 366.2 and 369.2 during the senior year, and Education 375-379 spring of the senior year.

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

Moravian offers a certification program in the teaching of music (K-12). The academic program is described under music. Students complete Education 100.2 in the first year of study. Students also complete Education 230 and Education 160 in separate semesters of the sophomore year and Education 244 in the spring of the sophomore year or in the junior year. Student teaching and the concurrent seminar (Education 375-377 and Music 374.2) are taken in the spring of the senior year.

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

Early Childhood Education

Students seeking certification in early childhood education must complete a major of their choice as well as Moravian's program of general education (Learning in Common). If preferred, early childhood education certification candidates may complete a pre-approved interdisciplinary program, which is composed of either eight or nine course units. Students must select Mathematics 120 to fulfill the Learning in Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempted from this course and requirement.) Students also need

an additional half-unit course in math. (Again, students majoring in math are exempted from this requirement.) In the multidisciplinary (M) categories, students must take either History 113 or 114 to fulfill the requirement in Historical Studies (M1); English 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; and both Education 213.2 and 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

9Uf m`W\J`X\ccX`YX i WUh]cb`WYfh]UWUh]cb` students must complete the professional sequence in early childhood education:

Education 100.2 and 160

Taken in the freshman year, 40-hour field experience required for Education 160; clearances and other documents for fieldwork required.

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

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

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

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Taken in spring of the junior year; 75-hour field experience required; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests

required to enroll.

Education 370 and 375-377

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

EDUC 160 is a prerequisite and EDUC 210 is a co-requisite for EDUC 244. A lab science (F4) course with a grade of C or better is required prior to enrolling in Education 323. Mathematics 120 with a grade of C or better is the prerequisite for Education 322, and an American history course with a grade of C or better is the prerequisite for Education 324.

Early Childhood English as a Second Language (ESL)

All above courses are required for the ECE Certification (PreK-4). Additionally, the following courses are required for the English as a Second Language major and certification (PreK-12):

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

Middle Level Education

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

and historical studies and for pre-approved interdepartmental majors. Students must also complete the Moravian's program of general education, Learning in Common. Students must select Mathematics 120 to fulfill the requirement in Quantitative Reasoning (F2) and Environmental Science 112 to fulfill the lab science requirement (F4). (Students majoring in mathematics, mathematics/general sciences, or mathematics/English are exempted from taking Mathematics 120. Students majoring in mathematics may substitute Physics 111 for Environmental Science 112.) In the Multidisciplinary (M) categories, students must take History 113 to fulfill the Historical Studies (M1) requirement; Education 131 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; Political Science 110 to satisfy the Economic, Social, and Political Systems (M4) requirement; and Interdisciplinary 110 to fulfill the Cultural Values and Global Issues (M5) requirement. The Aesthetic Expression (M6) requirement is waived for these students. In addition, middle level education students must complete one of the two Upper-Division (U) categories, which may be a part of the major; the other is waived.

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

Education 230 and 140.2

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

Education 131

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

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Taken in spring of the junior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests required to enroll.

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Taken in fall of the senior year; clearances and other documents for fieldwork required; overall GPA of 2.70 required to enroll; passing PAPA tests

required to enroll.

Education 371 and 375-377

Taken in fall of the senior year; clearances and

Moravian University is an approved program provider for a stand alone PreK-12 Special Education Certification. Our program effectively integrates all PDE competencies throughout, giving students ample opportunities to apply their knowledge in field experiences embedded and connected to their coursework and assignments. Furthermore, the mission of the education department is to develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our curriculum centralizes a commitment to diversity, equity and inclusion by engaging students in reflective practice and inquiry. This, along with learning and utilizing research-based teaching practices and innovative technology, ensures that our program candidates are ready to teach and embrace students in a

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

- 48 credit hours (12 course units).
- A 2.7 GPA.
- 6 credit hours (1.5 units) of college-level mathematics. (These credits may be part of the initial 48 credits, and one unit can be met by the Learning in Common F2 requirement.)
- 3 credit hours in English composition and 3 credit hours in English literature. (These credits may be part of the 48 initial credits and can be met by the Writing 100 course or the First Year Seminar and the LinC M2 requirement.)
- A passing score on the Basic Skills Test (PAPA - Pre-professional Academic Performance Assessment or Core Academic Skills for Educators) in Reading, Writing, and Mathematics. **This has been waived for 3 years as per PDE from 7/8/2022 to 7/8/2025.
- A successful stage 1 & 2 early field experience evaluation.

U.S. citizenship or a declared intent to file for U.S. citizenship. (This requirement is mandated by the Pennsylvania Department of Education and applies to teachers of all subjects except world languages.) Step 2. Students who intend to obtain teaching certification must make a formal application to the Teacher Education Committee. Applications must be submitted two semesters prior to the student-teaching semester, i.e., for fall student teaching, by December 1 of the preceding year; for spring student teaching, by April 15 of the preceding year. The committee approves applications based on these criteria: Students must achieve all the following for admission to student teaching: 3.0 overall GPA; 3.0 GPA in the academic major and 3.0 GPA in the professional education sequence.

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- EDUC 100.2 Introduction to Second Language Learners
- EDUC 160 Culture, Community, and Diversity: Intro to Critical
- EDUC 244 Including Students with Disabilities
- EDUC 210 Child Development and

- SOC 115 Introductory Sociology
- SOC 258 Power & Conflict
- SOC 355, Sociology of Gender
- SOC 357. Racial and Ethnic Inequality.
- COM 111 Human Communications

The Major in Early Childhood Special Education

Moravian's Early Childhood Special Education

Foundations of Education

- Fall II: EDUC 506 Teacher as Researcher
- Winter Interim: EDUC 701 Writing a Review of Educational Research
- Spring I: EDUC 702 Reflective Practice Seminar
- Spring II: EDUC 704 Action Research Thesis
- Spring: EDUC 705 Action Research Thesis

EDUC 521 Language Arts for Children, PK-Grade 4

EDUC 522 Emerging Language & Literacy, PK-Grade 4

EDUC 523 PK-Grade 4 Instructional Strategies for Scientific Reasoning

EDUC 524 PK-Grade 4 Social Studies

EDUC 525 PK-Grade 4 Instructional Strategies for Math Thinking

EDUC 534 Including Students with Disabilities

EDUC 558.2 Pre-Student Teaching Field Experience (75-hour EDUC 570 Stage 3 Field Experience)

EDUC 559.2 Pre-Student Teaching Field Experience (75-hour EDUC 570 Stage 3 Field Experience)

EDUC 588 MAT Capstone Course

EDUC 570 Seminar for ECE – Advocacy, Ethics, Leadership

EDUC 575-7 Student Teaching

* With courses taken over the summer months, students who are full time can complete this program in approximately 18 months. All of the classes that students take are necessary and the credit requirements do align with our neighboring institution, DeSales. Other institutions appear to combine all of the instructional strategies classes for Literacy, Social Studies, Math and Science. Elementary teachers are tasked with knowing all subjects well and so we believe that these need their own course in order to be done effectively.

MAT: Music Education
31 Credits

EDUC 502.2 Intro. to the Education of English Language Learners

EDUC 503 Student Development & Instructional Design

EDUC 507 Culture, Community & Diversity: Intro. to Critical Pedagogy

EDUC 534 Including Students with Disabilities

EDUC 567 Teaching Music to Children

EDUC 568 Teaching Music to Adolescents and Adults

EDUC 575-7 Student Teaching

MUS 574.2 Student Teaching Seminar

EDUC 588 MAT Capstone Course

MAT: Art Education
35 Credits

EDUC 502.2 Intro. to the Education of English Language Learners

EDUC 503 Student Development & Instructional Design

EDUC 507 Culture, Community & Diversity: Intro. to Critical Pedagogy

EDUC 534 Including Students with Disabilities

EDUC 543 Art and Child Development

EDUC 546 Processes and Structures

EDUC 566 Curriculum & Instruction in Art

EDUC 575-7 Student Teaching

EDUC 579 Seminar in Art Student Teaching

EDUC 588 MAT Capstone Course

Social Emotional and Behavioral Wellness (SEBW) Endorsement Program

The SEBW Endorsement Program is a

is grounded in action research, the student will engage in numerous iterative cycles of inquiry, interventions, data gathering and analysis to best address the problem of practice.

The Dissertation of Practice will culminate in a written document, structured similarly to the traditional dissertation, that reports on the extended research journey. The document will be stored on Moravian University's library similar to the way our M.Ed. students upload and store their master's thesis.

- The work includes a problem statement and framing of the approach, which establishes the rationale and significance of the work.
- The current literature is used as a foundation for the work and approach at key points: framing the problem, synthesizing what is known about the problem, and informing the solutions and implications of the work.
- The work is systematic and represents significant effort.
- The product represents a contribution to transformational leadership practice.
- The product and process serve as an opportunity for the student to demonstrate the ability to apply theory and research to solving or informing an educational problem.
- The work demonstrates the ability to present ideas and arguments and evidence in a logical, systematic, and coherent fashion in both written and oral formats.

Required Courses

- EDD 801 Becoming an Objector (4 credits)
- EDD 800 Becoming a Transformational Leader: The Building Blocks (6 credits)
- EDD 801 Becoming an Objector (4 credits)
- EDD 802 Transforming the Dissertation Process (4 credits)
- EDD 803 Reflecting on Myself as a Transformational Leader (2 credits)
- EDD 804 Becoming an Inventor (4 credits)
- EDD 805 Understanding Action Research Traditions (4 credits)
- EDD 806 Becoming a Curator (4 credits)
- EDD 807 Establishing my Dissertation of Practice Plan (4 credits)
- EDD 808 Becoming a Storyteller (4 credits)
- EDD 809 Implementing my Dissertation of

Practice Plan (4 credits)

- EDD 810 Reflecting on My Transformational Journey (2 credits)
- EDD 811 Becoming a Stronger Practitioner/ Researcher (4 credits)
- EDD 812 Concluding my Dissertation of Practice Plan (4 credits)
- EDD 813 Sharing our Story: Transforming Ourselves, Our Practice and Our Communities (6 credits)

Undergraduate Courses in Education

Note: Students must complete all foundation (100 level) courses with a grade of C or better in order to continue taking upper level courses. All 100-level courses require an early field experience. They may not be taken in the same semester. Education 160 (all certification students) or 230 (for middle level, secondary, art, music, and world language certification students) should be taken in the spring of the first year. The other course should be taken in the fall or spring of the sophomore year. Students in early childhood or middle level certification programs should take Education 100.2 in their first term of study at the University.

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

EDUC 100.2. Introduction to Education of English Language Learners. Students will learn basic principles, issues, and strategies for English language teaching. This course will be an introduction to the challenges of teaching English learners and offers a comprehensive overview of learning theories and teaching strategies. Attention will be given to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education. Students will learn clear models of strategic teaching leading to students' success. Fall.

EDUC 131. Young Adult Literature. Introduces students to reader response, socio-cultural, and New Historicist lenses for making meaning of a

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
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.

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Education for Young Children. This course is designed to inform future early childhood classroom teachers, as movement educators, about the discipline of physical education and the role they can play in producing physically active and healthy, safe children. Specific attention will be given to motor skill and movement concepts and strategies, techniques, and approaches that teachers can use to lay the foundation for healthy practices in children. Prerequisites: Education 100.2 or 160; GPA of 2.70; no freshmen (sophomore standing or higher). Fall/Spring.

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Pre-K to 4th Grade. The course begins with a brief overview of the recent key national

policies and initiatives that have impacted the teaching of literacy from birth to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making progress in reading-related skills and early reading. Students will also learn how to work with parents and policymakers who always influence early learning programs and who make decisions regarding early reading instruction. Co-requisite: Education 211. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

EDUC 230. Student Development and Instructional Design. The purpose of this course is to introduce pre-service teachers to the most current and effective principles for teaching students from fourth grade through high school. Cognitive, social, emotional, and physical developmental issues are examined in the context of effective classroom instruction. 40-hour field experience. Clearances and other documents for fieldwork required.

EDUC 232.2. Interventions for Middle Level Learners. The purpose of this course is threefold. First, it is to prepare the pre-service teacher to develop an inclusive learning environment, which specifically addresses the needs of the middle school learner. Second, it is to design and implement research-based interventions and instructional strategies, which address the needs of the middle school learner. These strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students' abilities and diversity. Third, it is to prepare the pre-service teacher to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote ongoing student success. Topics will include but are not limited to, strategies specific to the diverse learner, collaboration techniques, research-

based strategies and interventions, Response to Intervention, the Systematic Approach for Assessing/Accessing the Learning Environment (SAALE), data collection and monitoring techniques, variables that influence student success, assistive technology, differentiated instruction and the Universal Design for Learning. Prerequisites: GPA of 2.70; Education 100.2, 230, 160, 140.2, and 244. Fall.

EDUC 244. Including Students with Disabilities. This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisites: Education 160; Co-requisite Education 230 or 210; GPA of 2.70; sophomore standing or higher. Fall and spring.

EDUC 250. Art and Child Development. This

children, math is learned through experiences with materials or projects. Grade school children learn from combining environment, materials, and traditional educational experiences. The field experience will promote concept understanding and development through authentic experience in the development of students' teaching skills and strategies in developmentally appropriate ways. Co-requisite: Education 321, Education 358.2. Prerequisites: GPA of 2.70; EDUC 100.2, EDUC 160, EDUC 211 and EDUC 244; Passing score on PAPA Reading, Writing, and Mathematics; Mathematics 120 with a grade of C or better. Spring

EDUC 323. Pre-K to 4 Instructional Strategies. The aim of this course is to inform pre-service early childhood educators in science as a discipline. Students will learn

comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and reading in the content areas, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare the student to think like a middle level teacher. Co-requisite: Education 332, Education 358.2. Prerequisites: GPA of 2.70; EDUC 230 and 244; Writing 100 or FYS; passing scores on PAPA Reading, Writing and Mathematics. Spring.

9817' (\$'FYÚYWh]jY'HYUW\]b[']b'GYWcbXUfm' Schools. Introduction to general research-based techniques for use in secondary classrooms, from teacher-centered strategies (direct instruction) to student-centered strategies (cooperative learning, group discussion), and introduction to essential skills in instructional design for diverse learners. Through videotaped lessons presented to peers, students design instruction employing these strategies and learn how to self-critique their teaching. Prerequisites: GPA of 2.70, EDUC 160, 230, and 244; or permission of instructor. Two 70-minute periods. Forty-hour field experience. Clearances and other documents for fieldwork required.

EDUC 358.2 or 359.2. Pre-Student-Teaching Field Experience. The pre-student-teaching experience is the precursor to the final stage of the certification process, student teaching. It is an opportunity for the student to become closely involved with classroom teaching and responsibilities while still being given extensive support and direction. The focus of this course is on the student's continuing professional development as they culminate their preparation for teacher certification. It is their challenge to demonstrate that they have the knowledge, skills, desire, stamina, and attitude to become an extraordinary teacher. The broad base of knowledge and fieldwork that they bring to this experience will help the students gain the expertise and confidence that is needed to be an exceptionally effective teacher. Prerequisites: GPA of 2.70; completion of EDUC 211 or 230 and 244; clearances and other documents for fieldwork required; passing scores on Basic Skills Reading,

Writing and Mathematics.

9817'*\$'%'%'&'*(' ')'"7 iff]Wi`i a`UbX' Instruction in the Secondary Content Areas. Explores the unique nature of subjects (English, world language, mathematics, science, social studies) as they relate to the fundamentals of pedagogy and planning within those content areas in preparation for student teaching. Major course requirement to design and then implement a unit plan in the field. Also examines avenues such as professional organizations for professional growth (organizations, publications). Required for all students seeking secondary certification. Students should register for the course that corresponds with their certification area. Co-requisite: EDUC 340 (may be taken together with Education 360-365). Prerequisites: EDUC 230 and 244; GPA of 2.70; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics.

- EDUC 360. English**
- EDUC 361. World Languages**
- EDUC 362. Mathematics**
- EDUC 364. Science**
- EDUC 365. Social Studies**

EDUC 366.2 Curriculum and Instruction in Art Education. While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: EDUC 160, 230 and 244; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. One 3-hour period. Supervised 150 hours of fieldwork. Writing-intensive.

EDUC 367. Teaching Music to Children. Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze methods. Prerequisites: MUS 130.1, and 136.1, EDUC 160, 230 and 244; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and

Mathematics. Spring. Three 70-minute periods; fieldwork.

EDUC 368. Teaching Music to Adolescents and Adults. Continuation of Education 367.

Techniques of motivation and relevance, conducting middle- and high school ensembles.

Prerequisites: EDUC 230, 244 and 367; 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. Three 70-minute periods, fieldwork.

EDUC 369.2 Curriculum and Instruction in Art Education. While pre-student teaching in an art classroom, students in this seminar write an art education curriculum based on constructivist teaching and learning theories that are aligned with Pennsylvania Academic Standards for the Arts and Humanities and the National Visual Arts Standards. Prerequisites: EDUC 160, 230 and 244; minimum 2.70 GPA; clearances and other documents for fieldwork required; passing scores on PAPA Reading, Writing and Mathematics. Fall. One 3-hour period. Supervised 150 hours of fieldwork. Writing-intensive.

EDUC 370. Seminar for Early Childhood

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Collaboration. This course is part of the student teaching/practicum in early childhood education. Students are assuming the responsibilities for teaching young children while receiving guidance and supervision. Students will review theory as they put it into practice. This research-based course will give practical advice on topics such as developmentally appropriate practices, teacher competencies, advocacy issues and the role of a professional in early childhood education. Prerequisites: EDUC 211 and 244; GPA of 3.0; writing operation guscor of

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professional development. Prerequisites: EDUC 230 and 244; QPA of 3.0, completion of all required education courses, except student teaching, with grades of C or better; admission to student teaching; passing scores on PAPA Reading, Writing, and Mathematics. Co-requisite: Education 375-377. One 2-hour period.

feld experience. Clearances and other documents for feldwork 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 feld experience. Clearances and other documents for feldwork required. Spring. Undergraduate cognate: EDUC 211.

EDUC 513.2 Creative Expression (the Arts) (MAT)

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

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to kindergarten. Students will learn key aspects of language and literacy that will promote early reading success in preschool and childcare settings. They will be able to apply their learning into practice with a field experience. Students will expand their knowledge of the initial reading instruction practices that develop real readers. Students will also learn ways of preventing reading difficulties through developmental interventions. Assessment methods always inform programs so students know if a child is making progress in reading-related skills and early reading. Students will also learn how to work with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. Co-requisite: Education 510. Prerequisite: Education 502.2 and 507; QPA of 2.70. Clearances and other documents for fieldwork required

EDUC 525 Pre-K to 4 Instructional Strategies

EDUC 558 Pre-Student Teaching Field Experience (MAT)

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

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

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

EDUC 567 Teaching Music to Children (MAT)

Developing capacity for thought and action; skill in applying behavioral objectives, instructional strategies, methods of assessment, choosing appropriate content, establishing rational and realistic learning goals. Orff, Kodály, and Dalcroze

methods. Prerequisites: Music 230.1, 136.1, and 322.2, Education 507 or 155; 2.70 QPA. Spring. Three 70-minute periods; fieldwork. Clearances and other documents for fieldwork required.

EDUC 570 Seminar for Early Childhood Collaboration (MAT)

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

EDUC 571 Issues in Middle Level Education (MAT)

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

EDUC 575 Student Teaching (MAT)

Students approved by Teacher Education

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

EDUC 576 Student Teaching (MAT)

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

EDUC 577 Student Teaching (MAT)

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

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

EDUC 578 Seminar in Secondary Teaching (MAT)

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

EDUC 579 Seminar for Art Student Teachers (MAT)

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

EDUC 586.2 Early Field Experience (MAT)

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

Graduate Courses in Education

EDUC 500 The Teacher as Inquirer

The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, with an emphasis on developing essential questions

related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. (Three credits; Fall)

EDUC 504 Historical and Theoretical Foundations of Education

This course will focus on the historical and contemporary forces shaping the field of education and the assets-based pedagogies that inform the roots of teacher action research and participatory action research. The goal of this course is to enable practicing educators to better grasp the political and social influences on teaching and learning so they can take an informed position regarding contemporary debates about curriculum, pedagogy, and more. Prerequisite: None (Three credits)

EDUC 506 The Teacher as Researcher

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: None (Three credits; Spring)

EDUC 508 The Teacher as Evaluator

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

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This course focuses on culturally relevant and sustaining education (CR-SE) competencies for professionals as they apply to current educational systems. Students will learn about and engage with culturally and linguistically diverse students

and their families who speak Spanish as their native language. A thorough understanding of theories related to cultural and linguistic aspects will be highlighted, while professionals gain a deep understanding of cultural and linguistic factors that impact student learning, behavior, and outcomes. Current research will be discussed and applied to case studies and real-world settings (schools and communities). Current research and readings will further guide discussions around the cultural implications associated with curriculum and assessment. Emphasis will be placed on the role of the professional in relation to all topics discussed as professionals will analyze the school's approach to family and community involvement with a specific lean on L1 language use. Prerequisites: SPAN 512, SPAN 513, SPAN 514. (Three credits)

EDUC 588 Masters of Arts in Teaching Capstone Course

This course will focus on extending what you learned in your teaching experiences. By engaging with peer-reviewed and practitioner research along with your own reflections and community partners, you will refine your teaching portfolio and engage in professional learning communities. At the end of this course you will be fully prepared to continue utilizing these strategies in your teaching practice. Prerequisites: Students will have to complete all of their certification courses at the graduate level if they are in the Secondary Education, Art Education, or Music Education programs. If they are in the Early Childhood Program, they can take the capstone course after they fully complete their stage-3 student teaching semester or after stage-4 student teaching. (Three credits; Summer)

EDUC 566.2 Curriculum and Instruction in Art Education - PreK-6

Students in 566.2 will engage in 75 hours of pre-student teaching at the PreK-6 grade level. Students will develop lesson plans based on Pennsylvania Standards for Visual Arts and Humanities and the National Core Art Standards within the grade level spans where they are assigned. Additionally, students in this seminar will develop a series of units aligned to art education pedagogy, culturally responsive teaching practices, state and national standards, Studio Habits and Dispositions, learner

development, and Constructivist teaching and learning theories. Pre-student teachers will reflect on and develop their teaching competencies through field experience journaling and in-class discussions based on their pre-student teaching experience. Prerequisites: Stage 1&2 Field experiences. (Two credits)

EDUC 569.2 Curriculum and Instruction in Art Education - Grades 7-12

EDUC 569.2 is the second seminar for pre-student teachers seeking Pennsylvania PK-12 Art Education certification. While engaging in 75 hours of pre-student teaching at the 7-12th grade level, students will develop lesson plans based on Pennsylvania Standards for Visual Arts and Humanities and National Core Art Standards for within the grade level spans where they are pre-student teaching for the semester. Additionally, students in this seminar will align units previously developed in 566.2 to create an art education curriculum based on the needs of a specific school district. Students will research and report on district demographic statistics, learner development, and identities in this process. Pre-student teachers in EDU 569.2 will continue to develop their teaching competencies through field journal reflections based on their pre-student teaching experiences. Pre-student teachers will develop a professional teaching portfolio in this course. Prerequisites: Stage 1&2 Field experiences. (Two credits)

EDUC 600 Best Practices in Online Teaching

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

EDUC 601 Online Teacher as Instructional Designer

The Online Teacher as Instructional Designer provides opportunities for registrants to develop learning modules for both blended and online learning. Utilizing a variety of available technology tools, students will create content modules,

assessments and opportunities for learners to engage synchronously and asynchronously with other learners. Registrants will demonstrate effective online instruction as appropriate through the Educator Effectiveness model of teacher supervision and evaluation (adopted by the Pennsylvania Department of Education). As an online teacher, registrants will also learn the value of effective student feedback, accommodating diverse learners through the assessment process and implementing various research-based online assessment strategies, both formative and summative. (Three credits; Summer)

EDUC 602 Online Teaching for the Online Learner

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

available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. (Three credits)

EDUC 605 Media Production: The Power of Digital Publication

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

EDUC 606 Reading and Writing across the Curriculum

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

EDUC 607 Digital Alternatives to Test Preparation

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. (Three credits)

EDUC 609 Teaching Grammar in the Context of Writing

How do teachers help students attend to matters of grammar, usage, and mechanics within the context of a process approach to writing? This

course is designed to answer this question by applying research in the field of language education directly to participants' classrooms. Teachers will plan and implement contextually based language mini lessons as part of a study of their teaching practice. (Three credits)

EDUC 610 Differentiating Instruction

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

EDUC 612 Literacy Seminar in New Zealand

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

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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 635 Assessment in Mathematics K-6

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

EDUC 637 Making Meaning in Mathematics

Many people admit freely their inability to understand mathematics while asserting their need to use it as part of their professional lives. This course will address numeric topics, algebra, geometry, and statistics so that participants can analyze the underlying principles of these fundamental processes. A constructivist approach will ensure that participants build a conceptually sound basis for their mathematical thinking, enabling them to use math confidently and apply its tools successfully. This course is especially relevant for science teachers who want to strengthen the math areas that are integrated into many science topics. (Three credits)

EDUC 640 Environmental Science Education

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

EDUC 643 Etiology Autism

This course will cover a thorough analysis of characteristics and etiology of Autism Spectrum Disorders (ASD) embedded in neurodiversity, socio-ecological and socio-cultural theories. Current research and readings will guide discussions around diagnosis, intervention, and programming as it relates to current trends, collaborative practices, and special education services for individuals with ASD and their families, general education professionals, and the community. Emphasis will be placed on the role of the teacher in relationship to all topics discussed. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

EDUC 644 Assessment for Instructional**Planning**

This course examines methods of assessment and implementing instructional strategies for children/young adults with ASD and how to use data driven analysis to plan curriculum and instruction in inclusive settings. Current research and readings will guide discussions around assessment domains, multi-tier interventions, adaptations/accommodations, functional behavior analysis, and planning as it relates to current trends, collaborative practices, and special education services for individuals with autism and their families. Specific methods of assessment for implementing instructional strategies that have been shown to be effective in promoting the development of communication and social skills by students with ASD. Augmentative and alternative communications systems (AAC) and approaches for teaching social skills in home, school, and community environments along with coordination of services and advocating for students with ASD will be thoroughly and deeply discussed. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

EDUC 645 Instructional Interventions and Methods Across Settings

This course will cover a thorough analysis of instructional interventions for children/young adults in terms of strengths, limitations, and empirical-based evidence for children and young adults with ASD. Applied behavior analysis (ABA) will be explored in-depth and how it can serve some individuals with autism, with special attention given to classroom settings. Students will assess and structure the environmental supports to enable students with ASD to participate and progress in all environments and evaluate and proactively apply methods to reduce student motivation to engage in problem behavior, assess its effectiveness, and learn to teach functional equivalent positive behaviors. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

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This course will cover topics related to

cultural lens. Candidates will identify and engage with agencies that support students with ASD and their families and learn ways to communicate and advocate for students with ASD within communities. Students will design instructional programs with detailed and intentional attentiveness to legal mandates and family considerations in a field setting where candidates will teach students with autism spectrum disorders (ASD). Discussion periods are provided for the classification of techniques, methods, and approaches. Prerequisite: Instructional I or II Teacher Certification for teachers and/or graduate students. (Three credits).

EDUC 647 Social Emotional Wellness Learning and Youth Development

This course will cover a thorough understanding of the social, emotional, behavioral wellness for children and young adults embedded in socio-ecological and socio-cultural theories. Current research and readings will guide discussions around social emotional learning (SEL) and how it relates to resilience, including relationships between SEL and developmental outcomes, and the relevance of prevention science in education. The multi-tiered system and positive-behavior approach will be discussed as it pertains to implementation of evidenced-based SEL programs and educational practices for particular groups of students. Further, understanding of typical child, adolescent, and young adult development will be embedded in all topics. Emphasis will be placed on the role of the teacher in relation to all topics discussed. Four hours of

of a Multi-Tiered System of Support (MTSS) framework to support social, emotional, and behavioral wellness, including evidenced based research on prevention and intervention strategies associated with the MTSS framework. Culturally responsive practices that address students' developmental social and emotional learning needs will be highlighted within a socio-ecological and socio-cultural perspective. Through discussions of research and theory, students will gain an understanding of the planning and implementing approaches to de-escalate non-crisis and crisis situations in the instance when the safety of students or others may be in jeopardy

recommended by the Pennsylvania Department of Education, will be utilized to access, analyze, and report on student performance and related data. (Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Three credits; Summer of Odd-

EDUC 676 Literacy Assessment & Evaluation

This course is designed to prepare teachers to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will

for the project. (Pre-requisites: Admission to

EDD 808 Becoming a Storyteller

This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. The goal of the term will be to refine and deepen their foundation of knowledge blocks in education and leadership—histories, theories, principles—while implementing systemic transformation in the home learning environment through the dissertation of the practice research process. A deeper focus on being a storyteller (reflecting on what you learned and sharing it with an audience) and the mindshifts associated with them will also occur. Prerequisite: None. (4 credits)

EDD 809 Implementing my Dissertation of Practice Plan

This course is designed to support the completion of multiple components of the dissertation of practice. Learners will work with a coach and support network through consultation to iterate implementation plans. Prerequisite: None. (4 credits)

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This course is designed to provide the opportunity to deeply reflect on oneself as a leader at this point in the program. In addition, learners will look forward, scanning their horizon and determining who they wish to be as a leader. Prerequisite: None. (2 credits)

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This course will continue to help the learner expand on their position in the larger context of education through continued study of the past, present and future. The goal of the term will be to complete the dissertation of practice and prepare for public exhibition with a focus on storytelling. Prerequisite: None. (4 credits)

EDD 812 Concluding my Dissertation of Practice Plan

This course is designed to support the completion of the dissertation of practice. Learners will work with a coach and support network through consultation to iterate implementation plans. Presentations representing research will be made to multiple audiences. Prerequisite: None. (4 credits)

EDD 813 Sharing our Story: Transforming C i fgY' jYgž' C i f' DfUWh]WYž' UbX' C i f' 7 c a a i b]h]Yg

This course is designed to support the dissemination of research and designing plans for future growth beyond the Doctor of Education program. Activities will leverage the location of the two-week residency (Bethlehem/Lehigh Valley) for community building and deepening the learning experience. Prerequisite: None. (6 credits)

Engineering

Engineering (Cooperative Dual Degree)

Advisor: Kelly Kriebel

Email: kriebelk@moravian.edu

The department offers several types of opportunities for students wishing to pursue a career in engineering. Two of these options involve dual degree programs (the 3/2 and 4/1) in which the student will study at Moravian University for several years and then transfer to the associated iny o0d

- Mechanical Engineering
- Systems Science and Engineering

Major Requirements

Cooperative 3/2 engineering students complete the Learning in Common curriculum (with some exceptions). They are exempt from the Foreign

- ENGL 225 (writing-intensive)
- ENGL 211, 212, or 217 for the required second English WI course

- Two literary period courses (British/Transatlantic or American)
 - (British/Transatlantic: ENGL 240, 351, 352, 354, 355)
 - (American: ENGL 244, 340, 341, 342)
 - Or a special topics course approved by the major advisor. Note: one of the two period courses must be pre-20th

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

I. English Major Core

- ENGL 225 WI: Introduction to English Studies
- ENGL 211, 212, or 217 for the required
second English WI course*
-

certification students, student teaching serves as the capstone), and three courses selected in consultation with the advisor.

Students seeking a major in English and certification in secondary education (grades 7-12) follow a modified version of the major that requires ENGL 221, 225, and 230; 330 or 350 or another Major Author course as approved by the Dept.; two period courses (one British and one American, one of which must be pre-20th century); a genre course; a writing course (one of the 200-level writing courses that are designated as options for the required second English WI course; ENGL 217 is preferred, as it addresses literacy development and the teaching of writing);

discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required. (M6)

ENGL 244. Contemporary Native American Literature. This course will provide students with an opportunity to closely read poetry, fiction, drama, and essays written by and about Native Americans. To truly understand these literary texts, we will need to learn about native peoples' history, cultural contexts, oral traditions, and identity. Developing and interrogating questions regarding Native American identity will complicate our understanding of fixed literary genres and the power relations they encode. Our readings, discussions, and writing assignments will offer the opportunity to develop questions at issue for our discourse community. Writing especially will provide the chance to develop your own line of inquiry regarding specific texts. Prerequisite: ENGL 225 or permission of instructor.

ENGL 252. Literature & Medical Humanities. (Also HLTP 252) Lucille Clifton states, "I don't write because I have a mission to heal the world. My mission is to heal Lucille if I can, as much as I can." Writing offers Clifton a medium through which she can enact a form of healing and self-preservation. Similarly, illness narratives communicate the embodied and disembodied experiences of people living with sickness, disease, and illness in an effort to make sense

exists coding an terrible course for people who are in the

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

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

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

ENGL 330. Shakespeare. The major plays. Prerequisite: ENGL 225 or permission of instructor.

ENGL 340. American Literature 1800-1865. A study of the range of literary voices that constitute "American literature" from 1800-1865, including works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better-known writers of the era—Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. Prerequisite: ENGL 225 or permission of instructor.

ENGL 341. American Realism. Development of realism in American literature from its late 19th-century beginnings to its height in the early to mid-20th century. Prerequisite: ENGL 225 or permission of instructor.

ENGL 342. 20th Century American Literature. Nonfiction prose, fiction, poetry to 1950. Prerequisite: ENGL 225 or permission of instructor.

ENGL 343. American Fiction after World War II. Works since 1950, with emphasis on living authors. Prerequisite: ENGL 225 or permission of instructor.

ENGL 349. 21st-Century Queer Minority Writing. This course takes the following question as its starting point: How do non-white members of the LGBTQ+ community experience their sexualities and identities in and apart from mainstream representations? Focusing on narratives from the 21st-century, we will work towards a better understanding of what it means to be queer and a racial minority. In so doing, we will work towards a better understanding of what it means to belong to this (Queer) Nation. (U2)

ENGL 350. Chaucer. The Canterbury Tales and selected minor poems from the perspective of textual and source analysis, as well as feminist, psychological, and new historicist approaches. No previous study of Middle English required but English 221 recommended. Prerequisite: ENGL 225 or permission of instructor.

ENGL 351. British Renaissance and Neoclassicism. British poetry, non-Shakespearean drama, and prose, 1500-1800. Prerequisite: ENGL 225 or permission of instructor.

ENGL 352. British Literature 1780-1830. A study of literature by men and women of varying ethnicities and social classes, and of primary documents that reveal major historical conditions and social and cultural movements to which these writers responded. Some emphasis upon major Romantic poets. Prerequisite: ENGL 225 or permission of instructor.

ENGL 353. The British Novel. A study of the English novel from its beginnings in the 18th century to the 20th century. Prerequisite: ENGL 225 or permission of instructor.

ENGL 354. 20th-Century British Literature. British and Irish poets and novelists, with some emphasis on writers who have gained recognition since World War II. Prerequisite: ENGL 225 or

permission of instructor.

ENGL 355. Literature and Culture of Medieval Britain. Study of selected major and minor texts (mostly in translation) from Old English and Middle English literature, with corresponding interdisciplinary study of their cultural contexts. Examination of the evolution of literary genres, styles, and audiences. Exploration of the approaches and perspectives of contemporary scholarship to topics and issues in medieval

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

Coursework

As prerequisites to the program, all students must take ECON 152 and a course in statistics (MATH 107 or ECON 156), preferably before the spring term of the sophomore year. Additional coursework in mathematics is recommended, especially for those students interested in pursuing graduate education.

The Common Environmental Studies and Sciences Core

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

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

Environmental 112
Environmental Science

Environmental 111
Introductory Geology

Economics 240
Environmental Economics and Policy

Philosophy 250
Environmental Ethics

Philosophy 250

Biology 335

Evolution

Chemistry 211

Organic Chemistry I

Chemistry 212

Organic Chemistry II

Chemistry 222

Quantitative Analysis

Physics 109 or PHYS 111Introductory Physics for the Life Sciences I or
Introductory Physics I**Environmental 268**Costa Rica as a Model of Tropical Ecology and
Sustainability**Environmental 330**

Environmental Health

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Independent Study

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Internship

Environmental 400-401

Honors

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

The B.A. Track in Environmental Policy and Economics

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

Economics 241

Natural Resource Economics and Policy

Environmental 244 or Environmental 240Climate Negotiations on the International
Stage or Environmental Policy**Political Science 340**

Energy Policy

They must also take two of the following electives:

Economics 228

Economic Development

Economics 330

Public Economics

Economics 336

International Economics

Environmental 210

Introductory Geographic Information Systems

History 260

Environmental History

Political Science 110

The American Political System

Political Science 115

International Politics: How the World Works

Sociology 312

Environmental Law

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Independent Study

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Internship

Environmental 400-401

Honors

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

The Minor in Environmental Science

The minor in Environmental Science consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science)[1],[2] plus four (4)

additional science courses currently approved for the Environmental Science (B.S.) major. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a student majoring in Environmental Policy & Economics may not count Introductory Geology (ENVR 111) for both the major and a minor in Environmental Science. An alternate course must be substituted for the minor.

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

Biology 220

Biostatistics

Biology 225

Invertebrate Biology

Biology 232

Field Marine Ecology

Biology 235

Microbiology

Biology 250

Animal Behavior

Biology 330

Marine Ecology

Biology 332

Advanced Field Marine Ecology

Biology 335

Evolution

Chemistry 211

Organic Chemistry I

Chemistry 212

Organic Chemistry II

Chemistry 222

Quantitative Analysis

Physics 109 or PHYS 111

Introductory Physics for the Life Sciences I or Introductory Physics I

Environmental 268

Costa Rica as a Model of Tropical Ecology and Sustainability

Environmental 330

Environmental Health

ENVR 111

Independent Study

ENVR 112

Internship

Environmental 400-401

Honors

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

The Minor in Environmental Policy & Economics

The minor in Environmental Policy & Economics consists of five (5) courses including ENVR 110 (Introduction to Environmental Studies) OR ENVR 112 (Environmental Science), Economics 240 or 241, plus three (3) additional science courses currently approved for the Environmental Policy & Economics (B.A.) major, of which at least one must be a course in economics. These courses are to be selected by the student in consultation with and approved by the Director of the Environmental Studies & Sciences Program. At least three of these courses must be taken at Moravian or through cross registration at other LVAIC institutions. These courses can be from one department or selected from a number of different departments. At least two courses should be numbered 210 or above (excluding 300-309). In seeking to establish a minor, a student may count a course only once. For example, a

student majoring in Environmental Science may not count Environmental Economics (ECON 240) for both the major and a minor in Environmental Policy & Economics. An alternate course must be substituted for the minor.

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

Environmental 210

Introductory Geographic Information Systems

Economics 152

Principles of Economics

Economics 228

Economic Development

Economics 236

International Economics

Economics 240

Environmental Economics and Policy

Economics 241

Natural Resource Economics and Policy

Economics 330

Public Economics

Environmental 286

Independent Study

Environmental 288

Internship

Environmental 370

Environmental Studies Seminar

Environmental 381-384

Independent Study

Environmental 386-389

Internship

Political Science 110

The American Political System

Political Science 115

International Politics: How the World Works

Political Science 237

Public Administration and Public Policy

Environmental 240

Environmental Policy

Political Science 340

Energy Policy

Sociology 312

Environmental Law

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

Courses

ENVR 110. Introduction to Environmental Studies. Introduction to the principles of ecology and the relationship of humans to their

systems are a primary tool for analysis of spatial data. ArcGIS desktop software is used to edit, query, and analyze spatial databases and display the results of analysis. Both vector and raster data are considered. Emphasis on applications of GIS to the lecture/laboratory sessions. Sophomore standing required. Spring.

ENVR 240. Environmental Policy. After considering the history of environmental legislation in the U.S., contemporary policy and decision-making processes related to environmental issues at the local, state, national and international levels will be examined. Current controversies in legislative and regulatory issues will be discussed. (U1)

ENVR 242. Environmental Writing. This writing course will survey a broad spectrum of environmental literature, from Thoreau's *Walden* to Cheryl Strayed's recent bestseller *Wild*, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required. (M6)

ENVR 244. Climate Negotiations on the International Stage. This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual

discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

ENVR 264. Dying to Go Green: The Green Burial Movement. This writing course will consider the emerging movement in "natural" – or "green" – burials, both in this country and abroad. Our primary text will be *Grave Matters*, which tells the stories of families who stepped outside the doors of their local funeral parlors and laid their loved ones to rest in natural cemeteries, backyard grave sites, memorial reefs, and at sea. You'll also read about cremation, home funerals, and "eco-coffins," as well the history of American burial and the benefits of going out green. By way of contrast, you will learn about the embalming process and the ecological consequences of our modern funeral practices.

ENVR 268. Costa Rica as a Model of Sustainability and Tropical Ecology. In 1948, the small Central American country of Costa Rica abolished its military and has long avoided the conflict and civil war that has plagued its neighbors. This has enabled the country to invest in conservation, national parks, health care, education, renewable clean energy, ecological research, and other practices leading to it becoming a model for sustainable development. The country routinely scores highly in the global Happiness Rankings – an indicator of the well-being of citizens. In this course, students not only explore the biodiversity and tropical ecology of the beautiful and varied landscapes, but also research examples of sustainable practices including agriculture, indigenous traditions, conservation, reduction of a nation's carbon footprint, and ecotourism. A trip to Costa Rica over spring break is a required component of the course that allows students to explore first-hand some examples of remarkable ecological theory and evolutionary adaptations and how sustainable theory is put into practice through a combination of traditional knowledge and national policy.

ENVR 370. WI: Environmental Studies Seminar. Designed to apply research methods to current environmental issues. Students will research and present written and oral reports on the general topic. Emphasis is on the

development of skills in using primary literature, analysis and interpretation of data, and the communication of ideas. Writing-intensive.

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Topics.

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ENVR 384. Independent Research.

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ENVR 400-401. Honors.

Finance

See School of Business and Economics

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

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

The Minor in Religion

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

The Interdepartmental Major

The six courses of Set I of the interdepartmental major include Religion 370 plus five other courses. These five religion courses and the six courses of Set II are selected by the student with the approval of the advisor. Two distribution areas in addition to advanced studies in religion must be studied in Set I.

Opportunities: Additional Study and Careers

Students may enroll for religion courses at other

LVAIC institutions or take additional classes at Moravian Theological Seminary.

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

Courses in Global Religions

REL 110. What Is Religion? Students will attempt to arrive at their own "thick descriptions" regarding the nature, meaning, and phenomenon of religion(s) and religious experience. Introduction to psychological, theological, sociological, and anthropological methods in exploring the ways religion functions in the lives of individuals as well as in the construction, maintenance, and daily life of societies. Engagement in cross-cultural comparison and contrast. (M4) Introduction F9@'%%&"' <YVfYk`6jV`Y#C`X`HYghU a Ybh. Examination of how the Hebrew Bible/Old Testament was written and what its original meanings were, using the tools of historical criticism, archaeology, and religious history. The diverse religious perspectives within the text will be explored. Knowledge of the Hebrew language is not expected. (M3) Sacred Texts

REL 114. Jesus and the Gospels. Exploration of what we can know historically about the life and activities of Jesus. Comparison of the four gospels of the Christian New Testament, so that

myths, rituals, and life-cycle ceremonies of native American peoples, representing several geo-cultural regions of North America. Attention will also be paid to issues of medicine and

East as well as prophetic literature in biblical texts. The development of apocalyptic thought in Judaism and Christianity will be studied, up to the book of Revelation. (M3) History

REL 227. Ancient Near Eastern Religion. A study of the religions of the ancient Near East, this course will explore the myths and rituals of the peoples of Mesopotamia, Anatolia, Syria-Palestine, and Egypt before the Roman era. Foundational to western civilization in general, these religions also form the cultural context and background for the sacred scriptures of Judaism, Christianity, and Islam. (M3) History

REL 230. Advance topics in the Ethics of Abortion. This course analyzes the ethical issue of abortion through examination of philosophical pro-life and pro-choice arguments from a variety of perspectives. Our philosophical/ethical investigation includes address of abortion and public reproductive health, abortion in a changing legal justice landscape in the U.S., and the intersection of abortion and religious ideas and values. Students may not take PHIL 230 and PHIL

REL 251. Modern Jewish Religious

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

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

REL 254. Jewish Philosophy. (also PHIL/MDVL 253) An introduction to philosophy within Judaism, a field that asks the question: is a religion based on faith and tradition also rational and logical? Specific topics addressed will be: Can or should God's existence be proven? Is God's power

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.

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REL 384. Independent Research.

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REL 400-401. Honors.

Greek

See Modern Languages and Literatures

Health Sciences

Advisors: Dr. James Scifers, Dr. Louise Keegan, Dr. Colin Tomes, and Danielle Costanzo

The Health Sciences major is intended for students who wish to pursue careers in health professions after completing their undergraduate degree at Moravian University. This program is designed to specifically prepare students for graduate study in the fields of Athletic Training, Occupational Therapy, Physical Therapy, and Speech-Language Pathology.

Upon declaring a major in health sciences, students select one of the following tracks, based on their intended career path:

Health Sciences Core: 8 units

- BIOL 106: Human Anatomy & Physiology for Health Science I
- BIOL 107: Human Anatomy & Physiology for Health Science II
- PSYC 120: Introduction to Psychology
- HLTR 185: Introduction to Health Professions
- HLTR 210: Medical Terminology
- HLTR 310: Research Methods in Health Sciences

- HLTR 385: Social Issues in Health Sciences
- MATH 107: Elementary Statistics
- OR
-

HLTR 185. Introduction to Health Professions.

Students are introduced to various health professions and the knowledge base, skills, and abilities necessary for success in healthcare. This course examines healthcare from multiple perspectives including healthcare ethics, cultural competence, and social disparities in healthcare access. Students are asked to reflect on their roles as future healthcare providers in addressing current issues facing national healthcare. The course reflects key introductory themes in health professions education which will be developed in more depth in subsequent courses within the Health Sciences program. This course is intended to foster a deeper understanding of the following: 1) Health professions education as a field of study and practice 2) Current challenges to the healthcare system and implications for health professions education 3) Current trends and priorities in health professions education 4) Interprofessional practice the healthcare environment.

HLTR 210. Medical Topics and Terminology.

Students are introduced to the study and application of medical terminology, interprofessional communication, and documentation through the system-by-system exploration of general medical topics. This course meets pre-professional learning objectives by providing a foundational understanding of medical word parts and origins, word building, abbreviations, medical record conventions, and unique medical terminology through dissection and analysis of realistic case studies and the construction of medical documents. Prerequisite: no first-semester freshman.

HLTR 231. Nutrition for Health. (Also HLTP/NURS 231) Is an introduction to the science of nutrition with emphasis on applications for the allied health professions. As such, focus will be on the nutrient needs of the body, the processes by which nutrients are obtained and processed, and the foods that meet these needs in selected social, environmental, cultural, and performance contexts. The course is designed for students entering professional fields such as nursing, physical or occupational therapy, speech-language pathology, athletic training, and public health which require a functional understanding of the relationship between nutrition and health

or performance. Students will be introduced to tools and techniques of the field by completing an individual dietary assessment and consulting robust scientific literature to answer discipline-specific questions. (U1)

HLTR 252. Speech & Hearing Sciences.

The communication process is a physical and biological science. This course is designed to give students an introduction to speech and hearing science theories, instrumentation, and measurement, emphasizing normal speech perception and production to establish a reference for pathological deviations.

HLTR 253. Phonetics & Phonology. This course focuses on the physical and linguistic aspects of speech sounds. We will examine these sounds in terms of articulatory, acoustic, and perceptual aspects. Particular emphasis will be placed on the use of the International Phonetic Alphabet (IPA) for transcribing speech, and in the development of auditory and speech perception skills necessary for transcription and analysis of typical and disordered speech. Topics in phonetics are also essential topics as preparation for studying phonology, which seeks an understanding of how speech sounds are organized in languages. Towards the end of the course we focus on these language-specific patterns.

HLTR 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

and management. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350. Spring.

HLTR 270. Emergency Medical Care. Upon successful completion of this course the student will be eligible to take the National Registry of Emergency Medical Technician (NREMT) Exam required for the Commonwealth of Pennsylvania EMT certification. This course meets all the educational requirements for the certification process as specified in the regulations of the Commonwealth of Pennsylvania Bureau of Emergency Medical Services (EMS). Sophomore or above, students enrolled in this course are required to provide proof of background checks, vaccinations, and other onboarding required paperwork. Students enrolled in this course are also required to complete clinical education hours outside of class meeting times. Prerequisites: None.

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

HLTR 354. Clinical Linguistics. Clinical linguistics is a core component of interdisciplinary education for those who wish to work with individuals who experience communication difficulties. This course will provide grounding in the traditional aspects of language (e.g. phonetics, phonology, grammar and semantics) and an

overview of theories and approaches relevant to language science and linguistics. Students will describe, analyze, and interpret aspects of social interaction in a variety of populations across the lifespan (e.g. populations that are typically developing, multilingual, and have cognitive and linguistic difficulties). (U1)

HLTR 355. Audiology. The general objective of the course is to introduce the student to the profession and practice of audiology. This course will provide students an overview of the anatomy and physiology of the auditory system, the physical properties of sound relevant to hearing and auditory disorders. In addition, the students will be introduced to the concept of hearing assessment, and techniques for hearing assessment. The information will be studied across the life span and across culture. Prerequisite: HLTR 252.

HLTR 360. Exercise Physiology. This course is an introductory course in exercise physiology. It will introduce certain concepts of the "how and why" the body responds to both acute and chronic exercise stress. Topics will include exercise metabolism, respiration, circulation, neuromuscular, hormonal, and environmental influences on exercise. Prerequisites: BIOL 103 and BIOL 104 or BIOL 310 and BIOL 350; junior or senior class standing or permission of instructor. Spring.

HLTR 385. Social Issues In Health Science. A capstone seminar for students in the health sciences major. Guided readings and research to prepare students for graduate and professional study in allied health fields. Students explore ethical and social issues related to health science (such as the debate regarding immunizations, homeopathic approaches to healing, obesity as a cause of illness vs. an illness in itself), and co-author research papers which include perspectives from their chosen/intended field of study. Prerequisites: senior class standing; major in health sciences, nursing, or public health; other students by permission of instructor.

HLTR 384. Independent Research.

HLTR 384. Independent Research.

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HLTR 400-401. Honors.

Hebrew

See Modern Languages and Literatures

Historical Studies

Advisor: Dr. Jamie Paxton

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

Those with a social studies certificate are permitted to teach history, geography, government, and economics, as well as

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

To satisfy state guidelines, the student is required to take three college credits in English composition (LinC 101), three college credits in English literature (English 101, 102, 103, 104, or 105; or Education 131), and six college credits in mathematics (1.5 Moravian course units). Most of these guidelines should be met through appropriate selection of courses taken to complete Learning in Common guidelines. Beyond the Learning in Common requirement, students must take at least 0.5 course units in mathematics.

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

For information on coursework for middle level certification see Education.

Applying for Admission into the

Students should be aware that they are not automatically admitted into the teacher-certification program. Students must make two applications for acceptance into the teacher-certification program. Students may apply for initial admission into the program after completion of 12 course units, after passing the PPST sections of the PRAXIS exams in reading, writing, and mathematics (information about those tests is available in the Education Department office), and after attaining a 3.0 GPA overall. Initial application forms are available in the Education Department.

In order to student teach, students must turn in a formal application, also available in the Education Department, two semesters prior to student teaching. Applications for fall student teaching must be received by December 1 of the preceding year, and for spring student teaching by April 15 of the preceding year. Criteria for acceptance include a 3.0 GPA overall, a 3.00 GPA in the academic major, and a 3.00 in the professional education sequence. In addition, students must receive the written support of their major department and the Education Department, successfully complete field experiences, and demonstrate positive character. Issues of character can be reflected in discipline events involving the Office of Student Affairs, academic honesty violations, and more.

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

Other Pennsylvania Requirements

After successful completion of the Moravian education program, initial Pennsylvania teacher certification mandates that students pass all required tests. All education students must satisfy the basic reading, writing, and math skills requirement as described above. In addition, students must successfully pass the Praxis content knowledge exam: Social Studies: Content

History

Chair: Associate Professor Berger

Full Professors: Bardsley, Lempa

Associate Professors: Aguilar, Berger, Paxton

Assistant Professor of Practice: Anderson

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

The Major in History

The history major consists of ten (10) course units:

- Three (3) 100-level courses: one from Group A, one from Group B, and one from Group C. A course appearing in more than one list does not fulfill both categories: students must take a second course in one of the other groups.

Group A

- HIST 110. Latin America in the Colonial Era.
- HIST 111. Modern Latin America.
- HIST 115. History of Africa.
- HIST 119. Arab-Islamic Civilizations.
- HIST 120. The History of Native North America.

Group B

- HIST 113. The United States to 1877.
- HIST 114. The United States since 1865.
- HIST 120. The History of Native North America.

Group C

- HIST 112. Europe in Global Context.
- HIST 116. Medieval Europe.
- HIST 117. England through the Reign of Elizabeth I.
- HIST 118. The Ancient Near East, Greece, and Rome.
- HIST 130. Ancient Greece.

Four (4) 200-level courses, two (2) of which must be HIST 270: Historical Methods and Interpretations and HIST 288: Internship in History.

Three (3) 300-level courses, one (1) of which must be HIST 371: Senior Seminar. Only one (1) of the courses numbered HIST 381-388 may be used to satisfy the major requirements.

The Interdepartmental Major

A student wishing to use history as Set I of an interdepartmental major is required to take HIST 270: Historical Methods and Interpretations and five (5) other course units. Two (2) of the remaining courses must be at the 200 level and a third at the 300 level.

The Minor in History

The history minor consists of HIST 270: Historical Methods and Interpretations and four (4) other courses to be selected from at least two of the three major areas in the department curriculum (Europe, United States, outside the United States and Europe). In addition to HIST 270, at least one (1) other course must be at the 200 or 300 level.

The History Fellowship

The History Fellowship is a program for highly motivated history and history/education students of at least second-semester sophomore standing and a GPA of 3.50 or above in the major. Students accepted into the program will become History Fellows for one of the lower-level survey courses <http://home.moravian.edu/public/catalog/courses/history.html> (previously taken by applicants who have received a grade of at least A-). A History

Fellow will be expected to:

- Write a research paper of 20 pages in the area covered by the survey class.
- Attend all class meetings, as well as individual meetings of students with the professor, and assist with class preparation.
- Assist with or lead group discussions; tutor; moderate Blackboard discussions.

The fellows will enjoy one-to- one interaction with the faculty member(s) who serve as mentor(s), gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material.

These teaching fellowships will be available to

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)

Rome. Explores the history of the ancient Near East and Europe from prehistoric times to the

medieval era. Among the civilizations surveyed are those of the Mesopotamians, Egyptians, Hebrews, Greeks, and Romans. (M1)

HIST 119. Arab-Islamic Civilizations. The Near Eastern world from the late Byzantine through emergence and development of Arabic-Islamic civilization. Reviews pre-Islamic Arabia and the Near East, achievements of the Prophet Muhammad, establishment of the Islamic religion, the caliphate, and the Arab Empire, including Spain, North Africa, and the Middle East. Islamic religion, law, mysticism, literature, art and architecture, and the Arabic-Islamic renaissance and its impact on the West via Islamic Spain. Ends by considering the Arabic-Islamic world in modern times. (M5)

HIST 120. The History of Native North America. Embracing hundreds of distinct cultures over a period of 15,000 years, the history of Indigenous peoples in North America is vast and complex. This course uses case studies of specific cultures from Mexico, the United States, and Canada to provide a thematic overview of the continent's Indigenous history until the present. The course will take an interdisciplinary approach to issues such as trade, religion, warfare, colonization, disease, dispossession, and revitalization and introduce students to the

methods scholars use to study oral cultures. In addition to written sources, we will draw on the insights of anthropology, archaeology, genetics, chemistry, and linguistics to expand our understanding of the history of Native North America. (M5)

HIST 129. Mexico: Revolution and

Globalization. This course allows students to explore the issues associated with political revolution and economics globalization in Latin America by focusing exclusively on the modern history of a single nation, Mexico. After a brief survey of Mexico's indigenous and colonial experiences, this course primarily covers elements of Mexico's evolution during the nineteenth and twentieth centuries, beginning with a comparison of Mexico's independence movement to the American Revolution. It continues through the circumstances surrounding the Mexican Revolution of 1910, the impact of NAFTA of 1994, and the political transition fostered by the 2000 elections. (M5)

HIST 130. Ancient Greece. History of the Greeks through Alexander the Great, with emphasis on readings in primary sources including Homer, Herodotus, Thucydides, and Plato. Topics include the classical city-state, invention of democracy, emergence of Greek philosophy and science, and diffusion of Greek culture. (M1)

HIST 219. Bismarck to Hitler to Fischer: History of Modern Germany. Traces Germany's historical path from 1848 to 1990, starting with the German states' struggle toward modernization and unification in the late 19th century. Explores Germany's experience and role in World War I; the cultural euphoria, political misery, and economic despair of the Weimar Republic; the Nazi seizure of power in 1933; and the Holocaust. Discusses Germany's role in the Cold War and the cultural battles of the 1960s, ending with the surprising national reunification in 1990.

HIST 220. The Holocaust. (Also IDIS 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting

to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. (U2)

HIST 221. History of the Body. This course explores the history of the body by focusing on its relationship to medicine, health, sports, and society since 1500. We explore how science, medicine, and sports have “made” our bodies. We will ask, whether the body could be a machine and whether there is one sex or two sexes. We will investigate how the bodies moved, how they were exercised, and how the sports developed. We will then explore the ways the bodies were dressed. Finally, we will take a look at how the body became political, how it was defined in terms of race and otherness. We engage these themes through readings, discussions, analysis of images and movies, and writing. An integral part of this class is to see the history of the body as a contested field of changing historical interpretations. (U1)

HIST 222. History of 18th-century Moravians. Bethlehem is a fine example of an 18th-century Moravian community. It was part of a world-wide network of Moravian communities and mission stations. In this course, we will explore the Moravian world. How were their congregations

and the transition to majority rule; and the policies and prospects of modern Angola, Botswana, Mozambique, Namibia, South Africa, and Zimbabwe. (M5)

HIST

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

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

Topics.

HIST 384. Independent Research.

HIST 400-401. Honors.

Pathways

Program Director: Professor Traupman-Carr

Pathways Degree Completion Program, Major in Integrative Studies

Pathways helps the post-traditional learner to realize their potential for human growth through an intentional and interactive course of study rooted in the concept of the “arts that liberate,” melding work-life experiences with a transdisciplinary approach rooted in the principles of liberal education. It explores human beings’ relation to the world and affords a context in which students may discover how to make meaningful contributions in public life and in a chosen career. Offering the foundation for a life marked by ongoing insight into the human condition, the program promotes professional development and personal fulfillment.

Through participation in PATHWAYS, post-traditional students can merge framework thinking learned through their coursework with life and work experiences that they bring to the classroom. The culmination of the program comes in IDIS 370, Integrative Seminar (WI), that explores questions of the benefits and challenges of living in a globalized world. The seminar encourages open dialogue and close collaboration, engaging with multiple perspectives.

Many students will find that they can transfer previous coursework into the PATHWAYS program. Many of these will fulfill the college’s general education (LINC) requirements, but some may count towards the Bachelor of Arts in Integrative Studies

Courses fall into four broad categories, designed to build the competencies necessary to succeed in PATHWAYS and, ultimately, to flourish in personal and professional life.

1. Courses that introduce and model how different academic disciplines offer distinctive approaches for gaining insight into the world and which examine the role that culture plays in informing one’s understanding of self, society, and the world. Some of these courses fulfill the institution’s general education requirements, while others may count towards the Bachelor of Arts in Integrative studies.

2. Courses that undertake an interdisciplinary or cross-cultural study for deepening students’ capacities for responsive and responsible

dialogue in a pluralistic society. (This category consists of selected courses that draw upon a variety of different disciplines and perspectives.)

English

- ENGL 225
-

in their approach: students develop the skills of
critical reading, research, argumentation, revision,

departing on a week-long trip to Prague, where all architectural styles of the last one thousand years are on display.

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This course is devised around a 20-day trip which will take students to five cities: Venice, Salzburg, Munich, Paris and Berlin. The main purpose of this course is to introduce the students to the major architectural styles, as they are expressed through the landmarks of each one of the five cities, and relate them to the history and political regimes of the time those landmarks were created. The ultimate objective here is two-fold. By the end of the trip students should be able to identify most of the major architectural styles that have dominated the history of the western world and recognize the major features of each of those styles. They should also understand the extent to which architecture, on top of being a form of art in its own right, is also a powerful tool in the hands of political leaders to showcase the power, the wealth and sometimes, but not always, the genius of the regimes they lead. The course will consist of visits to sites preceded and followed by readings on the part of students and lectures by the instructor. (M6)

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

=8=G%* *""7cbÚ]Wh`HfUbgZcf a Uh]cb. (Also PJUS 166). Conflict Transformation provides students with a lens for understanding social conflict as a normal and continuous dynamic within human experience. Using cases in conflict across a range of global and local contexts, this class will examine the lifecycle of social and

political conflicts as they emerge, escalate, de-escalate, and what can be done to contribute to more constructive transformations and a more sustainable peace. Students will also develop a set of basic conflict resolution tools applicable to careers in business, law, political science, education, healthcare, and more. (M5)

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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 of reaching this goal in a formal presentation, performance or comparable public display. The overall experience enhances students' preparedness for future employment or post-graduate studies. Students who are undecided may use the project to help discern possible career/major paths. Applications for

the Interdisciplinary Project are submitted to the Learning in Common Committee for review by the end of term prior to the term of the project (for example, by the end of fall for a spring project).

IDIS 200. Witches and Demons in German History and Culture. (Also German 200)

Examines a wide variety of texts and other media to explore the idea and representation of the strange and "deviant" in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)

global spread of plants became the impetus for many inventions that are discussed in this course. Students read primary literature, communicate scientific findings, synthesize information from multiple sources verbally and in written format. This is an interdisciplinary course that combines plant taxonomy with the historical use of plants. Prerequisite: junior or senior standing. (U1)

IDIS 220. The Holocaust. (Also History 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)

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

IDIS 228. Telling and Selling Your Brand: The Art of the Story. (Also Management 228) The use of mythology, archetypes, and storytelling to create a cohesive and compelling identity for an organization. Focus on how legendary organizations have built trust and created iconic brands by understanding and applying these principles. The use of symbolism (visual and mental) and metaphor to create a theme that is enduring, powerful, and integrated throughout the organization. Ways that organizations and people

can develop deep and lasting relationships with their customers and other stakeholders through the understanding and application of these storytelling techniques. Prerequisite: sophomore standing or higher.

IDIS 244. Climate Negotiations on the International Stage. This interdisciplinary course introduces students to the United Nations Framework Convention on Climate Change (UNFCCC), including the science, different mechanisms within the UNFCCC, the subsidiary bodies which assist the COP, and the various constituencies of the non-governmental organizations (NGOs). Students will be introduced to the multi-cultural perspectives (including those of indigenous peoples, and contrasts between the global north and south) and other issues such as gender that influence individual country positions. Students examine not only the process used for developing multilateral agreements, but also how these are ratified and implemented in different countries. This course will utilize multiple modes of teaching and learning including weekly lecture-discussion sessions; group work; individual and team projects; use of online resources and tools for research, blogging, and weekly virtual discussions; and students will also actively follow and engage in the UNFCCC negotiations during the annual fall conferences. Prerequisites: Sophomore or higher standing required.

IDIS 250. Moral Marketing. (Also Management 250) How the ideas of tzedek ("justice") and charity ("love") apply to marketing to the world's poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American secular traditions. Each of these three perspectives has unique traditions regarding the role of the individual and the community, and the obligation towards helping those less fortunate. Discussion of differences between morality and ethics based on these three perspectives, as well as approaches to social justice as an obligation, an act of love, or a practical solution. Needs of the poor in emerging nations and how products could be created and distributed in these emerging nations in accordance with these different ethical and moral perspectives. (U2) Prerequisite: junior or senior standing.

IDIS 251. Human Sexuality. (Also Sociology 251)

The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. Prerequisite: Junior or senior class standing. (U2)

IDIS 256. Social Controversies. (Also Sociology 256) Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: Sociology 115; junior or senior standing. (U2)

IDIS 259. Sport and Its Cultural Legacy. A critical examination of the changing relationship between sport and culture, particularly as it pertains to Western sport. The course will include an historical overview of sport as cultural marker and its resultant industries before moving toward a range of specific socio-political dimensions, including issues of inequality, labor, marketing, and socialization schemes, paying particular attention to the narratives expressed through various media forms. Writing-intensive.

IDIS 262. Literature and the Way We Live. (Also English 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' *Antigone* to the present. Prerequisite: junior or senior standing. (U2)

IDIS 263. Civil Rights and the Moral Life. (Also Religion 263) Many forces and ideas shaped the civil rights movement. Through both a historical and a theological/philosophical lens, students will examine those forces and ideas and will consider how the power and depth of the movement continues to challenge us with its continued

relevance today. The course includes in-close examinations of key events in the movement, such as the Montgomery Bus Boycott and the Nashville sit-ins, in order to view the movement from the vantage of people involved in the movement. (U2)

IDIS 268. Costa Rica as a Model of Sustainability and Tropical Ecology. In 1948, the small Central American country of Costa Rica abolished its military and has long avoided

colleagues, administrators, editors of professional journals, and review committees of funding agencies. Topics involve contemporary issues in science and/or science education. For general science teacher education students in the elementary and secondary programs only. Writing-intensive. Prerequisite: junior or senior standing.

IDIS 350. Media Technology and Society. (Also Sociology 350) Technological development and implications of mass-media forms. Students will analyze mass media as a social force that shapes personal and collective ideas and behaviors in the modern world. Prerequisite: junior or senior standing. (U1)

IDIS 358. Segregation in America: The Legacy of Jim Crow. (Also Sociology 358) A more grounded approach for tracing and interpreting the wide reach of legalized and enforced segregation in American life focusing primarily on the post-bellum period of the 19th century through the civil rights struggles of the 1960s and 1970s. Looks past many of the more commonly understood (and misinterpreted) elements of the so-called Jim Crow edifice by looking at all regions of the country during this period in a more comparative frame. Examines the social, historical, economic, and political forces that fueled the construction of segregation then while attempting to make sense of discussions relative to race, class, and power in America today. Prerequisite: junior or senior standing. (U2)

IDIS 370. Integrative Writing Seminar. This writing intensive course is designed to aid students in utilizing research as a contextual and integrative process. It will address issues such as the relationship between the academic and the informative; what it means to be a scholar and a college graduate who is aware of the globalized world. As students get in contact with their academic passions and programmatic course work, this seminar will encourage discourse around the intersectionality of scholastic research and the integration of personal reflection and personal growth in and out of an academic context. Students will realize the role of the scholarship in their lives, how to approach research from the root of their own inquiry versus a single discipline; and how to properly develop their own academic voice through

writing and revision. The knowledge base will be drawn from the philosophies of social science, integrative, and creative inquiry with the goal of enhancing the complexity of liberal studies within research. Finally through extensive writing the seminar will encourage open dialogue and close collaboration engaging with multiple perspectives and disciplines. (WI)

IDIS 372. Developmental Implications of Medical Technologies. (Also Psychology 372) Explores implications of recent medical advances. Topics to be explored include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies in question and will explore ways in which individuals, families, and society are socially, emotionally, morally, legally, and economically affected by these advances. Prerequisite: junior or senior standing. (U1)

IDIS 385. Peace and Justice-Making Praxis. Students develop a “hands on” learning experience in the community with an emphasis on justice and peace-building that suits the particular design of their educational direction in the minor. Faculty mentors guide students’ choices of additional study materials, participation in the “Vocational Reflection Circle” and additional memoir chapters.

IDIS 384. Independent Research.

IDIS 400-401. Honors.

Internship

INTR 275.2. Personal and Professional Development Seminar. A course that considers the skills a student needs to prepare for the world of work. Topics include exploring areas of industry, resume/cover letter preparation, job/internship search preparation, interview skills, salary negotiation, and social media and professional etiquette in the workplace. Prerequisite: second semester sophomore standing or higher.

INTR 386-388. Internship.

Student Success

COLL 100. Student Success Seminar. This course helps students explore how to more successfully engage in the academic life and work of the University. Students will reflect on their development as learners and the skills and habits needed to be successful through a multitude of activities, including academic readings, research and writing, and class discussion. Students will develop skill in and appreciation for reflective learning, effective prioritization, active inquiry, professional communication, and the overall demands of academic work.

Interdisciplinary Majors for

General Science

Students seeking Pennsylvania certification in middle-level education with an interdisciplinary program in general science complete nine science courses including:

- Biology 111, 212, or 219
- Environmental Science 112
- Chemistry 108 or 113
- Physics 109 or 111
- Two courses from Environmental 111 (Geology), Physics 106 (Meteorology), Physics 108 (Astronomy)
- Three science electives.

In addition, students complete the Learning in Common (LinC) curriculum, Mathematics 107, For LinC requirements students must select

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

General Science and Mathematics

Students seeking certification in middle-level General Science/Math education (grades 4 through 8) must complete a pre-approved interdepartmental major in general science/Math. The interdisciplinary major in mathematics and elementary general science for middle-level teacher certification consists of twelve course units, including:

- Mathematics 170, 171, 211 or higher, 216 (writing intensive), 220, and 340
- Biology 111, 212, or 219
- Environmental Science 112
- Chemistry 108 or 113
- Physics 109 or 111
- Two courses chosen from Environmental 111 (Geology), Physics 106 (Meteorology), Physics 108 (Astronomy)

Students must also complete the University's program of general education, Learning in Common. In the Multidisciplinary (M) categories, students must take History 113 to fulfill the Historical Studies (M1) requirement; Education 131 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; Political Science 110 to satisfy the Economic, Social, and Political Systems (M4) requirement; and Interdisciplinary 110 to fulfill the Cultural Values and Global Issues (M5) requirement.

The Aesthetic Expression (M6) requirement is waived for these students. In addition, middle-level education students must complete one of the two Upper-Division (U) categories, which may be a part of the major; the other is waived.

Historical Studies

The interdisciplinary major in historical studies for middle level teacher certification consists

of eleven course units, including History 112 or 116; History 113 or 114; one 100-level history course focusing on an area outside Europe or the United States; History 270 (writing intensive); two additional history courses at the 200 level and two at the 300 level, to include at least one course each in United States history, European history, and history of an area outside Europe and the United States; Political Science 110; Political Science 115 or 125 or a political science course in an international topic, chosen in consultation with an advisor; and Interdisciplinary Studies 110.

Mathematics and English

The interdisciplinary major in mathematics and English for middle level teacher certification consists of twelve course units, including Mathematics 170, 171, 211 or higher, 216 (writing intensive), 220, and 340; Education 131; English 211 or 212 (writing intensive); English 221; English 225 (writing intensive); and two courses in English numbered 200 or above, one of which must also satisfy the U1 or U2 LinC requirement.

Interdisciplinary Majors for Secondary Level Teacher

General Science

The interdisciplinary major in general science for secondary level teacher certification consists of the following required courses:

- MATH 170 - Calculus I (or MATH 106 & MATH 166)
- BIOL 111 Foundations of Biology Or BIOL 112 - General Zoology
- BIOL 219 - Introduction to Botany
- ENVR 112 - Introduction to Environmental Science or BIOL 360 - Ecology
- CHEM 113 - General Chemistry I
- CHEM 114 - General Chemistry II
- PHYS 109 or PHYS 111 - Physics I
- PHYS 110 or PHYS 112 - Physics II
- ENVR 111 - Introductory Geology
- PHYS 106 - Meteorology
- PHYS 108 - Astronomy
- Additional Course Units in Science: (3 courses) In this sequence, two courses are to be upper-level courses numbered 210

or above from one department (biology, chemistry, physics, geology or astronomy. Advanced work in geology or astronomy is available through cross-registration with Lehigh University). When appropriate, students are encouraged to be laboratory assistants in one of the science areas.

Indigenous Studies

The Indigenous Studies certificate is an interdisciplinary program that examines the culture, history, literature, art, and languages of indigenous people primarily within the continental United States, Canada, Mexico, and the Hawaiian Islands, although some consideration will be given to communities in other parts of the world. The program uses an interdisciplinary methodology with a particular emphasis on indigenous systems of knowledge.

The Indigenous Studies certificate consists of five course units; including INDG 110 and INDG 370 and a minimum of three (3) additional elective courses. The three additional courses must be taken in at least two different departments (English and history or anthropology and English, for example) and at least one must be at the 200- or 300-level to ensure students have a multidisciplinary experience. Students may take one internship and one independent study as part of ,

example, is an African diaspora an objective reality, or has it existed solely in response to American and European notions of racial difference? What have been the characteristics encompassed by that reality or those notions of race? Course materials will allow students to survey the lasting contributions of Africans and their descendants to the development of various world civilizations. (M5)

AFST 115. History of Africa. (also HIST 115) History and cultures of sub-Saharan Africa. Topics include human evolution in Africa, traditional lifestyles and beliefs, development of African kingdoms, Atlantic slave trade, European colonialism, and problems of modern African states to the present. (M5)

5 : GH'%'\$" <|d' <cd' A igjWz' Gdc_ Yb' KcfXz' /' Philosophy. (also PHIL 130) We will investigate how some Hip Hop music and Spoken Word works engage with classic Western philosophical themes and questions, including those of knowledge, metaphysics, ethics, love, and justice. How do some contribute to knowledge and some perpetuate injustice, sexism, and violence? How does Rakim relate to Augustine's arguments on God, Gil Scot-Heron to Kant on punishment, Lil' Kim to Sartre on "the objectifying gaze"? Students will be required to attend two spoken word workshops or performances, and to view and listen to material outside of class.

5 : GH'&%" = a a] [fUh]cbz' 9 I] Yz' / ':bhYfbU' Displacement in Latin American and Latino Literature. (also FORL 214 and IDIS 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.

AFST 221. Civil Liberties and the U.S. Constitution. (also SOC 221) Civil liberties of

Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

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

AFST 228. African Politics. (also POSC 228) This course provides an understanding of politics and policy in Africa that is devoid of common stereotypes. Students will gain an appreciation of the continent's successes and lingering challenges. We will draw from a variety of readings, books, articles, reports, documentaries, and news reports. Topics to be discussed include the colonial state; the postcolonial state; elections, democratization, and political change; political economy and development; gender and politics; religion and politics; ethnicity and politics; conflict and violence; African international relations.

AFST 240. Post-Colonial Literature. (also ENGL 240) Introduction to the literatures and theories produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5)

AFST 241. Modern African Literature. (also ENGL 241) This course offers an introduction to the body of literature that has come to be defined as African literature. With a particular interest in the (re)establishment and/or (re)positioning of images of Africa, we will read and analyze the works of several writers who paved the way for contemporary African writers like Chimamanda Ngozi Adichie, Teju Cole, Taiye Selasi, and A.

Igoni Barrett, as well as works by some of these authors. Though it should go without saying, an interrogation and contextualization of issues of gender, sexuality, race/racism, ethnicity, and nationality will be crucial in fully making sense of the texts and their narratives. (M5)

AFST 244. Race & Citizenship in Modern US History. (HIST 244) Students in this course examine connections between race, ethnicity, inequality, and citizenship status in late

270) Historical development and competing philosophies of corrections as institutional and community-based programs. Dynamics of prison life; inmate subculture; administrative, organizational, and rehabilitative aspects of adult and juvenile probation and parole. Prerequisite: SOC 216.

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Knowledge. (also PHIL 232) A study of the relationships among identities, experiences, and moral knowledge. Some of the issues discussed are the following: How do our unique experiences shape our moral views? How are those experiences shaped by such differences as race,

Coordinator: John Black

The medieval studies minor is an interdisciplinary program that examines the art, history, literature, music, and philosophy of the middle ages (c.500 CE to c.1500 CE). The program seeks to increase students' knowledge of the middle ages and appreciation for the ways in which medievalists draw on interdisciplinary methodologies and sources. Courses taken as part of study abroad may work well within this minor. If you are interested in pursuing the medieval studies minor, please contact Dr. John Black, coordinator of the medieval studies minor.

The requirements for the medieval studies minor consist of five course units: two core courses, two electives, and the capstone. Students must take courses in at least three disciplines; in other words, at least one of the two elective courses must come from a discipline outside of English or history. Medieval Studies 370 is the capstone course for the minor. As for all independent study courses, students must have a QPA of at least 2.70 to enroll. The minor requirements cannot be fulfilled without successful completion of the capstone course.

Core (two courses): History 116 (Medieval Europe) and either English 350 (Chaucer) or 355 (Literature and Culture of Medieval Britain) or English 104 (Experience of Literature: Medieval Voices) [Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr. Black, fulfills a requirement for the medieval studies minor.]

Electives (two courses): Selected from the list below. At least one of the two elective courses must come from a discipline outside of English or history.

Capstone (MDVL 370): see further below

Art 113
Global Perspectives in Art History to the Renaissance (M6)

English 104*
Experience of Literature: Medieval Voices (M2)
[Note that there are multiple sections of English 104; ONLY this specific section, taught by Dr.

Black, fulfills a requirement for the medieval studies minor.]

English 350*
Chaucer

English 355*
Literature and Culture of Medieval Britain

History 117
England through the Reign of Elizabeth (M1)

History 119
Arab-Islamic Civilizations (M5)

History 237
Popular Culture in Medieval and Early Modern Europe

History 238
Women in Europe, 500-1700

History 376
Medieval Peasants

Music 281
Western Music to 1750

Philosophy 243
Medieval Philosophy

* Whichever is not selected as the required course above.

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MDVL 370. Capstone in Medieval Studies.

Intensive independent study and research in an area of medieval scholarship in which the student has demonstrated sufficient interest and ability. Content varies. The capstone project must draw explicitly on methodologies of more than one discipline. Prerequisites: History 116; English 104 (see note attached to English 104 above), 350, or 355; GPA of 2.70 or above; satisfactory completion of a writing-intensive course; and permission of instructor and program coordinator.

Topics.

MDVL 384. Independent Research.

MDVL 400-401. Honors.

Peace and Justice Studies

Advisors: Kelly Denton-Borhaug

The minor in religion, peace and justice is a multidisciplinary program whose objective is to encourage students to think critically and develop strategic responses that will promote positive transformation with regard to:

- the nature and causes of violence and conflict;
- racism, gender bias, inequity, degradation of the natural world, and other manifestations of human violence;
- the nature of religious understandings, values and practices as contributing to conflict and violence and as a resource for just peace-building;
- the destructive power of war and militarism;
- the sources, structures and dynamics of injustice and justice-making, the values, experiences and bases of peace and justice; and
- possibilities and strategies to encourage personal and collective transformation for the public good and individual human flourishing.

The minor consists of five course units:

- IDIS/PJUS 165
- Two courses from the first group listed below (Courses in Religion, Peace, and Justice)
- One course from the second group (Structures

and Ideas).

- IDIS/PJUS 385
- In addition to the courses listed in the groups below, certain special topics courses may also be approved as choices in these groups. Interested students should check with the advisor for the minor. Ideally, Interdisciplinary 165 is taken before other courses in the minor.

Required First Course:

Lifewalk of Justice: Introduction to Peace

and Justice Studies

(7 courses required)

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

Women, Religion and Film

Environmental Ethics

Christian Ethics, War and Just Peacemaking

Religion 221
Buddhism and Mindfulness

Advanced Topics in Ethics: Abortion

Moral Injury: A Public Health Crisis

Jewish and Christian Feminism

What IS Peace?

()

Religion and Politics

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War and Peace in the Biblical World

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Liberation Theology with Travel Seminar

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Civil Rights and the Moral Life

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The Problem of Evil

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Philosophy of Law

Structures and Ideas (1 course required)

Students choose one course in the applied

D> I G`%* *'' 7 cbÚ]Wh`HfUbgZcf a Uh]cb. (Also IDIS 166). Conflict Transformation provides students with a lens for understanding social conflict as a normal and continuous dynamic within human experience. Using cases in conflict across a range of global and local contexts, this class will examine the lifecycle of social and political conflicts as they emerge, escalate, de-escalate, and what can be done to contribute to more constructive transformations and a more sustainable peace. Students will also develop a set of basic conflict resolution tools applicable to careers in business, law, political science, education, healthcare, and more. (M5)

PJUS 244. What is Peace? (Also REL/PHIL 244). Students explore the nature, meaning and discipline of peace studies from different traditions, theories and perspectives. They investigate case studies of peace movements in recent times, and develop their own visions of peace through a research project they present for peer review. This final project will take the shape of a paper, film, or other modality according to student interest. (M3)

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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)

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Topics.

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PJUS 384. Independent Research.

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PJUS 400-401. Honors.

Women's, Gender and Sexuality Studies

Coordinator: Jane Berger

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

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

German 341

Women in German Literature and Culture

History 238

Women in Europe 500-1700

Music 188

Women and Music

Women in Europe 500-1700

Women and Music **Women and Music Women and Music**

Independent Study

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Internship

Women's Studies 400-401
Honors

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

Interdisciplinary 232
Ethical Issues in Reproductive Technology

Political Science 260
Critical Gender Studies

Sociology 310
The Family and the Law

Sociology 355
Sociology of Gender

Other women's studies courses may be counted toward the minor with the approval of the women's studies coordinator.

Students are encouraged to enroll in an Independent Study for one of the four electives. Students may also cross-register for women's studies courses at other LVAIC institutions.

WGSS 101. Introduction to Women's Studies. Introduction to issues, topics, and methodologies of women's studies in a global context. Examines the lives of women around the globe in the twentieth and twenty-first centuries, with particular attention to the Middle East, Africa, Latin America, Asia, and the West, focusing on gender inequality, feminist ethics, gender as a category of analysis, and social construction of gender. (M5)

WGSS 105. African American Literature. African-American Literature. Introduction to the poetry, non-fiction, fiction, and drama of the African-American tradition in literature from the beginnings of the Colonial period to the present day, emphasizing analytical and communication skills through written and oral projects. (M2)

K ; GG'% *"'GYY]b ['UbX' 6Y'Y j]b [. ' Kc a Ybž' FY'] []cbž'UbX' :]' a . (Also Religion 136) Students explore how films appropriate religion in the service of the cultural production of images of

women and women's lives; and investigate the ways the creation and viewing of film might share similarities with the construction and practice of religion. (M3)

WGSS 188. Women and Music. (Also Music 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. Fall. Two 70-minute periods. (M6)

WGSS 222. Women and Health. Introduction to feminist analysis of women's health issues. Historical trends in health and health care in relation to changing patterns in social position and roles of women. Ways in which lay, medical, and research assumptions about women have developed and influenced existing literature about women's health and structure of health services as they relate to women's health-care needs. Topics include reproductive health, mental health, chronic illnesses, lesbian health issues, women and aging, nutrition, occupational health hazards, sexuality, race and class health issues, eating disorders, and the women's health movement.

WGSS 232. Ethical Issues in Reproductive Biotechnology. (Also Interdisciplinary 232) Ethical and biological considerations for the

in China, Japan, and Korea through readings, discussions, writing, interviews, videos, and debates. Focus will be on cultural and gender differences and the politics concerning women that emerge from the different written and visual sources covered. Writing-intensive. (M5)

WGSS 260. Critical Gender Studies. (Also Political Science 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

WGSS 265. Feminist Philosophy. (Also Philosophy 265) Feminist writings on questions such as: How do the legacies of gender inequality

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Intensive study in an area in which the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of instructor and program coordinator.

WGSS 384. Independent Research.

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WGSS 400-401. Honors.

International Management

See Modern Languages and Literatures

International Studies

See Interdisciplinary Programs

Italian

See Modern Languages and Literatures

Japanese

See Modern Languages and Literatures

Latin

See Modern Languages and Literatures

Leadership

See School of Business and Economics

Management

See School of Business and Economics

Marketing

See School of Business and Economics

Mathematics and Computer Science

Chair: Talbott

Professor: Coleman, Fraboni, Schultheis, Shank

Associate Professors: Curley, Talbott

Assistant Professor: Bush

Visiting Associate Professor: Schaper

Instructor of Mathematics: Nataro, Ward

- Computer Science (CSCI) Course Descriptions
- Mathematics (MATH) Course Descriptions

Computer Science:

Mission: The computer science program prepares individuals for entry into technical professions where they can contribute to production-level software solutions and continue to learn and adapt to new technologies.

Computer science is the study of how to automate problem solving with computers. In the Internet age computers are used in nearly every facet of life, and programmers must understand the technical capabilities of computers and the technology requirements for problem domains. The computer science program at Moravian creates an environment for students to learn software development in teams for real-world clients, and provides students with opportunities for hands-on experience with technology.

Computer science offers a General track. CSCI 120, 121, 265, 244, 234 and 334 are required. 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:

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

General Track Electives

Students must complete three units of additional elective courses numbered 210-299 or 310-399, with at least two courses numbered 310-399. Students may count at most one unit of internship toward these three units. Students may count one of MATH 230 Mathematical Methods in Operations Research or MATH 258 Numerical Analysis as a 200-level elective in the major.

General Track Corequisites

- MATH 170 Calculus 1 (or MATH 106 Analytic Geometry and Calculus I with Review, Part 1 and MATH 166 Analytic Geometry and Calculus II with Review, Part 2)

Courses in Computer Science (CSCI) are listed below.

The Minor in Computer Science

The minor in computer science consists of CSCI 120, CSCI 121, and three other CSCI course units numbered above 110. One of the following courses may, with departmental consent, be counted toward the computer science minor: MATH 230, MATH 258, MATH 231; PHIL 211. With departmental consent, one course with significant computing content from another

program may be counted as one of the three elective course units towards the computer science minor.

The Minor in Informatics

Informatics is the application of computing skills, statistical methods, and domain knowledge to obtain and analyze data in order to make decisions about organizations and society. The minor in informatics consists of five courses:

CSCI 120; CSCI 265; one course in statistical reasoning (MATH 107, HLTP 189, ECON 156, or MATH 231); one course in ethics (NURS 360, IDIS 215, or a PHIL course with "Ethics" in the title); and one course in applications (HLTP 230, MGMT 311, BIOL 363, ECON 256). Other courses in statistical reasoning, ethics, or applications may be accepted with approval of the program director.

The Interdepartmental Major in Computer Science

The six courses that compose Set I of the interdepartmental major in computer science include CSCI 120, CSCI 121, and four other CSCI courses numbered above 110, at least one of which is expected to be numbered 310-380 or 390-399. The additional courses in computer science and the six courses of Set II are selected by the student with the approval of the advisor.

Courses in Computer Science

CSCI 107.2. Introduction to 3D Printing and Design. This course provides an introduction to using 3D fused deposition modeling (FDM) printers. Additionally the course will cover the basics of creating models with a variety of software packages such as Tinkercad, Sculpttris, OnShape, and OpenJSCAD, each of which presents a very different approach to creating models to be printed. No experience is necessary. All materials will be provided. Students will be expected to spend time outside of class in the 3D printing lab.

CSCI 120. Introduction to Computer Science. Introduction to the discipline of Computer Science

with an emphasis on computer programming. Students will learn the process of writing programs to solve problems and visualize results from a variety of fields. Recommended for students intending to apply computer programming in their own area of concentration. Students will learn programming skills and discuss applications of these ideas. Weekly laboratories give students the opportunity for hands-on exploration of the material and the chance to solve real-world problems. (F4)

CSCI 121. Intermediate Software Development.

This course takes a deeper look into the process of writing correct and readable programs and further develops the mental model of memory. Using an object-oriented language, students learn how to utilize the principles of encapsulation, inheritance, and polymorphism to design and implement programs. Other topics include file input and output, exceptions, testing, and recursion. Note: Students who are placed by the department into CSCI 121 and complete it with a grade of “B” or better will automatically receive credit for CSCI 120 if their transcript does not show credit for an equivalent course. Prerequisite: CSCI 120 (final grade of at least C– or better) or placement by the department.

CSCI 140. Discrete Structures for Computer Science.

Problem solving and programming require an understanding of logic, finite-space arithmetic, methods of organizing data, and algorithmic thinking. This course covers these topics and demonstrates their direct application in Computer Science. Completion of this course provides students with essential mathematical knowledge, skills, and abilities that are used throughout the Computer Science curriculum. Students who complete MATH 212 cannot later earn credit for CSCI 140.

CSCI 220.2. Introduction to DevOps.

A skills-based course that introduces students to techniques to automate processes in software development. Topics include terminal basics, basic system administration (files, processes, users), virtualization, OS package management, library management, containerization, orchestration, and continuous integration/continuous deployment (CI/CD). Prerequisite: CSCI 120.

CSCI 222. Computer Organization. A study re(wid[(development.t,)Tj03eas. 17.8t, aterlize tor Organizat
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Prerequisites: CSCI 121 (final grade of C– or better), or placement by the department.

7G7: &*\$" 5fh]UW]U`:=bhY`][YbWY. Topics and methods for emulating natural intelligence using computer-based systems. Topics include learning, planning, natural-language processing, machine vision, neural networks, genetic algorithms. Prerequisite: CSCI 120.

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

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

CSCI 331. Computer Graphics. Develop 2D and 3D graphics applications and systems. Utilizing modern graphics pipeline and architecture, interactive graphics applications will be created while studying the concepts of 3D transformations, clipping, perspective, lighting, textures, and event-based user interaction. Linear algebra recommended but not required. Prerequisite: CSCI 244

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

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

- CSCI 334 Computer Science Capstone
- 300-level Internship in Mathematics or Computer Science
- CSCI 400/401 Honors
- CSCI 243.2 Preparing for a Computing Career (junior standing)

Electives

Students must complete three units of additional elective courses numbered 210-299 or 310-399, with at least two courses numbered 310-399 from:

- Any course in MATH or CSCI
- ECON 256 Applied Econometrics (prereqs: a course in statistics and ECON 152, which is recommended as the M4 for students in data science)
- ENVR 210 Intro to Geographic Information Systems (sophomore standing)
- HLTP 230 Epidemiology
- MKTG 311 Marketing Research (prereq: MKTG 251; plus MATH 107, MATH 232 or ECON 156)
- BIOL 363 Genomics (prereqs: BIOL 111 and BIOL 210 and permission of the instructor)
- BIOL 220 Biostatistics (prereqs: BIOL 111 or ENVR 112 and MATH 166 or MATH 170 or MATH 107 or ECON 156)
- PSYC 211 Experimental Methods and Data Analysis I (prereq: PSYC 120)
- SOC 246 or 346 Basic Research Methods/Advanced Research in Sociology (prereq: SOC 115)
- Or a course approved by the department

Co-requisites

- MATH 170 Calculus 1 (or MATH 106 Analytic Geometry and Calculus I with Review, Part 1 and MATH 166 Analytic Geometry and Calculus I with Review, Part 2)
- MATH 171 Calculus

This major can lead into the Masters of Data Analytics (MSDA) program. If the student takes the following courses as electives they will meet the requirements for admission to the program:

- ECON 152: Principles of Economics - recommended M4 course for data science students

- ECON 225 Microeconomics (prereq: MATH 170 or MATH 106/166)
- ECON 226 Macroeconomics (prereq: ECON 152 and ECON 156*)
- ECON/MGMT 231 Managerial Finance (prereq: ECON 152, ECON 156*, ACCT 157)

*MATH 232 can be used instead of ECON 156, and it is a requirement for the data science major.

Students can complete a 4+1 program where the student completes the last few Data Science undergraduate major requirements during their fourth year while starting to take graduate courses for the MSDA program and completes that program during the fifth year.

Mathematics:

Mission: The Mathematics program at Moravian University fosters a community of faculty and students who promote the aesthetic, theoretic, and pragmatic qualities of mathematics in order to develop in its students communication and problem solving skills applicable to many

in applied mathematics should consider the Applied Mathematics Track. The Applied Mathematics Track provides a strong foundation of mathematics and the tools required to solve real-world problems.

Actuarial Science Track: Students interested in becoming an actuary should follow the Actuarial Science Track. An actuary is a mathematician trained to analyze information to calculate the monetary value of risk. Actuaries progress in their professional career by passing a series of actuarial exams. The Actuarial Science Track prepares students for the first two actuarial exams (EXAM P and FM), giving them a solid foundation to begin a career as an actuary.

The Major in Mathematics

The Mathematics program consists of three distinct tracks: Pure Mathematics, Applied Mathematics, and Actuarial Science. All mathematics majors are required to select a track when declaring their major.

All three tracks require the following four courses: MATH 170 (or its equivalent sequence MATH 106 and MATH 166), MATH 171, 211, and 212. In addition, all three tracks require a capstone experience. MATH 370 will serve as the capstone experience for most majors. Successful completion of MATH 400-401 (Honors) can serve as an alternative capstone experience, although students who plan to pursue an Honors project are encouraged to take MATH 370 in their junior year. In addition, students must have at least three courses numbered 310-384, 390-399, or 400-401. (One of these three may be MATH 370.)

In order that students may understand and experience the depth and breadth of mathematics, the department's major courses (other than the required courses and MATH 370) have been grouped into two areas: pure mathematics courses and applied mathematics courses.

Current catalog courses in each of these areas

Investigation of a variety of mathematical models. Models to be investigated will be chosen from the areas of game theory, network models, voting theory, apportionment methods, fair division, and probability and statistics. We will apply these models in such diverse fields as biology, sociology, political science, history, and psychology. Does not count towards the

cardinality of sets, algorithm analysis, basic number theory, recurrences, and graphs. Writing intensive. Prerequisite: MATH 171. Fall.

MATH 220. Linear Algebra. Vector spaces and linear transformations, matrices, systems of linear equations and their solutions, determinants, eigenvectors and eigenvalues of a matrix. Applications of linear algebra in various fields. Prerequisite: MATH 171. Spring.

MATH 230 (formerly 214). Mathematical Methods in Operations Research. Introduction to mathematical techniques to model and analyze decision problems. Linear programming, including sensitivity analysis and duality, network analysis, decision theory, game theory, queuing theory. Prerequisites: MATH 171.

MATH 231. Mathematics Statistics I. An introduction to the theory of probability and a calculus-based introduction to statistical probability models. Topics include, probability, discrete and continuous probability distributions, transformations of a single variable, and multivariate probability distributions. Prerequisite:

computer science. Spring, alternate years.

MATH 324 (formerly 327). Advanced Calculus.

Differential and integral calculus of scalar and vector functions. Differential calculus includes differentials, general chain rule, inverse and implicit function theorems, and vector fields. Integral calculus includes multiple integrals, line integrals, surface integrals, and theorems of Green and Stokes. Prerequisite: MATH 211. Fall, alternate years.

MATH 337 (formerly 332). Mathematical

Statistics II. Development of statistical concepts and methods including point and interval estimation, sampling distributions, properties of estimators, and theory of statistical inference. Additional topics may be added as time allows such as: regression analysis, Bayesian inference, analysis of variance, chi-square tests, or nonparametric inference. Prerequisite: C- or better in MATH 231. Spring, alternate years.

MATH 338. Applied Statistical Modeling.

Applied Statistical Modeling is offered as a second applied course in statistics in which students from any discipline will be able to experience how statisticians think and practice. Students will investigate different case studies and take a problem-based approach to learn how to determine and implement appropriate statistical modeling techniques. An emphasis will be placed on statistical writing and communication of results. Topics include: inference for one and two samples, multiple linear regression, one- and two-way ANOVA, chi-square tests and logistic regression. Other topics (such as factorial experiments, block, split-plot, and repeated measures designs, or an introduction to Bayesian modeling) may be substituted or added as time allows. Students will be conducting all data analyses using the statistical software, R. Prerequisite: C- or better in MATH 232. (Cannot take if completed the special topics course MATH 297 in Spring 2019.) Spring, alternate years.

MATH 345. Advanced Topics in Pure Math.

This course provides an introduction to advanced pure mathematical topics. The topics change each semester to provide students with depth and breadth in pure mathematics. Prerequisite: MATH 212.

MATH 347 (formerly 313). Modern Algebra.

Group theory, including structure and properties: subgroups, co-sets, quotient groups, morphisms. Permutation groups, symmetry groups, groups of numbers, functions, and matrices. Brief study of rings, subrings, and ideals, including polynomial rings, integral domains, Euclidean domains, unique factorization domains, and

differentiation, and integration. Prerequisites: MATH 211 and MATH 212 or MATH 220. Spring, alternate years.

MATH 370. Mathematics Seminar. A capstone course designed to review, unify, and extend concepts developed in previous mathematics courses. Students will read historical, cultural, and current mathematical material. They will express their mathematical understanding through writings, oral presentations, and class discussions. Assignments will include both expository and research-oriented styles of writing,

100-level courses. A French major normally includes the following: French 110, 210, and 215, plus two courses chosen from FR 225, 241, 260, a minimum one-semester study abroad (in which a minimum of three courses must be taken in the language of study), and two courses at the 300 level.

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

A major in Spanish for non-native speakers

A major in Spanish for non-native speakers consists of ten course units above 105. Normally it will include Spanish 110, 210, and 215; one course chosen from Spanish 241, 243, 255, 256, 259; a minimum one-semester study abroad (in which a minimum of three courses must be taken in the language of study); and two courses at the 300 level. Special topics courses at the 200 and 300 level count towards a major. Only one internship in a modern language may be taken for credit towards a major in that language.

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

The department recognizes that there will be cases that call for a special exception to the study abroad policy. These cases will be dealt with on a case-by-case basis. Students who wish to apply for an exception to the study abroad policy

must contact the Chair of the Modern Languages and Literatures Department. Unless the student has already spent a minimum of one year, as an adult, in a country where the foreign language is spoken, the student will not, generally speaking, be waived of the entire study abroad requirement. Courses taken during study abroad must be approved by the department prior to the student's registration for the program.

A major in Spanish for heritage speakers

A major in Spanish for heritage speakers also consists of ten courses and most likely will include Spanish 125, 210, and 215; one or two courses at the 200 level chosen from 241, 243, 255, 256, 259; a minimum one-semester study abroad (three courses in the language of study); and two courses at the 300 level, one of which must be taken at the college in the senior year. Special topics courses at the 200 and 300 level.

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

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

The Minor in French,

German, or Spanish

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

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

The Spanish minor for non-native speakers consists of five course units above Spanish 105 including Spanish 110, 210, and 215; plus one chosen from among Spanish 241, 243, 255, 256 and 259.

The Spanish minor for heritage speakers also consists of five course units. It includes Spanish 125, 210, and 215; and at least one course chosen from among Spanish 241, 243, 255, 256, 259 or any 300-level course. Although not recommended, a heritage speaker may complete a Spanish minor starting at the 200 level and then continuing with 210, 215 and any other courses at the 200 or 300 level as appropriate.

The Spanish for Healthcare

The Certificate Program in Spanish for Health Professionals emphasizes cross-cultural communication and Spanish language acquisition for students employed in or pursuing careers in health-related professions. The four courses required for the program will help students develop proficiency in conversational Spanish with an emphasis on practical interactions in health and medical contexts. Students will also develop cultural competencies in relating to people from Hispanic cultures. The certificate consists of Spanish 103, 106, 111, and FORL 235. Students must earn a C or better in Spanish 106 in order to progress to the upper-level courses in the certificate.

The Major in Francophone Studies

The major in Francophone Studies provides students with an interdisciplinary approach to the intellectual and cultural history of French-speaking countries by combining courses in French language and literature with courses from fields such as art, economics, history, and political science. Specifically, the program seeks to broaden the students' understanding of contemporary and historical issues related to Francophone cultures.

Program Requirements:

Ten Courses

- Six courses in the French program (including a minimum of one course at the 300 level)
- Four courses in other departments
- Study Abroad in an approved program in a French-speaking area of the world for one semester (or, in special cases approved by the program director, for a May-term or summer program). These courses must be pre-approved to count toward the major. They may count toward either part of this major.

French Courses - Six courses (the following groupings are normally taken sequentially)

I – Required:

- FREN 110 Elementary French III (students may test out of this course). This course may only be taken prior to courses at the upper levels

six-weeks summer program.

The Interdepartmental Major in French, German, or Spanish

Set I of an interdepartmental major in French, German, or Spanish consists of six course units above Modern Language 105. Courses in Sets I and II are selected by the student with the approval of the advisor. It is possible to combine language study with area studies.

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

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

There is **no minor** offered in International Management.

Management Requirements (6 courses)

ECON 152
Principles of Economics

ACCT 157
Financial Accounting

ECON 236
International Economics

MGMT 223
Management and Organizational Theory

MGMT 33
International Issues in Management

MGMT Controlled Elective

- MGMT 231: Managerial Finance or
- MGMT 251: Marketing Management or
- MGMT 253: Human Resource Management

Modern Language Requirements (6 courses)

	Spanish (non-native speaker)	Spanish (heritage speaker)	French	German
language course	SPAN 110: Introductory Spanish III		FREN 110: Introductory French III	GERM 110: Introductory German III
language course		SPAN 125: Spanish for Heritage Speakers		
Lit and Culture	SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period and SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America.	SPAN 210: Introduction to Hispanic Culture: Islamic Spain to the Colonial Period and SPAN 215: Hispanic Literature and Culture: The Enlightenment to the Present in Latin America.	FREN 210: Multi-Modal Francophone Texts and FREN 215: Multi-Modal Francophone Texts and FREN 290: Doing Business Hispanic & FREN 29010:	
			withd[(SP)74.2 (AN 215:)JTJ0 -1.0 -sWJTJ1 America. IntroducequivalJT.2 Tr)JTJ0elec75	

300 level elective	Elective after study abroad	Elective after study abroad	Elective after study abroad	Elective after study abroad
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This program requires a semester abroad in which one business-related course and one modern language course must be taken. All students interested in this major should consult with James P. West and Carmen Ferrero (Spanish), Joanne McKeown (French), or Axel Hildebrandt (German). A student wishing to elect a major in international management with a language not listed should consult with the Department chair. There is no minor offered in International Management.

World Language

Modern Languages and Literatures majors who plan to teach should consult the requirements for teacher certification under education and should consult with the Department chair.

FORL 111-116. Masterpieces of Literature in English.

ARAB 190-199, 290-299, 390-399. Special Topics.
ARAB 286, 381-383. Independent Study.
ARAB 384. Independent Research.
ARAB 288, 386-388. Internship.
ARAB 400-401. Honors.

Chinese

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

French

FREN 100. Introductory French I. Beginning study of French language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

FREN 105. Introductory French II. Continuation of FREN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in FREN 100 or placement by the Modern Languages and Literatures Department. (F3)

FREN 110. Introductory French III. Continuation of FREN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in FREN 105 or placement by the Modern Languages and Literatures Department. (F3)

FREN 210. Multi-modal Francophone Texts: The Individual and Society. This course is designed to improve French language proficiency and skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and view or listen to media and digital resources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: FREN 110.

FREN 215. Multi-modal Francophone Texts:

Bu h i fYz'@Y]g i fY'UbX'HYW\bc`c [m. This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: FREN 110.

: F9B'&&)#' &)" : fYbW\`7 cbbYWh]cbg. 'DcYhfm' and Culinary Arts This course is designed to develop writing skills at the advanced level (ACTFL scale for proficiency in writing) to prepare students for writing in advanced-level literature classes. Students will respond in writing to a variety of culture-based readings centered on French gastronomy. They will conduct research in French on related topics. Grammar will be reviewed with a level-appropriate text. Class is discussion-based and conducted entirely in French. Not open to students who previously completed FREN 230. Prerequisites: FREN 210 and FREN 215

FREN 241. Selected Prose Works in French. This course features selected prose works in French from throughout the Francophone world. The focus primarily on the narrative form includes unabridged short stories from France, Sénégal and the province of Quebec from beginning in the eighteenth century, and a twentieth-century novel from the French Antilles. Students will study how language and local cultures interact to express diverse lived and literary experiences. The course develops reading proficiency of primary and secondary source materials, writing proficiency at the advanced level, and supports critical engagement with language and literature. The course is taught in French. Prerequisites: FREN 210 and 215. Students who have completed FREN 341 may not take this course. (M2)

FREN 260. Doing Business with the French and Francophone World. This course seeks to develop students' cultural knowledge, business sense, and special vocabulary in preparation for working in a francophone environment. The program uses current, authentic materials to build communicative and cultural competencies in a student-centered and media-rich classroom.

Students develop a shared acculturation

fundamental skill areas: reading, writing, listening, speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

GERM 105. Introductory German II.

Continuation of GERM100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 100 or placement by the Modern Languages and Literatures Department. (F3)

GERM 110. Introductory German III.

Continuation of GERM 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in GERM 105 or placement by the Modern Languages and Literatures Department. (F3)

GERM 200. Witches and Demons in German History and Culture. (Also Interdisciplinary Studies 200) Examines a wide variety of texts and other media to explore the idea and representation of the strange and "deviant" in German literature and culture from early modern Europe to the present. Focus on the concept of the witch, witch-hunts, the Faust legend, and gender issues. Supplemented by audio-visual materials from art history, film, and popular culture. Taught in English. (M2)

GERM 210. German Culture in Context: Art and Contemporary Culture. This course is designed to improve German language skills in the areas of reading, writing, listening and speaking at the intermediate level to prepare the transition to more advanced coursework. We will discuss topics of history and the diversity of culture in German-speaking countries by using resources such as videos, Internet links and music. Grammar concepts will be reviewed as well. Prerequisite: GERM 110

GERM 215. German Culture in Context: Literature and Film. This course is designed to improve German language skills at the intermediate level with an emphasis on short literary texts and films to prepare the transition to more advanced coursework. We will discuss topics of literature and history and the diversity of culture in German-speaking countries by using

Internet resources, videos and music. Grammar concepts will be reviewed as well. Prerequisite: GERM 110

GERM 225. Berlin in Film and Literature. This course will discuss major forms and periods of literary texts and films in and about Berlin from the early 20th century to the present within their social, political, and cultural context. We study diverse voices of male and female authors, including immigrant writers and filmmakers, on themes important to their and our times such as social oppression, ethics, gender, nation, and identity. Not open to students who have completed GERM 325. Prerequisites: GERM 210 and GERM 215.

GERM 241. Introduction to German Literature. Analysis and discussion of selected texts from the past two centuries, designed to introduce students to representative authors, works, and genres, and to develop critical reading and writing skills. Readings of poetry, fairy tales, and works by authors such as Goethe, Tieck, Büchner, Droste-Hülshoff, Hauptmann, Thomas Mann, Brecht, and Dürrenmatt. Prerequisites: GERM 210 and GERM 215 or equivalent. (M2)

GERM 244. Young German Writers: Search for Identity. This course will cover one of the most exciting periods in German history through the perspective of young writers and filmmakers from the time of the fall of the Berlin Wall in 1989 to the present. The difference between East and West Germany still influences literature, music, art, and politics and furthermore deals with discourses on national identity and economic inequalities. Not open to students who have completed GERM 344. Prerequisites: GERM 210 and GERM 215 or equivalent.

GERM 250. 20th-Century German Theater. Trends in German theater from expressionism to the present, through the plays of Toller, Horvath, Brecht, Fleisser, Lasker-Schüler, Borchert, Handke, Fassbinder, Kroetz, Bernhard, Jelinek. Prerequisites: GERM 210, GERM 215, and one other 200-level course or equivalent. Two 70-minute periods. Students who have completed GERM 350 may not take this course.

to novice-high proficiency in reading, writing, listening, and speaking. Prerequisite: Passing grade in ITAL 100 or placement by the Modern Languages and Literatures Department. Spring. Three 70-minute periods. (F3)

ITAL 110. Introductory Italian III. Continuation of Italian 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in ITAL 105 or placement by the Modern Languages and Literatures Department. (F3)

ITAL 384. Independent Research.

ITAL 400-401. Honors.

Japanese

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

Russian

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

Spanish Undergraduate Courses

SPAN 100. Introductory Spanish I. Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

SPAN 103. Health Professions Spanish I. Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral

and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

SPAN 105. Introductory Spanish II. Continuation of SPAN 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 100 or placement by the Modern Languages and Literatures Department. (F3)

SPAN 106. Health Professions Spanish II. Continuation of SPAN 103. Beginning study of Spanish language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. The vocabulary and context revolve around the medical professions. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

SPAN 110. Introductory Spanish III. Continuation of SPAN 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in SPAN 105 or placement by the Modern Languages and Literatures Department. (F3)

SPAN 111. Conversational Spanish for Health Personnel. The primary objective of this course is to develop Spanish oral proficiency among health care pre-professionals and professionals who interact with Spanish-speaking patients. It will use applicable communicative tools and techniques, such as medical terminology, key words, power phrases, questionnaires, patient forms and effective interviews. It will continue to explore intercultural issues through reference information written from a cross-cultural perspective. This course will integrate a Service Learning (SL) experience at local community partners. SPAN 111 does not fulfill the F3 requirement. Prerequisite: SPAN 106 (F3) or permission from instructor.

SPAN 125. Spanish for Heritage Speakers.

understand the other side of the border. Please note that the course is conducted in Spanish and students are required to read and write in the target language. Prerequisites at the 200-level: At least one Spanish course at the 200-level. Prerequisites at the 300-level: At least two Spanish courses at the 200-level, or instructor's consent.

SPAN 330. Spanish Literature into Film.

social and individual identities, ideals, fears, and perceptions. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

SPAN 357. Monsters and Madmen. Through a focus on eccentric and marginal figures in 20th and 21st-century Latin American literature, we will examine how society defines itself by what it excludes: the crazy, the monstrous, the deviant, the radically other. We will also consider how representations of those figures may at times constitute resistance and social critique. Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

SPAN 358. Latin American Popular Culture and Tradition. A study of the combination of different cultural traditions (the Indigenous, the European, and the Creole) which has resulted in a particular literary production. The course will focus on the literary representation of the struggle between the official and popular culture, the urban and rural worlds, and the elite and lower classes. Attention will be given to the non-traditional voice in Latin American arts.

SPAN 360. 20th-Century Peninsular Literature. The literary generations of 1898 and 1927 and the postwar generation in Spain. Major authors, their ideas and influence. Readings and discussion in Spanish. Prerequisites: SPAN 230 and 241 or equivalent.

SPAN 362. Linguistic Varieties in the Spanish-Speaking World. This course examines how Castilian Spanish has changed due to the influence of the languages with which it has come in contact in Spain and Latin America. The readings and multimedia materials will offer a new linguistic insight into the changeable concept of bilingualism, biculturalism, and diglossia. The class also gives the opportunity to discuss the social, political and cultural conditions that define when a dialect becomes a language or when a language, through contact with other(s) turns into a "pidgin" or "creole." Prerequisites: SPAN 210, 215, and one other 200-level course (or its equivalent abroad)

GD5B`%-\$!%- -ž`&-\$!&- -ž`' -\$!' - -"GdYWJU`

Topics.

GD5B`& , *ž` ' , %!' ' , "' =bXYdYbXYbh`Gh i Xm"

SPAN 384. Independent Research.

GD5B`& , ,ž` ' , *!' ' , "' =bhYfbg\jd`"

SPAN 400-401. Honors.

Spanish Graduate Courses

SPAN 512. Spanish for Educators I. Spanish 512 is designed to help students in education achieve novice to novice-mid Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites: None

SPAN 513. Spanish for Educators II. Spanish 513 is designed to help students in education achieve novice-mid to novice-high Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites: SPAN 512 Spanish for Educators I

SPAN 514. Spanish for Educators III. Spanish 514 is designed to help students in education achieve novice-high to intermediate-low Spanish proficiency level (as defined by ACTFL). It will provide basic tools and develop cross-cultural competency for communicating with Spanish-speaking students and parents or guardians. Prerequisites SPAN 512 Spanish for Educators I and SPAN 513 Spanish for Educators II. Prerequisites: SPAN 512 Spanish for Educators I and SPAN 513 Spanish for Educators II

Music

Chair: Professor Wetzel

Professors: Lipkis, Zerkle

Associate Professors: Binford

Assistant Professors of Practice in Music:

Lutte, Kompass, Wieszczyk

Special Appointment: Spieth

Artist-Lecturers: Arnold, Baer, Bottomley, Brodt, Busfeld, Clark, DeSantis, Doucette, Eyzeroich, Gairo, Giasullo, Gillespie, Goldberg, Goldina, Hockenberry, Hoffman, Huth, Kani, Kerksen, Kish, Kistler, Kozic, Martin, Mathiesen, Meehan, Montero, Morrison, Moyer, Oaten, Pisani, Riehl,

Rostock, Roth, Schrepel, Seifert, Simons,
Terlaak Poot, Thomson, Thompson, Torok,
Watson, Weaver, Wilkins, Wittchen, Wright

Mission Statement

The Moravian University Music Department is a vital and integral part of the educational and cultural environment of Moravian University and the Lehigh Valley. For the student majoring in music, we offer excellent, comprehensive, and personalized degree programs in music integrated with liberal arts studies. For the student majoring in another field who wishes to study music, we offer a variety of courses designed to provide an

Learning in Common Requirements for Music Majors

Music majors in the Bachelor of Arts program must fulfill 6 of 8 Multidisciplinary and Upper-division categories in Learning in Common, of which at least one must be a U course. If the student opts to take an M6 course, the student must take an M6 outside the music department. Bachelor of Music degree students fulfill a modified set of Learning in Common requirements. Bachelor of Music students concentrating in music education complete F1, F2 (1.5 units), F3, F4, M2, M3 (EDUC 160) and one Upper-Division category. All other Bachelor of Music students are exempt from the Quantitative Reasoning (F2) requirement. In the Multidisciplinary categories, Bachelor of Music (non-music education) students are exempt from the Aesthetic Expression (M6) requirement, and they need to choose only two of the remaining five Multidisciplinary categories. They also must complete only one of the two Upper-Division category requirements.

Departmental Requirements

During the first semester, the course schedule in all programs is identical, allowing a student the opportunity to determine an area of emphasis, evaluate performance potential, and consider career preparation.

- MUS 165.2 Music of the Western World (first year, fall semester)
- MUS 175.2 Musics of the World (first year, spring semester)
- MUS 279.2 Baroque Music (prerequisite: MUS 165.2) (second year, fall semester, last 8 weeks)
 - Students with a classical concentration would take: MUS 278.2 Medieval and Renaissance Music (prerequisite: MUS 165.2) (second year, fall semester, last 8 weeks)
 - Students with a jazz concentration would take: MUS 253.2 Jazz History (prerequisite: MUS 165.2) (second year, fall semester, last 8 weeks)

- MUS 283 Classical and Romantic Music (second year, spring semester)
- MUS 352.2 20th Century Music to 1945 (third year, fall semester)
- MUS 354.2 Contemporary Music Since 1945 (third year, spring semester)

To complete the major, all Bachelor of Music students must complete MUS 136.1 and MUS 236.1. Additionally, all majors are required to perform in end-of-term juries on their major instrument or voice in every term in which they are enrolled in the performance unit. (A waiver is granted for student teachers.) In each fall and spring term, full-time music majors are required to attend 10 concerts and/or recitals and all performance classes. Music minors enrolled in Music 200.1-200 and student teachers are required to attend a combumd

before student teaching. Education 100.2, 130, 160, 244, 367, 368, 375, 376, and 377 are required in the teacher education program. Students interested in teacher certification also should consult the music education professor of the Music Department.

- The Bachelor of Music in composition, performance, or sacred music requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

The Minor in Music

The minor in music consists of five course units: Music 140.2 and 141.2, Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor (those two course units cannot include lessons--MUS 200.1).

The Interdepartmental Major

The six course units of Set I of the interdepartmental major include Music 140.2, 141.2, 165.2, 171.2, 175.2, and Performance (three terms totaling at least 1.5 units). The other two music course units in Set I and the six course units in Set II are selected with the approval of the advisors.

The Minor in Dance

The minor in dance provides a historical, theoretical, and practical foundation for students interested in dance performance and dance composition. In addition to studying the history of dance, students develop skills in dancing and dance composition, and they participate regularly in dance creation and performance. Participation in the Dance Company is by audition.

Five course units are required: Dance Company

(four terms totaling one unit); Four technique courses from the following courses: Ballet I, Ballet II, Musical Theater Dance Styles, Jazz, Modern I, Modern II, African Dance, Historical Dance, Improvisation (totaling one unit); Dance Composition (one unit); History of Dance (one unit); and one unit elective selected with the approval of a dance advisor.

Courses in Dance

DANC 110. History of Dance. This course is designed to expose students to dance as a fundamental form of human expression. The History of Dance presents an overview of the development of Western theatrical dance and introduces the major figures and movement theories of early dance history, ancient civilizations, the Middle Ages, Renaissance and the 16th-21st centuries. Varied forms of dance will be analyzed and discussed within a sociological, cultural, and historical framework. Readings, discussions, lectures, and films will introduce selected choreographers and the concerns that inform their work. Additional readings in dance philosophy and aesthetics will consider broader questions and address ideas such as form, expression, virtuosity, technique, the body as an expressive instrument, audience expectations, and performance conventions. This course will aid in students understanding of dance as an art form. Prerequisite: None. (M6)

DANC 120. Dance Company. Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performances leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). A written reflection paper will be required to receive credit towards the M6. Prerequisite: None.

DANC 120.1. Musical Theater Dance Styles. A technique course in which a variety of basic techniques in musical theater are examined, including basic jazz, ballet, tap, lyrical, contemporary and modern. Students will study stylistic interpretations of prominent musical theater choreographers, and review dance/

theater etiquette, safety and health, the audition, process, and the history of musical theater dance. Prerequisite: None.

DANC 121. Dance Company. Participation in the dance company requires an audition. Once accepted, students will attend weekly dance technique classes, attend master classes/dance performances and participate in rehearsals/performances leading up to a dance concert in the spring. Students earn ½ unit after two semesters (one academic year) and a full unit after four semesters (two academic years). Prerequisite: None.

DANC 130.1. Ballet I. Designed to introduce the student to the study of classical ballet. The course will include active participation in barre work, center work, and traveling ballet exercises and combinations. The course also introduces the history of ballet as an art form. Also introduced are the fundamentals of ballet performance critique; an emphasis on technical proficiency and movement vocabulary will be stressed. Prerequisite: None.

DANC 135.1. Jazz Dance. Designed to introduce the student to the study of jazz dance. Students will learn and execute the fundamentals of jazz dance and learn the history of the genre of jazz as an art form. Fundamentals of jazz performance
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more challenging movement studies, individual and group improvisations, movement projects, and dance viewing to acquaint students with a range of modern dance styles within a cultural and historical context. Breath, balance, body connectivity, use of the floor, basic inversions, as well as the scientific and anatomical principles of dance technique will be emphasized and utilized within Modern II. Students will be asked to investigate and explore their own mental, physical, and emotional nature in relation to dance and their dancing, so as to inform and expand their capabilities as a dancer and artist. These investigations will also aid in developing awareness of students own body capabilities and expressiveness through self-exploration. Prerequisite: DANC 140.1.

DANC 250. Hip Hop Dance Culture. Hip Hop Dance Culture will expose students to the different families of Hip Hop and how the culture expresses its evolution through movement from Breaking to Stepping integrating this development within social dance forms and in dance halls. Hip Hop Dance Culture is a participatory movement course that will allow students to identify with

and musical life in the United States from colonial times to the present, including traditional and popular styles. Two 70-minute periods. (M6)

MUS 118.2. Introduction to Jazz Recording and Technology. Introduction to Jazz Recording and Technology is a ½ unit course that explores the basics of recording techniques and music technology used in jazz. Students will take this course in conjunction with enrollment in the “Summer Jazz Camp @ Moravian.” Students need to be a music major or pass an audition to be enrolled in the course.

MUS 125. History of Musical Theater. History of Musical Theater provides a comprehensive study of musical theater from ancient Greece to current productions through analysis, reading, discussion, listening, and experiencing musical theater performances. Students will explore the elements of musicals including music and lyrics, book/libretto, choreography, staging, sets, costumes, and technical aspects. Students will examine the societies, historical backgrounds, and participate in creative projects related to musical theater productions. (M6)

MUS 176. Music and the Social Conscience. This course examines how music reflects and impacts the social conscience of societies worldwide. Areas of concentration include media and social media; music that defines nations; revolution; social conscience and music; music and refugees; censorship; tradition and religion in conflict with music production; music and politics; and the role of music in global societies. (M5)

MUS 188. Women and Music. (Also WGSS 188) Women composers and performers from various countries, historical eras, and musical genres. Prior musical knowledge helpful but not required. (M6)

MUS 220. Introduction to Music Therapy. This course explores how music therapy is used to effect positive change in the human experience. This highly interactive course presents an overview of therapeutic approaches, the clinical responsibilities of a music therapist, the populations served, and techniques of musical intervention. Prerequisite: previous experience in

music performance (piano, guitar, and voice) is encouraged. Sophomore or higher standing.

Courses in Musical Techniques

For music majors only. Permission of department chair required.

MUS 130.1. Beginning Vocal Techniques. Basic instruction and methodology in singing and teaching voice; breathing, diction, tone quality, sight reading; vocal repertory. Two 50-minute periods.

MUS 131.1. Beginning Brass Techniques. Basic instruction and methodology in playing, teaching, and caring for the trumpet and trombone in a music education program; French horn and tuba included. Prerequisite: Music 140.2. Two 50-minute periods.

MUS 132.1. Beginning Woodwind Techniques. Basic instruction and methodology in playing and caring for the flute, clarinet, oboe, and saxophone; bassoon also included. Prerequisite: Music 140.2. Two 50-minute periods.

MUS 135.1. Beginning Percussion Techniques. Basic instruction and methodology in playing, teaching, and caring for percussion instruments in a music education program. Prerequisite: Music 140.2. Two 50-minute periods.

MUS 136.1. Beginning Piano Techniques. Playing, keyboard harmony, and functional accompanying. Prerequisite: Music 140.2. Two 50-minute periods.

MUS 236.1. Piano Techniques379401E00030050005800560

software. Prerequisite: Music 140.2.

MUS 138.1. Beginning String Techniques.

Basic teaching and methodology in playing and teaching strings in a music education program; includes violin, viola, cello, and bass. Important pedagogical methods and material (including Suzuki), forming and leading an elementary string ensemble; basic instrumental repair for strings. Prerequisite: Music 140.2. Two 50-minute periods.

MUS 218.2 Introduction to Audio Recording.

This course will introduce students to the basics of analog and digital recording. Prerequisite: Music 137.1. Spring.

MUS 219.2. Live and Studio Recording.

This advanced, project-based studio-recording course involves recording live and studio performances. Prerequisite: 218.2. Fall.

Courses in Musicianship

department chair.

These half-course units parallel theory instruction and develop techniques and skills

vocal performance majors.

AIG&), "%z' &), "&z' '), "%z' '), "&">Unn'H\Ycfm' and Arranging Practicum. Analysis and composition of jazz tunes and chord progressions; instrumental and vocal arranging in the jazz idiom. Prerequisite: Chromatic Harmony (MUS 272.2) and Jazz Piano (taken as part of the performance unit).

AIG&)- "%z' &) - "&z' ') - "%z' ') - "&" 7cbWYfhc'UbX' Orchestral Repertory Practicum. For keyboard majors, standard concerto repertory and important keyboard parts for major orchestral works. For non-keyboard instrumental majors, standard orchestral repertory and excerpts; as time allows, major concerto repertory included. One half unit (.50) required of keyboard and instrumental performance majors.

AIG&*% "%z' & * & "&z' ' * % "%z' ' * % "&"@JhYfUhi fY' Practicum. Study of solo literature and solos or orchestral excerpts from large works for various instruments or voice. Also includes jazz history and literature. Instrumental literature practica also cover the history and development of the instrument. One half unit (.50) is required for the Bachelor of Music in performance for jazz performance majors. All other performance majors must take three quarter units (.75) of literature practica, including 20th-century literature as well as solo literature and repertoire from large works. See departmental handbook for detailed descriptions.

AIG&*% "%z' & * & "&z' ' * % "%z' ' * % "&" DYXU[c[m' Practicum. Major treatises and methods of instrumental or vocal techniques and pedagogical issues. One half unit (.50) required for the Bachelor of Music in performance. One quarter unit (.25) is required of jazz performance majors. See departmental handbook for details.

AIG&*% "%z' & * & "&z' ' * % "%z' ' * % "&" 7c a d c g j h j c b' Practicum. Topics in composition, including advanced orchestration, counterpoint, and composition seminar. One unit (1.0) required for the Bachelor of Music in composition. See departmental handbook for details.

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Practicum. Advanced musicianship, music therapy, musical theater, piano tuning, sacred music, modal counterpoint, and other areas of individual interest. See departmental handbook for details.

MUS 366.1. Advanced Technology for Composers. Introductions to the creative use of digital solutions for capturing, creating, editing and manipulating media. Compositional and improvisatory techniques, including sequencing, editing, sampling, MIDI and notational software utilizing current technologies. Prerequisite: MUS 137.1.

Courses in Music Theory

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MUS 171.2. Diatonic Harmony. Principles of tonal music explored through analysis and writing: voice-leading, chord progression, and procedures of formal analysis. Prerequisite: Music 140.2. Spring. Two 50-minute periods.

MUS 272.2. Chromatic Harmony. Extension of diatonic harmony: secondary functions, modulations, modal mixture, augmented sixth chords, Neapolitan chords, other harmonic enrichments, and jazz theory. Prerequisite: Music 171.2. Fall. Two 50-minute periods.

MUS 340.2. Form. Homophonic and polyphonic forms: binary, ternary, rondo, sonata, canon, fugue, invention, theme and variations. Prerequisite: Music 272.2. Fall. Two 50-minute periods.

Courses in Conducting and Orchestration
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MUS 334.2. Introduction to Conducting. Instrumental and choral repertory: interpretation, technical gestures, survey of graded ensemble literature, rehearsal techniques, programming, and organization. Prerequisite: Music 342.2. Spring. Two 70-minute periods.

MUS 336.2. Conducting. Selection, analysis, rehearsal, and performance of instrumental and choral repertory. Topics include conducting skills, vocal techniques, choral diction, rehearsal techniques, and score-reading. Prerequisite: Music 334.2. Fall. Two 70-minute periods.

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

in various kinds of music. Students will improvise vocally, rhythmically, and on their major instruments. Fall. Two 50-minute periods.

MUS 365.1. Jazz Methods for Teachers.

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

MUS 373. Seminar. Special topics in music history and theory; emphasis on analytic and research skills, music and the other arts. Subject matter varies. Juniors and seniors only. Spring. Two 70-minute periods.

MUS 375 or 375.2. Recital. Preparation and performance of selected works. Program commentary on the music and editions used required; evaluation by faculty jury of artistry and technical competence. Bachelor of Music students in performance, composition, or sacred music register for a half-unit in the junior year and a full unit in the senior year. Bachelor of Music students in music education register for a half-unit.

AIG,)'cf',)"&"Dfc^YWh. Exploration of an aspect of composition, theory, or history; public presentation of lecture, seminar, or performance. Repeatable. Spring.

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MUS 384. Independent Research.

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MUS 400-401. Honors.

Courses in Performance

Music majors, minors, and interdepartmental majors must consult the Music Department Handbook for performance (including ensemble) requirements and grading.

Private Lessons

The department offers private instruction in:

- Bagpipe
- Brass
- Celtic fiddle
- Composition
- Conducting
- Electric bass
- Guitar (classical or jazz)
- Harpsichord
- Jazz performance
- Organ
- Percussion or Drum Set
- Piano (classical or jazz)
- Recorder
- Strings
- Theory
- Viola da gamba
- Voice
- Woodwinds

Courses in Performance and Ensembles

Music majors enrolled in required terms of music performance (the actual course number and credit varies) take weekly lessons in the major instrument or voice, perform an end-of-term jury, attend ten (10) University-sponsored concerts and/or recitals per term, attend all Tuesday morning performance classes, and perform in a large ensemble. The guidelines for ensemble requirements can be found in the Music Department Handbook. (Students enrolled in Music 314, 314.1, 314.2, 314.3, 315, 315.1, 315.2, or 315.3 meet the same requirements, but the jury, performance class, and concert attendance requirements are waived.) Composition and sacred music majors will participate in the large ensemble that corresponds to their major performance area. A suitable ensemble placement, based on instrumentation and student's curricular needs, will be determined by the director of instrumental music or director of choral activities. Except for the first term of enrollment, the first term with a new private lesson instructor, and during student teaching, students also participate in one performance class per semester.

Music majors receive a letter grade that combines the major lesson grade, any secondary lesson

grade(s), the large ensemble grade, any chamber ensemble grade(s), the jury grade, performance class grade (when required), and performance class and recital attendance.

Music minors receive lesson grades. Attendance at a number of performances is required (see departmental handbook). Non-majors take lessons for a pass/fail grade.

Ensemble

Course credit is granted for membership in Choir, Orchestra, Dance Company, Marching Band, and Wind Ensemble. Auditions are scheduled in the fall of each year or at other times by appointment. Ensemble participation is part of the performance credit and grade for the major. For music minors and other non-majors, a half-unit of credit is given after four terms of participation and a second half-unit of credit after six terms of participation. For DANC 001 or DANC 011, a half-unit of credit is given after two semesters (one academic year) and a full unit after four semesters (two academic years). The four semesters of DANC 011 (with written reflection papers) earns 1 full unit meeting the M6 LinC requirement. No more than one unit may be counted toward degree requirements by non-majors; additional ensemble activity is recorded without credit notation. LinC credit is available for some ensembles; six terms of participation are required. Additional assignments are required for LinC credit.

Neuroscience

Director: Professor Fox

Associate Professor: Johnson

Neuroscience represents a relatively new but rapidly expanding area of study that brings together a variety of disciplines to explore the development, structure, functional activities and behavioral consequences of the nervous system. The neuroscience major at Moravian University emphasizes a collaborative multidisciplinary approach to understanding the intricate neural mechanisms underlying human and animal behavior. Students will experience a diverse yet integrated education focused on the relationship between biology and behavior from

the introductory to advanced courses of study. Three areas of neuroscience emphasis have been developed (cellular neurobiology, behavioral neuroscience, and cognitive neuroscience) but all majors have a common core of courses.

As an interdisciplinary program, the neuroscience major draws upon the expertise of faculty in biology, psychology, philosophy, chemistry, physics, mathematics, and computer science. Completion of this program will culminate in a Bachelor of Science degree. Students considering postgraduate careers in neuroscience, experimental psychology, neuropsychology, pharmaceutical research, education, law and medicine are encouraged to pursue this major field of study.

Neuroscience Core Courses

Seven (7) courses serve as the core of this major.

BIOL 111	<i>Foundations of Biology</i>
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NEUR 367	<i>Introduction to Neuroscience Methodology</i>
NEUR 373	<i>WI: Neuroscience Seminar</i>
PSYC 120	<i>Introduction to Psychology</i>
PSYC 211	<i>Experimental Methods and Data Analysis I</i>
PSYC 212	<i>Experimental Methods and Data Analysis II</i>

Neuroscience Co-Requisite Courses

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

CHEM 113 & CHEM 114	<i>General Chemistry</i>
MATH 170	<i>Analytical Geometry and Calculus I</i>
or MATH 106 & MATH 166	<i>Analytic Geometry and Calculus I with Review, Parts 1 and 2</i>

PHYS 109-110
for the Life Sciences

Introductory Physics

CHEM 211-212 *Organic Chemistry*

or CSCI 120-121 *Computer Science I and II*

CHEM 211 and CHEM 212 are required for those students pursuing an emphasis in cellular neurobiology or behavioral neuroscience. CSCI 120 and CSCI 121 are required in lieu of CHEM 211 and CHEM 212 for those students pursuing an emphasis in cognitive neuroscience.

Ethics course recommendations: due to the increased awareness of ethical implications associated with scientific research (for example, stem-cell research), it is important to educate neuroscience students in the field of ethics. Therefore, PHIL 222 Ethics (M3), PHIL 224 Applied Ethics, PHIL 259 Medical Ethics (U1), PHIL 281 Topics in Ethics or a similar course is strongly recommended.

course to design their own research projects.

At the conclusion of the junior year, students must have completed the following in order to be considered for admission into the accelerated nursing program:

- A full major other than nursing
- The Learning in Common requirements listed above
- A minimum of 23 course units, with an overall GPA of 3.00 or higher
- The following science courses, with an average of 2.67 and no grade lower than C-:
 - BIOL 103, 104 and 206
 - CHEM 108
- Statistics (HLTP 189 or MATH 107 are preferred)
- PSYC 207

International Clinical Placement

Nursing students have an opportunity to participate in electives with an international clinical placement. Travel usually is scheduled during break periods or at the end of the spring or fall semesters. Faculty may supervise this experience in a variety of international settings, including Central America and Australia. International savings accounts may be established at the University to help students save money for this additional academic expense.

Additional Requirements

Space in the nursing major is limited. In order to enter the nursing program, students must meet the admissions requirements and declare an interest in nursing during the process of applying to the University. Current students who meet the progressions requirements may apply to transfer into the nursing program from another major. Application to transfer to the nursing major requires an interview and is considered only as space is available. Meeting the progression requirements and completing an application does not guarantee admission into the nursing program.

In addition to meeting University admission requirements, all nursing majors will be required to show proof of the following as prerequisites for

clinical nursing courses:

- Background clearance on criminal and child-abuse behavior.
- Current cardiopulmonary resuscitation (CPR) certification.
- Negative urine drug screen.

Students' personal health also should be consistent with requirements for a professional nurse, including required immunizations as prescribed in the policy statement in the School of Nursing Student Handbook.

Applicants and students should be aware that Pennsylvania Registered Nurse Law prohibits licensure of individuals convicted of felonies related to controlled substances and may prohibit licensure if there is a conviction for any felonious act. For details, refer to the Pennsylvania State Board of Nursing regulations. Prior to enrolling in Nursing 212: Holistic Assessment, all nursing students are required to submit to the School of Nursing and Public Health a Federal Criminal Record Check, Pennsylvania Background Check, and a Child Abuse History Clearance. These clearances must be updated periodically and are maintained electronically on file in the School of Nursing and Public Health. Copies will be provided to clinical sites upon request.

Graduation Requirements

In addition to the requirements of the University, students enrolled in the nursing program must complete the following:

- Cumulative GPA of 3.00 or better in nursing courses, an overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses that are required of the major.
- Satisfactory clinical evaluations in all nursing courses.
- Completion of the prescribed nursing program of study, including the standardized nursing assessment program, NCLEX-RN preparation, and end-of-program survey/exit interview.

Additional Expenses in the Nursing Program

In addition to general matriculation fees—

tuition, room and board, books, etc.—for all undergraduates, students in the nursing program incur additional expenses for such things as physical examinations, specialized immunizations, uniforms, malpractice insurance, graduation pin, clinical laboratory fees, and normative-based testing fees. Students are responsible for providing their own transportation to and from clinical practice sites.

Academic Policies in the School of Nursing

Acceptance to Moravian University does not guarantee that a student will be accepted into the nursing program. General academic policies

Other Criteria

Students are required to possess the physical, cognitive, and emotional ability to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements. Students must be capable of meeting the performance standards (see the School of Nursing Student Handbook) with or reasonable accommodation in order to be admitted to the nursing program. A criminal background check, child abuse check, urine drug screen, and health screen are required for all students prior to entering clinical nursing courses. Negative findings from criminal background checks, child abuse checks, urine drug screenings, and health examinations, as well as a satisfactory record of immunizations against common communicable diseases, are required for all students prior to entering clinical nursing courses and at periodic intervals during the program of study.

Transfer students are typically not awarded nursing course credit for previous nursing courses taken at other institutions. Previous coursework, total Moravian equivalency units, and the preceding criteria will determine admission and placement in the nursing program.

The program uses Kaplan Nursing Integrated Testing to continuously monitor individual student progress and overall curricular benchmarks. This program consists of a variety of review materials, online videos, online practice assessments, and proctored assessments. Students must achieve predetermined benchmark proficiency in all of the proctored assessments. In order to be successful in the program, students must achieve a minimum of 80% on all proctored assessments.

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

NURS 230. Global Disaster Preparedness & Management. (also Interdisciplinary 230)

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

NURS 231. Nutrition for Health. (Also HLTR/HLTP 231) Is an introduction to the science of nutrition with emphasis on applications for the allied health professions. As such, focus will be on the nutrient needs of the body, the processes by which nutrients are obtained and processed, and the foods that meet these needs in selected social, environmental, cultural, and performance contexts. The course is designed for students entering professional fields such as nursing, physical or occupational therapy, speech-language pathology, athletic training, and public health which require a functional understanding of the relationship between nutrition and health or performance. Students will be introduced to tools and techniques of the field by completing an individual dietary assessment and consulting robust scientific literature to answer discipline-specific questions. (U1)

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Moral Injury has been defined as “the inevitable outcome of moral engagement with the reality of war and killing,” (Antal and Winings: 2015) and as “the result of participation in the moral distortion of the world created by war” (Denton-Borhaug: 2021). In this course participants will explore and

analyze moral injury through multidisciplinary methods including public “whole” health, spiritual, philosophical and theological frameworks, the arts and humanities, as well as through diverse social and physical scientific paradigms/methods. Our aim will be to illuminate increased understanding of the individual experience of moral injury; analyze the relationship between moral injury and U.S. War-culture; and engage in reflective moral deliberation regarding what the phenomenon of moral injury requires of us as individuals, citizens, people with religious (or no-religious) identities, and members of diverse moral communities. (U2)

NURS 310. Quest into Phenomenology of Nursing.

Application of nursing knowledge and interventions to clinical practice in association with the lived experiences of humanity as part of a system. Students apply theory and knowledge related to selected acute and chronic health problems to the care of individuals, families, and communities. Nursing role behaviors of

health challenges across the life span. Students analyze these critical challenges to individual and family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. Prerequisite: NURS 115, 212, 310, 311, 314, 339, 331.2, and 332.2. Theory 3 hours, clinical 8 hours.

NURS 314. Embracing the Dynamic Community. A clinical practicum course that provides a foundation to facilitate community partnerships and collaboration in promoting health and assessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, 310, 311, and 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

NURS 315. Embracing the Challenged Community. Application of nursing knowledge, interventions, and attitudes for vulnerable populations challenged by acute and chronic alterations in physical and mental health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings. Prerequisites: NURS 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours.

NURS 316. Applied Research in Nursing. A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases. Students develop insight into process and application of research in nursing practice. Writing-intensive. Prerequisites: MATH 107; NURS 313 and 315. Theory 3 hours; clinical 8 hours.

NURS 317. The Professional Nurse. Incorporation of leadership and management principles with a clinical practicum in which students establish their role as a professional nurse. Students transition to entry-level practitioners by incorporating concepts of autonomy, interdependency, leadership, and collaboration. Prerequisites: NURS 313 and 315. Theory 3 hours, clinical 8 hours.

NURS 320. Nursing of Populations at High Risk for Health Problems. Elective helps senior-level student understand a specific population's health problems. International placement for this course experience is encouraged.

NURS 321. Integrative Therapies in Health. This nursing elective course seeks to examine selected complementary and alternative therapies. Issues related to the integration of complementary therapies into health care and development of a nursing perspective on utilization of complementary therapies for treatment and healing will be discussed. Selected opportunities for clinical experience and internship may be included. Two 70-minute periods each week.

NURS 322. Populations at High Risk for Health Problems: Honduras. (Also IDIS 322 and Health 322). This course seeks to facilitate student understanding of a specific population of people at high risk for health problems. The population may be found in any location. International placement for this course experience is required. [M5]

NURS 331.2. Pharmacology I. Examination of the pharmacological process utilized by nurses, including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisite: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, and 311. Co-requisites: NURS 310 and 312. One 70-minute period.

NURS 332.2. Pharmacology II. Examination of the pharmacological process utilized by nursing including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with

current required nursing course. Prerequisites: BIOL 103, 104, 205, and 206; CHEM 108; NURS 115, 212, 310, 311, and 331.2. Co-requisites: NURS 314, 339. One 70-minute period.

NURS 340. Health Program Planning and Evaluation. (also HLTP 340) This course introduces students to the theory and application of public health program planning, implementation, and evaluation. The curriculum focuses on community needs assessment, partnership building, designing clear objectives, developing a strategic plan, implementing culturally competent interventions, formative and summative evaluation, and sustainability of programs. Students will design their own public health program and evaluation plan using a logic model and public health planning models. Prerequisites: HLTP 110 or Nursing 115.

NURS 339. Individual Health Challenges. A course which applies nursing knowledge, interventions, and attitudes for the management of individuals' complex health problems throughout the adult years in theory and in clinical practice. Students analyze various human responses to challenging health conditions to provide holistic and comprehensive nursing care. Prerequisites: All major-required natural science courses, NURS115, 212, 310, 311, 331.2. Co-requisites: NURS 332.2. Theory 3 hours, clinical 8 hours.

NURS 360. Ethical Dilemmas in Healthcare. This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the healthcare system is explored. Ethical issues that affect healthcare professionals and individuals across the lifespan are analyzed. (U2)

NURS 370. Nursing in the Global Community. This course seeks to facilitate student understanding of populations across the globe at high risk for health problems and the health disparities. The Sustainable Development Goals (SDGs) will guide the study in this course as students investigate the role of health care professionals in impacting global health. Prerequisite: Sophomore standing or higher. (M5)

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Topics.**

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NURS 384. Independent Research.
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NURS 400-401. Honors.**

RN to BSN Program

The RN to BSN Program is administered through the Helen S. Breidegam School of Nursing and P(1, 33 u5001B0084 0 School of Nursing and)Tj0 - hBSN Pro

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- Biology 103-104 Human Anatomy and Physiology I and II
- Nursing/Health 205 Pathophysiology
- Biology 235 Microbiology or Biology 206 Microbiology for Health Sciences
- Chemistry 108 Fundamentals of Chemistry
- Mathematics 107 Elementary Statistics or HLTP 189 Biostatistics
- Psychology 207 Lifespan Development

Courses may be transferred from other institutions if they meet the Moravian University requirements for transfer of courses. These may include (but are not restricted to):

- All transferred courses must be graded “C” or above. No more than 80 credits will be transferred to Moravian University (Does not include grades of a C- or below).
- Up to 20 course units in total, may be accepted for transfer credit.
- Thirty-two course units must be completed with an overall Quality Point Average (QPA) of not less than 2.00.
- At least 8 course units must be completed at Moravian University.
- Six nursing courses must be completed at Moravian University with a grade of C or better.
- Upon completion of the required cognate courses, active RN Licensure will be recorded on the Moravian University transcript as 6 units (24 credits). No prelicensure nursing courses will be transferred directly.

RN to BSN Courses in Nursing

NURS 205 Pathophysiology. Mechanisms of disease in humans. Emphasis is on dysfunction at cellular, tissue, and organ levels. Chemical, physical, and genetic stress factors are examined to understand how they affect human systems. Theory 3 hours weekly.

NURS 230 Global Disaster Preparedness. Examines global disaster management and the socio-cultural needs of individuals, particularly of vulnerable populations. Current evidence-based information on disaster response will be explored in order to prepare for the unique cultural needs of populations impacted by disasters. The student will develop an understanding of the nature of

different types of global disasters and develop a plan for disaster management at a personal, community, and global level. (M5)

NURS 324 Cornerstone of Professional Nursing. Health care and nursing culture analyzed through perspectives in economics, public policy, ethics, demographics, and evolving global issues. Focus on critical thinking to advance the profession and improve health care. Theory 3 hours weekly.

NURS 331 Holistic Assessment. A course designed for the RN student for developing knowledge and techniques for physical, psychosocial, functional, spiritual, and cultural assessments. Assessment techniques will be applied in a laboratory practice environment and will include techniques to be used with individuals and families across the life span during various states of health. Theory 3 hours weekly, laboratory, 15 hours over the term.

NURS 332 Embracing the Dynamic and Challenged Communities. This course provides a foundation to facilitate community health nursing and is based on the synthesis of nursing knowledge and public health science. Emphasis is on partnerships and collaborations in health promotion and disease prevention programs for communities. Theory 2 hours weekly, 50 project hours over the term.

NURS 333 Evidence-Based Nursing Practice. This course provides an introduction to evidence-based clinical practice, with a particular emphasis on clinical nursing inquiry. Students are introduced to methods that guide inquiry, including how to search for information on best practices, discern levels of evidence that guide practice, critically appraise research and formulate novel questions that may lead to additional research-based projects. (Writing Intensive Course). Theory 3 hours weekly, 25 project hours over the term.

NURS 334 The Professional Nurse as an Emerging Leader. This course provides the RN student with an expanded view of the concepts of autonomy, interdependency, and collaboration as a professional nurse. Particular emphasis will be placed on developing leadership qualities based

upon the Transformational Model of leadership. Students will learn essential competencies needed to succeed in a variety of nurse leader roles. Theory 2 hours weekly, 50 project hours over the term.

NURS 340 End of Lifespan Advances in medical technology have enabled individuals to live longer lives, orchestrate their own healthcare, and participate in end of life decisions. Inherent within end of life issues are cultural decisions, ethical issues, Anticipatory grief, palliative care, loss, and bereavement. This course will use a holistic approach to examine cultural considerations/

Direct Care Core Courses

- NURS 530** Advanced Pathophysiology
NURS 532 Advanced Pharmacology
NURS 534 Advanced Health and Physical Assessment
NURS 507 Nurse Practitioner Roles and Responsibilities

Primary Care Clinical Year

NURS 720 Care of Younger Adults, Primary Care Theory and Practicum (includes 200 practicum hours with younger adults in primary care settings)

NURS 721 Care of Older Adults, Primary Care Practicum (includes 200 practicum hours with older adults in primary care settings)

NURS 722 Adult-Gerontology Primary Care Nurse Practitioner Capstone, Seminar and Internship (includes 250 practicum hours in primary care settings)

Family Nurse Practitioner

General Core Courses

- NURS 502** Epidemiology and Bioinformatics
NURS 504 Policy, Quality, and Safety in Health Care
NURS 506 Nursing Role Theory and Evidence-Based Practice
NURS 536 Law, Regulations, and Ethics in Health Care

Direct Care Core Courses

- NURS 530** Advanced Pathophysiology
NURS 532 Advanced Pharmacology
NURS 534 Advanced Health and Physical Assessment
NURS 507 Nurse Practitioner Roles and Responsibilities

NURS 720 Care of Younger Adults, Primary Care Theory and Practicum (includes 200 practicum hours with younger adults in primary care settings)

NURS 721 Care of Older Adults, Primary Care Practicum (includes 200 practicum hours with older adults in primary care settings)

NURS 732 Care of Women and Children in Primary Care, Theory and Practicum (includes 150 practicum hours with pediatrics and women's health)

NURS 733 Family Nurse Practitioner Capstone, Seminar and Internship (includes 100 practicum hours in family practice settings)

Clinical Nurse Leader

General Core Courses

- NURS 502** Epidemiology & Bioinformatics
NURS 504 Policy, Quality & Safety in Health Care
NURS 506 Nursing Role Theory & Evidence-Based Practice
NURS 536 Law, Regulations & Ethics in Health Care

Direct Core Courses

- NURS 530** Advanced Pathophysiology
NURS 532 Advanced Pharmacology
NURS 534 Advanced Health & Physical Assessment

Clinical Nurse Leader Specialty Courses

- NURS 610** CNL Roles and Responsibilities
NURS 750 Clinical Nurse Leader Capstone, Seminar & Internship I
NURS 751 Clinical Nurse Leader Capstone, Seminar & Internship II

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Nurse Educator

General Core Courses

- NURS 502** Epidemiology and Bioinformatics
- NURS 504** Policy, Quality, and Safety in Health Care
- NURS 506** Nursing Role Theory and Evidence-Based Practice
- NURS 536** Law, Regulations, and Ethics in Health Care

Direct Care Core Courses

- NURS 530** Advanced Pathophysiology
- NURS 532** Advanced Pharmacology
- NURS 534** Advanced Health and Physical Assessment

Nursing Education Courses

- NURS 613** Assessment and Evaluation Methods
- NURS 614** Theory and Practice for Nurse Educators
- EDUC 610** Differentiating Instruction
- EDUC 655** Standards-Based Curriculum Design
- NURS 765** Nurse Educator Capstone, Seminar and Internship

Includes 100 practicum hours in the nurse educator role.

Nurse Administrator

General Core Courses

- NURS 502** Epidemiology and Bioinformatics
- NURS 504** Policy, Quality, and Safety in Health Care
- NURS 506** Nursing Role Theory and

Evidence-Based Practice

- NURS 536** Law, Regulations, and Ethics in Health Care

MBA Courses

- NURS 533** Managing Health Care Organizations
- NURS 535** Health Economics

Nursing Administration Courses

- NURS 520** Financial Management in Health Care
- NURS 522** Project Management in Health Care
- NURS 524** Strategic Planning in Health Care
- NURS 760** Nurse Administrator Capstone, Seminar and Internship

Includes 150 practicum hours in nursing administrative role.

Leadership Elective (select one)

- NURS 511** Developing Managerial Competencies
- NURS 512** Women in Leadership
- NURS 513** Leading People in Organizations

MSN-MBA Dual Degree

MSN Core Courses

- NURS 502:** Epidemiology and Bioinformatics
- NURS 504:** Policy, Quality, and Safety in Health Care
- NURS 506:** Nursing Role Theory and Evidence-Based Practice

- NURS 536:** Law, Regulations, and Ethics in Health Care

Specialty Courses

- NURS 520:** Financial Management in Health Care

NURS 522: Project Management in Health Care

NURS 524: Strategic Planning in Health Care

NURS 533: Managing Health Care Organization

NURS 535: Health Care Financing System

NURS 760: Nurse Administrator Capstone, Seminar and Internship

MBA Core Courses

MGMT 515: Microeconomics Foundations for Strategic Management

MGMT 517: Corporate Financial Management

MGMT 519: Managing Operations

MGMT 555: Business Research Methods

MGMT 571: Leading Change in Organizations

Leadership Core Courses

MGMT 511: Developing Leadership Competencies

MGMT 513: Leading People in Organizations

Msn Program Outcomes

Upon successful completion of the program of study, it is expected that the MSN graduate will:

1. Propose evidence-based solutions to practice dilemmas through synthesizing advanced theories from nursing and other disciplines that contribute to nursing knowledge
2. Design interventions, projects, and programs that assure safe and quality health outcomes to meet the diverse and complex needs of individuals, families, and communities, accessing health care technologies as appropriate.
3. Incorporate theories of nursing, leadership, and education into quality and performance initiatives within multidisciplinary settings.
4. Advocate for the profession of nursing in the local, regional, national and global community to influence health care through

cultural sensitivity, ethical behavior and civic engagement.

5. Promote a culture of inquiry that transforms nursing practice through evidence-based and research initiatives.
6. Demonstrate leadership grounded in a social justice framework to guide practice and impact health outcomes.
7. Engage in moral and ethical decision making through adherence to professional standards of practice and codes of ethics and accountability

Additional information on Moravian MSN programs can be found in the Graduate Nursing Student Handbook (Link).

Program Tracks:

Biography of the Program

- NURS 613: Assessment and Evaluation
- NURS 614: Theory and Practice for Nurse Educators
- EDUC 610: Differentiating Instruction
- EDUC 655: Standards-Based Curriculum Development

Required Advanced Science Courses (The 3 P's)

- NURS 530: Advanced Pathophysiology
- NURS 532: Advanced Pharmacology
- NURS 534: Advanced Health and Physical Assessment

If determined to be needed through "gap analysis" (within 5 years), the student will need to take 1 or more of the 3Ps (above).

Required Nursing Administration Courses

- NURS 504: Policy, Quality, and Safety in Healthcare
- NURS 520: Financial Management in Healthcare
- NURS 522: Project Management in Healthcare
- NURS 524: Strategic Planning in Healthcare

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(select one)**

- NURS 533: Managing Healthcare Organizations
- NURS 511: Developing Managerial Competencies
- NURS 512: Women in Leadership
- NURS 513: Leading People in Organizations

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If determined to be needed through “gap analysis” (within 5 years), the student will need to take 1 or more of the 3Ps (above).

Acute Care Clinical Year

NURS 710: Care of Younger Adults, Acute Care Theory and Practicum. (includes 200 practicum hours with younger adults in primary care settings)

NURS 711: Care of Older Adults, Acute Care Theory and Practicum. (includes 200 practicum hours with older adults in primary care settings)

NURS 712

must strengthen their leadership skills, hone their abilities to strategically network, develop strategies that cultivate the right relationships, and understand the factors that lead to success in diverse work forces. This course will examine current issues and trends of women and leadership from both the societal and personal perspectives. Material will explore opportunities and challenges that exist for women in the workplace and students will examine how

environment of health care and the challenges confronting managers in that environment. Topics examined include marketing health care services, recruiting and retaining staff necessary for meeting mission, the strategy of health care services delivery, health care informatics, and decision making in the health care market place. Three graduate credits. (Graduate Business students register for MGMT 532).

Adult-Gerontology Primary Care Nurse Practitioner Courses

BI FG +&\$. 7UfY cZ' Mc i b [Yf' 5X i` hgZ' Df] a Ufm' Care Theory and Practicum. This course is designed to provide students with theory, seminar, and precepted practicum opportunities to facilitate their development as primary care providers for younger adults. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of younger adults. Seven graduate credits.

BI FG +&\$. 7UfY cZ' C' XYf' 5X i` hgZ' Df] a Ufm' 7UfY' Theory and Practicum. This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as primary care providers for older adults, including the frail elderly. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in primary health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in primary care settings. The practicum provides 200 supervised clinical practice hours for the student to meet the clinical competencies of the primary care nurse practitioner role. This course is repeatable only for the Post – Master's Family Nurse Practitioner Certificate. Prerequisites: NURS 507.1 and Direct Care Core Courses; Seven graduate credits.

NURS 722: Capstone Seminar and Internship.

This course is designed to provide students with theory, seminar and precepted practicum opportunities to facilitate their development as primary care providers for adults from adolescents to end of life. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of adult clients in primary care settings. The practicum provides 250 supervised clinical practice hours for the student to meet the clinical competencies of the adult gerontology primary care NP role. *The Professional Portfolio will be completed during this semester. Seven graduate credits.

Clinical Course Leader Courses

NURS 610 CNL Roles and Responsibilities. This course introduces students to the multiple roles and responsibilities of the clinical nurse leader (CNL), which include advocate, member of the profession, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, and educator. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 750: CNL Capstone Seminar and Internship I. This course is the first of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of a beginning clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses and NURS 610. Five graduate credits.

NURS 755: CNL Capstone Seminar and Internship II. This course is the second of two CNL Capstone courses that provide students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of a beginning clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses, NURS 610, and CNL Capstone 1. *The CNL's Professional Portfolio will be completed during this semester. Six graduate credits.

Family Nurse Practitioner Courses

NURS 732: Care of Women and Children in Df] a Ufm' 7UfYz' H\Ycfm' UbX' DfUWh]Wi a . This course will describe and analyze primary health care for women and children, emphasizing health promotion and disease prevention. Primary prevention, family theory, acute and chronic conditions, wellness, developmental stages, and cultural considerations will be examined during this course. In addition, managing primary care of women's reproductive health will include essential aspects of sexual health and maternal care, as well as perimenopausal and postmenopausal concerns. Five graduate credits.

NURS 733: Care of Women and Children in

Df]a Ufm'7UfYz'H\Ycfm'UbX'DfUWh]Wi a . This course is designed to provide students with precepted practicum opportunities to facilitate their development as family nurse practitioners in primary care. Students apply and evaluate essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of patients across the lifespan in primary care. The practicum provides 100 supervised clinical practice hours for the student to meet the clinical competencies of the family nurse practitioner role. Four graduate credits.

Nurse Administrator Courses

NURS 760: Nurse Administrator Capstone Seminar and Internship. The course's seminar provides students with seminar and internship opportunities to engage in self and peer review to facilitate successful implementation of the nurse administrator role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present case studies for individual and group analysis and evaluation. Students explore options for collaborative health projects that enhance nursing engagement and leadership in the global community. The internship component is a precepted nursing administration practicum experience that provides students with opportunities to implement the role of the nurse administrator within a health care agency or hospital. *The Nurse Administrator's Professional Portfolio will be completed during this semester. Six graduate credits.

Nurse Educator Courses

NURS 613 Assessment and Evaluation Methods. This course provides a framework to assess and evaluate learning in the academic and clinical settings preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs, as well as evaluate student, staff, and patient learning. Various assessment and measurement instruments will be

occupation.

Occupational Therapy Program Mission

Moravian University Occupational Therapy
Program builds on a liberal arts foundation to

- OT 510 Kinesiology & Occupational Analysis (4)
- OT 525 Evaluation Process in Occupational Therapy (4)
- OT 530 Environmental Modifications & Adaptations (4)
- OT 535 Occupational Therapy Theories & Models of Practice (2)
- OT 552 Level I Fieldwork & Reflection B (1)
- OT 611 Evidenced-Based Practice I (1)
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**Term 3 (Spring):
17 Total Credits**

- OT 541 Occupational Performance I: Pediatrics (4)
- OT 553 Level I Fieldwork & Reflection C (1)
- OT 605 Management of Therapy Services (2)
- OT 606 Advanced Management in Occupational Therapy (2)
- OT 612 Evidenced-Based Practice II (3)
- OT 642 Occupational Performance II: Adults (4)
- OT 671 Research Mentorship in Occupational Therapy I (1)

**Term 4 (Summer):
6 Total Credits**

- OT 630 Advanced Professional Ethics in Occupational Therapy (2)
- OT 681 Level II Fieldwork in Occupational Therapy A (4)

**Term 5 (Fall):
16 Total Credits**

- OT 614 Evidence Based Practice: Analysis to Dissemination (2)
- OT 622 Occupational Justice & Community Health (4)
- OT 635 Transformative Leadership in Occupational Therapy (2)
- OT 643 Occupational Performance III: Contextual Applications (4)
- OT 645 Occupational Performance IV: Functional Cognition (2)
- OT 654 Level I Fieldwork & Reflection D (1)
- OT 672 Research Mentorship in Occupational Therapy II (1)

Term 6 (Spring):

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 four terms. Additionally, students are required to complete two Level II Fieldwork placements, each for a duration of 12 weeks. These placements may not be in the immediate geographic area and will likely require the student to incur additional living expenses. The Level II Fieldwork placements must be completed within 24 months from the end of didactic coursework.

Additional Requirements

In addition to meeting University admission requirements, all occupational therapy students will be required to show ongoing proof of the following as prerequisites for Level I and Level II occupational therapy fieldwork courses. Failure to do so may be grounds for dismissal from the occupational therapy program:

- Negative finds on the Federal Criminal Record Check and Child Abuse History Clearance
- Current cardiopulmonary resuscitation (CPR) certification
- Negative urine drug screen
- Updated health information
- Ability to meet the essential functions of an occupational therapist to perform the safe practice of occupational therapy

A felony conviction could preclude the student from sitting for the NBCOT exam or from gaining state licensure, both of which are required to practice occupational therapy. Students wishing to receive early determination review from NBCOT can apply on the NBCOT website. Copies of student clearance and health records may be provided to fieldwork sites.

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.

CH 509 Occupational Performance

Students examine a variety of psychosocial and physical factors that influence occupational performance, including a formal medical or DSM diagnosis, trauma, homelessness, joblessness, literacy, poverty, access to healthcare, community access, and incarceration. Medical terminology is introduced and integrated into this course. Prerequisite: Admission into the Occupational Therapy Program. Four graduate credits.

OT 510 Kinesiology & Occupational Analysis

The focus of this course is the study of normal functional human anatomy (muscle origins, insertions, innervations, actions) applied to the principles of kinesiology. Biomechanical forces as they act upon the body will be incorporated into this study of normal movement. Students will gain experience and beginning skills in the analysis of normal movement. Prerequisite: Admission into the Occupational Therapy program. Four graduate credits.

OT 520 Development of Occupational Participation

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

OT 525 Evaluation Process in Occupational Therapy

Students explore measurement as part of the evaluation process through this survey course designed to provide in-depth knowledge about the psychometric properties of a variety of evidenced based assessment tools, principles of assessment including the interpretation of criterion-referenced and norm-referenced standardized test scores, the factors that might bias assessment results, and relating assessment results to a variety of audiences. In this course students are introduced to the assessment process as a highly reflective process that allows for the integration of theory and practice. Prerequisite: OT 500. Four graduate credits.

CH 526 & Adaptations in Occupational Therapy

Occupational therapists evaluate and adapt environments in order to promote participation in everyday activities. In this course, students will gain an in-depth knowledge of the physical elements of our world and their relationship to function, including technology, products (assistive devices and orthosis), as well as natural and man-made spaces. Students will study the impact of the American with Disabilities Act and Universal Design principles on creating an inclusive community for everyone. Prerequisite: OT 542. Four graduate credits.

OT 535 Occupational Therapy Theory & Models of Practice

In this course, students will actively engage in a study of the major models of practice in occupational therapy that guide practice and an exploration of how theory supports these models as guides to evaluation and intervention decisions. The study of occupational therapy theory development, the importance that theory plays in clinical decision making, and in developing a strong occupational therapy professional identity will be explored. Prerequisites: OT 500. Two graduate credits.

OT 540 Clinical Neuroscience

This course will explore the functional organization and physiology of the human nervous system. The neurobiological framework for understanding human behavior will also be examined. Students

who complete this course will recognize important symptoms and signs associated with neurological disorders. In addition, students will understand the clinical significance of the organization of anatomical structures and the interconnections that bind structures together in the nervous system. Mastery of these concepts will enable students to localize lesions within the central and peripheral nervous systems and predict the neurological deficits associated with such lesions. An important outcome will be to achieve long-term acquisition of neuroscience concepts such that students perform well in health-related professions. Prerequisite: Admission into the Occupational Therapy Program. Four graduate credits.

OT 541 Occupational Performance I: Pediatrics

This is the first course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life with the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from birth through adolescence with physical and mental health challenges. Prerequisite: OT 525. Four graduate credits.

OT 542 Activity Analysis & Group Dynamics

In this course, students actively engage in a variety of activities across the lifespan to master the activity analysis which serves as a foundational skill to all areas of occupational therapy practice. This course will help the student build a firm foundation for the critical analysis of the power of occupation as it relates to health and well-being. The real and symbolic meaning of activities and objects in a variety of contexts will be explored as students examine a variety of activities including Occupations (ADL, IADL, Rest & Sleep, Work, Social Participation, Play, Leisure, Education), competitive and noncompetitive games, hobbies, crafts, mindfulness activities, expressive arts and media, as well as the tools and objects that are used for each of these. Corequisite: OT 500. Four graduate credits.

CH 500 Occupational Performance II: Pediatrics

This first course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as community based experiences. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. The student will interact with individuals who have challenges participating in everyday occupations in a variety of practice settings. In the first course of this series, emphasis is placed on communication, establishing the therapeutic relationship, and interviewing skills. One graduate credit.

CH 501 Occupational Performance III: Pediatrics

This second course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as community based experiences. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. In this second course, emphasis is placed on reflection, professional behaviors expected as emerging professionals, meaningful collaborative working relationships, and cultural competence. One graduate credit.

CH 502 Occupational Performance IV: Pediatrics

This third course in the fieldwork and professional series offers integrated practical learning through the Interprofessional Education Sessions as well as fieldwork experiences focusing on pediatric/adolescent and adult settings. Students are given the opportunity to reflect on and examine their experiences as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. In this third course, emphasis during fieldwork is the student's reflection on application of theory, human development, assessment, intervention, and contextual influences within the treatment setting. Professionally the students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior. One graduate credit.

OT 605 Management of Occupational Therapy Services

In this first course in a two-semester sequence, students build a foundation to plan, organize, staff, direct, and manage occupational therapy services as they actively participate in the design of an occupational therapy program proposal with an emphasis on occupation based programming. Prerequisite: OT 500. Two graduate credits.

OT 606 Advanced Management of Occupational Therapy Services

In this second part of a two-semester sequence, students gain in-depth knowledge to manage and lead occupational therapy programs with an emphasis on factors and trends that impact the delivery of occupation based services. Students actively collaborate and construct the second part of their program proposal initiated in the previous semester. Prerequisite: OT 605. Two graduate credits.

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This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: Admission into the Occupational Therapy program. One graduate credit.

OT 612 Evidence-Based Practice II

In this course students will learn the basics of developing and implementing a research study that will support evidence based practice in Occupational Therapy. Through a collaborative team approach to learning and writing, students will develop a research question, design a study to investigate their question, initiate data collection, with IRB approval. Furthermore, students will demonstrate the ability to interpret basic descriptive and inferential statistics. Prerequisite: OT 611/HLAT 511. Three graduate credit.s

OT 614 Evidence Based Practice: Analysis to Dissemination

In this course, students will form foundations in data analysis, interpretation, and receive guidance on the dissemination of their research.

Prerequisite: OT 612. Two graduate credits.

OT 622 Occupational Justice & Community Health

Students will analyze the impact of health disparities, political, geographic, and demographic factors on the delivery of occupational therapy services. Students will actively engage in the process of advocacy by applying community organizing and advocacy strategies to a specific issue to address occupational justice. This experiential course provides an exploration of community based occupational therapy program development and evaluation. Students will engage with a population in the community to design and implement an outcome-based activities program. Two graduate credits

OT 625 Applied Advocacy & Community Action

This course explores the environmental and policy factors that impact health and autonomy of individuals and populations. Students will actively engage in the process by applying community organizing and advanced advocacy strategies to a specific issue. Prerequisite: OT 620; Co-requisite: OT 655. Two graduate credits.

OT 630 Advanced Professional Ethics in Occupational Therapy

This course studies ethical theory and ethical decision making within the discipline and profession of occupational therapy by critically examining situational problems and by reflectively exploring ethical solutions that are coherent with and supported by the core values, principles, and guidelines of the Code of Ethics and Ethical Standards of the profession. The course will examine ethical dilemmas that arise within different areas of the profession and the problem of moral distress and its various causes. Prerequisite: OT 500. Two graduate credits.

OT 635 Transformative Leadership in Occupational Therapy

This course offers an in-depth study of leadership theories, leadership characteristics, and a critical analysis of the literature on leadership in occupational therapy. Transformative leadership will also be explored as students prepare to become change agents in their professional careers. Students will be challenged to bring a

sense of curiosity to and reflect on their personal leadership qualities and be open to discussing these. Co-requisite: OT 681. Two graduate credits.

OT 642 Occupational Performance II: Adults

This is the second course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through

This course offers an opportunity for students to review, self-assess, and reflect on knowledge and competence within occupational therapy practice through the completion and analysis of a formal assessment measure. Students will construct a plan for remediation in any deficit areas that are identified, review for and formulate an *NBCOT exam study plan, and relate this process to professional development and continued competence. Prerequisite: OT 665. One graduate credit.

OT 671 Research Mentorship in Occupational Therapy I

This is the first course in a research series that provides the foundation for the emerging occupational therapy practitioner to develop the knowledge and skills to be a competent practice scholar through the development of a scholarly research proposal. Prerequisite: None. One graduate credit.

OT 672 Research Mentorship in Occupational Therapy II

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

OT 681 Level II Fieldwork in Occupational Therapy A

This is a supervised and mentored Level II fieldwork experience in a setting that provides occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator. Four graduate credits.

OT 682 Level II Fieldwork in Occupational Therapy B

This is a supervised and mentored Level II fieldwork experience in a setting that provides

occupational therapy services. Students synthesize prior learning in a setting where they complete occupational profiles, evaluate clients, formulate and implement occupational therapy intervention plans, and plan for discharge. Students also gain experience with administrative responsibilities associated with documentation, billing, and the day to day operation of an occupational therapy service. Prerequisite: Permission of the OT Fieldwork Coordinator. Four graduate credits. Organizational

Leadership

See School of Business and Economics

Peace and Justice Studies

See Interdisciplinary Programs

Performance Creation

Moravian University offers a Master of Fine Arts degree in Performance Creation in cooperation with affiliated professional theatre, Touchstone Theatre. The University believes that artists are best prepared for careers as performance creators through a program that integrates the principles of liberal education with extensive hands on experience creating artistic work. In the program, students create original solo and ensemble performances, engage in site specific and community based work, gain hands on experience teaching in an arts education classroom, and tour original work to an international theatre festival (included in cost of tuition). The degree consists of 68 credit hours over two years Fall, Spring and Summer for a year round academic program.

Admission Requirements:

An undergraduate GPA of 2.5 or above, and the completion of an appropriate undergraduate program or the equivalent; Child Abuse Clearance and FBI Clearance with fingerprinting (students must be permitted to enter Pennsylvania classrooms, nonnegotiable); 3 letters of recommendation; Basic Language Competencies (students must demonstrate sufficient knowledge and skill in English to pursue the required

studies); A personal artistic statement; Evaluation of Creative, Scholarly, or Professional Work; Demonstration of prior achievement in terms of their readiness to undertake graduate studies in their major field; Proof of a self directed

and other documents for fieldwork required.
Summer.

PERF 513. Arts in Education: Classroom Leadership (2 credits) In this course, second year students take on leadership roles during fieldwork placements in the arts-in

Performance, students will further develop their practical ability to work as a collective in the creation of an original site specific and/or community based performance. Students will use the creative process to explore cultural awareness and theoretical context, and critically examine the work's intended/actual cultural impact and potential position within the field of contemporary performance. Prerequisites: PERF 532; PERF 551; PERF 542. Fall.

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Community Based Performance (1 credit, repeated once each semester for six semester, for 6 credits total) Students will complete 60 hours of practicum associated with Touchstone Theatre's ongoing site specific and community based work. These large scale projects are typically multi-year endeavors that have many phases of work, and there are often multiple projects at varying stages of development at any given time. This gives students the opportunity to be involved in the many phases that occur during their time in the program, from the initial planning stages and gathering of raw materials through interviews and research, to scouting appropriate sites for performance, to the final work of mounting the production. This course provides students experience making such work through its many phases. Accompanying the hands on work, in monthly

house operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Year long.

PERF 582. Internship: Arts Administration (3 Credits) As part of the immersive experience, all second year students will complete a year long (140 hours) internship at Touchstone Theatre focusing on Arts Administration. Students will be involved in multiple aspects of the company's day-to-day business operations. Duties include help with marketing and development efforts, database management, administrative organization, and financial operations. Concurrent with their internship, students meet together in a seminar format to discuss challenges, and frame the hands on work within an academic context including the reading and discussion of texts. Prerequisite: PERF 581. Year long.

PERF 586. Independent Study.

Philosophy

Chair: Associate Professor Kin Cheung

Professor: Arash Naraghi

Associate Professor: Carol Moeller

The Philosophy Department provides students with the opportunity to explore questions of fundamental significance to human life: What is justice? How should we live? What is truly valuable? Is there a God? What is reality? What can we really know? And what meaning is there to life? Through training students to think, discuss, and write cogently on such matters, the department prepares them for graduate or professional school in the humanities, social sciences, seminary, and law school, as well as for lifelong learning and reflection.

The Major in Philosophy

The major in philosophy consists of ten course units, of which four are required, three are restricted electives, and three are general electives from among all philosophy courses. The required courses are Philosophy 110, 120, 220, and 222. The restricted electives are two of

the following four courses: Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353. One of the three general electives may come from a related program, subject to approval of the department chair.

The Minor in Philosophy

The minor in philosophy consists of five course units in philosophy, of which three are restricted and two are electives. The restricted courses are one course from Philosophy 110, 120, 220, and 222; one course from Philosophy 241, 243, 245, and 247; and either Philosophy 351 or 353.

The Minor in Ethics

A minor in ethics includes 5 course units, at least 3 of which must be taken at Moravian (or another LVAIC institution). Philosophy 222, 224, and 355 are required. In addition, students must choose 2 course units from among the list below; 1 relevant course from outside the department of philosophy or 1 special topics course may be included in the minor, with approval from the chair of philosophy:

- PHIL 226.2 and 227.2 Ethics Bowl
- PHIL 228 WI:Sports Ethics
- PHIL 250 Environmental Ethics
- PHIL 251 Philosophy of Technology
- PHIL 255 Social and Political Philosophy
- PHIL 257 Bio-Ethics and Social Justice
- PHIL 259 Medical Ethics
- PHIL 267 West African Philosophy: Akan Ethics
- PHIL 271 Race, Gender, Identity, and Moral Knowledge

A student with a major in philosophy may not minor in Ethics.

The Ethics Certificate program studies prominent ethical theories, the history of ethical thought, applied ethical methodologies, and the good life (individually and collectively). The program is designed to give students the ethical reasoning skills to become good ethical decision-makers in their personal and professional lives. We explore contemporary ethical issues in bioethics, medical

ethics, business ethics, and environmental ethics. We also explore social justice issues in the legal, social, and political arenas. Students who complete the program will be able to articulate clearly ethical problems, relevant ethical issues, and ethical dilemmas. Students will be able to construct justified ethical solutions to such problems while being sensitive to the multivarious perspectives, rights, and interests. Moreover, students will be prepared to analyze the value of existing codes of ethics in the workplace and implement guidelines for ethical behavior in a professional environment.

The Ethics Certificate consists of four course units in value theory courses. One course unit may be from a related program subject to approval by the chair of the philosophy department.

Value Theory Courses include:

- PHIL 222 Ethics
- PHIL 224 Applied Ethics
- PHIL 226.2 Ethics Bowl I
- PHIL 227.2 Ethics Bowl II
- PHIL 228 WI:Sports Ethics
- PHIL 230/330 Advanced Topics in the Ethics of Abortion
- PHIL 232 Race, Gender, Identity, and Moral Knowledge
- PHIL 234.2 Aristotle on Friendship
- PHIL 234 Ethics for the Public's Health
- PHIL 250 Environmental Ethics
- PHIL 255 Social and Political Philosophy
- PHIL 257 Bio-Ethics and Social Justice
- PHIL 259 Medical Ethics
- PHIL 265 Feminist Philosophy
- PHIL 267 West African Philosophy: Akan Ethics
- PHIL 279 Philosophy of Law
- PHIL 281 Topics in Ethics
- PHIL 330/230 Advanced Topics in the Ethics of Abortion
- PHIL-355 Meta-Ethics
- PHIL 371 Seminar in Philosophy

The Interdepartmental Major

The six courses that constitute Set I of the interdepartmental major in philosophy include PHIL 120, 210, and 222, and one course in the history of philosophy (241, 243, 245, or 247). The

remaining two courses in philosophy and the six courses of Set II are selected by the student with the approval of the advisor.

Departmental Recommendations

Students considering graduate work in philosophy should meet the language requirement with French, German, Greek, or Latin.

Courses in Philosophy

PHIL 110 Introduction to Logic: Critical Thinking. An introduction of the basic concepts of logic, informal fallacies and categorical logic. (M3)

PHIL 120 Introduction to Philosophy. Tasks and the subject matters of philosophy, including the major theories of reality, knowledge, religion, morality and social justice. Attention to several classic philosophical texts as primary source readings. (M3)

D<=@%'\$<]d'<cd'A i gjWz'Gdc_Yb'KcfXi'UbX' Philosophy. We will investigate how some Hip Hop music and Spoken Word works engage with classic Western philosophical themes and questions, including those of knowledge, metaphysics, ethics, love, and justice. How do some contribute to knowledge and some perpetuate injustice, sexism, and violence? How does Rakim relate to Augustine's arguments on God, Gil Scot-Heron to Kant on punishment, Lil' Kim to Sartre on "the objectifying gaze"? Students will be required to attend two spoken word workshops or performances, and to view and listen to material outside of class.

PHIL 220 Advanced Logic: Sentential and Predicate Logic. A study of advanced topics in logic, including propositional and predicate logic.

PHIL 222 Ethics. Formulating principles defining the good human being and to applying these to relevant problems of vocation and social and political justice. (M3) Fall

PHIL 224 Applied Ethics. A study of the application of ethical theory to complex real and fictitious cases concerning contemporary moral issues such as euthanasia, abortion, capital

punishment, animal rights, cloning, torture, same sex marriage, etc. (U2)

PHIL 226.2 and 227.2 Ethics Bowl (0.5 units).

This course examines, within teams, ethical cases with the purpose of developing ethical positions supported by arguments, debated at the Intercollegiate Ethics Bowl Competition. Fall. Prerequisite: PHIL 222 or PHIL 224 or permission of the instructor.

PHIL 228 WI:Sports Ethics. This course introduces students to ethical concepts, theories,

semester the course will have an emphasis on either Continental or British-American traditions in current philosophy. (Writing Intensive) (M3) Spring, Alternate Year.

PHIL 249 American Pragmatism. A study of classical American Philosophy with emphasis on the works of Charles S. Peirce, William James, and John Dewey. Spring, Alternate Years, Prerequisites: PHIL 120 or consent of instructor. (M3)

PHIL 250 Environmental Ethics. This course examines contemporary environmental ethical issues that arise in understanding humanity's complex relationship with the natural world. The course will explore environmental ethics from a wide range of philosophical and theological methods and perspectives. (U2) Fall, Alternate Year.

PHIL 251 Philosophy of Psychology (Also PSYC 251) An examination of philosophical and empirical theories of mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience, and philosophy. (U1) Fall, Alternate Year.

PHIL 252 Philosophy of Technology. An examination of how technology shapes our understanding of ourselves and our world as well as the moral dilemmas that it presents for us. (U1) Spring Alternate Year.

PHIL 253 Philosophy of Religion. A philosophical examination of nature of religion and beliefs concerned with the existence, nature, and knowledge of God, with alternative positions to theism. (U2) Fall, Alternate Year.

PHIL 254. Jewish Philosophy. (also REL/MDVL 253) An introduction to philosophy within Judaism, a field that asks the question: is a religion based

on faith and tradition also rational and logical? Specific topics addressed will be: Can or should God's existence be proven? Is God's power infinite or limited? What should we make of the biblical descriptions of God being human-like? Does God perform miracles? Does God care about the small details of our lives? How can people become close to God? What is the role of the Jewish people in the world? Why is the Jewish religion distinctive among religions? No background in Judaism is need for this course; sufficient background information will be provided. Prerequisite: None. (M3)

PHIL 255 Social and Political Philosophy. An examination of central issues in social political thought such as: What is justice? How can considerations of justice negotiate our great differences of culture, identity, and circumstance? How are non-Western and Western approaches to philosophy to engage productively, across such historical legacies as imperialism, colonialism, and neo-colonialism? Spring, Alternate Year. (U2)

PHIL 256 Continental Philosophy. A historical and thematic approach to contemporary philosophy with an emphasis on introducing the student to the major moments and themes in Continental thought during the 19th, 20th, and 21st centuries until present. (M3)

PHIL 257 Bio-Ethics and Social Justice. A study of what is health, and how it relates to social justice issues, such as: How do such factors as income, race, and gender correlate with health? In health research and healthcare delivery how do lingering patterns of inequality get rewritten into the social fabric or transformed out of it? How can we learn from the legacies of unethical medical experimentation and other ugly parts of medical history? (U2) Spring, Alternate Year.

PHIL 259 Medical Ethics. An examination of the basic theory of bioethics as it is set in the broader field of moral philosophy. Contemporary ethical issues in biomedicine will be examined, and the student will learn to think ethically about them within the context of the current ongoing debate. (U1) Spring.

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

PHIL 263 Latin American Philosophy. An examination of different aspects of philosophical thought related to Latin American nations and culture, including the works of Bartolomé de las Casas, Francisco de Vitoria, Simón de Bolívar, José Martí, José Vasconcelos, Francisco Romero, José Carlos Mariátegui, and Risieri Fondizi. (M5) Fall, Alternate Year.

PHIL 265 Feminist Philosophy. An exploration of a diversity of feminist writing. Students consider questions such as: How do the legacies of gender inequality persist today? What would gender

(U2)

PHIL 351 WI: 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. (WI)

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

PHIL 355 Meta-Ethics. A study of the fundamental concepts of morality from metaphysical, epistemological, semantic, and psychological perspectives. 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.

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PHIL 384. Independent Research.

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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

8. Successful faculty interview upon invitation

9. Observational hours in a physical therapy clinical setting are highly recommended.

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

1. IELTS: 6.5 or higher
2. TOEFL Paper: 577 or higher
3. TOEFL Computer: 233 or higher
4. TOEFL Internet: 90 or higher

DPT Curriculum Sequence

To receive a Doctor of Physical Therapy degree, students must earn a total of 121 credits. The following course sequence is required:

Summer Year 1

- DPT 700 Functional Human Anatomy
- DPT 710 Neuroanatomy and Neurophysiology
- DPT 711 Applications of Neuroscience in Physical Therapy
- DPT 720 Foundations of Physical Therapist Practice

Fall Year 1

- DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity
- DPT 735 Biomechanics and Kinesiology
- DPT 740 Musculoskeletal Imaging I
- DPT 745 Biophysical Modalities
- DPT 751 Evidence-Based Practice I
- DPT 760 Integrated Clinical Experience and Interprofessionalism I

Spring Year 1

- DPT 731 Clinical Musculoskeletal Management of Cervicothoracic Spine and Upper Extremity
- DPT 741 Musculoskeletal Imaging II
- DPT 765 Pharmacology in Rehab
- DPT 770 Ethical Issues in Healthcare

- DPT 775 Exercise Physiology Across Lifespan
- DPT 761 Integrated Clinical Experience and Interprofessionalism II
- DPT 825 Psychosocial Issues in Clinical Practice

Summer Year 2

- DPT 800 Clinical Experience I
- DPT 851 Evidence-Based Practice II

Fall Year 2

- DPT 810 Clinical Neurological Management I
- DPT 815 Human Growth, Development and Genetics in Rehab
- DPT 830 Pathophysiology Across the Lifespan
- DPT 835 Health, Wellness and Nutrition
- DPT 860 Integrated Clinical Experience and Interprofessionalism III

Spring Year 2

- DPT 780 Functional Mobility in Rehabilitation
- DPT 811 Clinical Neurological Management II
- DPT 865 Cardiopulmonary Management
- DPT 870 Integumentary, Lymphatic and Urogenital Conditions
- DPT 875 Assistive Technology, Prosthetics and Orthotics
- DPT 880 Clinical Management in Pediatrics
- DPT 885 Advocacy, Business, Teaching and Leadership

Summer Year 3

- DPT 920 Complex Clinical Reasoning in Research and Practice
- DPT 900 Clinical Experience II

Fall Year 2

- DPT 940 Clinical Experience III
- DPT 951 Evidence-Based Practice III

DPT Graduate Course Descriptions

DPT 700 Functional Anatomy (8 credits). This foundational course develops student knowledge of human gross anatomy with an emphasis on

the implications for physical therapy clinical practice. Detailed instruction is provided on the regional organization, structure and function of the head, neck, spine and extremities, and the major organ systems in the thorax, abdomen, and pelvis. Emphasis is placed on functional interrelationships of the anatomical structures and their impact on human movement. Examination of the histology of the various tissues of organ systems is included.

DPT 710 Neuroanatomy and Neurophysiology (2 credits). This course provides an in-depth focus on the anatomy of the central nervous system and the functional organization of the central and peripheral nervous systems. Case analysis will provide an avenue for reinforcing basic concepts of normal and abnormal functional neuroanatomy and neurophysiology, and skills for correlating neurological structures to deficits and dysfunction seen in rehabilitation practice.

DPT 711 Applications of Neuroscience in Physical Therapy (1 credit). This lab course in conjunction with DPT 710 requires students to apply the material gained in lecture to the investigation of the neuroanatomical and neurophysiological basis for various pathologies commonly encountered in the physical therapy clinic. The course will emphasize the clinical application of this knowledge through case analysis and clinical correlations.

DPT 720 Foundations of Physical Therapist Practice (3 credits). This course covers the history and values of the physical therapy profession including introductions to the importance of the APTA professional association; the APTA Core Values & Code of Ethics; professional written & oral communication; clinical documentation; physical therapist scope of practice; interprofessional care; medical terminology; the International Classification of Functioning, Disability, and Health (ICF); and basic patient management skills. An introduction to psychosocial issues is included to provide an early understanding of the psychological and social aspects of health, injury, and rehabilitation.

DPT 730 Clinical Musculoskeletal Management of Lumbopelvic Spine and Lower Extremity (6 credits). This course is the first of a two-part

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

DPT 731 Clinical Musculoskeletal Management of Cervicothoracic Spine and Upper Extremity (6 credits). This course is the second of a two-part series that will develop students' knowledge and psychomotor skills in the effective management of individuals with musculoskeletal dysfunction. It progresses student knowledge and skill in the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients across the lifespan emphasizing evidence-based clinical decision-making. The course emphasizes conditions of the cervicothoracic spine and upper extremity and covers available tests and measures and interventions to address dysfunction in range of motion, flexibility, muscle function, balance, joint mobility and other limitations frequently seen in this patient population.

DPT 735 Biomechanics and Kinesiology (3 credits). This course is designed to provide students with detailed knowledge about biomechanics, kinesiology and the analysis of human movement and function during clinical care.

DPT 740 Musculoskeletal Imaging I (1 credit). This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the lumbopelvic spine and lower extremity as an adjunct to guiding patient care.

DPT 741 Musculoskeletal Imaging II (1 credit).

This course develops students' knowledge about the utilization of imaging studies in physical therapist patient management for the

emphasizing evidence-based clinical decision-making. The course emphasizes the most commonly encountered pathologies in neurologic care and covers available tests and measures and interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations frequently seen in this patient population. Instruction on how to modify mobility training techniques and use adaptive equipment/durable medical equipment to maximize function in individuals with neurologic dysfunction will also be covered. The psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers with attention to the multifactorial limitations present in individuals with neurologic dysfunction will be addressed.

DPT 811 Clinical Neurological Management II (6 credits). This course is the second of a two-part series that will progress students' knowledge and psychomotor skills in the effective management of individuals with neurologic dysfunction. The course expands student knowledge and skills related to the physical therapy assessment/diagnostic process, differential diagnosis, evaluation, therapeutic intervention, plan of care development, and outcomes assessment for patients/clients with complex neurologic dysfunction across the lifespan. Progression of knowledge and skills in the available tests and measures and most common evidence based interventions to address dysfunction in mobility, motor control and activation, balance, sensation, tone, coordination, and other limitations seen in complex neurological pathologies and presentations is covered. It will address complex clinical presentations and multifactorial limitations for the complex neurologic patient/client including modifications in mobility training techniques, use of adaptive equipment/durable medical equipment, and incorporation of the psychosocial impact of neurologic dysfunction and disability on patients/clients and their families/caregivers.

8DH', %) ' < i a Ub' ; fc kh\z' 8YjY' cd a Ybh' UbX' Genetics in Rehab (2 credits). This course is designed to prepare students for patient management across the lifespan by introducing the impact of growth, human development, and genetics on function and movement.

DPT 825 Psychosocial Issues in Clinical Practice (2 credits). This course will advance students' knowledge on the psychosocial impact of injury, disability, and chronic conditions on overall well-being and function for patients and develop student awareness and sensitivity to these concerns.

DPT 830 Pathophysiology Across the Lifespan (4 credits). This course investigates pathology of all body systems across the lifespan, the impact of disease on movement and function, and management of comorbidities in physical therapy practice. Students review the regulatory mechanisms that underlie normal function of the human body to guide understanding of the homeostatic disruptions that occur in disease. Emphasis will be placed on the chronicity and complexity of disease development over a lifespan.

cardiac and/or respiratory conditions. It includes examination, assessment and evaluation of the cardiorespiratory system, physical therapy management of patients with conditions affecting the cardiorespiratory system, and identification of cardiorespiratory implications in systemic conditions.

8DH, +\$-bhY [i a YbhUfmz' @m a d \Uh]W'UbX' Urogenital Conditions (1 credit). This course is designed to develop student competency in the evaluation and treatment of disorders of the integumentary, lymphatic, and urogenital systems in physical therapist practice.

8DH, +) '5gg]gh] jY'HYW\bc`c [mz' Dfcgh \Yh]Wg' and Orthotics (1 credit). This course prepares students to be able to identify indications for assistive technology, fit patients for various assistive devices, and analyze the use of assistive technology, prosthetics, and orthotics on function and movement.

DPT 880 Clinical Management in Pediatrics (3 credits). This course prepares students for examination, evaluation, and treatment of pediatric patients with an emphasis on typical and atypical development in relation to movement and function.

8DH, ,) '5X j cWUWmz' 6 i g]bYggz' HYUW\]b ['UbX' Leadership (3 credits). This course is designed to prepare students to understand the financial/business aspects of physical therapy, the necessity of being advocates in their professional role, how to act as teachers/learners during their careers, and develop an awareness of the challenges of leadership.

DPT 900 Clinical Experience II (8 credits). This course is the students' second full-time 9 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor where they will encounter a diverse patient population in a variety of settings. Students will be able to apply knowledge and skills that they have obtained in the didactic portion and part-time integrated clinical experiences to the clinic.

DPT 920 Complex Clinical Reasoning in Research and Practice (3 credits). This capstone course allows students to synthesize affective

behaviors, cognitive knowledge, and psychomotor skills learned during the curriculum in preparation for their terminal clinical experiences.

DPT 940 Clinical Experience III (12 credits). This course is the students' third full-time 15 week clinical experience under the supervision and mentorship of a physical therapist clinical instructor. Students will be able to apply knowledge and skills that they have obtained from all didactic coursework and clinical experiences to the clinic. At the culmination of this clinical experience, it is expected that the students will be able to practice as an entry-level physical therapist.

DPT 951 Evidence-Based Practice III (2 credits). This course is designed for students to develop an evidence-based practice presentation on a particular patient through a case study, critically appraised topic or analysis of practice and synthesize the research used in the examination, evaluation and treatment of the patient(s).

Physics

Chair: Associate Professor Kriebel
Associate Professor: Malenda
Assistant Professor of Practice: Wood
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Mission Statement

The mission of the Department of Physics and Earth Science is to provide a curriculum that offers a solid foundation in the fundamental science of physics, to provide courses to service the general education curriculum, and to offer experiential opportunities for undergraduate research. In addition, the Department seeks to foster an appreciation of the principles of the natural world and of the scientific method within the liberal arts context of the institution.

industry, government, or secondary education. In the physics curriculum, the emphasis is on theoretical developments and problem-solving at the appropriate level of mathematical sophistication; and on experimental investigation that stresses physical principles and that makes use of modern laboratory techniques and equipment.

The department offers introductory courses in astronomy, forensics, and meteorology.

Learning in Common Requirements for Physics Majors

Physics majors must select Mathematics 170 to fulfill their Quantitative Reasoning (F2) requirement and Physics 111 for their Laboratory Science (F4) requirement.

The Major in Physics

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

The Bachelor of Arts with Major in Physics

The bachelor of arts with a major in physics consists of 7 course units in physics (Physics 111, 112, 222, 331, 345, and two additional 300-level courses) plus four course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, and 254). It is suggested that the student schedule Physics 111-112 in the first year and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year, if possible. In the sophomore year, the courses normally taken are Physics 222 and 343, and Mathematics 211 and 254.

The Bachelor of Science with Major in Physics

The bachelor of science with major in physics consists of 10 course units in physics (Physics

111, 112, 222, 331, 341, 345, 346, and three additional course units), plus five course units in mathematics (Mathematics 170 or 106-166, plus 171, 211, 254, and 324). If the student chooses Physics 343 as one of the three elective physics courses, he or she may omit Mathematics 324. It is strongly recommended that the student schedule Physics 111-112 in the first year, and begin mathematics at the calculus level by scheduling Mathematics 170 and 171 in the first year. In the sophomore year, the courses normally taken are Physics 221 and 222 and Mathematics 211 and 254.

The Minor in Physics

The minor in physics consists of five course units including either Physics 109-110 or Physics 111-112 but not both.

The Interdepartmental Major in Physics

The student interested in a career requiring an interdisciplinary science major is encouraged to design an interdepartmental major in physics and is urged to consult the department chair.

The six courses that satisfy Set I of an interdepartmental major in physics are Physics 111-112 and any four upper-level courses in physics. These courses and the six of Set II are selected by the student with the approval of the department chair. An interdepartmental major in physics and mathematics is strongly recommended for any student wishing to prepare for a teaching career in physics.

The Interdepartmental Major in Earth Science

Set I requirements include ENVR 111 at Moravian and five earth science courses, selected with the approval of the Set I advisor, at Moravian or Lehigh University. Students who plan an interdepartmental major should keep in mind that the earth sciences require a well-rounded background in mathematics and the basic sciences.

Departmental Recommendations

A student planning a major or an interdepartmental major in physics should discuss career plans with the department chair, because such plans influence the choice of the elective physics courses, the modern language courses (French, German, or Russian is recommended), and the language courses (French, German, or Russian is recommended).

laboratory measurement in physics, chemistry, and biology. Laboratory experiments and lecture-discussions include circuit analysis, system design using operational amplifiers, analog computer systems, transistors, power supplies, oscillators, and Arduino microcontrollers. Prerequisite: Physics 109-110 or 111-112 or permission of instructor. Spring. Three 50-minute lectures and two 3-hour laboratories.

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

PHYS 230.2. Research in Astronomy. Research in Astronomy is an online, half unit course concentrating on a study of the techniques required in making and reducing astronomical observations. This course will focus on methods of modern data collection, reduction, and analysis using a telescope, CCD detector, and filter system. The students will be required to carry out an individual observing project on variable stars using a remote robotic telescope located in Utah. Upon completion of the course the students will be able to continue to use the robotic telescope for their research projects.

PHYS 331-332. Mechanics. First term treats motion of a single particle with emphasis on conservative forces and their properties, central force fields, and oscillatory motions. Second term treats motion of the system of particles, rigid body mechanics, accelerated reference systems, and Lagrangian and Hamiltonian mechanics. Emphasis on computer solutions of problems. Fall-Spring. Prerequisites: Physics 111-112 and Mathematics 211. Alternate years. Three 70-minute lectures.

PHYS 333. Physical Optics. Theoretical

and experimental study of the interaction of electromagnetic radiation and matter. Topics include wave and photon representations of light, geometrical optics, polarization, interference, and diffraction phenomena. Standard laboratory experiments include interferometry and diffraction. Prerequisites: Physics 111-112 and Mathematics 211 or permission of instructor. Fall. Alternate

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and electromagnetic waves. Prerequisites: Physics 111-112 and Mathematics 254 or permission of instructor. Fall-Spring. Alternate years. Three 50-minute lectures, one 3-hour laboratory.

PHYS 370. Physics Seminar. Selected topics in theoretical and/or experimental physics. Choice of topics determined by needs of students and interest of instructor. Fall. Alternate years. Prerequisite: Physics 343. Three 50 minute lectures.

PHYS 384. Independent Research.
PHYS 400-401. Honors.

Political Science

Chair: Khristina H. Haddad
Professor: Khristina H. Haddad
Associate Professor: Faith Okpotor
Assistant Professor: Samuel C. Rhodes, Holly Seo-Nyeong Jo
Emeriti: Jean-Pierre Lalande, John Reynolds

The program in political science is designed to provide opportunities to understand politics as art, science, and philosophy. The political science department prepares students for pursuit of graduate degrees in political science as well as for professional schools such as law school and careers in government service. The department also seeks to prepare students for their role as citizens in a democratic society and for informed membership in a global community.

The Major in Political Science

The major in political science consists of 10 course units. Four are required: Political Science 110, 115, 120, and 125. In addition to these four required courses, students will select one of two departmental concentrations that will structure choices of upper division courses and complete at least four upper division courses in the chosen concentration. In addition, students must take

at least one upper-level course in the second concentration. Students must complete two 300-level courses, at least one of which needs to be in their chosen area of concentration. One writing-intensive course is required. Writing-intensive courses may be at the 200 or 300-level.

The departmental concentrations are:

Citizenship in theory and practice – Designed to prepare students for informed engagement in political and public affairs through a purposeful consideration of the theoretical nature of politics, the ends towards which politics can be directed and the means employed to achieve those ends. This concentration focuses on normative purposes and argumentation, political language and consciousness, historical texts, institutionalized political processes, modes of political participation and the particulars of contemporary policy issues. Courses that can be used to complete the requirements of this concentration are: POSC 215, 220, 221, 225, 237, 250, 260, 330, 340, 355 and ENVR 240.

Global politics and international political awareness – Designed to develop the students understanding of international politics and global political issues through the study of international political systems and the practice of politics in nations and regions beyond the United States. Students choosing this concentration will engage matters such as the means by which states organize and maintain political power, the international political economy, regional governance and conflict, political violence and international security. Courses that can be used to complete the requirements of this concentration are: POSC 228, 235, 241, 245, 247, 248, 255, 327, and 346.

Courses in special topics and independent study may be substituted for courses at the advanced level, depending on the area in which the student will work and contingent upon departmental approval. Internship (386-388) will be counted as an elective in the major but is contingent upon department approval. Honors candidates take two courses, Political Science 400-401, which are counted within the 10-course requirement. Such courses will be evaluated on a case by case basis to assess for which track the course might

be accepted as meeting the requirements of the major.

Important note about special topic courses. The department encourages students to take special topic (ST) courses. All special topic courses are eligible for credit with regard to political science major and minor requirements.

ST: American political and political theory courses are eligible for Track 1 credit

ST: Comparative politics and international relations courses count for Track 2 credit

Special topic courses are not automatically assigned to the corresponding requirement. Advisors request a course substitution by emailing the registrar. If your special topic courses require a transcript adjustment, please contact your advisor.

Required introductory courses: All majors will complete the four introductory courses listed below.

- POSC 110 American Political Systems
- POSC 115 Introduction to International Politics
- POSC 120 Introduction to Political Theory
- POSC 125 Introduction to Comparative Politics

Courses eligible for upper division credit in Citizenship in theory and practice track.

Students completing this track will be required to complete a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course in this track will be scheduled each academic year.

- POSC 215 Modern Political Theory
- POSC 220 American Constitutional Law
- POSC 221 Civil Liberties (cross listed, taught within Sociology Department)
- POSC 225 Congress and the Presidency
- POSC 237 Public Administration and Public Policy
- POSC 250 Contemporary Political Theory
- POSC 260 Critical Gender Studies
- POSC 330 Culture and Politics

- POSC 340 Energy Policy
- POSC 355 Utopias, Dystopias, and Manifestos: The Imagination of Political Alternatives
- ENVR 240 Environmental Policy

Courses eligible for upper division credit in Global politics and international political awareness.

Students completing this track will be required to complete a minimum of four of these courses. Each of these courses will generally be taught on a two year cycle but a minimum of four will be available each academic year. At least one 300 level course will be scheduled each academic year.

- POSC 228 - African Politics
- POSC 235 - Contemporary European Politics
- POSC 241 - International Security
- POSC 245 - The Politics of the Middle East
- POSC 247 - Introduction to Chinese Politics
- POSC 248 - Will China Rule the World?
- POSC 255 - The Political Wisdom of the East
- POSC 327 - Politics of Developing Nations
- POSC 346 - The Politics of the Global Economy

Writing-Intensive Courses

Students will be required to take one of the following to meet the University requirement for writing-intensive courses: POSC 225, 330 and 355. The department is in the process of developing one or more writing-intensive courses in the global/international track.

The Minor in Political Science

The minor in political science consists of five courses: two introductory courses (chosen from POSC 110, POSC 115, POSC 120, and POSC 125) and three other courses at the advanced level of which one must be a 300-level course.

The Interdepartmental Major

Set I of the interdepartmental major consists of six course units: any two of Political Science 110, 115, 120, and 125, and four others, two of which may be independent study.

Departmental Recommendations

Students interested in graduate and professional studies are encouraged to take courses in other areas of the social sciences and in statistics. Prospective graduate students are adps

violence legitimate? Close textual investigations of the works of great modern political theorists such as Hobbes, Locke, Rousseau, Wollstonecraft, Marx, and Mill, with an emphasis on the social contract and its limits as a form of political foundation. Spring. Two 70-minute periods.

POSC 220. American Constitutional Law. (Also SOCI 220) Role of the Supreme Court and its relationship to the legislative and executive branches of American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Recommended: POSC 110 or SOC 216. Fall, alternate years. Two 70-minute periods.

POSC 221. Civil Liberties and the U.S. Constitution. (Also SOCI 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

POSC 225. WI:Congress and the Presidency. Organization and operation of legislative and executive branches; interaction between them. Attention to the rise of the administrative state and struggle for control of public policy. Fall, alternate years. Two 70-minute periods. Writing-intensive.

POSC 228. African Politics. This course provides an understanding of politics and policy in Africa that is devoid of common stereotypes. Students will gain an appreciation of the many success stories on the continent and of the lingering challenges. We will draw from a variety of readings, books, articles, reports, documentaries and news reports. Topics to be discussed include the colonial state; the postcolonial state; elections, democratization and political change; political economy and development; gender and politics; religion and politics; ethnicity and politics; conflict and violence; African international relations. Prerequisites: POSC 110 or POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

POSC 235. Contemporary European Politics. Efforts to set up, organize, and implement the European Union, from the end of World War II to

the present. Review of political, economic, and social factors that have influenced these efforts. Topics include national interests of the larger countries (Germany, France, and Great Britain); role of smaller countries; reunification of Germany; relations with the United States and Japan; recent enlargement of the EU to include central and eastern European countries. Special attention given to the creation, implementation, and meaning of the euro, the EU's common currency. Spring. Two 70-minute periods. (M4)

POSC 237. Public Administration and Public Policy. Principles and practice of public administration in the U.S. Organization and operation of executive branch and its role in formulation and implementation of public policy. Topics include organization theory, bureaucratic discretion, power and accountability, administrative process, budgeting, theories of decision-making, regulatory policy. Spring, alternate years. (M4)

POSC 241. International Security. This course provides students an understanding of the traditional and non-traditional discourses surrounding security affairs and conflict internationally, transnationally and sub-nationally. We will explore realist, liberal, constructivist, critical, and feminist understandings of international security affairs in the areas of great power conflict, terrorism, revolutionary war, internal conflict, and civil-military relations. We will also examine other non-traditional security areas such as environmental degradation, resource/livelihood conflicts, global pandemics and economic woes that threaten the physical safety of individuals and groups. Prerequisites: POSC 110, POSC 115 or POSC 120 or POSC 125 or POSC 127 or instructor permission.

POSC 245. The Politics of the Middle East. Focuses on the politics and conflicts in the Middle East including Israeli-Palestinian conflict, oil politics, Islam, U.S. policy in the region, with attention to Egypt, Iran, Jordan, Lebanon, Syria, and Saudi Arabia. Spring. Two 70-minute periods. (M5)

POSC 248. Will China Rule the World?. Will China rule the world, replacing the United States as the global hegemony? Will China's rise change the rules of the game of today's international system and global economy? The course examines the

implications of China's rise for global economy, governance, security, resources, environment, technology, and culture, as well as for the United States. Drawing on International Relations and Globalization theories, the course focuses on China's glowing presence in the global economy/international institutions, its global reach as a foreign-aid donor and investor in Africa and the Middle East, its global propaganda efforts/pursuit of soft power, its association with North Korea, its rapid military build-up, and its ambition to rejuvenate the nation. Prerequisite: POSC 115 or POSC 125 or POSC 127. (M5)

POSC 250. Contemporary Political Theory.

Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism.

POSC 255. The Political Wisdom of the East.

Introduction to major political thought and ideology in Asia and the political and economic implications of those ideas. The course examines ancient philosophies such as Taoism, Confucianism, and Sun Tzu's "the Art of War" as well as modern political thought of Mao Zedong, Ho Chi Minh, and North Korea. The course considers the implications of these systems of thought for Asia's warfare and nation-building struggles. The course also focuses on contemporary thought/philosophies in modern Japan, China, and Southeast Asia and their implications for Asia's democracy, capitalism, and business. Prerequisite: Sophomore standing or higher or permission of instructor.

POSC 260. Critical Gender Studies. (Also WGSS 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: POSC 120 or permission of the instructor.

POSC 327. Politics of Developing Nations.

This course is meant to acquaint students with the pertinent issues affecting the developing world and the challenges faced by developing nations. In an interconnected world, the challenges of

developing nations affect us all. The course will provide an overview of the analytical frameworks used to study the politics of the developing world. We will explore the question of development and underdevelopment. Why are some countries not developed? We will examine the global context in which the developing world is situated and the power dynamics that shape current political and economic realities of developing nations. Additionally we will discuss how the issues of globalization, gender, violence, governance, poverty, natural resources, and many others unfold in the developing world and how they are perceived by both developing and developed nations. The course will draw on historical and contemporary examples from Asia, Africa, Latin America and the Middle East while exploring some countries in depth. The class will be run as a seminar and is anchored in class discussion and exchange of ideas. (M5)

POSC 330. WI: American Politics and Culture.

How cultural processes structure comprehension and evaluation of American politics; the relationship between culture and political power; how cultural beliefs and values are manifest in the U.S. political agenda. Topics can include discussion of consumerism, nationalism, race, ethnicity, gender and religion in American politics. Spring, alternate years. Writing-intensive. (M4)

POSC 340. Energy Policy. Explores how contemporary society uses energy and how its use is shaped by politics and public policy, especially how energy consumption and choices of energy technologies shape patterns of human settlement, structure of social life, distribution of income, and allocation of political power. Examines implications of energy choices for the viability of the environment, levels of personal freedom, and possibilities of democratic government. (U1)

POSC 346. The Politics of Global Economy.

Examination of major approaches to the studies of global political economy and examinations of key issues and trends that have characterized today's global economy. How do money, goods, and people move around the world? Who regulates the global flows of money and trade? What are the challenges of today's global economy? Why global financial crisis? How those challenges affect our daily life? Why rich countries are rich

and poor countries are poor? Topics include the evolution of global economy, trade and finance, the issues on world resources, environment, and sustainable development, the roles of multinational corporations, foreign aid and dependency, and the rise of China/BRICS and its impacts on global economy. Prerequisites: POSC 115 or POSC 125 or POSC 127 or permission of the instructor.

DCG7' '))' K-.' I hcd]Ugž' 8mg hcd]Ugž' UbX' Manifestos: The Imagination of Political Alternatives. This course introduces students to visionary political writing, including Thomas More's Utopia, Theodore Herzl's The Jewish State, Karl Marx and Friedrich Engel's The Communist Manifesto, and Octavia Butler's The Parable of the Sower. We will think about political theorists as writers and also engage in original writing. The work of this course culminates in the creation of original student political visions. Prerequisites: Sophomore standing or higher, and POSC 120 or permission of instructor. (U2) Writing-intensive.

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DCG7' & , *ž' ' , %!' ' , "' =bXYdYbXYbh' Gh i Xm' POSC 384. Independent Research.
DCG7' & , , ž' ' , *!' ' , "' =bhYfbg \jd" POSC 400-401. Honors.

Psychology

Chair: Professor Dunn
Professors: Zaremba
Associate Professors: Brill, Johnson
Faculty Associates: Scholtz (nursing)
5X^ i bWh' : UW i`hm: S. Finkle, T. Helm, A. Holtzman-Vasques, R. Smith

The program presents psychology as an established body of knowledge that focuses on human and animal behavior, as a discipline that generates information and discovery by using methods of inquiry employed by the natural and social sciences, and as a field of professional activity that is variously applied to promote human welfare.

The curriculum includes a wide range of courses intended to contribute to the program of liberal study for students, whatever their

fields of concentration, and offers a broad base of prerequisite knowledge at the introductory and intermediate levels for those who declare psychology as a major. Beyond this, students may further define their educational and career objectives by completing courses at the advanced level.

Many courses offer a laboratory or experiential component, including field and observational studies, surveys, simulation and laboratory studies. There are opportunities to participate in internships, independent study projects, and, for the highly qualified student, the Honors program.

Students are encouraged to present their research at one of three major annual conferences: the Lehigh Valley Undergraduate Psychology Conference, the Psi Chi Undergraduate Research Symposium (held in conjunction with the meeting of the Eastern Psychological Association), or the Moravian 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 sequence, four core courses, one seminar, and one elective. These courses will provide students with a solid, core-based introduction to the discipline of psychology with some opportunities for choice. Students will be given enough breadth of the discipline to prepare them for graduate study or employment.

Students are required to satisfy the following requirements for the major in psychology:

All students must complete the following three courses:

PSYC 120 Introduction to Psychology

PSYC 211 WI: Experimental Methods and

Data Analysis I (grade of C or better required to advance to Psychology 212 and declare the major in psychology) (Writing Intensive)

PSYC 212

PSYC 120. Introduction to Psychology. Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

Intermediate Courses in Psychology

PSYC 207. Lifespan Development. Individual development as a lifelong process. Representative theories, research, and controversies on conception and birth, infancy, childhood, adolescence, adulthood, old age, death and dying. Insight into social, emotional, cognitive, and physical aspects of aging along the various stages of development. May not be taken for credit by students who have completed PSYC 370 or 371. Does not count towards the psychology major/minor.

PSYC 211. WI: Experimental Methods and Data Analysis I. Scientific method as the means through which knowledge advances in the field of psychology. Developing and researching hypotheses, collecting data, testing hypotheses using appropriate statistical techniques, interpreting and reporting statistical results. Research methodology, descriptive statistics, and inferential statistics, as well as use of the computer software for psychology.

including structuralism, associationism, functionalism, behaviorism, Gestalt, and psychoanalysis, as well as recent developments in the field. Prerequisite: PSYC 120 or permission of instructor.

PSYC 250. Animal Behavior. (Also BIOL 250)

Neurological, ecological, and genetic basis of behavior, with emphasis on evolutionary mechanisms that govern acquisition of behavioral patterns. Prerequisite: BIOL 100 or 112 or PSYC 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

PSYC 251. Philosophy of Psychology. (Also PHIL 251)

An examination of philosophical and empirical theories of the mind. Main questions will be: What is the mind? How does the mind relate to the brain and behavior? Can the mind be studied scientifically? What is the nature of conscious experience? Different accounts of the nature of mind will be discussed such as behaviorism, materialism, and functionalism. In addition, we will survey main approaches to the mind found in contemporary cognitive science, a multi-disciplinary field consisting of (among other things) artificial intelligence, cognitive psychology, cognitive neuroscience and philosophy. (U1)

PSYC 260. Sports Psychology. This course will examine the dynamics of human behavior, internal processes, and group dynamics in the context of athletic competition, recreation, and pursuit of one's personal physical well-being goals. Various psychological applications and interventions to increase coaching effectiveness and the realization of individual athletic potential and well-being will be explored. Students will gain a greater understanding of science, theory, and practice as collaborative tools for the domains of sport and exercise. No prerequisites.

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differences and female gender development from various perspectives. Critical analysis of assumptions about human nature and science embedded in our approach to these issues. Interdisciplinary approach, with attention to biological, cognitive, behavioral, and social factors that influence emergence of gender. Topics include gender-role development, achievement and motivation, health issues, sexuality, adjustment, victimization, and minority-group issues. Prerequisite: Junior or senior standing.

PSYC 361. Personality. Major systematic interpretations of personality, including works of Adler, Allport, Erikson, Freud, Maslow, Rogers, and Skinner. We will consider what it means to be "normal," as well as each theoretical perspective's guides to living. Theoretical and applied level of analysis included. Prerequisite: PSYC 211.

PSYC 362. Psychopathology. Analysis of disordered behavior: description, possible origins, prevention, treatment, and social significance. Current research and new developments. Class lectures and discussions, case studies. Prerequisite: HLTP 189 (or MATH 107) AND HLTP 230 or PSYC211.

PSYC 363. Psychological Testing. Opportunity to develop the skills for assessing quality of commonly used measures of human behavior. Basic material on norms, reliability, and validity leads to evaluation, administration, and interpretation of tests currently in use in clinical, industrial, and educational settings. Topics include ethics, testing and the law, and test construction. Prerequisite: PSYC 211.

PSYC 367. Health Psychology. How do social relationships affect health? How can we help people cope with a chronic illness? What is the role of stress in physical health? Health psychology is a richly interdisciplinary field that allows us to address such questions in the context of individual, cultural, social, and economic factors. You will learn the history of health psychology, major theories in the field, and methods of applying health psychology to promote health and prevent disease. By the end of this course you will have the knowledge and skills necessary to think critically about health-relevant research and public policy, as well as about your

own medical encounters and health behaviors. Prerequisite: PSYC 211 and sophomore or higher standing.

PSYC 370. Infancy and Childhood. Development of the child from prenatal period through pre-adolescence. Theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change across these stages of development. Topics include physical changes, attachment, emotions, parenting, morality, language, memory, education, peer relations, aggression, and gender identity. Developmental methodology and empirical evidence. Prerequisite: PSYC 211.

DGM7 ' '+%'5Xc`YgWYbWYz'5X i`h\ ccXz'UbX'5 []b [. Development of the person from adolescence through death. Understanding theories, research, and current issues in cognitive, social-emotional, and physical development with emphasis on stability and change over these stages of development. Topics include physical growth and decline, identity development, peer relations, romantic relations, health and nutrition, leaving home, marriage, parenthood, vocational choice, grandparenthood, retirement, illness, death. Developmental methodology and empirical evidence. Prerequisite: PSYC 211.

PSYC 373. Contemporary Work-Life Challenges. (Also IDIS 373) An exploration of the emerging theories and controversial issues regarding the relationship between work, family, and other life roles. Both the employee and employer perspective will be discussed within an organizational context, and from various moral perspectives. Students will also consider and react to the psychological adjustment and decision-making issues posed by the impact of work on one's family and life roles, and vice versa. Prerequisite: junior or senior standing. (U2)

PSYC 374. Gender Development. (Also WGSS 374) The field of Gender Development is at the intersection of several areas of psychology including, gender, developmental, and social psychology. This class will examine the construct of gender. The class will address a variety of topics, including history and theoretical perspectives on gender, differentiation of sex versus gender, gender development across the lifespan, development

of gender identity, gender related differences and similarities, and current research methodology in studying these topics. Prerequisite: PSYC 211.

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Psychology. Contemporary issues in social psychology and/or personality psychology. Issues will vary to reflect new disciplinary developments or instructor interests. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

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Cognitive Psychology. New developments and contemporary issues in experimental and cognitive psychology. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

PSYC 377. Seminar in Developmental Psychology. Contemporary issues in developmental psychology, focusing on how developmental theory and methodology can promote health and welfare across the lifespan. Topics vary from year to year. Practical approaches for developmental psychologists in explaining, assessing, and intervening in current social challenges. Individual and societal implications of various issues from the perspective of developmental science. Ethical and cultural influences on developmental psychology. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

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Psychology. In-depth study of emerging areas in industrial/organizational psychology. Issues will vary to reflect new developments and contemporary approaches. Prerequisite: PSYC 211; junior or senior standing or permission of instructor.

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PSYC 384. Independent Research.

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the foods that meet these needs in selected social, environmental, cultural, and performance contexts. The course is designed for students entering

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

School Counseling

- MCC 520 Career & Lifestyle Counseling
- MCC 530 Human Growth & Development
- MCC 535 Assessment for Counselors
- MSC 545 Counseling Students with Disabilities and Diagnoses
- MCC 550 Counseling Theory
- MCC 560 Social and Cultural Foundations
- MSC 570 Group Theory and Practice for School Counselors
- MCC 580 Research Design & Methodology
- MCC 640 Human Sexuality Across the Lifespan

MCC 530: Human Growth and Development:

This course examines the research and theories of human development across the lifespan, focusing on physical, emotional, cognitive, and psychosocial development. Normal development will be stressed, but aspects of atypical development, and developmental challenges will also be considered. Lifespan and developmental stages will all be contextualized through the lens of a multicultural framework.

MCC 535: Assessment for Counselors: This course will cover the practical, ethical, and multiculturally competent administration of individual assessment and testing instruments in counseling. Students will learn to use assessments and test results to enhance their clinical interventions. Course content will prepare students to analyze, interpret, and evaluate assessment reports and recommendations from third parties.

MSC 545: Counseling Students with Disabilities and Diagnoses: This course will cover the current DSM Diagnostic system, and the characteristics,

in clients' trauma narratives and presenting symptomatology.

MCC 610: Grief and Bereavement: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and

and group supervision with faculty and fellow internship students, as well as a minimum of 1-hour weekly on-site-supervision from a Certified School

- Advanced knowledge in working with the queer and trans community

Individuals seeking licensure (Licensed Social Worker, or LSW) will be eligible to take the initial exam as of February 2026. Individuals desiring advanced licensure status (Licensed Clinical Social Worker, or LCSW) will need to complete the required post-graduate hours of supervised practice, as well as an additional licensure exam. These requirements vary by state, with Pennsylvania guidelines managed by the Pennsylvania Department of State.

Course Requirements

Generalist Year Courses

- MSW 500: Introduction to Social Policy & the Social Work Profession
- MSW 510: Ethics & Social Work Practice
- MSW 520: Social Work Practice I: Individuals, Families, & Groups
- MSW 525: Social Work Practice II: Organizations & Communities
- MSW 530: Human Behavior in the Social Environment
- MSW 545: Clinical Assessment & Diagnosis
- MSW 550: Field Simulation & Field Seminar I
- MSW 555: Field Practicum & Seminar I
- MSW 560: Diversity, Equity, and Anti-Oppressive Practice
- MSW 580: Introduction to Social Work Research Methods

Specialization Year Courses

- MSW 600: Trauma-Informed Practice
- MSW 655: Social Work Research Methods II
- MSW 665: Field Practicum & Seminar II
- MSW 670: Field Practicum & Seminar III
- MSW 680: Integrative Capstone Seminar
- Healing-Centered Clinical Practice pathway
 - MSW 620: Advanced Clinical Social Work Practice with Individuals & Families

- MSW 635: Advanced Clinical Social Work Practice with Groups, Organizations, & Communities
- Social Justice & Working with Marginalized Communities pathway
 - MSW 650: Politics, Policy, & Racial Justice
 - MSW 625: Social Justice, Management, & Community Engagement

Elective Courses

- MSW 595: Foundations of Social Work Practice (required for advanced standing students only)
- MSW 605: Advanced Trauma Topics
- MSW 610: Grief & Bereavement Counseling
- MSW 615: Crisis Intervention
- MSW 630: Substance Use & Addictive Disorders
- MSW 640: Human Sexuality Across the Lifespan
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of the degree, with 400 hours completed during the Generalist Year and 500 hours during the Specialization Year. Students participate in practicum concurrently with their classroom education. Before beginning practicum, students will meet with the Field Education Director to discuss areas of interest, skill development, and career goals. Most students interview at several sites before deciding where they want to do their practicum.

Examples of practicum sites include, but are not limited to: clinically oriented settings (ie. school social work, mental health treatment centers, hospice care, rape crisis centers) and macro-oriented settings (ie. homeless shelters, community advocacy organizations, political action groups, public policy institutes).

Generalist Courses in Social Work

MSW 500 Introduction to Social Policy & the Social Work Profession: This course will cover

the diagnostic system itself. Particular attention will be given to use of the DSM in an applied setting as it pertains to diverse populations. Particular attention will be given to an understanding of clinical assessment and diagnosis as they relate to anti-racism, diversity, equity, and inclusion work.

MSW 550 Field Simulation & Field Seminar: This is the first of two courses within the generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine core competencies required by the Council on Social Work Education (CSWE). In this skill-based course, students will develop competency in performing essential social work skills via simulations, role-plays, discussion, and peer activities. These skills will be applied to working with client systems, including: individuals, families, groups, organizations, and communities. Students will obtain up to 50 hours of generalist field experience that will count towards their 400 total hours generalist field education.

MSW 555 Field Practicum & Seminar I: This is the second of two courses within the generalist field curriculum, which is designed to facilitate students' mastery of the fundamentals of social work practice and the acquisition of the nine core competencies required by the CSWE. Building upon their work in MSW 550, students will participate in a minimum of 350 hours in an approved field education site that provides generalist-level learning opportunities to successfully demonstrate generalist-level social work competence. Students will simultaneously engage in the asynchronous Field Seminar course, which serves as a forum for support to assist in the successful completion of the generalist field education requirement.

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Practice: In this course students will explore multicultural social work theory, research, and treatment modalities for all levels of practice. Students will learn00404800diverop compr workknowcs79gimultaneously

of anti-racism, diversity, equity, and inclusion.

MSW 605 Advanced Trauma Topics: This course serves as an advanced course in healing-centered clinical practice. The course covers advanced trauma care topics that build upon the knowledge gained and skills developed in MSW 600 Trauma-Informed Practice. The topics covered in this course will include vicarious traumatization of the service provider, treatment strategies for insidious and complex trauma and related dissociative disorders, how the brain responds to trauma, how socio-political oppression informs individuals' trauma, and how the intergenerational transmission of trauma presents in clients' trauma narratives and presenting symptomatology. Particular attention will be given to trauma work and related topics as they relate to diverse populations through the lens of anti-racism, diversity, equity, and inclusion.

MSW 610 Grief & Bereavement Counseling: This course explores the complexity of how people struggle with grief and bereavement. In particular, the course will cover the cultural, emotional, psychological, physical, and spiritual dimensions of grief and bereavement across the lifespan. Students will examine current models of grief theory

and groups within them influence one another. Particular attention will be given to clinical social work with groups, organizations, and communities through the lens of anti-racism, diversity, equity, and inclusion.

MSW 640 Human Sexuality Across the Lifespan:

This course will cover human sexuality across all developmental lifespan stages and will explore the biological, social, and psychological facets of human sexuality, including identity, expression, and dysfunction. A particular emphasis will be placed on how human sexuality varies across diverse positionalities, cultures, and communities. Attention will be given to clinical social work with individuals, groups, and organizations who represent oppressed sexual and gender identities through the lens of anti-racism, diversity, equity, and inclusion.

MSW 645 Advanced Training with Queer & Trans Communities:

This course utilizes the person-in-environment, biopsychosocial lens to examine theories, themes, and issues concerning human behavior and interaction as individuals grow, change, and develop across their lifespan. Assumptions and theories about human behavior and diversity are critically reviewed, with a focus on values and ethical issues related to human development, anti-racist, and anti-oppressive practice. This course will use literature from 2SLGBTQQA+ individuals as a way to examine how sexuality, sex, gender, and cultural constructs around sex affect both our understanding of gender and sex roles and how we develop implicit biases and feed into social constructs that can be harmful and inaccurate in clinical practice.

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perpetuated through policies,

and social practices. This course
equity

on advocate for social changes and quality
of life. This course will utilize a social-

MSW 655 Social Media: This course is
designed to cover all aspects of social media,
including the history, current trends, and
future of the industry, and the impact of
technology on society.

MSW 65 Field Practicum & Seminar II: This course is a required field placement for students in the MSW program. It provides students with hands-on experience in a social service setting. The course is designed to be completed over two semesters, with a total of 1000 hours of fieldwork. The first semester focuses on the development of professional skills and the second semester focuses on the application of these skills in a specialized area of practice.

Prerequisites: Completion of MSW 600 and MSW 610.

competencies and related behaviors. This course will
provide a minimum of 580 hours (total between

social work practice, social work research, and social work field education. Overall course focus and content builds upon all MSW curriculum and field internships utilizing a multi-level case study method, and prepares students for professional practice at all system levels. Course focus will be offered through the lens of anti-racism, diversity, equity, and inclusion.

Sociology and Anthropology

Chair: Adams O'Connell

Professor: Akbar Keshodkar, Debra Wetcher-Hendricks

Associate Professors: Virginia Adams O'Connell

Assistant Professor: Allison Bloom, Rebecca Malinski

5X^A i bWhⁱ : UW i^hm: Nancy Gonzalez, Samuel Murray, Kimberly Makoul, Vince Ramunni, Fran Sonne, William Vogler

The program in sociology and anthropology helps students better understand social organization and human social behavior. With strong foundations in sociological research and theory, students learn about socio-cultural identity, social interaction, the role of culture and social institutions, and the impact of structured inequality (race, class, and gender) upon social life. The department has a particular strength in the analysis of criminal justice institutions.

Mission Statement

Guided by the traditions of the liberal arts, the Sociology and Anthropology department provides its students with the theoretical and methodological tools to critically analyze the social world. Students

The writing-intensive requirement for majors are SOC 346 or 347.

Note: Students majoring in either track of the

to the American criminal justice system. Topics include measuring crime, crime causation theories, criminal law, law enforcement, criminal courts, and corrections. Students will explore strategies for system reform to improve the quality of justice in America today. Prerequisite: SOC 115.

SOC 220. American Constitutional Law. (Also Political Science 220) Role of the Supreme Court and its relationship to legislative and executive branches of the American political system. Attention to judicial decisions of constitutional and historic significance in development of American government. Fall, alternate years. Two 70-minute periods. Recommended: POSC 110 or SOC216.

SOC 221. Civil Liberties and the U.S. Constitution. Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

SOC 235. Anthropology of Tourism. Tourism and tourist-based activities account for over ten percent of the world GDP today (source: World Tourism Organization). As more people are traveling to different places away from their homes, the level of interaction between hosts and guests has significant implications on the development of new cultural patterns and social practices in guest and host destinations. This course examines the development of tourism within the conceptual framework of anthropology and related social sciences. It encourages students to examine the impact that tourism has upon the cultures and people visited, the nature and relationship of culture to tourism, the recreation and manufacture of heritage for tourists and the performance of cultural acts through orchestrated dance, song and festivals. In the process of understanding the role of tourism and heritage in the development of modern cities and nations, students will survey how spaces are demarcated for tourism consumption, explore the role of marketing and branding of tourist destinations in shaping tourist activities and identify trends in tourism and heritage development. Furthermore, students will analyze complementary and contrasting viewpoints about cultural politics, sustainable social and economic development, and other issues related to the promotion of tourism in different parts of the world, and the challenges that host communities increasingly

face in light of the presence of tourists. (M4)

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

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

SOC 246. Basic Research Methods. Development and practical use of skills for initiating the research process, from development of topics to determination of research methods and instruments. Information-gathering through traditional sources and the media, and proper reporting of this information. Understanding and use of structures for data-gathering. Prerequisite: SOC 115.

SOC 251. Human Sexuality. (Also IDIS 251) The physical, psychological, relational, and socio-cultural aspects of sexuality influence humans from before birth through death. This course will increase students' understandings of lifespan human sexuality; engage them in critical thinking about sexuality in the context of culture; help them identify and critique their sexual values, attitudes and morals; and enable students to make relational and sexual decisions in keeping with their values. (U2)

SOC 252. Social Structure and Crime. This course will examine crime as a social construct, a topic of scientific study, and a social problem. Specifically, students in the course will explore what behavior is defined as criminal and how it comes to be considered criminal, what social factors can be used to predict crime rates, how society responds to crime, and what impact crime has on society. Prerequisite: SOC 115.

SOC 253 . Intimate Partner Violence. In this course, students will gain an introduction to the issue of Intimate Partner Violence (IPV). They will explore

from an interpersonal level, a systems level, and a global/cultural level. Additionally, students will examine the available resources and services for survivors of violence and what advocates and providers can do to be attentive to inequalities and gaps in these structures and systems. Prerequisites: SOC 115 or SOC/ANTH 113.

SOC 256. Social Controversies. (Also IDIS 256)

Ethical concerns associated with traditional and contemporary social issues. Assessment of moral arguments based upon individual beliefs as well as those promoted by traditional philosophy. Encourages exploration of students' own philosophies in the context of everyday life. Prerequisite: SOC 115; junior or senior standing. (U2)

GC7' &) , "Dc kYf'UbX'7cbU]Wh. Analyzes the ways that sociologists and others have tried to understand social hierarchies and the processes by which social activity develops and sustains them. Focus is on understanding social-science theories and concepts that describe and analyze social inequality and perceptions of such inequality in modern life.

differences and inequalities. Prerequisite: SOC 115 or SOC/ANTH 113.

SOC 310. The Family and the Law. Sources and applications of family law in America. Legal regulation of marriage, boundaries of marital and non-marital contracts, divorce. Legal ramifications of parent-child relationships, including parental obligations in children's education and medical care. Issues of child neglect, abuse, and legal termination of parental rights. Prerequisite: junior or senior standing.

SOC 314. Sociology of Violence. This course will take a critical, sociological perspective to better understand violence in society. Students will examine sociological explanations of violence, as well as how violence is organized in society (that is, how can violence be understood in terms of social structure). Students will also examine specific forms of violence and explore strategies for preventing and responding to violence at the individual and structural levels. Prerequisite: SOC 115.

SOC 318. Criminal Law and Society. Causes of crime, nature of criminal acts, elements of crimes, defenses, excuses and justifications for crimes. Topics include crimes against persons, property, moral order, "victimless" crimes, admissibility of evidence, constitutional guarantees. Prerequisite: SOC 216.

SOC 335. Sociological Theory. Prominent schools of sociological theory, building upon theories introduced in lower-level courses. Development of social theory and connections between classical and contemporary theoretical positions. Topics include consensual and conflict approaches, micro- and macro- perspectives. Current theoretical challenges, including feminist theory, critical race theory, and post-modernist theories. Prerequisite: junior or senior standing.

SOC 340. Women and Crime. This course is designed to provide students with an in-depth understanding of the status of women in society today and its impact on women and girls both as victims and perpetrators of crime. The course examines theories of victimization, crime and delinquency, as well as how the criminal and juvenile justice systems function to process female victims and female offenders. Focusing on females' specific pathways into crime and delinquency, students will examine contemporary prevention and intervention strategies designed to either prevent such behaviors from happening in the first place or from reoccurring once they have been exhibited. Prerequisite: SOC 216.

SOC 346. WI:Advanced Research in Sociology. Capstone course for sociology majors. Each student conducts an empirical study designed to develop skills for gathering and interpreting data using common statistical tests to determine significant effects. Students become familiar with computer programs that perform these tests and practice scholarly presentation of research findings. Prerequisite: SOC 246. Writing-intensive.

SOC 347. WI:Advanced Research in Anthropology. (also ANTH 347) The course explores the scope of methodologies incorporated within contemporary cultural anthropology. Students will engage in examining epistemological perspectives in the practice of anthropology and work towards acquiring skills for conducting and carrying out various stages of ethnographic fieldwork, from research design, methods of data collection to developing tools of

communities, and humanity as a whole, can thrive in it more sustainably. Through a problem-based approach to globalization, the seminar will encourage students to underline the importance of establishing causation and of specifying causal pathways for understanding the multitude of ways in which converging and diverging processes shape the experience of globalization for people around the world in the 21st century. Prerequisite: SOC 115 or SOC/ANTH 113.

SOC 355. Sociology of Gender. (Also IDIS 355) Relationships between biologically defined sex and culturally defined gender; analysis of expectations and limitations upon males and females in traditional and contemporary societies. Significant focus on inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation.

SOC 357. Racial and Ethnic Inequality. Current and historical theories of race and ethnicity paradigms. Concepts of minority-dominant relations, assimilation, pluralism, strains of anti-racism, immigration, segregation.

SOC 362. Inequalities in Healthcare. In this class, we will explore the structure, function and culture of health care in the US and analyze the divide between what we ideally would like to achieve in a healthcare system (ideologies) and the lived reality of people in that system. We will explore how the structure of the institutions that deliver health care impact the experience of the delivery of care. Students will gain experience collecting information on the healthcare system (both quantitative and qualitative data), organizing that information, and experimenting with different ways to summarize and communicate information to an audience. Prerequisite: SOC 115 or SOC/ANTH 113 and junior/senior standing.

SOC 365. Bioethics: A Sociological Perspective. Our cultural concept of what defines a “human being,” and what defines both normal and desired life experiences impacts not only the practice of medicine, but also our pursuit of new medical technologies. And once those technologies are created, they may in turn impact our experience and change previous expectations and understandings. The past few decades have brought about a substantial change in the practice of medicine. We have witnessed a dramatic increase in the number of people undergoing cosmetic surgical procedures in light of what many social scientists argue is a new age of age discrimination. We have new disease

categories such as ADHD which have impacted the experience of childhood in America, so the once “unruly” or “squirmy” child is now medically controlled. Among developed nations, the United States holds the distinction of reporting the largest percent of its adult population on antidepressants. This medical response to stress and sadness is in part a response to the general American perception that sadness impedes productivity. And think about how America’s fascination with both physical and intellectual prowess is leading us closer to genetic engineering. Prerequisite: SOC 115 or SOC/ANTH 113 and junior/senior standing. (U2)

SOC 370. Seminar. In-depth study of one of a wide range of topics in contemporary sociology, such as social movements, media, sports, and other aspects of popular culture. Open to junior and senior sociology majors or by permission of instructor.

SOC 375-377. Fieldwork in Sociology. Designed to relate classroom concepts to organizational practice. To be eligible for a specific placement, students should contact advisor at the start of the junior year to plan courses necessary for their field placement, which requires approval of fieldwork seminar instructor. Restricted to senior majors.

SOC 400-401. Honors.

Spanish

See Modern Languages and Literatures

Speech-Language Pathology

Program Director: Eric Sanders

Mission

The mission of the program is to provide an educational experience which prepares students for fulfilling careers as leading professionals in the field of speech-language pathology, who are educated consumers of research, dedicated to interprofessional collaboration, and who integrate reflection and critical thinking into their practices in order to facilitate

positive communicative and quality-of-life outcomes for others. Stakeholders will strive to create an environment that removes barriers to success and promotes a culture of inclusivity, compassion and mutual respect.

The Master of Science in Speech-Language

Pathology program is designed to prepare students for practice in educational and healthcare settings as Speech-Language Pathologists (SLPs). It is a full-time, two year, entry-level, professional practice program. Students from any major may apply for admission to this program. Students who wish to enter the Moravian University College Speech-Language Pathology program will be able to avail of a Communication Sciences and Disorders track, within the Health Sciences Major. To be considered for admission the following pre-requisites apply.

- A completed undergraduate degree from an accredited institution of higher education
- A minimum GPA of 3.0
 - A 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
 -

SLP 561	Clinical Education I (1)
SLP 552	Developmental Communication Disorders (5)
EDUC 502*	Introduction to Education of English Language Learners (2)
Elective*	Educational Elective (2-3)
SLP 511*	Evidence Based Practice (EBP) I (1)
SLP 512	Answering Clinical Questions (1)
SLP 521	Clinical Skills: Evaluation (1)
SLP 562	Clinical Education II (2)
SLP 553	Acquired Communication Disorders (5)
SLP 502	Medical Speech-Language Pathology (3)
SLP 522	Clinical Skills: Technology in SLP (1)
SLP 563	Clinical Education III (2)
SLP 654	Complex Cases in Speech-Language Pathology I (5)
SLP 612	EBP II (1)
SLP 623	Clinical Skills: Aural Rehabilitation (1)
SLP 624	Clinical Skills: Advanced Linguistic Analysis (1)
SLP 664	Clinical Education IV (2)
SLP 655	Complex Cases in Speech-Language Pathology II (5)
SLP 680	Colloquium (1)
Elective*	Healthcare Elective (2-3)
SLP 613*	EBP III (1)
SLP 665	Clinical Education V (2)
SLP 681	Thesis (2)
SLP 666	Clinical Education VI (4-6)
	61 Total Credits

Courses Descriptions in Speech-Language Pathology

Foundational Knowledge Sequence

SLP 500 Neuroanatomy & Neurophysiology. This course covers the basic anatomy and physiology of the central nervous system with special emphasis on neural systems involved in normal and disordered language comprehension and production, normal and disordered speech, voice and swallowing functions as well as normal and disordered cognitive skills. The course is 3 credit hours in total (one of which will be taught by the neuroscience faculty, in conjunction with the Athletic Training graduate students, and two of which will be taught by faculty in the SLP program). 3 credits, lecture & lab, Summer offering

SLP 502 Medical Speech-Language Pathology.

This course was designed to introduce graduate level clinicians to the medical setting as a prospective work setting. Topics include specialized roles of the speech/language pathologist in the medical center setting, medical record keeping systems and terminology, evaluation and treatment of dysphagia, laryngectomy rehabilitation with emphasis on surgical voice restoration (T.E. puncture) and other topics of concern to the hospital-based clinician. 3 credits, lecture & lab, Spring offering

EDUC 502 Introductory Education for English Language Learners.

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

Educational Elective: Examples of courses students may elect to take include; EDUC 507 Culture Community Diversity, EDUC 510 Child Development & Cognition I, EDUC 513 The Arts: Creative Expression, EDUC 516 Early Child Education Theory/Practice/Family, EDUC 520 Interventions for Mid-Level learners, EDUC 606 Reading and Writing across the Curriculum, EDUC 673 ESL Assessment and Support, EDUC 610 Differentiating Instruction, EDUC 670 Oral Language development and acquisition, EDUC 626 literacy skills for children with special needs

Healthcare Elective: Examples of courses students may elect to take include; HLAT 622 Sports Nutrition, HLAT 678 Psychosocial Aspects of Rehab, NURS 504 Policy, Quality, & Safety in Health Care, NURS 502 Epidemiology & Bioinformatics, NURS 536 Law, Regulations, Ethics, Health, HLAT 710 Healthcare policy, HLAT 712 Epidemiology & informatics, OT 561 Reflections & Professional Development, OT 605 Management of Therapy Services.

Inquiry Sequence

SLP 510 Professional Issues in Speech-Language Pathology. This course examines professional ethics and issues, reviews regulations and requirements for professional practice, provides an overview of the

composition/policies of the Graduate Program in SLP, and discusses cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations. 1 credit, lecture, Summer offering

SLP 511 Evidence Based Practice. This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. 1 credit, lecture, Fall offering

SLP 512 Answering Clinical Questions. This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: SLP 511. 1 credit.

SLP 612 Evidence Based Practice II. This course will introduce students to research-methods typically employed in quantitative research. Students will gain an appreciation of areas such as sampling, measurement, research designs, and basic analytical procedures commonly used in the evidence base in speech-language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a “critical consumer” of this type of research when they are practicing clinicians. 1 credit, lecture, Spring offering

SLP 613 Evidence Based Practice III. This course will educate students on the research methods typically used in single-subject and qualitative research. Students will extend their previous knowledge of research methods to include ethical issues, implicit bias, design characteristics, research hypothesis, data collection procedures, and analytical procedures commonly discussed in the evidence base in speech language pathology. The focus of this class is on enhancing an understanding of how to read literature using these types of methods to inform students on how to be a “critical consumer” of this type of research when they are practicing clinicians. 1 credit, lecture, Summer offering

Clinical Skills Sequence

SLP 521 Evaluation. This lab course will allow students to practice procedures and processes of evaluation. Students will practice administering

various forms of assessments. They will learn how to interpret standardized scores and determine the psychometric properties, validity, reliability and applicability of the most common norm-referenced standardized assessments in the field of communication disorders. 1 credit, lab, Fall offering

SLP 522 Technology in Speech-Language Pathology. This lab course will provide students with information about the use of technology in enhancing client and provider outcomes, in the profession of Speech-Language Pathology. The uses of Alternative Augmentative Communication (AAC) devices, Electronic Medical Records, software and hardware that may be applied in communication analysis, neuroimaging devices, and other such tools will be examined, discussed and applied. 1 credit, lab, Spring offering

SLP 623 Aural Rehabilitation. This lab course will provide students with information about the basic concepts of acoustics as they relate to hearing measurement, the psychophysical methods of measuring hearing thresholds and the calibration of hearing measurement devices. Students will learn how to evaluate and interpret audiometric tests and make appropriate referrals, in diverse populations. 1 credit, lab, Spring offering

SLP 624 Advanced Linguistic Analysis. This lab course examines language as a system of human communication. It provides students with the opportunity to record, investigate, and analyze language in populations with communication disorders. Specific emphasis on theories of analysis (e.g. Brown’s stages, LARSP, conversation analysis, narrative analysis, systemic functional linguistics) emphasize the importance of interconnections between language, context, genre and the communication partner. Clinical applications are emphasized. 1 credit, lab, Summer offering

Problem Based Learning Sequence

SLP 551 Foundations of Speech-Language Pathology. A problem based learning course that covers 10 standard cases and issues in Speech-Language Pathology (e.g. developmental communication disorders, acquired communication disorders, interprofessional collaboration, counseling, cultural diversity). 5 credits, problem based learning, Summer offering

SLP 552 Developmental Communication

Disorders. A problem based learning course that covers 10 cases of developmental speech, voice, language & social communication/cognitive difficulties. 5 credits, problem based learning, Fall offering

SLP 553 Acquired Communication Disorders.

A problem based learning course that covers 10 cases of acquired communication and swallowing disorders. 5 credits, problem based learning, Spring offering

SLP 654 Complex Cases in Speech-Language

Pathology I. A problem based learning course that covers 10 complex cases in the field of SLP. Cases include voice disorders, fluency difficulties, and developmental issues across the lifespan. 5 credits, problem based learning, Summer offering

SLP 655 Complex Cases in Speech-Language

Pathology II. A problem based learning course that covers 10 complex cases in the field of SLP. Cases address ethical issues in speech-language pathology, mental health issues and the impact on communication and many more unusual and complex cases. 5 credits, problem based learning, Fall offering

Todd Bateson '86

of Elders

Elizabeth D. Miller '85

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

The Rev. Dr. Conelius Routh

Winston-Salem, NC
President, Moravian Church Southern Province

Angela Stein '14

Bethlehem, PA
Director of Mayor's Initiatives, City of Bethlehem

Life Trustees

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Bethlehem, PA
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Principal and Executive Consultant (Retired)

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Lancaster, PA
Radiologist (Retired)

Robert Schoenen

Bethlehem, PA
Trustee Emeritus
Executive (Retired)

Full-Time Faculty

(Listed by Department)

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

Provost and Vice President for Academic Affairs:

Carol Traupman-Carr

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Endeavor:

Diane Husic

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Partnerships and Associate Professor of

Management:

Katie Desiderio

**Director of Academic Assessment and Professor
of Psychology:**

Eva Leeds
Jinjing Liu
Daniel O'Connor
Joseph Szmania

Independent Departments

ART

Natessa Amin
Angela Fraleigh
Camille Murphy
MaryJo Rosania-Harvie

BIOLOGICAL SCIENCES

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

CHEMISTRY

Shari Dunham
Stephen Dunham
Godfred Fianu
Alison Holliday
Carl Salter

COMMUNICATION & MEDIA STUDIES PROGRAM

Joel Nathan Rosen

EDUCATION

Jean DesJardin
Tristan Gleason
Laurie G. Kahn
Edward Nolan

Bess Van Asselt
Huijing Wen

ENGLISH

Liz Chang
Andrew Crooke
Theresa Dougal
Crystal Fodrey
Christopher Hassay
Robert LaRue
Meg Mikovits
Christopher Shorr
Belinda Waller-Peterson

GLOBAL RELIGIONS

Kin Cheung
Kelly Denton-Borhaug
Arash Naraghi
Jason Radine

HISTORY

Richard Anderson
Sandra Aguilar-Rodriguez
Sandy Bardsley
Jane Berger
Heikki Lempa
Jamie Paxton

MODERN LANG & LIT

Jenifer Branton-Desris
Carmen Ferrero
Axel Hildebrandt
Nilsa Lasso-von Lang
Joanne McKeown
Claudia Mesa
Lynnet Sanchez

MATH & COMP. SCI.

Jeffrey Bush

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

MUSIC

Hilde Binford
Suzanne Kompass
Larry Lipkis
Carole Lutte
Neil Wetzel
JoAnn Wieszczyk
Paula Zerkle

PHILOSOPHY

Carol Moeller
Arash Naraghi

PHYSICS

Kelly Krieble
Ruth Malenda
Keith Wood

PHYSICAL EDUCATION

Mary Beth Spirk

POLITICAL SCIENCE

Khristina Haddad
Yayoi Kato
Faith Okpotor

Colleen Payton (Public Health)
Michelle Sayenga
Susan Scholtz
Maryfrances Watchous

School of Behavioral & Community Health

Dean: Freda Ginsberg
Michelle Santiago

School of Rehabilitation Science

Associate Dean: Louise C. Keegan (SLP)
Rebecca Bawayan (SLP)
Sara Benham (OT)
Mary Culshaw (OT)
Jennifer Elinich (PT)
Glynnis Jones (OT)
Monica Kaniamattam (SLP)
Kathleen Madara (PT)
Jennifer Maloney (OT)
Yvette McCoy (SLP)
Jennifer Ostrowski (AT)
Ellen Payne (AT)
Kathleen Rosario (OT)

DU a`FchY`Y`FcVYfhgcbz`A5
Adjunct Professor, Spiritual Direction

Jennifer Weeks
Adjunct Professor, Sexuality Across the Lifespan

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Adjunct Professor, Spiritual Direction

Emeritus & Retired

Dr. Howard H. Cox
(1960 – 1989)
Professor, Old Testament

Rev. Dr. Frank L. Crouch
(1996 – 2021)
Dean of the Seminary and Professor of New Testament Emeritus

Rev. Dr. Willard R. Harstine
(1982 – 2003)
Associate Professor, Pastoral Theology

Rev. Dr. John Thomas Minor
(1984 – 2001)
Director, Reeves Library

Rev. Dr. Steve Simmons
(2003 – 2017)
Assistant Professor, Theology; Director of Continuing Education

Rt. Rev. Dr. Kay Ward
(1990 – 2005)
Director of Continuing Education; Seminary Advancement and Recruitment; Vocations

Rev. Dr. Jane Williams
(2010 – 2018)
Professor of Clinical Counseling; Chair of MACC Program

Artist-Lecturers in Music

Full-Time Faculty

Dr. Hilde Binford | Music History
CZÜWY`cWU]cb:
Hurd Campus, Brethren's House, Room 302
CZÜWY`d\cbY: 610-861-1691
Email: binfordh@moravian.edu

Research Interest and Expertise

Western Plainchant; Music of the Old Order Amish; Westernmusic history, especially Medieval, Renaissance and Baroque periods; Traditional American music.

Dr. Larry Lipkis | Composer-in-Residence, Recorder, Viol da Gamba

CZÜWY`cWU]cb:
Hurd Campus, Brethren's House, Room 309
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Email: lipkisl@moravian.edu
Website: home.moravian.edu/larrylipkis

Research Interest and Expertise

Composition; Music of the 20th and 21st centuries; Early. Music Performance Practice, particularly Renaissance and Baroque instrumental and vocal music; music of Bach; music from the time of Shakespeare.

Dr. Neil Wetzel | Department of Music Chair, Director of Jazz Studies, Saxophone

CZÜWY`cWU]cb:
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CZÜWY`d\cbY: 610-861-1621
Email: wetzeln@moravian.edu

Research Interest and Expertise

Jazz pedagogy; jazz saxophone performance; classical saxophone performance; jazz history; jazz improvisation; woodwind performance and pedagogy; music theory; eartraining.

Dr. Paula Ring Zerkle | Director of Vocal Music

CZÜWY`cWU]cb:
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CZÜWY`d\cbY: 610-861-1681
Email: zerkle@moravian.edu

Research Interest and Expertise

Choral music, conducting, women composers, musicianship, choral arranging, Dalcroze Eurhythmics

Assistant Professor of Practice in Music

Carole Lutte | Music Education

Email: luttec02@moravian.edu
CZÜWY`cWU]cb:
Hurd Campus, Brethren's House, Room 305
CZÜWY`d\cbY: 610-861-1671

Research Interest and Expertise

Music education, conducting, musicianship

Suzanne Kompass | Assistant Professor of

Practice, Voice

Email: kompass@moravian.edu

Website: www.suzannekompass.com

Research Interest and Expertise

Master Voice Teacher, Opera Ensemble, Voice Techniques, Vocal Diction, Vocal Pedagogy, Vocal Literature, Performance Techniques

Dr. JoAnn Wieszczyk | Director of Instrumental Music

Email: wieszczykj@moravian.edu

Research Interest and Expertise

Conducting, Music Psychology, Music Cognition and the Internal Monologue, Opera Transcriptions for Harmonie, Student Leadership and Community Building in the Large Ensemble

Special Appointments

Donald Spieth | Artist-In-Residence; Conductor, Moravian University Orchestra

Email: spiethd@moravian.edu

Artist-Lecturers in Music

John S. Arnold | Guitar, Classical; Guitar Ensemble

Email: arnoldj@moravian.edu

Research interest and expertise

Artist-Lecturer in guitar, Guitar Ensemble, Flute and Guitar Ensemble, Guitar Pedagogy, Guitar Literature

Matthew Asti | Piano, Voice

Email: astim@moravian.edu

Sarah Baer | Oboe

Email: baers@moravian.edu

Research interest and expertise

Artist-Lecturer in oboe, Women's Studies

Wendy Bickford | Clarinet

Email: bickfordw@moravian.edu

Doug Bolasky | Music Education

Email: bolaskyd@moravian.edu

John Bottomley | Bagpipes

Email: bottomleyj@moravian.edu

Research interest and expertise

Artist Lecturer in bagpipes

Ralph Brodt III | Trombone; Trombone Ensemble

Email: brodtr@moravian.edu

Research interest and expertise

Instructor of trombone, Trombone Ensemble, Trombone Pedagogy, Trombone Literature

Jonathan D. Clark | Horn

Email: clarkj04@moravian.edu

Research interest and expertise

Instructor of horn

Anthony DeSantis | Trumpet, Jazz rumpet, gyap and exh E

Artist-Lecturer in piano, Suzuki Piano

Email: mooe1@moravian.edu
Research interest and expertise

Robin Kani | Flute, Flute Ensemble

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Research interest and expertise

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Research interest and expertise

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Research interest and expertise

Violin, Viola

Chase Morrison | Composition

Keail

Research interest and expertise

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Artist-Lecturer in viola and Suzuki violin

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Artist-Lecturer in organ

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Dr. Debra Torok | Piano, Classical

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Monica Schantz

Richard Schantz

Dr. Paul Larson

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- **Board of Trustees**
- **: UW]`h]Ygž AUbU [Y a Ybhž`D`Ubb]b [`UbX` Construction**
- **Information Technology**
- **Center for Global Education**
- **Human Resources**
- **Reeves Library**

- Registrar
- Moravian Book Shop

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Team Physician

8f" ; fY [cfm' 7Ufc`Ubž' A 8'

Team Physician

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Faculty and Staff Emeriti

Note: The first date indicates initial full-time appointment, and the second, appointment to emeritus date.

Rudy Ackerman* (1963) (2002)

Priscilla Payne Hurd Professor of Arts and Humanities

Pamela Adamshick (1999) (2022)

Associate Professor of Nursing

Mary E. Arenas (1963) (1999)

Professor of Spanish

George D. Brower (1989) (2013)

Professor of Economics and Business

Carole K. Brown (1988) (2004)

Associate Professor of English

Mohamed M. Bugaighis (1985) (2001)

Professor of Mathematics

Robert T. Burcaw (1956) (1994)

Professor of English

Mary Faith Carson* (1967) (2000)

Professor of Religion

James W. Caskey* (1968) (1984)

Director of Financial Aid

G. Clarke Chapman Jr.* (1963) (2006)

Professor of Religion

Kerry Cheever (2013) (2019)

Professor of Nursing

Yvonne C. '91' (2006) (2019)

President

Frank Crouch (1996) (2021)

Vice-President and Dean, Moravian Theological Seminary

M. Lillian Davenport (1970) (2001)

Director of Learning Services

George S. Diamond (1966) (2013)

Professor of English

John R. Dilendik Jr. (1973) (2013)

Professor of Education

Dennis A. Domchek (1999) (2011)

Vice President for Finance & Administration

Helen Paty Eiffe (1963) (1995)

Director of Student Activities and the Hauptert Union

Sandra E. Fluck (1990) (2012)

Professor of Education

John Gehman* (1955) (1992)

Associate Professor of Accounting

Joseph J. Gerencher Jr. (1969) (2010)

Professor of Earth Science

Robert J. '81' (1992) (2019)

Professor of History and College Archivist

Dennis G. Glew (1970) (2010)

Professor of Classics and History

JoAnn Grandi (1966) (2000)

Director of Media Sources

James Green* (1979)(1998)

Professor of Computer Science

Mary Margaret Gross (1973) (2013)

Registrar

Ruth Hailperin* (1952) (1983)

Professor of Mathematics

Charles Hargis* (1977) (2004)

Professor of Doctrinal Theology

Willard R. Harstine (1982) (2003)

Associate Professor of Pastoral Theology

Linda H. Heindel (1966) (2003)
Dean of Continuing and Graduate Studies

James S. Hilander (1968) (1995)
Professor of Sociology

Committees

Taken from the Faculty Handbook

2.3 Faculty Committees

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

2.3.1 Autonomous Faculty Committees

Two committees stand outside of proposed structure. The Committee on Committees and Handbook ensures the smooth functioning of faculty committees and college-wide committees. The Faculty Advocacy Committee is the faculty advocacy group that meets with the president and/or the VPAA to discuss matters of concern to the faculty.

- Committee on Committees and Handbook (CCH) — FC
- Faculty Advocacy Committee (FAC) — FC

2.3.2 Planning and Budget Committee (PBC)

Primary function: Making recommendations to the President regarding budget planning, preparation, and formulation. Budget-related committees:

- Faculty Development and Research Committee (FDRC) — FC
- Student Opportunities for Academic Research (SOAR) — FC
- InFocus Committee — CW
- Arts and Lectures Committee — CW

2.3.3 Academic Personnel Committee (APC)

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

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

2.3.4 Academic Planning and Program Committee (APPC)

Primary Function: Oversight of all Academic matters related to teaching and learning. Academic-related subcommittees:

- Academic Standards Committee (ASC) — FC
- Learning in Common Committee (LinC) — FC
- Committee for the Advancement of Teaching (CAT) — FC
- Committee on Assessment of Student Learning (CASL) — FC
- Health Professions Advisory Committee (HPAC) — FC
- Honors Committee — FC
- Teacher Education Committee (TEC) — FC
- Women's Studies Advisory Committee (WSAC) — FC

2.3.5 College Wide Committees

Primary functions vary; membership is comprised of both faculty and administrator colleagues.

- Council on Diversity and Inclusion — CW
- Technology Advisory Committee — CW
- Human Subjects Internal Review Board (HSIRB) — CW
- Institutional Animal Care and Use Committee

(IACUC) — CW

- Campus Sustainability Committee — CW

2.3.6 Task Forces

Appointed at the discretion of the president or the dean of the faculty in order to study and recommend action on specific problems or issues of concern to the University community. These committees disband upon the completion of their assigned tasks.

2.3.7 Committee Descriptions

2.3.7.1 Committee on Committees and Handbook (CCH)

The purpose of the Committee on Committees and Handbook (CCH) is (1) to conduct nominations and elections and to appoint faculty members to openings on faculty committees and task forces; and (2) to update material in the online faculty handbook as needed due to institutional policy changes.

Membership: CCH consists of three elected members of the teaching faculty: one from SAHSS, one from SNHS, and one at-large member. All members must be tenured. Committee members serve for three years; the terms are staggered so that a new member joins each year. Committee members assume the role of chair in their third and final year of service. Service on CCH begins and ends at the first day of the fall semester.

No department of the University may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (FAC) committee.

Typical workload: CCH generally meets once every week for an hour. Between meetings, work may include drafting updates to the faculty handbook, contacting faculty members regarding nominations/appointments, or meeting with representatives from other committees.

Summer responsibilities: Appointments for task forces and other committees often continue into June — members of CCH are expected to be available via electronic communication through the summer.

Responsibilities of the committee:

- **Nominations and elections.** CCH solicits candidate nominations from the faculty and then runs the elections for those committee slots that require elections. The committee will also identify and contact colleagues to consider running for particular committee posts. CCH members also identify colleagues to serve in appointed positions on various committees and task forces in consultation with the academic deans and provost as appropriate.
- **Handbook.** The committee is responsible for updating an online copy of the Moravian University Faculty Handbook when any changes are required. Any such updating will occur when the President, the Board of Trustees, the Provost, and/or the University Faculty creates new policy or changes existing policy. The committee will present any handbook changes to the full faculty and keep a record of those changes.

2.3.7.2 Faculty Advocacy Committee (FAC)

The Faculty Advocacy Committee (FAC) is designed to advise the President and serve as a channel of communication between the faculty and the President.

The FAC has the following responsibilities:

- to provide leadership and take initiative in representing the goals of the teaching faculty
- to act on their behalf within the established system of College governance to formally present the teaching faculty's concerns to the President
- to formulate specific proposals for review and consideration by the President, by the full faculty, and, through the President by the Board of Trustees as a contribution to decision-making within the University.

Membership: FAC is composed of six teaching faculty. Two tenured teaching faculty members are from SNHS and two tenured teaching faculty members are from SAHSS. These four members are elected for three-year terms. One full-time faculty member from MTS is elected for a three-year term. One untenured faculty member from SAHSS or SNHS is also elected for a three-year term. All six terms are staggered to ensure two elections per year. No individual may serve on FAC for more than six consecutive years.

No department of the University may have more than one of its members on this committee. Faculty members serving on this committee may not be elected to serve on any other main governance (PBC, APC, APPC) or autonomous (CCH) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: FAC meets every two weeks for an hour. In addition to the chair, FAC has a meeting secretary and a (tenured) FAC representative on the President's Council (PC). The meeting secretary takes the committee meeting notes and posts them on AMOS. Between meetings, FAC members are expected to reply to committee emails as well as be available for conversations with faculty.

The chair serves as the main point person for between-meeting communication with the Provost and with faculty. The chair takes the lead in writing the various reports and proposals that get submitted for consideration to the President, the Provost, and to the faculty. The chair also schedules and creates the agenda for the committee meetings.

The PC representative, a designated tenured member of FAC, attends the PC meeting each Tuesday 8:00 am – 11:00 am. This individual takes notes at the meeting that are then approved by the Provost and posted on AMOS. This individual also presents faculty concerns/questions at the PC meeting. All FAC committee members suggest items that need to be raised at PC.

Summer responsibilities: The FAC representative

on PC attends the PC meetings on Tuesday mornings throughout the summer. The chair typically continues to be contacted throughout the summer by faculty members who want to raise issues for FAC's consideration. All FAC members are expected to be responsive to e-mail discussion through the summer. Membership on FAC begins and ends on the first day of the fall semester.

Responsibilities of the committee: The committee is authorized:

- s themenured faculty members.conc2ing that are.364 Td5700g mornings throughout the summer. concn hourT. c.364 Td[(mornings throughout the summer)53.7 (.)e s1le conc c.364 Td[(mornings throughout the summer)53.7 (.)e s1le foC.n

may approve, disapprove, or return the issue to the PBC for further consideration.

2.3.7.4 Academic Personnel Committee (APC)

The Academic Personnel Committee (APC)

is responsible for the following: making

recommendations on tenure, rank, termination of

service, and emeritus appointments for all faculty

members; making recommendations for sabbatical

and special leaves for all eligible faculty members;

making recommendations on tenure -1.3iov6h/C2_gs/TTs;

making recommendleavHonorary Chaiy members; cteniecoal leavigible ftrus Coemesembers; stipulcoad byule fby-lawsinat

elected to serve on any other main governance (PBC, APC) or autonomous (CCH, FAC) committee.

The committee elects the chair of the committee from among the tenured faculty members.

Typical workload: APPC meets for 60-90 minutes each week during the academic year with approximately 2 hours work outside of committee meetings. The committee typically does not meet during the summer.

Responsibilities of the committee: The APPC makes recommendations to or otherwise consults with the Provost. Recommendation and/or consultation is based on: i) review of formal program proposals; ii) examination of the curriculum and other academic programs in light of the University Mission, Strategic Plan, the deliberations of the PBC, and the wider academic environment; iii) review of proposals for changes in the curriculum and other academic programs; iv) review of proposals for new and replacement faculty members; and/or v) inquiry and deliberation required by any task bearing on the academic mission of the University to which the committee is directed by the Provost. In matters relating to routine modifications of the curriculum, the committee acts on behalf of the Provost in providing information and presenting proposals to the faculty.

2.3.7.6 Faculty Development and Research Committee (FDRC) – Subcommittee of PBC

Responsibilities: The Faculty Development and Research Committee advocates for funding and oversees the distribution of monies to faculty members to support the improvement of teaching and research. The committee aims to encourage and enable disciplinary research, the dissemination of research results, participation at professional meetings and workshops, and pedagogical development, including efforts to improve existing courses and the development of new courses.

Membership: Three faculty members are appointed to three-year staggered terms, one from each division of the Faculty, with the remaining members appointed annually. The chairperson is appointed by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.7 Student Opportunities for Academic Research (SOAR) – Subcommittee of PBC

The goal of the Student Opportunities for Academic Research (SOAR) program is to facilitate and fund student research in collaboration with a faculty mentor during the regular academic year and in the summer months. Funding is provided on a competitive basis.

Membership: Appointed

2.3.7.8 InFocus Committee – Subcommittee of PBC

This committee plans yearly programming so members of the Moravian University Community can take an in-depth look at complex issues from multidisciplinary perspectives. The programming rotates through four important topics (poverty and inequality, sustainability, health care, and war and peace) facing humankind in the 21st century. This rotation ensures students will be involved with each topic over the course of their time at the college.

Membership: Appointed

2.3.7.9 Arts and Lectures Committee — Subcommittee of PBC

The Arts and Lectures Committee proposes, organizes, and coordinates committee sponsored cultural and educational programs on campus.

2.3.7.10 Faculty Review Committee (FRC) – Subcommittee of APC

The Faculty Review Committee:

- Receives faculty members' appeals of the president's unfavorable tenure and promotion recommendations.
- Considers all materials and recommendations submitted in the evaluation process.
- Formulates a recommendation based on procedural grounds.
- Within two months of receiving a faculty member's appeal, makes a recommendation to the President.
- Submits a written report of its findings to the president.

Membership: The FRC is composed of five elected members of the faculty: Three tenured faculty members with the rank of professor (one from each division of the faculty, each serving a three-year term, one to be elected each year, with no restrictions as to reelection), and two other tenured faculty members, to serve two-year terms (one to be elected each year, with no restrictions as to reelection). No two members from the same department can be on FRC at the same time.

2.3.7.11 Dispute Resolution Group (DRG) – Subcommittee of APC

The Dispute Resolution Group (DRG) is available for voluntary and informal consultation in the case of faculty-faculty disputes only. The process outlined in Section 4.2 covers all full-time and part-time faculty employed in the undergraduate day program of Moravian University.

The DRG encourages faculty members to seek out a liaison, if a dispute or uncomfortable situation is complicating their work at the University. Liaisons support the constructive resolution of disputes among faculty members. This group aids faculty members in an informal process that emphasizes directing faculty to available resources. Liaisons are available to listen and to offer an additional perspective on a

given conflict, but they are neither trained mediators nor lawyers. Liaisons act as sounding boards. Given the small nature of our community, faculty liaisons are not by their nature adversarial.

faculty performance in general education courses for Academic Personnel Committee; and plans and executes annual faculty development workshop.

Membership: Elected

2.3.7.14 Committee for the Advancement of Teaching (CAT) – Subcommittee of APPC

The Center for the Advancement of Teaching fosters the exchange of ideas about teaching and learning, with the goal of advancing excellence in student learning and engagement. The Center promotes a culture in which the value of teaching is broadly embraced and openly discussed, so that teaching practice continually develops. The Center is overseen by the Director of the Center for the Advancement of Teaching (CAT) and the CAT Committee. The Director is appointed by the Vice President for Academic Affairs and the CAT Committee is chaired by the Director. The Committee advises the Director and helps plan and implement the activities of the Center for the Advancement of Teaching. Activities of the Center include but are not limited to overseeing new faculty orientation, promoting teaching discussions through brown bag lunch events and academic year and May workshops for faculty, maintaining library resources for college teaching, facilitating the Formative Dialogues initiative, and organizing and promoting paloguen

Membership: Appointed

2.3.7.19 Women's Studies

Washington, D.C. The campuses are easy to navigate and commute between.

Download Campus Map

Main Street Campus: North

The Main Street—or North—Campus is located in within eight blocks of a residential area. This campus is the center of daily life for most students, as it is home to Reeves Library, Hauptert Union Building (the HUB), and the athletics center. Nearly all students spend part of their day on “North Campus”—in classes, doing research, hanging around the Quad attending events, or participating in student clubs and activities.

Priscilla Payne Hurd Campus: South

The Priscilla Payne Hurd Campus is located eight blocks south of the Main Street Campus, in the Bethlehem Historic District. “South Campus” is home to Moravian’s music and art departments, as well as housing options for students. Concert halls, the Payne Art Gallery, art classrooms and studios, practice rooms, and creative-arts technology labs are all found here.

Campus Highlights

- Steel Athletic Complex
- Moravian Book Shop (428 Main Street, Bethlehem, Pa 18018)
- Touchstone Theatre (321 East 4th Street, Bethlehem, Pa 18015)
- Campus Tree Inventory

Directions

The Lehigh Valley is approximately 60 miles north of Philadelphia and 90 miles west of New York. Several major highways, two bus companies, and the Lehigh Valley International Airport offer plenty of opportunities to access the Valley and Moravian University.

If traveling by bus (Greyhound or Trans Bridge), your destination should be the Bethlehem Transportation

