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



Moravian is an independent liberal arts college founded by and affiliated with the Moravian Church in America, a branch of a historic Protestant denomination dating from 1457 and emphasizing progressive liberal education from its beginning.

In 1732, settlers from Germany and Moravia (now a province of the Czech Republic) began coming to the New World. On Christmas Eve 1741, they founded the community of Bethlehem in Pennsylvania. Their concern for education led to the founding in 1742 of two schools, one for boys and one for girls. By 1759, the boys' school developed into Nazareth Hall Academy, which became instrumental in the founding of Moravian Theological Seminary in 1807. In 1858, the Seminary was reorganized as Moravian College and Theological Seminary and in 1863 was chartered as a men's college. The girls' school became known as Bethlehem Female Seminary in 1749 and was opened to students from outside the Moravian community in 1785, when it became a boarding school. In 1863, it was chartered as Moravian Seminary for Young Ladies and reorganized in 1913 as Moravian Seminary and College for Women.

In 1954, after nearly 200 years of parallel development, Moravian College and Theological Seminary and Moravian Seminary and College for Women merged to form a modern undergraduate coeducational institution, Moravian College. Moravian Theological Seminary, a graduate professional school of theology, remains a part of the corporate institution, offering a separate academic program but sharing the campus and its facilities with the undergraduate college.

With this rich heritage of education, Moravian today is recognized as America's sixth oldest college, after Harvard University (1636), the College of William and Mary (1693), St. John's College in Annapolis, Maryland (1696), Yale University (1701), and the University of Pennsylvania (1740).

The early Moravians gave to the world a pioneer educator, John Amos Comenius, whose achievements and international recognition have caused him to

be known as the "father of modern education." The statue of Comenius on the College campus, given to the College by Charles University of Prague in 1960 and rededicated by President Vaclav Havel of Czechoslovakia in 1991, is a symbol of Moravian's unique and diverse educational heritage.

One of the few American educational institutions in their third century of service, Moravian has a strong sense of identity and purpose firmly rooted in a long and rich tradition. That tradition is maintained today.



Moravian College is accredited by the Middle States Association of Colleges and Schools and approved for professional preparation by the American Chemical Society, the Department of Education of the Commonwealth of Pennsylvania, and the National Association of Schools of Music. The prelicensure nursing program is approved by the Pennsylvania State Board of Nursing. The baccalaureate degree in nursing and master's degree in nursing programs at Moravian College are accredited by Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). Moravian Theological Seminary is accredited by the Association of Theological Schools in the United States and Canada. Undergraduate majors in accounting, management, and economics, and the MBA and MSHRM degrees are accredited by The Accreditation Council for Business Schools and Programs (ACBSP).

Middle States Commission on Higher Education

3624 Market Street, 2nd Floor West,
Philadelphia, PA 19104
Telephone: (267) 284-5000
website: <http://www.msche.org/>
E-mail: info@msche.org Spanish:
españolinfo@msche.org

Pennsylvania Department of Education

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

Committee on Professional Training

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

National Association of Schools of Music

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

American Association of Colleges of Nursing Commission on Collegiate Nursing Education

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

The Accreditation Council for Business Schools and Programs (ACBSP)

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

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

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



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 College, as an institution authorized to provide postsecondary education in the Commonwealth of Pennsylvania, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students:



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



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



Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and

employment of students, faculty, and staff. Inquiries concerning this policy may be directed to Mr. Mark Reed, vice president for finance and administration, Moravian College, Bethlehem, Pennsylvania 18018 (610 861-1360).

Retention

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

Accessibility

Moravian College is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by

scaled institutions while providing many services and opportunities often associated with larger but less personal schools. LVAIC administers a cross-registration policy that makes it possible for students, faculty, and staff to take courses at other member institutions at no additional tuition charge. It coordinates a women's studies program and a continuing studies program in the humanities. LVAIC promotes reciprocity in student admission to many campus events and programs, sponsors a consortial professors program that enables faculty to teach at other member schools, and offers summer foreign study in language and culture at five locations. The consortium operates an interlibrary loan service and shared administrative services and purchasing initiatives. More than 35 groups and committees with representatives from the member institutions meet with LVAIC staff on a regular basis to share in consortial planning and programming.



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

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

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

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

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

and Physical Therapy outpatient facility.

The Priscilla Payne Hurd Academic Complex, at the center of the Main Street campus, opened in 2003. Connected to Collier Hall of Science, this 55,100-square-foot complex features two tiered classrooms, six 48-seat classrooms with flexible seating, two computer classrooms, a computer science laboratory, a data and statistics laboratory, a psychology observation cluster, an experimental teaching classroom, three seminar rooms, and student research areas. It contains faculty and staff offices for the Departments of Education, Mathematics and Computer Science, Psychology, and Sociology.

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

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

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

The College's Athletics and Recreation Center includes Johnston Hall and the Timothy M. Breidegam Field House. Johnston Hall's gymnasium is the focal point for indoor athletic events, including home games of the Greyhound men's and women's basketball teams. Its 1,600-seat indoor arena also is used for convocations, concerts, and a variety of other campus and community events. It contains a weight-lifting room. Breidegam Field House, adjoining Johnston Hall, includes an indoor track, a weight room and fitness center, an aerobics and dance studio, and four

regulation multipurpose courts for intramural and recreational sports. Outdoor athletics facilities at the nearby Steel Field complex include football fields and stadium, an all-weather track, baseball and softball diamonds, tennis courts, and a field house. Additional fields for intercollegiate competition, intramurals, and informal play are located near College residence halls.

The Priscilla Payne Hurd Campus on Church Street, eight-tenths of a mile south of the Main Street Campus, formerly housed Moravian College for Women. The campus is in the heart of the city's colonial historic district, where Moravian settlers constructed buildings of renowned beauty and endurance. Church Street has been identified as one of the 10 most distinctive historic streets in America, with the Single Brethren's House (1748) considered to be one of the best examples of Colonial Germanic architecture in the country. Given the rich tradition of the Moravians' love for music and art, nothing could be more appropriate than for the College's academic center for these two disciplines to be located on this historic site. The Hurd Center for Music and Art encompasses six buildings, including the Single Brethren's House and the Payne Gallery, as well as Foy Concert Hall, which was added in 1982. The Hurd Campus provides a variety of classroom, practice, recital, performance, and exhibition spaces in a unique and beautifully restored setting. There are three residential options for students on the Hurd Campus: Main Hall (all women), Clewell Hall (all men), and the HILL (a co-ed residence built in 2009); and two dining facilities (Clewell Dining Hall and the Root Cellar Café).

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

America over the past two and a half centuries. The Hurd Campus is a unique and beautiful setting for the College's academic center for music and art.

- Freshman, a student who has completed fewer than 6.75 course units, regardless of the number of years enrolled.
- GPA, quality-point average
- GPA, term, the average of quality points for all course units scheduled in a given term.
- GPA, cumulative, the average of quality points for all course units scheduled to date.
- GPA, major, the average of quality points for all course units taken in the major department, numbered 110-199, 210-299, and 310-401, both required and elective.
- Half-course unit, a measure of academic credit equivalent to two semester hours of credit.
- Junior, a student who has completed 14.75-22.74 course units.
- Overload, any course unit or fraction of a course unit scheduled beyond the maximum full-time load of four and one-half course units during a single term.
- Quality points, numerical points assigned to letter grades, e.g., A = 4, A- = 3.67, etc. A complete list is given in the section on academic regulations.
- Scheduled course, any course which appears on the student's transcript, including any course from which the student has withdrawn with a grade of W or WF.
- Senior, a student who has completed 22.75 or more course units.
- Sophomore, a student who has completed 6.75-14.74 course units.
- Student, day-session, a student enrolled largely for daytime study. Requires admittance through the Admissions Office.
- Student, full-time, a student enrolled in three or more course units during a term.
- Student, part-time, a student enrolled in fewer than three course units during a term.
- Summer sessions, periods of three, four, or six weeks in May, June, July, and August, during which a student can earn academic credit in intensive courses. Study in one or more summer sessions (including May Term) may be combined for financial aid eligibility.
- Term, fall or spring, a period of approximately 15 weeks, during which students take courses and earn academic credit. Summer sessions are defined above.

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

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

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

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

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

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

-OR-

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

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

additional academic activities listed below*.

-OR-

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

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

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

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

***Examples of Additional Academic Activities**

- service learning
- field work or clinical hours
- attendance at concerts, dramatic performances, poetry readings, lectures
- viewing of films outside of class time
- attendance at departmental colloquia
- supervised problem solving sessions, e.g., supplemental instruction meetings
- weekly group tutoring sessions or study/review sessions organized by the course instructor
- writing conferences with faculty or a Writing Center tutor
- advising sessions related to First-Year Seminar
- participation in outside of class experiments
- conducting science labs or experiments outside of class
- group project meetings and/or group work outside of class
- attendance at departmental student research presentations
- participation in local or regional conferences

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

Moravian College offers programs of study leading to four baccalaureate degrees (Bachelor of Arts, Bachelor of Music, Bachelor of Science, and Bachelor of Science in Nursing) and six master's degrees within the departments listed below.

Art, B.A.

- The following tracks are available:
- Art Education
 - Art History and Criticism
 - Graphic and Information Design
 - Studio Art

Biochemistry, B.S.

- Biological Sciences
- Biology, B.S.
- Dentistry (Cooperative), B.S.

Chemistry, B.S.

Accounting, B.A.

- Accounting, B.A./M.B.A. (five-year program)
- Economics, B.A.

- The following tracks are available:
- Economic Theory and Policy
 - Finance
 - International Management (French/German/Spanish), B.A.
 - Management, B.A.

The following tracks are available:

Marketing
Organizational Leadership
Sports Management
Master of Business Administration, M.B.A.
Master of Health Administration
Master of Science in Human Resource Management

Art Education (pre-K to grade -12 certification)
Early Childhood Education (pre-K to grade 4 certification)
Foreign Language Education (pre-K to grade 12 certificate)
Middle Level Education (grades 4-8 certification)
Music Education (pre-K to grade 12 certification)
Secondary Education (7-12 certification) in the following disciplines:
Biology
Chemistry
Citizenship Education (major in Historical Studies)
English
General Science
Mathematics
Physics
Social Studies
English as a Second Language Program Specialist
Reading Specialist (pre-K to grade 12 certification)
Principal Certification
Special Education
Supervisory Certification
On-Line Endorsement
Master of Art in Teaching, M.A.T.
Master of Education in Curriculum & Instruction, M.Ed.

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

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

Health Sciences, B.S.

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

Computer Science, B.S.
Mathematics, B.S.

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

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

Composition
Music Education
Performance
Sacred Music

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

Nursing, B.S.N.
Master of Science in Nursing M.S.N.
Public Health, B.A. or B.S.


Philosophy, B.A.

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

Political Science, B.A.

Psychology, B.A.

Public Health, B.S.



Health Sciences, B.S.
Athletic Training, M.S.
Doctor of Athletic Training, D.A.T.




Religion, B.A.




Sociology, B.A.

The following tracks are available:
General Sociology
Law and Society



Moravian College also has programs of study that prepare students to transfer to Thomas Jefferson University to pursue the B.S. or M.S. in:


Biotechnology
Cytotechnology
Diagnostic Imaging



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

Minors are also available in:


Africana Studies
Art History
Environmental Studies
Ethics
Graphic Design
International Studies
Media Studies
Medieval Studies
Peace and Justice Studies
Photography
Women's, Gender and Sexuality Studies
Self-Design Majors or Minors
Students may also self-design majors or minors.
See Self-designed majors for more information.




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

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


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



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




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.




Students who wish to earn multiple baccalaureate degrees from Moravian College must complete

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



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

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



A minor consists of a sequence of at least five letter-graded course units in one subject area. Except where such already approved minors exist, students may not minor in a track (e.g., students may minor in management but not in sports management, a track in the management curriculum). Students



The requirements for the baccalaureate degree are:

Completion of 32 course units of study (33 or more for the B.Mus.) with a cumulative GPA of 2.00 including:

Completion of the program of studies outlined in the section on Learning in Common.
 Completion of at least one writing-intensive course per major in the student's major program (please see specific departmental requirements, where appropriate); double majors are required to complete one writing-intensive course per major.
 Completion of all requirements for a major with a cumulative GPA of 2.00 or higher for all course units numbered 110 or above (excluding 200-209 and 300-309), both required and elective, taken in the department of the major field. In the case of an interdepartmental major, the average of all course units in Set I and Set II must be 2.00 or higher. Unlike the overall cumulative GPA, in which both grades of any repeated course are counted, the cumulative GPA in the major includes only the higher grade earned in a repeated course. A repeated course will count only once toward the 32 required course units.
 Completion of the final 12 course units for the degree as a degree candidate in residence at Moravian College or in programs approved by Moravian College and as a student in the day session.
 Note: If a student will be .25 course unit or less short of meeting the graduation requirement, the course unit total will be rounded upward to meet the graduation requirement.

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

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



To transfer to Moravian College, students must be in good academic and disciplinary standing at another college or university that is approved by an accrediting agency acceptable to Moravian College.

In order to receive a degree from Moravian College, a transfer student must be enrolled at the College for no fewer than two fall or spring terms of study and complete no fewer than 12 course units. At least half the courses required for the student's major within the major department must be taken at Moravian College unless the number required is reduced by the department. Only courses passed with a grade of C (not C-) or higher or the equivalent, as determined by the College, are

considered for transfer of credit to Moravian College. No more than 16 course units (64 semester hours of credit) will be accepted in transfer from two-year 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.

Transfer students must fulfill the requirements specified in the Learning in Common curriculum, completing either the two Upper-Division courses or one Upper-Division and one Multidisciplinary course at Moravian College.



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

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

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

As part of LinC, students also will complete a writing-intensive course in the department of their chosen major and will gain experience related to

complete their courses in the F categories in the first two years. Except for students in the Bachelor of Music

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

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.

†Add-Venture students beginning in Fall 2011 or later must complete the First-Year Writing Seminar and at least one other writing-intensive course. The requirement of two additional physical education courses is dropped for Add-Venture students entering in Fall 2011 or thereafter.



INDEPENDENT STUDY

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

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

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

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

INTERNSHIPS

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 on 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.

application for admission to the Honors Program.


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



Moravian College encourages students to participate in study abroad to add an international component to their major field of study. The Office of International Studies maintains a list of more than 40 semester and yearlong

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student's cumulative GPA. Interested students should consult with Dr. John Reynolds, professor of political science, who serves as the local representative.



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

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

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




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

The career-development staff members work individually with students and provide workshops, programs, and class presentations. Topics addressed include résumé writing, interview skills, internships, networking, effective job


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legal studies and help students focus his or her thoughts about the future. Students considering law school are encouraged to take the following courses if they wish to improve their chances of success in obtaining entrance

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.



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



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

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

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

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

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

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

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

- A: 4.00 points and A–: 3.67 points. These grades indicate achievement of the highest caliber. They involve expectations of independent work, original thinking, and the ability to acquire and use knowledge effectively.
- A (Honors): 8.0 points. This grade, given for the two course units in senior Honors, merits the degree citation with Honors in the field of study.
- B+: 3.33 points, B: 3.00 points, and B–: 2.67 points. These grades indicate higher than average achievement. Evidence of independent work and original thinking is expected.
- C+: 2.33 points, C: 2.00 points, and C–: 1.67 points. These grades are given when the student has devoted a reasonable amount of time, effort, and attention to the work of the course and has satisfied the following criteria: familiarity with the content of the course, familiarity with the methods of study of the course, and active participation in the work of the class.
- D+: 1.33 points, D: 1.00 point, and D–: 0.67 point. These grades indicate unsatisfactory work, below the standard expected by the College, in which one

or more important aspects falls below the average expected of students for graduation. The work is, however, sufficient to be credited for graduation if balanced by superior work in other courses.

- F: No points. This indicates failure.
- P: No points. Indicates Pass in courses taken on a Pass/No Credit basis. Does not affect the GPA.
- NC: No points. Indicates failure in courses taken on a Pass/No Credit basis. Does not affect the GPA.
- W, WF: No points. These designations indicate withdrawal from a course before completion. W is assigned for all withdrawals prior to the official withdrawal deadline, normally before the last four weeks of the term; WF is assigned if withdrawal takes place after the official withdrawal deadline, except that in cases of illness or other extenuating circumstances the Office of the Provost may authorize a grade of W. A WF is computed in the quality-point average as an F. W does not affect the GPA.
- AUD: No points. The designation Audit is used for students granted permission to attend classes for the benefit they can derive from lectures and discussions but who are not taking the course for credit. An audit designation indicates attendance at a minimum of two-thirds of the class meetings of the course.
- INC: No points. An incomplete is assigned only when, in the judgment of the instructor, circumstances beyond the student's control prevented completion of the work of the course within the term or session. (Permission of the Office of the Provost, however, is required to postpone a final examination.) Under such circumstances, a student is given 42 calendar days from the last day of examinations to complete the course. At the expiration of that period, the INC will be replaced by a grade assigned by the instructor or, if the work has not been completed, by an F. Because of the accelerated nature of May term and summer courses, incompletes normally are not permitted for classes taken during these sessions.

[Illegible text]

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

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

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A repeated course is one in which the student received a passing grade (D– or better) but decides to retake the course with the hope of improving the grade. In this case, the student may receive credit for the course only once (exception: music performance and ensembles). Both grades factor into the overall quality-point average, but only the higher grade counts in the student's major (if applicable). There is no limit on the number of times a student may repeat a course, but under no circumstances will the credit be awarded more than once toward graduation. Students who have passed Writing 100 may not enroll in it again as a repeated course. Students may not repeat any physical education course in which they have already earned a P grade. A student may retake any course in which the student has received a failing or NC (no credit) grade. Credit is earned only once.

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

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

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

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

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Principles of Macroeconomics	50
Principles of Marketing	50
Introductory Sociology	50
Western Civilization I	55
Western Civilization II	55

Minimum Scores for CLEP General Examinations

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Natural Sciences	50
College Compo Modular with Essay ‡	50
Humanities	50
Social Sciences/History	50
College Mathematics	50

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

Minimum Scores for DSST Examinations

of \$85 for each examination at the Bursar's Office.

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

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



Students normally take four course units in a term. In addition, they may schedule physical education activities, music ensembles (choir, women's chorus, orchestra, marching band, wind ensemble), music performance (private lessons), and certain other courses up to a maximum load of 4.5 course units.

With an advisor's approval, a student with sophomore, junior, or senior standing and a cumulative GPA of 3.00 or higher at the time of registration may schedule a fifth course unit in a given term. Other seniors, juniors, or sophomores with cumulative GPAs between 2.70 and 3.00 at the time of registration may

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a recommendation from the dean of students at the institution he or she is currently attending.

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

Credit is granted for courses completed with a grade of C (2.0) or better at a regionally accredited institution or a regional or national accrediting body recognized by the United States Department of Education. The courses must be the equivalent of courses taught at Moravian or be judged by the College to be consistent with Moravian's curriculum. In some cases, a portfolio review or proficiency test may be required (for example, in art or music) to determine the transferability of a particular course. A maximum of 64 credit hours (16 Moravian College course units) will be accepted from two-year institutions, and a maximum of 80 credit hours (20 Moravian College course units) from four-year institutions. The final decision on transfer of credits rests with the registrar. In order for transfer courses to count in fulfillment of most major requirements or in fulfillment of any Learning in Common course, the transfer courses carry at least 3 credit hours (0.75 units). All degree candidates must complete with a passing grade at least one multidisciplinary (M) and one upper-division (U) course at Moravian College.

Credits for courses completed at foreign institutions accredited by the respective Ministry of Education or with an official transcript evaluated by World Education Service (WES) with a grade of C (2.0) or higher may be transferred into Moravian College, provided that these courses are in subjects generally recognized as appropriate for liberal arts colleges and are either comparable to courses offered at Moravian College or

at least one multidisciplinary (M) and one upper-division (U) course at Moravian College.

If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and periodic tests may be granted at the discretion of the instructor. Authorization to make up a final examination is given only by the Office of the Provost.

It is the responsibility of the instructor to set forth in writing at the beginning of a course any special conditions regarding absences in the course. A student who finds it necessary to be absent from class should inform the instructor in advance of the absence, as a matter of courtesy.

When a student's progress is seriously impeded by excessive absence from class or by other difficulties, the instructor may refer the student to the Office of Learning Services.

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Commuting students who are absent or late for class should not be penalized when the U.S. National Weather Service has issued a winter weather advisory, heavy snow warning, or winter storm warning.

the student is placed on academic probation. The record of a student on probation is evaluated at the end of each term until the cumulative GPA is above the minimum requirement for graduation (2.00 for undergraduate programs; 2.75 for graduate programs at Moravian Theological Seminary; and 3.00 for all other graduate programs). After examination of a student's academic record at the end of a term, the Academic Standing Review Board (the academic deans, the Dean of Student Success, and Director of Advising) may take any of the following actions:

- Place on probation.
- Continue on probation for an additional term.
- Remove from probation.
- Require withdrawal from the College for one or more terms with the opportunity to request reinstatement at a future date.
- Discontinue for failure to meet academic

Venture students are exempted from this requirement.) Students who transfer to Moravian with 16 or more units will be permitted to register once without a declared major, but must declare a major before their second term of enrollment at the College. Registration holds may be lifted due to extenuating circumstances. Such holds may only be removed by the associate provost or the assistant dean for academic advising.

To declare a major, students must submit a completed declaration of major form to the registrar's office. The form is available from the registrar. While first-year students may not officially declare a major, they may submit the completed declaration of major form to the registrar during the spring term of their first year, and the major will be added to their academic record in the subsequent summer term.



A student who finds it necessary for any reason to withdraw from the College should make an appointment to see the assistant dean for academic advising and complete an official withdrawal form. If this is not possible, the student should submit a letter stating reasons for withdrawal. The effective withdrawal date is the date on which the student began the formal withdrawal process by notifying the Office of the Provost of his or her intention.

If a student withdraws from the College before the end of a term but prior to the official course withdrawal deadline, normally before the last four weeks of a term, a W is assigned to all courses. If the withdrawal from the College occurs after the official course withdrawal deadline, a W is assigned to each course in which the student has earned a passing grade at the time of withdrawal and a WF or NC to each course in which the student has earned a failing grade at the time of withdrawal, except that in cases of illness or extenuating circumstances 27.1 (FROM Cd a f)200 (f ile P)20 (r)25 (o)25 (v)25 (o)10 (s)10 (t o)y su (cuulhir)27 (wyC10 (s)10m,)30 ()]TJ

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.

A student who finds it necessary to leave the College but who plans to return within a year may request a leave of absence by meeting with the assistant dean for academic advising. The effective leave-of-absence date is the date on which the student began the formal leave-of-absence process by notifying the Office of the Provost of his or her intention.

Though a leave of absence for up to two (fall or spring) academic terms will protect the student against academic program changes and facilitate the student's return, there is no guarantee that the student's financial aid will be continued, and the student should confer with a financial aid counselor before taking a leave. Students on a leave of absence should also be aware that courses taken through Moravian College's Comenius Center for Continuing, Professional, and Graduate Studies or at other colleges or universities during the leave may affect their academic standing at Moravian College. Students planning to take college courses while on a leave should consult with the associate dean for academic affairs.

Once the leave-of-absence process is initiated, students who change their minds about taking a leave of absence from the College may do so by rescinding the request for a leave in writing to the Office of the Provost. If the leave of absence is to take effect at a time when classes are in session, the rescission must occur within ten calendar days.

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

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

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

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

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Normally, students who have not fulfilled all the requirements for a degree from Moravian College are not allowed to participate in Commencement exercises. However, exceptions to this policy will be considered for students who (1) are not on academic probation and have a GPA of at least 2.00 in their major; (2) because of circumstances beyond their control, are no more than two course units short of the 32 course units required (33 course units for the Bachelor of Music) for a degree; (3) reasonably could be expected to complete degree requirements by the end of the summer session (that is, by August 31) immediately following Commencement; and (4) have no outstanding incompletes on their transcript. Students who meet these requirements and wish to be "walkers"—i.e., to march in the Commencement ceremony—must appeal in writing to the associate dean for academic affairs on or before March 1 of the year of anticipated Commencement and should specify the circumstances that warrant the exception. Appeals of the associate dean's decision go to the Academic Standards Committee. Appeals beyond the committee may be heard by the president, at his discretion.

To participate in Commencement, students whose appeals are approved must register and pay for the required summer-session courses by April 15. Tuition for these courses is nonrefundable. No student with a failing grade in any required course (including elective courses needed to reach the 32 units required for graduation) in the spring term immediately prior to Commencement may participate in the ceremony. No student with a pending incomplete in any course in the spring term immediately prior to Commencement may participate in the ceremony. Any full-time day-session student who deliberately "under-registers" (takes fewer than 4 course units) in the term prior to Commencement may not apply to be a "walker." Students who participate in the Commencement ceremony without having completed the degree requirements will have transcripts withheld until completion of degree requirements. "Walkers" do not receive public or printed recognition of honors (cum laude, etc.) in the Commencement program.

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



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

The Charles A. Albrecht Memorial Award

To two members of the senior class who have the best

The Biological Sciences Prize.

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

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

The E. C. Schultz History Prize

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

The Augustus Schultze Greek Prize

To the best student of second-year Greek.

The T. Edgar Shields Memorial Prize in Music

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

The Edwin L. Stockton Prize in Economics and Business

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

The Ronald J. Stupak Award

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

The Daniel W. Tereshko Memorial Prize in Studio Art

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

The George Tyler Award

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

The Steven K. Van Auken Memorial Prize in Music Performance

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

The Zeta Psi Award

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

The Zinzendorf Award

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



Alpha Kappa Delta: International Sociology Honor Society

Advisor: Debra Wetcher-Hendricks

Alpha Psi Omega: National Honorary Theater Society

Advisor: Christopher Shorr

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

Advisor: LaKeisha Thorpe
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Beta Beta Beta: National Biology Honor Society

Advisor: Christopher d

Advisor: Chriser

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 Iota Rho: Honor Society
for International Studies**

Advisor: Christian Sinclair

Sigma Pi Sigma: National Physics Honor Society

Advisor: Edward A. Roeder

Sigma Tau Delta: National English Honorary Society

Advisor: Nicole Tabor

**Sigma Theta Tau: International
Nursing Honor Society**

Advisor: Janice Farber

**Theta Alpha Kappa: National Religious
Studies/Theology Honor Society**

Advisor: Jason Radine

not award specific degrees in allied health areas.

Students who select these preparatory programs follow a course of study that not only prepares them for entry into a program at Jefferson University but also provides the option of pursuing a bachelor's degree if they should decide to complete their education at Moravian.

Though Moravian College cannot guarantee a student's admission into the allied health programs at Jefferson University, its agreement with that institution enhances the opportunities of Moravian students to obtain bachelor's degrees in cardiac sonography, computed tomography, general sonography, invasive cardiovascular technology, magnetic resonance imaging, medical dosimetry, nuclear medicine, radiography, radiation therapy, and vascular technology.

Mathematics 107

Students participating in any of the College's allied health programs that require only three years of full-time work at Moravian should select Mathematics 107 to fulfill the Quantitative Reasoning (F2) requirement of Learning in Common. They complete the same Learning in Common requirements as other Moravian students (all F categories, plus 6 of 8 categories in the M and U categories, of which at least 1 must be a U course).

Jefferson offers baccalaureate, master's, and certificate programs in diagnostic imaging, laboratory sciences, nursing, occupational therapy, and physical therapy. Students who are interested in these programs should consult with the health professions advisor, Stephen Dunham, on application requirements and recommended courses.

See Modern Languages and Literatures

Chair: Associate Professor Fraleigh

Associate Professors: Baxter, Radycki; Assistant Professor: Murphy; Visiting Instructor: Amin; Adjunct Faculty: Ciganick, Colegrove, Crisafulli, Faggioli, Hurwitz, Kearns, Kotsch, Kuhn, Myers, Williams, Wynne, Zucco

The Moravian College Art Department cultivates a vibrant academic community committed to creative and critical thinking. Our faculty and students share a passion for art as a celebration of the mind's imaginative and intellectual powers. Art is by nature an interdisciplinary and trans-cultural field that invites students to consider how art reflects and shapes society, politics, ethics, and culture. At Moravian

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

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

Four concentrations or tracks are available: studio art, art history, art education, and graphic 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 study of art history integrated into the studio experience is an essential element for creative and intellectual growth. Art education students take courses in art and education and spend a semester in supervised student teaching in order to receive Pennsylvania Department of Education teacher certification. Art education activities support and challenge the cognitive, artistic, and social development of all children and adolescents. Studio majors create and develop a cohesive body of work that becomes their review thesis, and exhibit on and off campus. Graphic design students pursue advanced coursework that focuses on professional creative work.

The Major

The major in art consists of 9 to 13 course units in art, depending on the track. All four tracks utilize a common core of four courses that emphasize the historical traditions of art, introduce the elements of design and principles of composition, and develop skills in drawing and painting. These courses are Art 113, 142, 170, and 180. The student then selects one of the four tracks:

Studio Art.

- This track is designed to prepare students for careers in the fine arts in areas such as drawing, painting, sculpture, ceramics, photography or media arts. It may also serve as a foundation for graduate study in the

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



The art education program at Moravian College places child-centered teaching and learning theories into practice. The primary outcome of this approach is that, through the creation and sharing of personal meaning-making, students foster a greater understanding of themselves and others and awaken to alternative possibilities in the world. Art education provides an opportunity for children to answer the question, "must things be as they are?" In doing so, they cultivate a more peaceful and socially just world, and education becomes transformative. This child-centered approach to art education exceeds the Pennsylvania Department of Education Academic Standards for the Visual Arts.

To carry out the goals of this approach to art education, pre-service art educators must develop their own art practice and use their practice to inform their pedagogy. Thus, they come to understand their studio art practice as research, as the place where they are constructing new knowledge. By mastering art processes and techniques, through the understanding of materials and their potential for shaping ideas, the pre-service educator calls on these experiences as he or she writes curricula that support and challenge the artistic development and learning styles of all children.



- Students of art history and criticism who plan to pursue graduate degrees in art history/museum studies are strongly recommended to pursue advanced study in a relevant foreign language (French, German, Spanish, etc.).
- Students who plan to pursue graduate studies should contact their advisor to plan additional courses for study.
- Majors in Graphic and Interactive Design should consider taking courses, minoring, or double-majoring in Computer Science or Marketing.



- In every art course, there is at least one required field trip, for which students are billed by the College.
- Art students are required to attend lectures and workshops by visiting artists.
- Art students are strongly encouraged to participate in exhibition opportunities and arts events on campus and in the community.
- Gallery space is designated for

exhibitions by students.

- All art majors in graphic design, studio art and art education must participate in a review of their art work during the spring term of the sophomore year. (The review is optional for art history majors.) Transfer students, those who declare their majors late, those studying abroad, and others will be scheduled for a review as soon as they are ready. Students who fail the review, as determined by the art faculty members conducting the review, will be required to repeat it in a subsequent semester.
- Seniors in the graphic design track are required to create a portfolio website and printed portfolio of their work that will be reviewed in the fall term of their senior year.
- Lab fees are required for some studio art classes, including ceramics, printmaking, three-dimensional design, graphic design, and digital photography. Lab fees cover usage of the lab and lab supplies, such as photographic chemicals, clay, printmaking supplies, and computer software and hardware. In courses that utilize the color printers in the graphic design lab, a portion of the lab fee goes toward color printing costs.
- Kit fees are required for some studio art classes, including Art 142, 146.2, 170, 180, 270, and 280. Kit fees cover the costs for an art supply kit for the course (paint, brushes, etc.) and are billed to each student's account.



[Illegible text]

113. Art History Survey: Caves to Cathedrals.

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

Ciganick, Kearns, Radycki

114. Art History Survey: Renaissance to Abstraction.

Major movements in Western art from the Renaissance to the present. Spring. (M6)

Ciganick, Radycki

212. Artists as Activists.

How do artists, graphic designers, writers and performing artists raise questions and advocate social change? Global examples of visual culture will include propaganda, graphic design, film music video, and

131. Introduction to Graphic Design.

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

Crisafulli, Murphy

142. Visual Foundations: Composition, Color and Design.

A guided investigation of basic concepts and techniques of visual organization, addressing theory and application of two-dimensional design and color using various concepts, media, and techniques. Weekly projects develop students' awareness of formal elements of composition and interrelationships between form and content. Utilizing fundamental design principles, including line, shape, color, value, space, balance, proportion, and scale, students learn and use appropriate vocabulary to verbalize their creative process and critical thinking. Learning to analyze one's own work and the work of others is as important a skill as making the work.

Amin, Kuhn, Zucco

146.2. Printmaking and Book Arts.

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

Zucco

147. Screen Printing.

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

Zucco

159. Design: Three-Dimensional.

In-depth investigation of basic forms involving a variety of multidimensional media. Recommended foundation course for sculpture. (M6)

Faggioli

160. Ceramics.

This course introduces the fundamentals of ceramic art—including hand-built and wheel techniques—applied to tiles, objects, and vessels, and methods of glazing. Outdoor raku firing will be introduced. The history and use of ceramics will be discussed. The basics of operating a ceramics classroom are included: loading, unloading, firing and maintaining electric kilns, including low-fire and high-fire; purchasing clay, glazes and other supplies; health and safety concerns.

Faggioli

167. Photography 1.

231. Publication Design.

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

Murphy

245. Printmaking I.

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

Zucco

254. Digital Video.

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

Williams

259. Sculpture.

Problems of various aspects of sculptural form in a wide range of media. Prerequisite: Art 159 or permission of instructor. Offered as independent study with permission of instructor.

Sta

262. Art of the Lens.

This course will trace the evolution of the lens as it was used in optical devices producing images formed by light. The content of the class will cover the basic principles of photographic optics from the period of the camera obscura through the invention of photography in the mid-19th century. Emphasis will be placed on the design and application of lenses in optical devices that altered society's common experience of seeing. (U1) Summer.

Hurwitz

263. Historic Photo Processes.

This course takes an exploratory approach to the earliest photographic processes in use from the mid-

to late 19th century within the context of modern aesthetics and contemporary image-making. Slides, lectures, and critiques, along with the freedom and encouragement to experiment, will commingle historic and contemporary examples of photography-based art. Combined with an introduction to the basic principles of chemistry and light, students will learn to apply the new possibilities of old processes to original concept-based personal imagery. (U1)

Hurwitz

267. Photography 2.

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

Hurwitz

268. Digital Photography.

A critical seminar for the production and study of digital image making. Students learn the basic technical and operational skills involved in creating photographic work electronically. Discussions and readings investigate issues pertaining to art and media culture, as well as similarities and differences between the objective nature of traditional photography and the inherent subjective quality of digital imagery. The class will build a critical, theoretical, and artistic framework to help students develop their own unique vision in the context of digital art making.

Kotsch, Wynne

270. Drawing II.

Development of composition through a wide range of techniques and media. Prerequisite: Art 170 or permission of instructor. Spring.

Fraleigh, Amin, Kuhn

280. Painting II.

Continuation of the investigations and problems explored in Art 180. Prerequisite: Art 180.

Fraleigh, Amin

and social media presence, students gain practice in job interviewing, resume preparation, and purposeful job searching. Prerequisites: Art 231. Fall.

Murphy

375. Professional Practices.

Professional Practices is one of the two capstone experiences for studio art majors at Moravian College; the other is ART 372, Senior Projects, which should be taken simultaneously. Professional Practices prepares students for the business aspects of a career in the fine arts, while Senior Projects focuses on studio practice and thesis development. Classes will be structured around visiting artist/special guest presentations, technical demonstrations, readings, student presentations, a fieldwork experience, and class discussions. The course objective is to prepare studio art majors for a professional life after college. This course will cover professional practices in the fine art world as appropriate to an emerging artist. Topics will include documenting artwork, artist statements, resumes, jobs, financial planning and fundraising, exhibition opportunities, promotional material, networking, and other opportunities and tools that can support working in the field of art. Outside weekly reading is an essential component to this portion of the course, which provides a platform for discussion on issues pertaining to professional practice and the contemporary art world.

Fraleigh

380. Advanced Painting.

Advanced problems in painting, structured, composed, and created by the student. Prerequisite: Art 280.

Fraleigh, Amin

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



Program Director: James Scifers

Undergraduate Advisors: James Scifers,
Jennifer Ostrowski, David Wilkenfeld

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

for specifics regarding program accreditation).

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

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

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

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

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

Admission is determined based on the following:

- Overall Grade Point Average (20%)
- Pre-Requisite Grade Point Average (30%)
- Observation Hours (10%) – Must be completed with a licensed / certified athletic trainer

- Recommendations (10%)

-

thinkers and intellectually vibrant individuals, we hope to enable them to achieve a lifetime of personal and professional success and service to society.

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

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



The major in biology consists of nine course units, including Biology 112, 119, 210, either 265 OR 328, and 370. The remaining four courses are selected by the student in consultation with the major advisor; at least three of these courses must be at the 200-level or higher. Students also may earn elective credits by taking Special Topics, Independent Study, Internship, and Honors in Biology. At least three of the student's elective courses must have an associated laboratory and/or scientific research component. Only one external internship can count as a biology elective. Biology 100, 102, 103, 104, 107, 205, 206, and 209 do not count as courses in the major or minor. The student who majors in biology must take Mathematics 106–166 or 170 or 107, Chemistry 113–114 and Chemistry 211–212. Students considering graduate work in biology or medical

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104. Human Anatomy and Physiology II.

Second course in the anatomy and physiology sequence.
Emphasis on understanding structure and function of

230. Field Botany.

Introduction to plant systematics and ecology. In systematics, focus is on our concept of species: patterns and sources of variation in plant populations, compatibility and breeding systems, hybridization and introgression, and polyploidy; in ecology, the nature of local plant communities and forces that shape them. Fieldwork includes sampling of plant communities, collecting and identifying specimens, visiting botanical institutions. Prerequisite: Biology 119. Fall. Two 50-minute periods, two 3-hour laboratories.

Bevington

235. Microbiology.

Nature and activities of microorganisms as seen through their morphology, physiology, genetics, biochemistry, and ecology. Special attention on the microbe as an infectious agent through investigation of host-microbe interaction, action of antibiotics, and immunological responses of host organisms to infection. Prerequisites: Biology 112 or 119 and Chemistry 113–114. Fall. Three 50-minute periods, two 2-hour laboratories. Mosovsky 250. Animal Behavior. (Also Psychology 250)

250. Animal Behavior.

(Also Psychology 250) Neurological, ecological, and genetic basis of behavior, with emphasis on evolutionary mechanisms that govern acquisition of behavioral patterns. Prerequisite: Biology 100 or 112 or Psychology 105 or 120. Fall, alternate years. Two 70-minute periods, one 3-hour laboratory.

Sta

263. Neuroscience.

Study of neuroanatomy, neurophysiology and neuropathology; special emphasis on functional aspect of brain organization; introduction to theories and research regarding a variety of neurological conditions and disorders through journal club discussions. Laboratory includes gross anatomy and microscopic study of the central nervous system, computer assisted neurophysiology experimentation, computerized and radiographic study of the brain and a semester-long behavior project. Prerequisite: Biology 112. Fall. Three 50-minute periods, one 3-hour laboratory.

Fox

265. Cell Physiology.

Introduction to biochemical and physiological activities of cells. Topics include metabolic pathways, bioenergetics, enzyme kinetics, membrane structure and function, molecular biology of the gene, cell motility, and cellular differentiation. Prerequisites: Biology 112 or 119; Chemistry 113–114. Spring. Three 50-minute periods, one 3-hour laboratory.

Bevington

310. Vertebrate Anatomy.

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

Irish

327. Biochemistry I.

(Also Chemistry 327) Focus on the structural features of the four major classes of biomolecules and the basic functions of these molecules in cells. Coverage of the fundamentals of information flow in biological systems, enzyme kinetics and catalytic mechanisms will set the stage for Biology/Chemistry 328 (Biochemistry II). Students will also be introduced to many of the techniques used in biochemistry laboratories and begin to learn how to investigate biochemical problems. Prerequisites: Biology 112 or 119 and Chemistry 212 or permission of instructor. Fall. Three 50-minute lectures, one 50-minute problem session, and one 3-hour laboratory.

Sh. Dunham

328. Biochemistry II.

(Also Chemistry 328). Builds upon the biochemical foundations covered in Biology/Chemistry 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: Biology/Chemistry 327 or permission of instructor. Spring. Three 70-minute lectures and one 3-hour laboratory.

Thévenin

345. Histology.

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

Fox

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: Biology 112 and Chemistry 113–114. Spring. Three 50-minute periods, one 3-hour laboratory.

Fox

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: Biology 119 and Chemistry 113. Three 50-minute periods, one 3-hour laboratory.

Bevington

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

Sta

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: Biology 210 and permission of instructor. Spring, alternate years. Two 3-hour periods.

Jones

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. 1 (o s)9m52hHke emphe 7TJT*e em25 (e



Chair: Professor Salter

Associate Professors: Shari Dunham, Stephen

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: Chemistry 114 and Mathematics 170. Fall. One weekly 3-hour lab period.

Salter

222. Quantitative Analysis.

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: Chemistry 220.2 or 222, Mathematics 171, and Physics 112. Three 50-minute periods, one 50-minute problem session, one 3-hour laboratory.

Salter

333. Advanced Physical Chemistry.

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

Salter

341. Inorganic Chemistry.

Periodic-table relationships, bonding theories, coordination compounds, acid/base theories, organometallic compounds. Laboratory stresses synthesis and characterization of inorganic compounds.


Prerequisite: Chemistry 331 or permission of instructor.

Spring. Two 70-minute periods, one 70-minute problem session, and one 3-hour laboratory.

St. Dunham

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 30 (.)M3 TDeer




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

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

Courses in management are listed below.




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




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


Courses in economics are listed below.



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



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



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

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

Courses in management are listed below.



The minor in management consists of Economics

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

Accounting Major

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

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

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

Accounting courses are listed below.

Accounting Minor

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

International Management Major

The major in international management is offered jointly with the major in accounting.

The major in international management is offered jointly with the major in accounting. The major in international management is offered jointly with the major in accounting. The major in international management is offered jointly with the major in accounting.

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

SELECTIVE COURSES

The six courses of Set I include Economics 152 and 156, Accounting 157, and three other courses in economics, accounting, or management. These three elective courses and the six courses of Set II are select (er)fge poliyeh8eersch8eernaouer

Leadership Concentration consisting of Management 517, 563, and one Management 500-level elective course, or a Learning and Performance Management Concentration consisting of Management 569, 572, and one Management 500-level elective course.

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

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

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

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

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

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

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

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

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

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

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

The concentrations offered are

Business Analytics

Management 553, 556, 557

one Management 500-level elective course

Prerequisites include micro and macroeconomics, and statistics.

Healthcare Management

Management 532, 534, 536,

one Management 500-level elective course

Human Resource Management

Four Management 500-level courses in human resource management

329. Labor Economics.

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

Sta

330. Public Economics.

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

L. Ravelle

226. Legal Environment of Business.

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

J. Ravelle

227. Consumer Behavior.

Psychology of consumers. Methods of psychological research for problems in consumer areas. Impact of personality, learning, motivation, and perception on consumer decisions. Topics include consumer stereotypes, social groups as consumers, advertising, product or brand images and identification, and attitude change in consumers. Recommended: Management 251. Fall.

Kaskowitz, van Esch

228. Telling and Selling Your Brand: The Art of the Story.

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

Kaskowitz

231. Managerial Finance.

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

Leeds, L. Ravelle

250. Moral Marketing - Serving the World's Poor.

(Also Interdisciplinary 250) How the ideas of tzedek ("justice") and charity ("love") apply to marketing to the world's poorest people (those living on less than \$2 a day). Examination of three different perspectives of social justice: Jewish, Christian, and American

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

Kaskowitz

251. Marketing Management.

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

Kaskowitz, van Esch

253. Human Resource Management.

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

Desiderio, Kleintop, J. Ravelle

255. Mindfulness in Sport.

Using Csikszentmihalyi's theory of flow as the theoretical framework to guide this course, we will explore mindfulness and flow in the context of optimizing performance in sports organizations. Together, we will discover how leaders make meaning of their behaviors in the context of doing good business in the sports industry. We will explore ways of thinking, reactions to our readings, self-reflection, and how to express responses in an analytical and thoughtful way. In an effort to create awareness for happiness at work, we must understand the cultural implications that stimulate our lives. Using

a sports management lens, let's explore how "... leaders and managers of any organization can learn to contribute to the sum of human happiness, to the development of an enjoyable life that provides meaning, and to a society that is just and evolving" (Csikszentmihalyi, p. 5, 2003). Prerequisite: Management 223.

Desiderio

256. Applied Econometrics.

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

Aziz, Leeds

310. "Doing Good" at Work.

(Also Interdisciplinary 310) "Doing good" is philanthropy, ethical codes of conduct, voluntarism, social responsibility, and environmental stewardship. "Doing good" at work is not only the morally correct thing to do for the individual employee, but the more individuals in the organization who "do good," the more likely the organization will succeed on economic, social, and mission-related levels/goals. Students will learn about the philosophy, history and practice of "doing good" at work, and integrate what they have learned and what they believe to develop their own model for "doing good" that they can work and "live with." Prerequisite: junior or senior class standing. (U2)

Marabella

311. Marketing Research.

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

Kaskowitz, van Esch

324. Operations Management.

Introduction to managing the supply side of profit and not-for-profit organizations, and their production of

goods and services. Includes process improvement, scheduling, materials management, and quantitative methods for operations management. Prerequisites: Economics 156 and two of the following: Accounting 213, Management 231, 251, 253. Spring.

Egan

326. Legal Environment of Finance and Credit.

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

J. Ravelle

333. International Issues in Management.

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

West, Marabella

341. Investment and Portfolio Theory.

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

Leeds, L. Ravelle

342. Organizational Behavior and Leadership.

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

Desiderio

365. Management Seminar.

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

Marabella, Wright

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

340. Senior Seminar in Accounting.

A capstone course related to financial reporting and hot accounting issues. Emphasis on understanding conceptual issues about financial reporting; such as international accounting standards and ethical issues as they relate to the profession. Understanding how business choices and ethical decisions affect financial statements and user perspectives; researching a company's financial statements, press releases, and

leader. Emphasis will be placed on self-reflection and analysis in regard to developing one's own leadership skills. 3 graduate credits. Prerequisite: None.

Orlando, Law

**515. Microeconomic Foundations
for Strategic Management.**

In this course, participants explore the role of economic theory and analysis in the formation of business strategy and policy. The course examines the importance of

management of channels of distribution including the role of the Internet and electronic commerce. 3 graduate credits. Prerequisites: ECON 152 Principles of Economics, or equivalent; MGMT 251 Marketing Management, or equivalent; or permission of instructor.

Kaskowitz, van Esch

524. Strategic Planning in Health Care

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

Hitchings, Ho man

532. Managing Healthcare Organizations.

This course examines the unique environment of healthcare and the challenges confronting managers in that environment. Topics examined include marketing healthcare services, recruiting and retaining staff necessary for meeting mission, (sion,)30.1 eude

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

Economics, and MATH 107 Statistics, or ECON 156 Economics and Business Statistics, or their equivalents, and familiarity with the use of Microsoft Excel, or permission of the instructor. 3 graduate credits.

Egan

557. Big Data Analytics.

Data mining is the process of selecting, exploring, and modeling large amounts of data to find patterns and gain insights for making actionable knowledge. Several data mining techniques will be applied to large data sets from

Economics, MGMT 253 Human Resource Management, and MGMT 565 Global Talent Management, or their equivalents, or permission of the instructor.

Gerhart

569. Training and Development Systems.

This course is an introduction to behavioral concepts and organization best practices related to training and developing human resources. Emphasis is placed on the investigation and development of proactive strategies to align the knowledge and skills of the organization's employees with those needed to realize the organization's strategic goals. Learning technologies for delivering training content are explored within the context of aligning training and development strategy with organizational needs. Prerequisite: MGMT 565 Global Talent Management, or permission of the instructor.

Law

571. Leading Change in Organizations.

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

Kleintop

572. Managing Performance: Motivating, Coaching & Evaluating.

Managers and human resource professionals must have a good understanding of performance management principles in order to coach managers in managing employee performance. This course focuses on the underlying principles of performance management and ways to intervene early to manage behavioral problems. Topics to be covered include an overview of performance management, methods for motivating staff, coaching employees, including executives, for success, establishing performance plans, and conducting performance evaluations. 3 graduate credits. Prerequisites: MGMT 513 Leading People in Organizations or permission of instructor.

Kleintop, Law

577. Project Planning and Management.

Introduces project management—the administration of a temporary activity or project.

continues with logistic regression, poisson regression, and survival analysis. The course is heavily weighted towards practical application with large data sets containing missing values and outliers. It addresses issues of data preparation, model development, model validation, and model deployment. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 608. Advanced Modeling Techniques.

Drawing upon previous coursework in predictive analytics, modeling, and data mining, this course provides a review of statistical and mathematical programming and advanced modeling techniques. It explores computerintensive methods for parameter and error estimation, model selection, and model evaluation. The course focuses upon business applications of statistical graphics and data visualization, treestructured classification and regression, neural networks, smoothing methods, hybrid models, multiway analysis, and hierarchical models. This is a casestudy and projectbased course with a strong programming component. Prerequisite: MGMT 605 Generalized Linear Models.

MGMT 612. Marketing Analytics.

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

MGMT 615. Web Analytics.

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

decisionmaking, with a particular focus on using Google Analytics. Topics include measurements of enduser visibility, organizational effectiveness, click analytics, log file analysis, and ethical issues in analytics. The course also provides an overview of social network analysis for the Web, including using analytics for Twitter and Facebook. This is a casestudy and projectbased course. Prerequisite: MGMT 608 Advanced Modeling Techniques.

MGMT 618. Data Visualization.

This course begins with a review of human perception and cognition, drawing upon psychological studies of perceptual accuracy and preferences. The course reviews principles of graphic design, what makes for a good graph, and why some data visualizations effectively present information and others do not. It considers visualization as a component of systems for data science and presents examples of exploratory data analysis, visualizing time, networks, and maps. It reviews methods for static and interactive graphics and introduces tools for building webbrowserbased presentations. This is a projectbased course with programming assignments. Prerequisite: MGMT 602 Regression, Factorial, and Cluster Analysis.

MGMT 622.

Healthcare Analytics. This course focusor statextEFFFOAD>>> I

MGMT 628. Text Analytics.

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

MGMT 671. Capstone Project.

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

Chair: Professor Shosh

Associate Professor: DesJardin; Assistant Professor: Gleason; Assistant Professor: Gleason, Kahn, Mitten; Faculty Associates: Baxter (art), Kuserk (biological sciences) LaRue (English); McKeown (world languages); Paxton (history); Hartshorn (mathematics); Kriebel (physics, general science); Adjunct Faculty: Aragona-Young, Beitler, Bilheimer, Colon, Conard, Correll, Dilendik, Donaher, Finlay, Frey, Fuini-Hetten, Grove, Heath, Hogan, Jacoby, Ketterman-Benner, Mancino, Massey, Modjadidi, Resende, Richmond, Rosario, Sillivan, Torok, Villani, Ziegenfuss; Director of Field Experiences: Correll.

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

Moravian offers programs leading to Pennsylvania public school teacher certification in art (grades K-12), early childhood education (pre-K - grade 4), middle level education (grades 4-8), three world languages (French, German, and Spanish, grades preK-12), music (grades preK-12), special education, English as a Second Language, and eight secondary education (grades 7-12) subject areas: biology, chemistry,

citizenship education, English, general science, mathematics, physics, and social studies. The Education Department's Master of Education program also offers certification for ESL program specialists, reading specialists, principals, supervisors of curriculum and instruction, online instruction and special education. The Master of Arts in Teaching program offers initial licensure and advanced study at the graduate level.

Acceptance to Teacher Certification Program

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

Step 1.

For initial admission to the program, students must have:

- 48 credit hours (12 course units).
- A 2.8 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 literatureucF0009>>>s)rxtRE2 ce (oc

education sequence

- Recommendation of the major department based upon the mastery of content knowledge in the academic discipline.
- Recommendation of the Education Department based on the mastery of pedagogical content knowledge and performance in successful stage 1 & 2 early field and stage 3 pre-student teaching experiences.
- Evidence of professional attitude and behavior will be considered in light of field experience evaluations, College faculty and staff assessment, disciplinary information from the Student Affairs Office, and other sources. Submission of a signed application to the Teacher Certification program is required and shall constitute consent for the Student Affairs Office to release all such information on file to the Teacher Education Committee.

After approval by the Teacher Education Committee, a student is expected to maintain minimum averages and continue to receive endorsements of the departments and offices involved. A student must meet all standards and complete prerequisite coursework prior to the student-teaching semester.

A student who has been denied admission to the program may reapply at a later time if criteria for student teaching have been met. In such circumstances, completion of certification requirements may involve extending the student's program if the requirements cannot otherwise be met. A student who wishes to challenge an action by the Teacher Education Committee may request a hearing and personal appearance before the committee. If not satisfied by the hearing, he or she may appeal to the Office of the Provost.

Teacher Certification

All students interested in teacher certification should meet with the appropriate Education Department advisor.

- **Early Childhood.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Early childhood education certification candidates have two advisors. The primary advisor is a faculty member from the academic major; the secondary advisor is Jean DesJardin in the Education Department. Students will meet with their academic advisor as well as their Early Childhood advisor before registering for courses.
- **Middle Level.** Once the student has identified his or her primary major, a Declaration of Major form may be submitted to the registrar. Middle-level certification candidates have two advisors. The primary advisor is Joseph M. Shosh of the Education Department. Students will meet with both advisors

each semester before registering for courses.

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



The Pennsylvania Educator Certification Tests (PECT)

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. Currently there are two testing options. You may take either the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

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

Candidates are encouraged to take the PAPA or CORE exams prior to or during the sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to

admission into the teacher certification program and participation in any Stage 3 Field Experiences.

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

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

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

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

The Pennsylvania Department of Education (PDE) periodically revises testing requirements. Students should consult regularly with their Education Department advisor and the Pennsylvania Department of Education website for updates from PDE: http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/

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

The Commonwealth of Pennsylvania awards certification to candidates who have passed the required tests and who have been recommended by educational

institutions with accredited, state-approved programs.

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These experiences are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from stage 1 & 2 field experiences to stage 3 pre-student teaching to stage 4 student teaching. All field experience is directly related to material presented in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements. Students are required to secure their own transportation to and from field experience placements.

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

Students will not be permitted to enroll in a course that includes a field experience until all completed forms required by the Pennsylvania Department of Education have been presented to the College's director of field experiences. These clearance documents include the FBI Federal Criminal History Record (Act 114), the Pennsylvania State Police Criminal Record Check (Act 34), and the Pennsylvania Child Abuse History Clearance (Act 151). Some of these forms take six to eight weeks for completion, so students need to plan accordingly. Students who need to update their clearances or obtain initial clearances must personally bring all original clearance documents to the Education Department to be reviewed and copied before they will be permitted to register for education courses with field experiences. Photocopies, faxes, and scanned documents are unacceptable. Please note that the last opportunity to add a course is by 4:00 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

Field Experience I

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

Education 130 Student Development and Instructional Design. Required for all art, music, middle level (grades 4-8), world language (K-12), and secondary education candidates.

Education 160 Culture, Community, and Diversity: Introduction to Critical Pedagogy. Required for all education certification candidates.

Education 210 Child Development 1. Required for all early childhood candidates.

Education 211 Child Development 2. Required for all early childhood candidates.

Education 222 Emerging Language and Literacy, Pre-K to 4th Grade. Required for all early childhood certification candidates

Field Experience II

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

Early Childhood and Middle Level Education

Education 359.2s934T*[ggriTtivollowingcour4TwO-13ibulrFF0040certiu(,)3E

language education candidates.

Education 379 Seminar for Art Student Teachers. Required for all art education candidates.

Music 374.2 Music Education Seminar. Required for all music education candidates.

Moravian offers a certification program in the teaching of art (K-12). Students complete a full major in art as described under the Art Education track. Students should take Education 100.2 in the fall or spring of the freshman year, Education 160 in spring of the freshman year, Education 130 fall of the sophomore year, Education 244 spring of the sophomore year, Education 163 in the fall or spring of the sophomore year, Education 260 fall of the junior year, Education 366 fall of the senior year, and Education 375-379 spring of the senior year.

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

Moravian offers a certification program in the teaching of music (K-12). The academic program is described under music. Students complete Education 100.2 in the first year of study. Students also complete Education 130 and Education 160 in separate semesters of the sophomore year and Education 244 in the spring of the sophomore year or in the junior year. Student teaching and the concurrent seminar (Education 375-377 and Music 374.2) are taken in the spring of the senior year.

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

Students seeking certification in early childhood education must complete a major of their choice as well as the College's program of general education (Learning in Common). If preferred, early childhood education certification candidates may complete a pre-approved interdisciplinary program, which is composed of either eight or nine course units. Students must select Mathematics 125 to fulfill the Learning in

Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempted from this course and requirement.) Students also need an additional half-unit course in math. (Again, students majoring in math are exempted from this requirement.) In the multidisciplinary (M) categories, students must take either History 113 or 114 to fulfill the requirement in Historical Studies (M1); English 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; Education 160 to fulfill the Ultimate Questions (M3) requirement; and both Education 213.2 and 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

Education 100.2 and 160

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

Education 210, 222, and 244

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

Education 211, 214.2, and 216

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

Education 312, 323, 324, and 358.2

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

Education 213.2, 218.2, 321, 322, and 358.2

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

Education 370 and 375-377

Taken in fall of the senior year; clearances and other

for descriptions of general science and citizenship education/social studies programs, respectively. Students are advised to complete Education 160 and Education 130 in the sophomore year. (They must be taken in separate semesters.) Education 260 usually is taken in the fall term of the junior year and Education 360-365 in the fall term of the senior year. Education 140.2 and 244 should be taken any semester prior to student teaching. Student teaching (Education 375-378) occurs in the spring term of the senior year. Physical Education 236 is required as one of the student's physical education activities.

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

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

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

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

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

- EDUC 423.3 (= graduate 623) Special Education Processes and Procedures
- EDUC 424.3 (= graduate 624) Educating Students with Disabilities and Exceptionalities
- EDUC 425.3 (= graduate 626) Comprehensive Literacy Pre-K to 4
- EDUC 426.3 (= graduate 660) Literacy and Resistance/Secondary Schools
- EDUC 410.3 (= graduate 670) Language Acquisition and Development
- EDUC 427.3 (= graduate 676) Literacy Assessment and Evaluation

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

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

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

The Education Department offers a Master of Education degree in curriculum and instruction for practicing teachers. Each course in this 36-credit program is immediately applicable to the classroom, with an underlying philosophy of reflective teaching and a focus on action research. Courses are available to all certified teachers and may be taken as part of the larger M.Ed. program, to satisfy Act 48 requirements, or simply for intellectual and professional enrichment. Advanced Pennsylvania certification options are also available in ESL, reading, the principalship, supervisor of curriculum and instruction, and special education.

Qualified graduate students may also pursue initial licensure and/or earn a graduate degree in education through our innovative inquiry-based Master of Arts in Teaching (M.A.T.) program. Those interested in learning more about Moravian College's graduate degree and certification options should contact Joseph M. Shosh in the Education Department.

amorphous body of American literature written specifically for young adults. As participants examine classic and contemporary young adult texts, they construct blogs, wikis, and a literary analysis essay with hyper-textual links to articulate a philosophy for the inclusion of young adult literary texts in the secondary school curriculum, both individually and in tandem with canonical texts. (M2) Spring.

Shosh, Richmond

140.2. Computer Technology in the Classroom.

Instructional use of word processors, spreadsheets, databases, graphics packages, games, simulations, Web authoring programs. The Internet as a teaching/ learning resource. Students will design lesson plans for the use of technology in the classroom. (M2) Spring.

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

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

100.2. Introduction to Education of English Language Learners.

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

DesJardin, Sullivan

130. Student Development and Instructional Design.

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

Dilendik

131. Young Adult Literature.

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

This course is devoted specifically to child development from pre-birth to age five. This course will begin with

with parents and policy makers who always influence early learning programs and who make decisions regarding early reading instruction. 40-hour field experience. Co-requisite: Education 210. Prerequisite: Education 100.2 and 160; GPA of 2.70. Clearances and other documents for fieldwork required. Fall

Unger

232.2. Interventions for Middle Level Learners.

The purpose of this course is threefold. First, it is to prepare the pre-service teacher to develop an inclusive learning environment, which specifically addresses the needs of the middle school learner. Second, it is to design and implement research-based interventions and instructional strategies, which address the needs of the middle school learner. These strategies/interventions will be based on accurate interpretation of assessment data, content knowledge, and understanding of the students' abilities and diversity. Third, it is to prepare the pre-service teacher to evaluate the effectiveness of the instructional strategies and interventions and adjust them as needed to promote on-going student success. Topics will include, but are not limited to, strategies specific to the diverse learner, collaboration techniques, research-based strategies and interventions, Response to Intervention, the Systematic Approach for Assessing/Assessing the Learning Environment (SAALE), data collection and monitoring techniques, variables which influence student success, assistive technology, differentiated instruction and the Universal Design for Learning. Prerequisites: GPA of 2.70; Education 100.2, 130, 160, 140.2, and 244. Fall.

Modjadidi

244. Including Students with Disabilities.

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and research-based methodologies. Prerequisites: Education 160; Co-requisite Education 130 or 210; GPA of 2.70; sophomore standing or higher. Fall and spring.

Modjadidi

250. Art and Child Development.

This is an introduction to the artistic development of children and adolescents and ways in which children's cognitive, social, physical, and emotional growth affects this development. Students learn how developmental theories are applied to educational contexts. This class meets requirements for the Pennsylvania

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

Baxter

260. Reflective Teaching in Secondary Schools.

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

Gleason, Shosh

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

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

DesJardin

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

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

information management. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistics, learners' abilities, and cultural variations as these factors relate to literacy learning. This

syllabus on the course will include the following topics: (1) The history of literacy and the development of writing systems; (2) The nature of literacy and the role of literacy in society; (3) The nature of literacy and the role of literacy in education; (4) The nature of literacy and the role of literacy in culture; (5) The nature of literacy and the role of literacy in the workplace; (6) The nature of literacy and the role of literacy in the home; (7) The nature of literacy and the role of literacy in the community; (8) The nature of literacy and the role of literacy in the global context; (9) The nature of literacy and the role of literacy in the digital age; (10) The nature of literacy and the role of literacy in the future.

100.2, 130, 160, 140.2, and 244; Mathematics 107 and 125 with a grade of C or better; passing scores on PAPA Reading, writing and Mathematics. Fall.

Sta

333. Literacy for the Middle Level Learner.

This course is designed to introduce the literacy process as it relates to children in the intermediate and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, language systems and assessment forms will be a significant part of this course. This course also emphasizes the reading materials and

**370. Seminar for Early Childhood Educators:
Advocacy, Ethics, Leadership, Collaboration.**

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

Frey

371. Issues in Middle Level Education.

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

analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: EDUC 500 with B or higher. (Three credits; Spring; Shosh.)

EDUC 508 The Teacher as Evaluator

This course prepares teachers to select, administer, and interpret assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. (Three credits; As Needed; R. Ziegenfuss.)

EDUC 609 Teaching Grammar in the Context of Writing

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

EDUC 610 Differentiating Instruction

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

EDUC 612 Literacy Seminar in New Zealand

This study-abroad seminar is designed to develop the knowledge and skills pertaining to the nature of learning

and environments that support it, the causes and

EDUC 660 Literacy and Resistance in Secondary Schools

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

EDUC 667 Teacher Supervision & Evaluation

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

EDUC 668 Data-Driven Instructional Systems

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

EDUC 670 Language Acquisition and Development

Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. (Three credits; Summer; Sullivan.)

EDUC 671 ESL Curriculum and Instruction

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

EDUC 672 ESL Learner, Family, and Community

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

EDUC 673 ESL Assessment and Support

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

the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies. (Three credits; Summer; Sullivan.)

**EDUC 675 World Language
Curriculum and Instruction**

This course is designed to help foreign language teachers

an action plan for the project. (Pre-requisites: Admission

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

EDUC 503 Student Development and Instructional Design (MAT)

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

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

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

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

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

EDUC 513.2 Creative Expression (the Arts) (MAT)

In this course the emphasis will be on the process and not the product. Students will learn how to guide young children in creatively expressing themselves in the arts: visual, dance, movement, and drama. Students will also learn how to extend the arts into the classroom. This course fulfills the National Standard for Arts in Early Childhood Education (PA 2.70, Education 507).

EDUC 514.2 Music and Movement (MAT)

This course presents the comprehensive, current professional research on music and movement while providing links between theory and practice. Students will also learn about a young child's physical and psychological health and safety. The role of the family and diversity will also be discussed. Pennsylvania's standards for the arts and humanities will also be addressed. Note: In combination with Education 513.2, this course fulfills the Learning in Common Music Foundation. Fall and spring. Undergraduate cognate: EDUC 2.2

EDUC 514.2 Music and Movement (MAT)

abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare

as they culminate their preparation for teacher certification. It is their challenge to demonstrate that

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



Advisor: Kelly Krieble

EDUC 577 Student Teaching (MAT)

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

EDUC 578 Seminar in Secondary Teaching (MAT)

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

EDUC 579 Seminar for Art Student Teachers (MAT)

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

EDUC 586.2 Early Field Experience (MAT)

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



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

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

Upon successful completion of three years at Moravian College and upon recommendation of the College, a student in the cooperative engineering program may apply for transfer to the appropriate engineering department of Washington University. Following completion of the engineering program, the student is awarded the Bachelor of Arts from Moravian and the Bachelor of Science in engineering from Washington University.



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




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

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Chair: Professor Hinnefeld

Professors: Black, Dougal, Hinnefeld; Associate Professors: Shorr, Tabor; Assistant Professors: Fodrey, LaRue, Waller-Peterson; Emeritus Faculty: Diamond, Reid, Wingard; Instructor of Writing: Mikovits; Adjunct Faculty: Alu, Comfort, Crooke, Gal, Harris, Joella, Ward.



The field of English studies is one of the cornerstones

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

- I. English Major Core
 - English 225 WI: Introduction to English Studies
 - One of the 200-level writing courses that are designated as options for the required second English WI course*
 - One literary genre requirement
 - Two literary period requirements (one of which must be pre-20th century: English 340, 341, 351, 352, 355)
- II. Internship Pre-Requisite
 -

102. British Literature.

Introduction to distinctive British works, emphasizing analytical and communication skills. (M2)

Black, Dougal, Tabor

103. Western Literature.

Selected major works in the literature of the Western world, emphasizing analytical and communication skills through written and oral projects. (M2)

Sta

104. The Experience of Literature.

Introduction to major literary genres—fiction, poetry, and drama—from a variety of times and cultures, emphasizing analytical and communication skills through written and oral projects. (M2)

Black, LaRue, Tabor, Sta

105. African-American Literature.

Introduction to the poetry, non-fiction, fiction, and drama of the African-American tradition in literature from the beginnings of the Colonial period to the present day. Emphasis will be on identifying the uniqueness of this literature within the larger mainstream of American literature. (M2)

Waller-Peterson

210.2. Business Writing.

Introduction to writing for the business sector (correspondence, reports, proposals, presentations, other forms of business writing). Prerequisite: LinC 101 or equivalent.

Sta

211. Creative Nonfiction.

Guided practice in public and personal essay writing. Workshop setting. Prerequisite: LinC 101 or equivalent. Spring.

Fodrey, Harris

212. Introduction to Creative Writing.

Guided practice in the writing of poetry, fiction, and creative nonfiction. Prerequisite: LinC 101 or equivalent. (M6)

Hinnefeld

213.2. Tutorship I.

One-half unit of credit given for completion of tutor training course: extensive practice with student writing samples, several writing assignments, full review of grammar. The practicum is three hours of tutoring per week, compensated at work-study wage. Interested students must apply to and be selected by the Writing Center director before registering. Prerequisites: LinC 101 or equivalent, interview with director, and approval of director.

Mikovits

214.2. Tutorship II.

One-half unit of credit given for self-guided study and four hours of tutoring per week. Student's written proposal for study must be approved by Writing Center director. Prerequisites: English 213.2, GPA of 3.00, and approval of director.

Mikovits

221. The English Language.

Introduction to phonology, grammar, lexicon, and other aspects of English from its beginning to the present.

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232. Art of the Theater.

Aesthetic, historical, and production aspects of theater. Practical experience in production. Alternate years.

Shorr

233. Modern Drama and Theater.

Development of dramatic literature and theatrical practice in the 20th century.

Tabor

234. American Drama and Theater.

Development of dramatic literature and theatrical practice in America, 1665 to the present.

Tabor

240. Post-Colonial Literature.

Introduction to literature produced by 20th-century African, Asian, and Caribbean writers from former colonies of Western European empires, especially Britain. (M5)

LaRue

242. Environmental Writing.

This writing course will survey a broad spectrum of environmental literature, from Thoreau's *Walden* to Cheryl Strayed's recent bestseller *Wild*, as well as images, music, and cinema that address environmental themes. Through writing, class discussion, and other assignments, students will reflect on our changing relationship with the natural world and consider what the engagement has meant for both the planet and its human inhabitants. The course follows a workshop format, so reading and critiquing other students' writing is required.

Harris

261. Prophets of Doom and Gloom? Science Fiction, Science Fact, and the Contemporary World.

(Also Interdisciplinary 261) Creators of science fiction often present dire warnings about the world to come in which science has subverted human values. By studying important developments in science and technology and significant works of science fiction, we can comprehend the nature of these warnings and attempt to formulate a civilized response to the dehumanizing forces affecting the contemporary world. Prerequisite: Junior or senior standing. (U1)

Sta

262. Literature and the Way We Live.

(Also Interdisciplinary 262) This course considers such moral issues as the environment; identity, duties to kin; love, marriage and sex; racism and sexism; as posed within a variety of world literature that includes short stories, novels, poetry, and drama, ranging from the era of Sophocles' *Antigone* to the present. Prerequisite: Junior or senior standing. (U2)

Dougal

263/363. Writing as Activism.

To what can we...

Prerequisites: ENGL 224 (Introduction to Journalism) or another 200-level English writing course approved by the English Department Chair. Alternate years.

Sta

313. Poetry Writing.

Focused study of contemporary poetry, writing of a range of complete poetic works. Workshop setting. Prerequisites: English 211, 212, or other 200-level writing course approved by the English major advisor or English Dept. Chair. Alternate years. (M6)

Hinnefeld

320. The Art of Poetry.

Designed to provide the student of literature with theories and techniques for understanding, appreciating, and evaluating poetry. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

330. Shakespeare.

The major plays. Prerequisite: ENGL 225 or permission of instructor. Spring, alternate years.

Black

340. American Literature 1800-1865.

A study of the range of literary voices that constitute "American literature" from 1800-1865, including works by Native and African Americans, Hispanics, women, and a variety of ethnic and minority groups, as well as by the better-known writers of the era—Irving, Emerson, Thoreau, Dickinson, Hawthorne, Poe, Melville, and Whitman. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Dougal

341. American Realism.

Development of realism in American literature from its late 19th-century beginnings to its height in the early to mid-20th century. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

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225 or permission of instructor. Alternate years.

Tabor

354. 20th-Century British Literature.

British and Irish poets and novelists, with some emphasis on writers who have gained recognition since World War II. Prerequisite: ENGL 225 or permission of instructor. Alternate years.

Tabor

355. Literature and Culture of Medieval Britain.

Study of selected major and minor texts (mostly in translation) from Old English and Middle English literature, with corresponding interdisciplinary study of their cultural contexts. Examination of the evolution of literary genres, styles, and audiences. Exploration of the approaches and perspectives of contemporary scholarship to topics and issues in medieval studies, with a consideration of the links between contemporary and medieval cultures. Prerequisite: ENGL 225 or permission of instructor. Fall, alternate years.

Black

360. Dramatic Literature and the Moral Life 1580-1642.

Investigates issues of race, ethnicity, religion, and gender in the dramatic literature of the early modern period in England. Special attention to the plays of Shakespeare for their sensitivity to the diversity of the human condition. Earlier and later playwrights attuned to these issues will also be studied. Prerequisite: junior or senior standing; ENGL 225 or permission of instructor. Fall. (U2)

Sta

361. Dramatic Literature and the Moral Life 1875-Present.

Examines moral problems and resolutions in modern and postmodern dramatic literature. Issues of race, ethnicity, religion, and gender, as well as other concerns that are part of the modern moral life. Prerequisite: Junior or senior standing; ENGL 225 or permission of instructor. (U2)

Sta

370. Seminar.

Detailed study of a single writer, school, genre, or theme in literature. Prerequisite: ENGL 225 or permission of instructor.

Sta

371. Senior Seminar.

This course will synthesize and expand upon what students have learned throughout their major. Weekly meetings will consist of readings, discussion, and writing on topics within English Studies. Course requirements will include an extended written work in a student's chosen genre, as well as a portfolio. Prerequisite: ENGL 225 or permission of instructor. Fall and Spring.

Sta

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

286, 381-384. Independent Study.

288, 386-388. English Internship.

Practical field experience in writing for mass media, business, industry, or nonprofits. Designed in

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.

As prerequisites to the program, all students must take Economics 152 and a course in statistics (Mathematics 107 or Economics 156), preferably before the spring term of the sophomore year. Additional coursework in mathematics is recommended, especially for those students interested in pursuing graduate education.

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

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

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

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

- Biology 112 General Zoology
- or**
- Biology 119 General Zoology
- Biology 360 Ecology
- Chemistry 113-114 General Chemistry
- Economics 250 Environmental Economics
- Ecology

Environmental Economics (ECON 240) for both the major and a minor in Environmental Policy & Economics. An alternate course must be substituted for the minor.

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

Earth Science 210 Introductory Geographic Information Systems

Economics 152 Principles of Economics

Economics 228 Economic Development

Economics 236 International Economics

Economics 240

See Modern Languages and Literatures

Health 360

Exercise Physiology

Physics 109 -OR-

Physics for Life Sciences 1 -OR-

Physics 111

General Physics 1

Advisors: Dr. James Scifers, Dr. Jennifer Ostrowski

The health sciences major is intended for students who wish to pursue careers in health professions after completing their undergraduate career at Moravian College. Such programs include physical therapy, occupational therapy, and athletic training. Students wishing to pursue medical school, veterinary school, dental school, or a physicians' assistant program are advised to pursue majors in biology, biochemistry, chemistry, or neuroscience, and are advised to consult with the health professions advisor on an appropriate curricular choice for their interests.

Each of the program areas listed above requires additional education beyond the undergraduate degree. Students are advised to consult with the health professions advisor on specific program prerequisites and program requirements.

Students pursuing programs in the health sciences take Economics 156, Math 107, or another statistics course as their F2 (Quantitative Reasoning) requirement. Students in the health sciences should take Philosophy 259, Medical Ethics, or another bioethics courses, as their U1, or Nursing 360, Ethical Issues in Healthcare, as their U2 requirement.

All students, regardless of intended career or concentration, must complete Biology 103 and Biology 104, Anatomy and Physiology 1 and 2, as well as Psychology 120 and Health 310, Research Methodology in the Health Sciences Sciences (writing-intensive). In the third or fourth year of study (junior or senior year), all students enroll in HLTH 285.2 or 285, Clinical Observer, to complete the required number of clinical observer hours expected for enrollment into the graduate program of their choice. In addition, in the last term of undergraduate study, students enroll in the capstone course, Health 385.2, Social Issues in Health Science.

Upon declaring a major in health sciences, students select one of the following tracks, based on their intended career path:

Chemistry 108	Fundamentals of Chemistry
Health 231	Nutrition for Health Sciences
Health 260	Kinesiology
Health 261	Prevention and Management of Athletic Injuries

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.

Sta




See Modern Languages and Literatures



Advisor: Robert H. Mayer

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



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

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

History as Set I of an Interdepartmental Major

A student wishing to use history as Set I of an interdepartmental major is required to take History 270: Historical Methods and Interpretations and five other course units. Two of the remaining courses must be at the 200 level and a third at the 300 level.

History Minor

The history minor consists of History 270: Historical Methods and Interpretations and four other courses to be selected from at least two of the three major areas in the department curriculum (Europe, United States, outside the United States and Europe). In addition to History 270, at least one other course must be at the 200 or 300 level.

History Fellowship

The History Fellowship is a program for highly motivated history and history/education students of at least second-semester sophomore standing and a GPA of 3.50 or above in the major. Students accepted into the program will become History Fellows for one of the lower-level survey courses <http://home.moravian.edu/public/catalog/courses/history.html> (previously taken by applicants who have received a grade of at least A-). A History Fellow will be expected to:

Write a research paper of 20 pages in the area covered by the survey class.

Attend all class meetings, as well as individual meetings of students with the professor, and assist with class preparation.

Assist with or lead group discussions; tutor; moderate Blackboard discussions.

The fellows will enjoy one-to-one interaction with the faculty member(s) who serve as mentor(s), gain a sense of responsibility, learn to think strategically about pedagogical issues, and deepen their knowledge of the course material.

These teaching fellowships will be available to those who qualify for them and succeed in a competitive application process including an interview with the department chair.

100-level Courses

100-level courses are introductory surveys satisfying the M1 or M5 LinC requirements. Students will be introduced to the importance of primary sources in producing historical knowledge and some of the issues involved in interpreting them. These courses are open to all students without prerequisite.

200-level courses address a wide range of thematic topics, with the emphasis on historical interpretations and historiography. Usually they do not satisfy LinC requirements (except a few courses that meet M5). They are open to all students who have completed a 100-level history course.

300-level courses are seminars that encourage original research from primary sources (often in translation and in published form). These courses provide an environment for students to apply skills in historiography and source analysis developed in previous courses. Open to all students who have completed a 100-level history course and History 270: Historical Methods and Interpretations. Only one course numbered 381-388 may be used to satisfy the major requirements. A grade of C or better in History 270 is required to enroll in 300-level history seminars. In rare cases, exceptions can be granted by the department chair.

110. Latin America in the Colonial Era.

110. Latin America in the Colonial Era.

Spanish and Portuguese colonization of the Americas and struggles for independence, including ancient American civilizations, Iberian background and influence, Age of Discovery and conquest, development of colonial institutions, cultural and intellectual development, race and racial mixtures, colonial rebellions, wars of independence. (M1)

Aguilar

111. Modern Latin American.

Tradition and revolt in Latin America, the Hispanic-American caudillo, U.S.-Latin American relations, republican histories of Argentina, Mexico, and Cuba. (M5)

Aguilar

112. How Was Hitler Possible?

War, Society, and Culture in Europe Since 1500. The history of Europe gives us initial insight into how the human construct called Western civilization has emerged. By exploring this history, we locate ourselves in time and place, thus helping us judge our position and possibilities. The course is an intellectual adventure in which we find our basic assumptions and values constantly challenged. What do we mean by "state" or "race"? What about our civilization is Western, and what is non-Western? (M1)

Lempa

113. The United States to 1877.

American society, politics, and culture from the first settlements through Reconstruction, including the colonial experience, the Revolutionary War, the new political order, transformation of economic and social systems in the Jacksonian age, and the crisis of the republic in the Civil War. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

Paxton, Muhlfeld

114. The United States since 1865.

American politics, society, and culture from the Civil War to the present, including Reconstruction, late 19th-century urban-industrial world, Populist-Progressive era, America's emergence as an international power in two world wars, the 1920s, Great Depression, and 1945 to the present. Designed to give overall perspective and an introduction that can be followed by more specialized coursework. (M1)

Berger, Muhlfeld

115. History of Africa.

History and cultures of sub-Saharan Africa. Topics include human evolution in Africa, traditional lifestyles and beliefs, development of African kingdoms, Atlantic slave trade, European colonialism, and problems of modern African states to the present. (M5)

Keshodkar

116. Medieval Europe.

The emergence of Western European civilization from the remnants of Roman and Germanic cultures, c. 500-1500 CE. Topics include the spread of Christianity, evolution of aristocracy and peasantry, the growth of towns, clashes between church and state, the emergence of universities, and the demographic disasters of the plague and warfare of the late Middle Ages. (M1)

Bardsley

117. England through the Reign of Elizabeth I.

Survey from the Neolithic era to the start of the 17th century. Topics include Roman Britain, Anglo-Saxon Britain, Viking invasions, the Norman Conquest,

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. We will read the memoirs of those who were sent to the camps, the letters they wrote to their families, and the letters they received from their families. We will also read the memoirs of those who were sent to the camps and who survived. We will explore the experience of those who were sent to the camps and who survived. We will explore the experience of those who were sent to the camps and who survived.

and immigration as they pertain to these relations. Attention to Mexico, the Caribbean, and Central America in their interaction with the United States. (M5)

Aguilar

260. Environmental History.

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

Sta

270. Historical Methods and Interpretations.

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

Sta

288. Internship in History.

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

Sta

371. Senior Seminar.

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

Sta

374. Seminar: History of the Emotions.

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

Lempa

375. First People of North America.

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

Paxton

376. Medieval Peasants.

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

Bardsley

385. History Fellowship.

Highly motivated history and history/education students

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.

Sta

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Learning in Common Courses

LinC 101. First-Year Writing Seminar.

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

Sta

Writing 100.

Writing as a communication process central to learning and life. Helps students write in varied styles for varied audiences, use research materials and cite them appropriately, and use technology as a tool for research and writing. Students will work collaboratively in workshop settings and will practice both oral and written communication. Each section will have its own subject-area focus. (F1)

Sta

Health and Pre-Health Professions

Health 285 and 285.2.

Clinical Observership. Supervised observation in a clinical setting for pre-medical, pre-veterinary, and pre-health professions students. A minimum of 50 hours plus assigned work for one-half unit of credit; a minimum of 100 hours plus assigned work for one full unit of credit. Prerequisites: junior or senior class standing; 2.70 overall GPA. Application required prior to registration for the class.

World Geography and Global Issues

110. World Geography and Global Issues.

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

Sta

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

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

Denton-Borhaug, Jasper

185. (185.2). Interdisciplinary Project

The Interdisciplinary Project is an experiential and interdisciplinary project available to students who have completed at least one term of study at Moravian College. The project must be interdisciplinary in

other classes or extracurricular organizations.

A full-unit interdisciplinary project requires a minimum of 8 hours of “hands-on” work per week for a fall or spring term (a minimum of 4 hours of “hands-on” work per week is required for a half-unit interdisciplinary project). Examples of “hands-on” work might be building sets in the theatre; preparing other students for musical performance working with other students or a faculty member on some element of research; or doing work outside the institution in a professional setting, similar to some of the work one might find in an internship placement. The faculty supervisor will assign additional work, such as readings and written work, to foster critical thinking and reflection in the applied disciplines, to ensure that the project meets the 174-hour minimum requirement.

At the end of the semester students provide evidence if reaching this goal in a formal presentation, performance or comparable public display. The overall experience enhances students’ preparedness for future employment or post-graduate studies. Students who are undecided may use the project to help discern possible career/major paths. Applications for the Interdisciplinary Project are submitted to the Learning in Common Committee for review by the end of term prior to the term of the project (for example, by the end of fall for a spring project).

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)

Sta

205. Spaces for Living: Design in Mind.

(Also Psychology 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we

will read about domes (e.bt)15 (elb00 (,)30 (an7 (e)25 (e?b (el)25 (olvie (w*[(b)24 TD[(9 (ar)21 (chit)7 (ectur)27ple)20 (,)3 o[(citie)10 (s f)20 (5 (y)29.1 (e)9 her)15 (s)10 (,)30Unlednesxt (y)]TJT*[(m0 (,)30 [(citie)10 (t fr)25.1ue and t (w)1orld [(wilr bsu (or)-5 (y)59 (,)30.1Bospringim1 ((e(t hous)9 (9)10.1 (v)25nept o)10 (f tut)]TJT*[(w)1orldolv2)4xtesB9 (kt r)1ok0 (,)30B

215. Living in a Digital Society.

This course considers how society has changed as a result of increased accessibility to information through computer technology. Possible topics include dealing with “information overload” through information literacy, Internet regulation in a global society, property-rights issues related to file-sharing programs, the limits of privacy in an online setting, and issues related to the regulation of spam. (U1) Prerequisite: junior or senior standing.

Coleman

216. Intersection of Culture and Healthcare.

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

Adam

217. From Ape to Madonna: The Evolution of Humankind.

Addresses the historical and comparative evolution of our species. Using the approaches of evolutionary biology, physical anthropology, and archaeology, this course traces human physical evolution and cultural development from its earliest beginning, more than five million years ago, to about 15,000 years ago, just before the beginnings of plant and animal domestication and the rise of complex societies. Special attention paid to the impact that evolutionary ideas have had on social, political, and educational issues in American life. Prerequisite: junior or senior standing. (U1)

Kuserk

218. Brain Sex.

(Also Neuroscience 218) In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scientists from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men and women in today's society as well as the different educational and emotional issues that face males and females. Empirical investigations and scientific theories from neurobiology,

psychology, sociology and endocrinology that claim to explain gender differences are examined. (U1)

Fox

220. The Holocaust.

(Also History 220) Discusses the persecution and mass killing of European Jews by Nazi Germany. Describes anti-Semitism in historical context and explores the complexities of ultimate moral choices by asking how a cultured civilization produced mass killers and an educated class went unprotesting to its extermination. Students will explore the experience of those who were sent to the camps, how they constructed a kind of everyday life, and how gender influenced their experience. Finally, we study how and why the world outside Germany—foreign governments, intellectuals, religious and humanitarian groups—reacted to or failed to confront the Holocaust. Prerequisite: Junior or senior class standing. (U2)

Lempa

222. African Art.

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

Kearns

228. Telling and Selling Your Brand: The Art of the Story.

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

Kaskowitz

250. Moral Marketing.

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

286, 381-384.

Independent Study. Individual study of an Africana studies topic in areas where the student has demonstrated the interest and ability needed for independent work. Prerequisite: permission of the instructor and program coordinator. Sta

288, 386-388. Internship.

400-401. Honors.



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.



Advisor: Jean-Pierre Lalande

The international studies minor is an interdisciplinary program designed to advance appreciation and understanding of the diversity of the world through an emphasis on the humanities and social sciences. The program seeks to generate an appreciation for the interconnected nature of our world, to increase awareness and interest in world cultures and issues, to encourage international study and travel, and to offer students an opportunity to add a global perspective to their major area of study. To achieve these goals, the minor in international studies consists of five course units and a significant experience abroad.

The study-abroad experience may be completed in one of the following ways:

- One fall or spring term abroad, in which case some of the coursework taken abroad also may count toward the international studies minor, or
- One four- to six-week international program during the summer, or
- Two international travel courses such as those offered at Moravian College during May Term.

In the second and third options, some credits earned during the travel experience may count toward the international studies minor. Consult with the program advisor before traveling.

The minor requires Political Science 115. (Political science majors pursuing a minor in international studies must substitute Interdisciplinary 110.) Two course units in the humanities and two additional course units in the social sciences must be taken to complete the minor. No more than two courses may be taken in a single department, and students must complete at least two course units at the 200 level or higher. Courses currently approved as part of the international studies minor include but are not limited to

Art 113	Global Perspectives in Art History to the Renaissance
Biology 209	Humankind and the Global Ecosystem
Economics 236*	International Economics
English 240	Post-Colonial Literature
French 220	Modern France and Its Cultural Heritage
German 220	Modern Germany and Its Cultural Heritage
History 111	Modern Latin America
History 112	How Was Hitler Possible? War, Society, and Culture in Europe Since 1500.
History 115	History of Africa.
History 255	The United States and Latin America: History of Their Relations
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Management 333	International Issues in Management
Music 113	Introduction to Non-Western Music
Music 175.2	Musics of the World
Political Science 125	Introduction to Comparative Politics
Political Science 235	Contemporary European Politics
Political Science 245	Topics in Politics of the Third World
Political Science 327	Topics in Comparative Politics
Political Science 347	Topics in Comparative Politics

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

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

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

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

Requirements and electives for each track are listed below.



370. Communications in Practice.

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

190-99, 290-99, 390-99. Special Topics.

286, 381-384. Independent Study.

400-401. Honors.



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.]

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Advisors: Kelly Denton-Borhaug and Daniel Jasper

The minor in religion, peace and justice is a multidisciplinary program whose objective is to encourage students to think critically and develop strategic responses that will promote positive transformation with regard to:

- the nature and causes of violence and conflict;
- racism, gender bias, inequity, degradation of the natural world, and other manifestations of human violence;
- the nature of religious understandings, values and practices as contributing to conflict and violence and as a resource for just peace-building;
- the destructive power of war and militarism;
- the sources, structures and dynamics of injustice and justice-making, and the values, experiences and bases of peace and justice; and
- possibilities and strategies to encourage personal and collective transformation for the public good and individual human flourishing.

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

Courses in Religion, Peace, and Justice (2 courses required)

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

Philosophy 250	Environmental Philosophy and Religion
Religion 210	Christian Ethics, War and Just Peacemaking
Religion 240	Jewish and Christian Feminism
Religion 245	Religion and Politics
Religion 246	War and Peace in the Biblical World
Religion 255	Liberation Theology with Travel Seminar

Religion 263	Civil Rights and the Moral Life
Religion 370	The Problem of Evil
Sociology 268	Nation, Religion and Region in India

Structures and Ideas (1 course required)

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

Art 212	Artists as Activists
Education 160	Culture, Community, Diversity: Introduction to Cultural Diversity
English 263	Writing And/As Activism
English 344	Native American Literature
History 220	The Holocaust
History/ 220	The Holocaust
Interdisciplinary 104	Experience of Literature: War in the 20th and 21st centuries
Interdisciplinary 110	World Geography and Global Issues
Interdisciplinary 212	Artists as Activists
Interdisciplinary 214	Immigration, Exile and Internal Displacement in Latin American and Latino Literature
Philosophy/265	Feminist Philosophy
Political Science 115	International Politics
Political 120	Introduction to Political Thinking
Political Science 210	US Workers in the New Globalized Economy
Political Science 245	Politics of the Third World
Political Science 257	Politics of Women's Rights in Asia
Political Science 260	Critical Gender Studies
Sociology 258	Structured Inequalities
Sociology 268	Nation, Religion & Region in India
Sociology358	Segregation in America: The Legacy of Jim Crow
Spanish 345	Agency, Citizenship and Identity in the Southern Cone

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



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.

health hazards, sexuality, race and class health issues, eating disorders, and the women's health movement.

Zaremba

232. Ethical Issues in Reproductive Biotechnology.

(Also Interdisciplinary 232) Ethical and biological considerations for the individual, family, and society regarding recent technical procedures and diagnostic methods in reproductive biology. Topics include prenatal genetic diagnosis and treatment, assisted reproductive technologies, premature birth and associated medical concerns and treatments, birth-control methods, sex-selection technologies, and pregnancy- and birth-related technologies. Prerequisite: junior or senior standing. (U1)

Kurvink

240. Jewish and Christian Feminism.

(Also Women's Studies 240) Introduction to theological feminist theory, comparing and contrasting Jewish and Christian women theologians/ethicists on themes such as images of the divine, sacred text, halakhah, community, sexuality, ritual, etc. In addition, students will learn from the lives of women in our own community. (U2)

Denton-Borhaug

257. Politics of Women's Rights in East Asia.

(Also Political Science 257) Course explores the history and politics of women's rights in China, Japan,

and Computer Science 121. Substitutions for this requirement may be made only with the approval of the Mathematics and Computer Science Department.

In fulfilling the above requirements, students planning to teach mathematics in secondary schools must complete the following courses: Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 211, 216, 220, 231, 313, 340, 370, and one of the following: Mathematics 221, 327, 328, or 329.

Students who are seeking certification in early childhood education with a major in mathematics are required to complete Physics 111. The second co-requisite course is waived for these students. Students who are pursuing early childhood teacher certification with a major in mathematics do not need to complete Mathematics 125.

Courses in mathematics are listed below.

MINOR IN MATHEMATICS

The minor in mathematics consists of five course units in mathematics: Mathematics 170 (or the equivalent sequence Mathematics 106-166), 171, and three courses numbered 210 or above, including at least one of the following: Mathematics 216, 220, 231.

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS

The six mathematics courses that meet Set I requirements are Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 211, and three additional courses chosen by the student with the approval of the advisor. Mathematics courses to be taken to satisfy Set II requirements will be determined by the student's prior preparation in mathematics and his or her educational objectives.

REQUIREMENTS FOR THE MAJOR IN COMPUTER SCIENCE

The major in computer science consists of nine course units: Computer Science 120, 121, 222, 234, 244, 334, one of the following: Computer Science 320, 333, 364; and two additional courses in computer science, one of which must be numbered 310-380 or 390-399. Courses numbered 286, 288, or 381-388 and courses from other schools may not be used to satisfy the major requirements without prior written departmental approval. The major also requires Mathematics 170 (or its equivalent sequence Mathematics 106-166), 171, 216, and one additional mathematics course numbered 210 or higher, or a two-semester laboratory sequence in science. Because analytic and abstract reasoning is important to the study and application of computer science, majors are encouraged to take additional coursework in science, mathematics, and logic.

REQUIREMENTS FOR THE MINOR IN COMPUTER SCIENCE

The minor in computer science consists of Computer Science 120, 121, and three other course units numbered above 110. One of the following courses may

have gone mad contemplating its nature and complexity—and yet it is a concept now routinely used by school children. We will trace the history of this mind-boggling concept from Archimedes to Cantor

170. Analytic Geometry and Calculus I.

Review of real numbers, analytic geometry and algebraic and transcendental functions. Limits and continuity. Definition, interpretations, and applications of the derivative. Definite and indefinite integrals, including the fundamental theorem of calculus. May not be taken for credit by students who have earned credit for Mathematics 166. (F2) Prerequisite: Placement by the Mathematics and Computer Science Department.

Sta

171. Analytic Geometry and Calculus II.

Applications of the definite integral. Techniques of integration of both algebraic and transcendental functions. Indeterminate forms and improper integrals. Separate differential equations. Infinite sequences and series. (F2). Prerequisite: Placement by the Mathematics and Computer Science Department or completion of Math 170 or 166 with a grade of "C-" or better. Note: Students who are placed by the department into Math 171 and complete it with a grade of "B" or better will automatically receive credit for Math 170 if their

function theorems, and vector fields. Integral calculus includes multiple integrals, line integrals, surface integrals, and theorems of Green and Stokes. Prerequisite: Mathematics 211. Fall, alternate years.

Hartshorn

328. Introduction to Analysis.

Rigorous study of real-valued functions, metric spaces, sequences, continuity, differentiation, and integration. Prerequisites: Mathematics 211 and Mathematics 216 or 220. Spring, alternate years.

Fraboni, Hartshorn

329. Complex Analysis.

Analytic functions, complex integration, application of Cauchy's theorem. Prerequisite: Mathematics 211. Spring, alternate years.

Fraboni, Schultheis

332. Mathematical Statistics II.

Development of statistical concepts and methods. Multivariate probability distributions, point and interval estimation, regression analysis, analysis of variance, chi-square goodness-of-fit and contingency table analysis, and nonparametric tests. Prerequisite: Mathematics 231. Spring.

Shank

340. Higher Geometry.

Topics in Euclidean two- and three-dimensional geometry from classical (synthetic), analytic, and transformation points of view. Transformations include isometries, similarities, and inversions. Construction and properties of two- and three-dimensional geometric figures. Brief study of some non-Euclidean geometries. Prerequisite: Mathematics 216 or 220. Fall, alternate years. Writing-intensive.

Hartshorn, Sta

370. Mathematics Seminar.

A capstone course designed to review, unify, and extend concepts developed in previous mathematics courses. Students will read historical, cultural, and current mathematical material. They will express their mathematical understanding through writings, oral presentations, and class discussions. Assignments will include both expository and research-oriented styles of writing, including a significant individual research project. Prerequisite: Mathematics 216 and any 300-level course in mathematics.

Fraboni, Schultheis

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

Computer Science

105. Fundamental Ideas in Computer Science.

Emphasis on contributions that computer science has made to contemporary society. Topics include physical and logical aspects of computers, algorithms and problem-solving, introduction to programming, and simple computer architecture, supplemented by laboratory exercises in which students create programs or utilize existing programs. Recommended for those not intending a major or minor in the department. (F2)

Sta

120. Computer Science I.

Introduction to the discipline with emphasis on algorithm design and program development. Emphasis on problem-solving activity of developing algorithms. Topics include computer organization, computer usage and application, programming languages, software engineering, data structures, and operating systems. Recommended for students intending to develop or maintain software in their own area of concentration. (F4)

Coleman

121. Computer Science II.

Emphasis on data and procedural abstraction. Basic organizations of instructions and data in hardware design and software development. Topics include encoding schemes for instructions and data, representative machine architectures, data representations in computer memory and in high-level languages. Prerequisite: Computer Science 120.

Coleman

217. Digital Electronics and Microprocessors.

(Also Physics 217) Laboratory-oriented course in computer hardware for science, mathematics, and computer-science students. Topics include logic gates,

222. Computer Organization.

A study of what happens when a computer program is executed. We examine the organization of a modern computer from the perspective of a programmer; our examination focuses on the layers of abstraction between a high-level language program and its execution. Topics include the set of instructions that a processor supports, how a high-level language program is translated into this instruction set, how a processor carries out instructions,

model real-world problems using computer simulation, this course studies other relevant topics including how to generate random data using a deterministic machine and how to collect and display data in a meaningful way.

364. Foundations of Computing.

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

Coleman

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.

See Interdisciplinary Programs

Chair: Professor Mesa

consultation with their advisors) must work out a schedule which will make study abroad possible.

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

Modern Language Minor

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

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

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

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

Francophone Studies Major

A Francophone Studies Major provides students with an interdisciplinary

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taken at Moravian College in the senior year. The remaining four courses may be chosen from relevant offerings in the Modern Languages and Literatures Department and other departments. No more than two courses can be taken within one department. Possible electives include Art 218, Art 226, Art 229, Econ 336, Ger 200, Ger 260, Hist 112, Hist 219, Hist 220, Mgmt 333, Mus 281, Mus 283, Mus 352.2, Mus 354.2, Posc

program of study abroad and to take advantage of extracurricular opportunities for contact with modern languages and cultures, such as language clubs, foreign films, and other cultural events. Students interested in learning one of the less commonly taught languages should consult the advisor.

reading of simple prose. Introduction to Roman civilization. No previous study of Latin required. Prerequisite for Latin 105: Passing grade in Latin



111-116. Masterpieces of Literature in English.

Detailed study of works of classical Greek, French, German, Russian, or Spanish literature in English translation. Prerequisite: Writing 100. No knowledge of the modern language is required. Cannot be counted toward a foreign language major or minor.

Sta

111. French.

Novels by writers such as Hugo, Balzac, Zola, Sartre, and Camus.

115. Spanish.

Works by Cervantes, Lope de Vega, Zorrilla, Unamuno, Lorca, and later 20th-century writers, such as Buero Vallejo, Martín Gaité, and Matute. (M2)

116. Latin American.

Works by Mistral, Neruda, Asturias, García Márquez, Paz, Walcott, Fuentes, Allende, Esquivel, Vargas Llosa. (M2)

214. Immigration, Exile and Internal Displacement in Latin American and Latino Literature.

(Also Interdisciplinary 214) Immigration, exile and internal displacement are phenomena seen across the world, and ones that are frequent topics of discussion. This course will examine such issues among the diverse Latin American cultures through the lens of fiction. These texts and films deal directly with moments of social transformation, power differences, and cultural (mis)understanding. Studying how these works will help students better understand the timely issues of displacement, as well as how these issues are perceived and represented. Course conducted in English. (M5) Prerequisite: Writing 100 or LinC 101.

Sta



Latin

100-105. Introductory Latin I and II. Introduction to the language, with oral and written exercises, and

Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. (F3)

Sta

105. Introductory French II.

Continuation of French 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in French 100 or placement by the Modern Languages and Literatures Department. (F3)

Sta

110. Introductory French III.

Continuation of French 105. Designed to develop intermediate-low proficiency in reading, writing, listening, speaking. Prerequisite: Passing grade in French 105 or placement by the Modern Languages and Literatures Department. (F3)

Sta

210. Films as Keys to French and Francophone Cultures.

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

Lalande, McKeown

215. Texts as Keys to French and Francophone Cultures.

This course is designed to improve French language skills at the intermediate level to prepare the transition to more advanced coursework. Students will read a variety of texts and media sources from France and the Francophone world. Response to those works will hone skills in reading, writing, speaking, and listening. Class is discussion-based and conducted entirely in French. Prerequisite: French 110.

Lalande, McKeown

225. French Connections: Letters and Culinary Art.

This course is designed to develop writing skills at the advanced level (ACTFL scale for proficiency in writing) to prepare students for writing in advanced-level literaT*[(pr Tf0.1 (spe)9C)]TJT*[(and s)1ina(anc)9 (ed-lei. TD[(230 d5.1 (ofic gTJT**[(pr t(c)7 (alenom[(pr y)5ltur)22.1 (e)10.1 (aTh)28 (xtanc)9 e adv)17(as)9(ening an(pr Tf0.1 9TJT*[(p[(r)19 (ade)]TJT

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: German 110

Hildebrandt

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: German 110

Hildebrandt

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

350. 20th-Century German Theater.

Trends in German theater from expressionism to the present, through the plays of Toller, Horvath, Brecht, Fleisser, Lasker-Schüler, Borchert, Handke, Fassbinder, Kroetz, Bernhard, Jelinek. Prerequisites: German 210, 215, and one other 200-level course or equivalent. Two 70-minute periods.

Hildebrandt

360. German Literature from 1949 to the Present.

Writings from the divided Germany until the opening of the Berlin Wall in 1989. Major plays, prose, and poetry by such writers as Böll, Lenz, Grass, Heym, Müller, Hein, Wolf, Kunert, and Fried. Excerpts from writings of Frisch, Dürrenmatt, Handke, and Bernhard. Some material on film. Prerequisites: German 210, 215, and one other 200-level course or equivalent. Two 70-minute periods.

Hildebrandt

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.



100. Introductory Italian I.

Beginning study of Italian language and culture through textual, audio, and visual materials. Learning to function in culturally authentic situations and to perform with some proficiency in the four fundamental skill areas: reading, writing, listening, and speaking. Designed to develop novice to novice-mid oral and written proficiency as defined by the American Council of Teachers of Foreign Languages. Fall. Three 70-minute periods. (F3)

Sta

105. Introductory Italian II.

Continuation of Italian 100. Designed to develop novice-mid to novice-high proficiency in reading, writing, listening, and speaking. Prerequisite: Passing grade in Italian 100 or placement by the Modern Languages and Literatures Department. Spring. Three 70-minute periods. (F3)

Sta

110. Introductory Italian III.

Continuation of Italian 105. Designed to develop intermediate-low proficiency in reading, writing,

listening, speaking. Prerequisite: Passing grade in Italian 105 or placement by the Modern Languages and Literatures Department. (F3)

Sta



Courses in Japanese may be scheduled through cross-registration at Lafayette College.



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



100. Introductory Spanish I.

Beginning study of Spanish language and culture

medical students, pre-professionals, and professionals may encounter at work when dealing with Spanish-speaking people in the U.S. It will include notas culturales about health issues affecting Hispanics in the United States. Pre-requisite: Spanish 105. (F3)

Lasso von-Lang

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120. Intermediate Spanish - Spain: A Crossroads of Civilizations.

This course offers an overview of contemporary Spain through readings, exercises and media. We will explore the rich culture and history of each autonomous community, and how Spain was formed as the nation it is today. Students will develop their writing skills and improve their knowledge of grammar through different assignments. Class is discussion-based and conducted entirely in Spanish. Pre-requisite: Spanish 110 or Spanish 111.

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125. Spanish for Heritage Speakers.

This course is designed for incoming heritage speakers of Spanish who aspire to improve their writing skills and further develop their knowledge of the Spanish language. The course will offer a variety of engaging topics and readings, along with current cultural information. It will focus on spelling, accentuation, lexical development and grammar topics especially relevant to English dominant Spanish-speaking students and Spanish dominant speakers. (F3) Prerequisite: Experience speaking Spanish with family and friends

Lasso-von Lang

210. Introduction to Hispanic Literatures and Cultures: Islamic Spain to the Colonial Period.

This course combines a chronological survey of Spanish literary and cultural history from Islamic Spain to the Colonial period with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish. Prerequisite: Spanish 120 or 125.

Mesa

215. Introduction to Hispanic Literatures and Cultures: The Enlightenment to the Present in Latin America.

This course combines a survey of Latin American literary and cultural history from the Enlightenment to the present with specific advanced language study. Students will engage with a variety of texts and media sources and will hone their writing skills through different informal and formal assignments. Class is discussion-based and conducted entirely in Spanish. Prerequisite: Spanish 120 or 125

Yozell

241. Introduction to Literature of Spain and Latin America.

Introduction to Spanish peninsular and Latin American literary genres (narrative, poetry, theater, and essay), movements and techniques from the Middle Ages to the present. Readings and discussion in Spanish. Prerequisite: Spanish 210 and 215 or permission from instructor. (M2)

Ferrero, Lasso-von Lang, Mesa, Yozell

243. Introduction to Hispanic Literature in the U.S.

This course provides an overview of the history of Latino literature in the U.S., introducing the major literary trends from the nineteenth century to today: native literature, immigration literature and exile/refugee literature. Emphasis will be on similarities and differences in the experiences among diverse Hispanic groups, especially Puerto Rican, Mexican-American and Cuban-American groups who represent the largest Hispanic population in the U.S. Pre-requisites: SP 210 and 215.

Lasso-von Lang, Ferrero

255. From Macondo to McOndo.

The literary “Boom” in Latin America took the global market by storm, drawing the world’s attention to the region’s rich offerings. In recent years, new writers and filmmakers have proclaimed a break with magical realism, reveled in the over-stimulated mediatic age, and weighed in on the effects of globalization. We will consider how “Latin American literature” itself has been figured as we explore the questions raised by these voices. We will also incorporate coneen7 (e)23.1 (xt)7 (st

provocations to Pedro Almodóvar's irreverent, yet emotional portraits of Spain and its inhabitants. We will learn about the history, theory and criticism of Spanish cinema while paying special attention to the representation of violence and repression, issues of immigration and exile, and the intersection between film and literature. Pre-requisites: Spanish 210 and 215.

Mesa

330. Spanish Literature into Film.

A study of the Spanish Peninsular literature of the 19th and 20th centuries as portrayed in novels, romanticism, realism, naturalism, and the Generación del '98, and the adaptation of representative works into a film version. An incursion into modernism, Generación del '27, the postwar novel, and contemporary post-Francoist literature as seen in the new cinema and in other forms of art.

Ferrero

342. Love and Jealousy from Cervantes to Almodóvar.

This course seeks to establish a connection between early modern Spanish writers and contemporary authors through the themes of love and jealousy, honor and dishonor, power and submission, appearance and reality. This course starts with Cervantes's and Maria de Zayas's accounts and continues with a variety of contemporary texts and media that draw upon the rich visual imagery of early modern Spain. Students will have the opportunity to conduct individual research and will be encouraged to present their work at undergraduate conferences. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad).

Mesa

345. Agency, Citizenship and Identity in the Southern Cone.

This seminar examines questions of agency, citizenship and identity, as well as the subtle categories of inclusion and exclusion that shape different groups' and individuals' experiences in society. Through a careful study of literary and filmic representations and multi-disciplinary secondary sources, we will focus on particular examples in the South American Southern Cone of the ways in which individuals and groups negotiate their place in society. Students will have the opportunity to do individual research. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad).

Yozell

348. Central American Literature: Rebirth through Contemporary Voices.

This course focuses on literary works written by contemporary Central American writers. Special emphasis will be given to the relationship between literature and social change, stressing particularly the works of women writers. Students will read short stories: Red t

social and individual identities, ideals, fears, and perceptions. Prerequisites: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Yozell

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: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Yozell

358. Latin American Popular Culture and Tradition.

A study of the combination of different cultural traditions (the Indigenous, the European, and the Creole) which has resulted in a particular literary production. The course will focus on the literary representation of the struggle between the official and popular culture, the urban and rural worlds, and the elite and lower classes. Attention will be given to the non-traditional voice in Latin American arts.

Lasso-von Lang

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: Spanish 230 and 241 or equivalent.

Ferrero

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: Spanish 210, 215, and one other 200-level course (or its equivalent abroad)

Ferrero, Lasso-von Lang

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.



Chair: Associate Professor Wetzel

Professors: Lipkis; Associate Professors: Binford, Zerkle; Assistant Professor: Hess, Hirokawa; Special Appointment: Kompass, O'Boyle, Spieth; Artist-Lecturers: Andrus, Arnold, Azzati, Baer, Birney, Brodt, Burgan, DeChellis, Diggs, Doucette, Durham, Eyzerovich, Fix, Gairo, Gaumer, Giasullo, Gillespie, Goldina, Gregory, Haas, Huth, Kani, Kistler, Kozic, Mathiesen, Mento-Demeter, Mixon, Oaten, O'Brien, Owens, Rissmiller, Rostock, Roth, Rowbottom, Rulo, Schrepel, Seifert, Simons, Soggi, Terlaak Poot, Thomas, Thompson, Torok, Walker, Wilkins, Williams, Wittchen, Wright
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academic and performance venues, demonstrate critical thinking, and mature into well-rounded performing and thinking musicians.

Demonstrate capacity to evolve into self-sufficient and lifelong learners in musical studies.

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

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

Prospective students should submit a music information form (available from the Admissions Office and the

consult the chair of the Education Department.

- The Bachelor of Music in composition, performance, or sacred music requires the theory and history core, Music Performance (eight terms totaling at least seven units), Music 130.1, 136.1, 137.1, 140.2-141.2, 240.2-241.2, 322.2, 334.2, 336.2, 340.2, 341.2, 342.2; 1.75 units selected from 356.1-364.2 (consult Music Department Handbook for distribution); Music 373; Music 375 or 385; and one elective. In addition, Music 375.2 is taken in the junior year. The sacred-music track substitutes Music 386 for Music 373. Total: 22.5 course units.

MINOR IN MUSIC

The minor in music consists of five course units: Music 140.2 and 141.2, or 101; Music 165.2 and 175.2, or 106; Performance (four terms totaling at least one unit), and two course units selected with the approval of a music advisor.

INTERDEPARTMENTAL MAJOR

The six course units of Set I of the interdepartmental major include Music 140.2, 141.2, 165.2, 175.2, and Performance (four terms totaling at least one unit). The other three music course units in Set I and the six course units in Set II are selected with the approval of the advisors.

COURSE DESCRIPTIONS

Course descriptions are arranged in ascending numerical order within categories.

Music Courses Open to All Students

101. A Short Course in Theory.

Introduction to the language of music; understanding elements of a score; hearing and writing rhythm, pitch, scales, and chords. (M6)

Sta

103.1. Piano Class.

Introduction for non-majors; beginners accepted. Notation and playing technique. One 50-minute period.

Sta

104.1. Voice Class.

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241.2. Musicianship IV.

Sight-singing, including atonal, modal, and modulating melodies; four-part chorale dictation; and score-reading in clefs. Spring. Two 50-minute periods.

Sta

341.2. Musicianship V.

This course continues with the study of written and aural music skills, including score reading in clefs, advanced melodic and harmonic dictation, atonal, modulating, and modal melodies, advanced solfège, accompanying, advanced rhythm and meter, and conducting patterns. Fall. Two 50-minute periods. Prerequisite: Music 241.2 or permission of the instructor.

Sta

281. Western Music to 1750.

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

Binford

283. Classical and Romantic Music.

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

Binford

352.2. Music of the 20th Century to 1945.

Post-romanticism, expressionism, impressionism, neoclassicism, serial techniques, diverse currents in the United States, Europe, Russia, and Central and South America. Prerequisite: Music 283. Fall. Two 50-minute periods.

Lipkis

354.2. Contemporary Music since 1945.

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

Lipkis



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

374.2. Music Education Seminar.

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

Hirokawa



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

322.2. Improvisation.

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

DeChellis

365.1. Jazz Methods for Teachers.

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

Wetzel

373. Seminar.

Special topics in music history and theory; emphasis on analytic and research skills, music and the other arts. Subject matter varies. Juniors and seniors only. Spring. Two 70-minute periods.

Binford, Torok

375 or 375.2. Recital.

Preparation and performance of selected works. Program commentary on the music and editions used required; evaluation by faculty jury of artistry and technical competence. Bachelor of Music students in performance, composition, or sacred music register for a half-unit in the junior year and a full unit in the senior year. Bachelor of Music students in music education register for a half-unit.

Sta

385 or 385.2. Project.

Exploration of an aspect of composition, theory, or history; public presentation of lecture, seminar, or performance. Spring.

Sta

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

286, 381-384. Independent Study.

288, 386-388. Internship.

400-401. Honors.



Music majors, minors, and interdepartmental

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



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

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

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



Director: Cecilia M. Fox

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

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

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in the field of ethics. Therefore, Philosophy 222 (M3), Philosophy 259 (U1), Religion 210 (U2), or Nursing 360 (U2) is strongly recommended.

Psychology 315	Cognitive Psychology
Psychology 320	Mind and Brain
Psychology 376	Seminar in Experimental/Cognitive Psychology
Neuroscience 381-384	Independent Study
Neuroscience 386-389	Field Study
Neuroscience 400-401	Honors

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

The neuroscience major is designed to provide students with an opportunity to focus on one of three areas of emphasis: cellular neurobiology, behavioral neuroscience, or cognitive neuroscience. Students should select three of the following electives from one area of emphasis and one from a different area of neuroscience interest.

a) Cellular Neurobiology

Biology 210	Genetics
Biology 265	
-or-	
Biology 327	Cell Physiology
-or-	
Biochemistry I	
Biology 328	Biochemistry II
Biology 342	Animal Development
Biology 350	Human Physiology
Biology 365	Molecular Genetics
Neuroscience 381-384	Independent Study
Neuroscience 386-389	Field Study
Neuroscience 400-401	Honors

b) Behavioral Neuroscience

Biology 250	Animal Behavior
Psychology 320	Mind and Brain
Psychology 335	Conditioning, Learning, and Behavior
Psychology 362	Abnormal Psychology
Neuroscience 381-384	Independent Study
Neuroscience 386-389	Field Study
Neuroscience 400-401	Honors

c) Cognitive Neuroscience

Comp Science 260	Artificial Intelligence
Philosophy 251	Philosophy of Psychology

218. Brain Sex.

In considering sex differences in the brain, a number of questions arise. Do biological factors, such as sex hormones, influence our sexual fate after our genetic information is established? Do biological factors make women more nurturing or men more aggressive? Do these same factors explain differences in sexual orientation? This course explores how scholars from a variety of disciplines attempt to provide answers to these questions that may have critical implications for understanding the social roles of men, women and LBTGQ individuals in today's society as well as the different educational and emotional issues that they face. Empirical investigations and scientific theories from neurobiology, psychology, sociology and endocrinology that claim to explain gender similarities and differences are examined. (U1)

Fox

367. Introduction to Neuroscience Methodology.

This course provides students with the background to understand the various experimental methods used in the field of neuroscience. Laboratory experiences and journal club discussions of primary scientific literature are used to develop skills in preparation for future neuroscience research endeavors. Students apply the fundamental techniques learned in this course to design their own research projects. Prerequisites: Psychology 212, Biology 263, and Chemistry 114, or permission of instructor.

Fox, Johnson

373. Neuroscience Seminar.

This capstone course in the area of neuroscience is a writing-intensive seminar. Students research current scholarly literature on topics related to the

Requirements

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

- First Year. First semester: Biology 103, Nursing 115. Second semester: Biology 104, Chemistry 108.
- Sophomore Year. First semester: Biology 205, Mathematics 107 (may be taken in junior year), Psychology 207 (may be taken in spring semester), Nursing 212. Second semester: Biology 206, Nursing 311.
- Junior Year. First semester: Nursing 310, 312, and 331.2. Second semester: Nursing 314, 332.2, and 339.
- Senior Year. First semester: Nursing 313 and 315. Second semester: Nursing 316 and 317.

International Clinical Placement

Nursing students have an opportunity to participate in electives with an international clinical placement. Travel usually is scheduled during break periods or at the end of the spring or fall semesters. Faculty may supervise this experience in a variety of international settings, including Central America and Australia. International savings accounts may be established at the College to help students save money for this additional academic expense.

Transfer Students

Space in the nursing major is limited. In order to enter the nursing program, students must meet the admissions requirements and declare an interest in nursing during the process of applying to the College. Current students who meet the progressions requirements may apply to the nursing department to transfer into the nursing program from another major. Application to transfer to the major requires an interview and is considered only as space is available. Meeting the progression requirements and completing an application does not guarantee admission into the nursing program.

In addition to meeting College admission requirements, all nursing majors will be required to show proof of the following as prerequisites for clinical nursing courses:

- Background clearance on criminal and child-abuse behavior.
- Current cardiopulmonary resuscitation (CPR) certification.
- Negative urine drug screen.

Students' personal health also should be consistent with requirements for a professional nurse, including required immunizations as prescribed in the policy statement in the School of Nursing Student Handbook.

Applicants and students should be aware that Pennsylvania law prohibits licensure of individuals convicted of felonies related to controlled substances and may prohibit licensure if there is a conviction for any felonious act. For details, refer to the Pennsylvania State Board of Nursing regulations. Prior to enrolling in Nursing 212, all nursing students are required to submit to the Department of Nursing a Federal Criminal Record Check and a Child Abuse History Clearance. These clearances must be updated periodically and are maintained electronically on file in the Department of Nursing. Copies will be provided to clinical sites upon request.

Additional Requirements

In addition to the requirements of the College, students enrolled in the nursing program must complete the following:

- Cumulative GPA of 3.00 or better in nursing courses, an overall cumulative GPA of 3.00 or better, and a GPA of 2.67 or better in biology and chemistry courses that are required of the major.
- Satisfactory clinical evaluations in all nursing courses.
- Completion of the prescribed nursing program of study, including the standardized nursing assessment program, NCLEX-RN preparation, and end-of-program survey/exit interview.

Additional Expenses

In 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.

Acceptance to the Nursing Program

Acceptance to Moravian College does not guarantee that a student will be accepted into the nursing program. General academic policies specific to the nursing program appear below. (These policies are effective beginning with the graduating class of 2013.)

Declaration of Nursing as a Major

Declaration of Nursing as a Major

For the student to declare nursing as a major, and prior to entering any nursing course that has a clinical

requirement (e.g., Nursing 212), the student must earn a cumulative grade point average of 2.67 or higher in required biology and chemistry courses (Biology 103 and 104, and Chemistry 108) and have an overall cumulative grade point average of 3.00 or better.

The student must complete the Declaration of Major (pink) form (available in the Registrar's

exposure, health screening, and other issues appear in the School of Nursing Student Handbook. Nursing majors are held accountable to these standards.

Nursing 331.2. Theory 3 hours, clinical 8 hours.

Farber

311. Quest toward Individual Well-Being.

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

Groller, Colancecco, Sayenga

312. Embracing the Dynamic Family.

A clinical practicum course that provides a foundation to facilitate growth and development of children and their families. Students experience Embrowth and de

115. Foundations of Nursing and Healthcare.

The process of critical thinking as a basis for open inquiry into assumptions, beliefs, and values about the discipline of nursing will be analyzed for nursing in a dynamic, multidisciplinary health care environment. Professional, historical, and socio-cultural issues, as well as ethical and legal standards, will be discussed within the context of health care challenges of the 21st century. Course open to non-nursing majors.

Groller, Grube, Ho man

212. Holistic Assessment.

A clinical course and practicum utilizing the techniques of physical, psychosocial, functional, spiritual, and cultural assessments. Assessments will be performed in a variety of practicum settings and will include individuals and families across the life span during various states of health. Students will utilize data collected for an interpretive analysis of health status. Prerequisites: Biology 103 and 104; Nursing 115. Co-requisite: Nursing 115, if not taken prior to enrolling in Nursing 212.

Halliday, Keeler

216. Intersection of Culture and Healthcare.

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

Goodolf

310. Quest into Phenomenology of Nursing.

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

health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings. Prerequisites: Nursing 115, 212, 310, 311, 314, 329, and 331.2. Theory 3 hours, clinical 8 hours.

Adamshick, Alexander, Gotwals, Sayenga

316. Applied Research in Nursing.

A clinical practicum course in which the student collaborates with a nurse researcher in an ongoing nursing research project during one or more of the investigative phases. Students develop insight into process and application of research in nursing practice. Writing-intensive. Prerequisites: Mathematics 107; Nursing 313 and 315. Theory 3 hours; clinical 8 hours.

Adamshick, Brill, Cheever, Groller

317. The Professional Nurse.

Incorporation of leadership and management principles with a clinical practicum in which students establish their role as a professional nurse. Students transition to entry-level practitioners by incorporating concepts of autonomy, interdependency, leadership, and collaboration. Prerequisites: Nursing 313 and 315. Theory 3 hours, clinical 8 hours.

Farber, Groller, Grube, Halliday, Scholtz

320. Nursing of Populations at High Risk for Health Problems.

Elective helps senior-level student understand a specific population's health problems. International placement for this course experience is encouraged.

Sta

321. Integrative Therapies in Health.

This nursing elective course seeks to examine selected complementary and alternative therapies. Issues related to the integration of complementary therapies into health care and development of a nursing perspective on utilization of complementary therapies for treatment and healing will be discussed. Selected opportunities for clinical experience and internship may be included. Two 70-minute periods each week.

Adamshick, Goodolf

322. Populations at High Risk for Health Problems: Honduras.

(Also Interdisciplinary 322 and Health 322). This course seeks to facilitate student understanding of a specific population of people at high risk for health problems.

The population may be found in any location. International placement for this course experience is required. [M5]

Adamshick, Gotwals

331.2. Pharmacology I.

Examination of the pharmacological process utilized by nurses, including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisite: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, and 311. Co-requisites: Nursing 310 and 312. One 70-minute period.

Colancecco, Dorney, Mikovits

332.2. Pharmacology II.

Examination of the pharmacological process utilized by nursing including knowledge of medications, administration of medications, and medication calculations in patients throughout the lifespan. Pharmacological issues, over-the-counter medications, and herbal medication use will be examined. Reactions, compliancy, and other patient responses to pharmacological therapies will be discussed. This course will be built upon prior nursing knowledge and coordinate with current required nursing course. Prerequisites: Biology 103, 104, 205, and 206; Chemistry 108; Nursing 115, 212, 310, 311, and 331.2. Co-requisites: Nursing 314, 339. One 70-minute period.

Colancecco, Dorney, Mikovits

339. Individual Health Challenges.

A course which applies nursing knowledge, interventions, and attitudes for the management of individuals' complex health problems throughout the adult years in theory and in clinical practice. Students analyze various human responses to challenging health conditions to provide holistic and comprehensive nursing care. Prerequisites: All major-required natural science courses, Nursing 115, 212, 310, 311, 331.2. Co-requisites: Nursing 332.2. Theory 3 hours, clinical 8 hours.

Keeler, Halliday, Mikovits

360. Ethical Dilemmas in Healthcare.

This course provides the foundation of ethical theories and bioethics relative to healthcare. The relevance of ethics to decision-making within the

healthcare system is explored. Ethical issues that affect healthcare professionals and individuals

NURS 533 Managing Health Care Organizations

This course examines the unique environment of health care and the challenges confronting managers in that environment. Topics examined include marketing health care services, recruiting and retaining staff necessary for meeting mission, the strategy of health care services delivery, health care informatics, and decision making in the health care market place. Three graduate credits. (Graduate Business students register for MGMT 532).

NURS 534 Advanced Health and Physical Assessment

This course prepares students for performing the components of a comprehensive health history and physical examination on patients across the lifespan with a variety of health concerns. This course builds upon prior assessment knowledge. Students learn advanced techniques and apply findings which may lead to the formulation of differential diagnosis. Prerequisite: Completion of baccalaureate course in health assessment with C grade or higher or equivalent course content. Includes 30 laboratory practice hours. Three graduate credits.

NURS 535 Health Care Financing Systems

This course reviews the history of healthcare financing in the United States and financial issues in the present healthcare environment. Principles of financial management and insurance are integrated and applied to the healthcare environment. Topics include: healthcare capital and operating budgets; healthcare payment methods, including Medicare's payment systems for hospitals and physicians, and risk-adjusted capitation payment systems; population-based healthcare finance and managed care; and financing aspects of public health policy. Prerequisite: CCBU 517 (Corporate Financial Management) or instructor approval. Three graduate credits. (Graduate Business students register for MGMT 534).

NURS 536 Law, Regulations and Ethics in the Health Care Environment

This course provides an overview of legal issues associated with healthcare, including HIPAA and Medicare fraud and abuse, and the regulatory and accreditation environments of Medicare, Medicaid, JCAHO, and OSHA. Ethical issues associated with the practice of medicine and decision-making in the healthcare environment are also examined. Three graduate credits. (Graduate Business students register for MGMT 536).

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 613 Assessment and Evaluation Methods

This course provides a framework to assess and evaluate learning in the academic and clinical settings preparing the student for the role of the novice educator. Students will learn to prepare and evaluate educational programs, as well as evaluate student, staff, and patient learning. Various assessment and measurement instruments will be identified and utilized in relation to projects geared toward their target population. Three graduate credits.

NURS 614 Theory and Practice for Nurse Educators

This course critiques existing models and theories of nursing science and their application to healthcare, nursing, and nursing education. Students analyze multiple roles of the nurse educator, including responsibilities of teaching, scholarship, community service, and learner engagement. Students have opportunities to explore foundational concepts essential for role integration in academic and staff development settings. Exemplars and case studies of role integration will provide a basis for student learning. Three graduate credits.

NURS 622 Nurse Educator Capstone Seminar and Internship

This course provides students seminar opportunities to engage in self and peer review to facilitate successful implementation of the nurse educator role, synthesizing advanced concepts learned during the program of study. Students engage in a precepted education practicum experience in a nursing education unit or nursing education program, set professional development goals, and present individual case studies for group analysis and evaluation. Prerequisite: Must be taken during last semester of study. Includes 100 practicum hours. Three graduate credits.

NURS 624.2 Nurse Administrator Capstone Seminar

This course provides students seminar opportunities to engage in self and peer review to facilitate successful implementation of the nurse administrator role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present case studies for individual and group analysis and evaluation. Students explore options for collaborative health projects that enhance nursing engagement and leadership in the global community. Prerequisite: Must be taken in last semester of study. Corequisite: NURS 625. Two graduate credits.

Graduate Courses

NURS 634: Care of Younger Adults, Primary Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as primary care providers for younger adults. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of younger adult clients in primary health care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of younger adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 635. Three graduate credits.

NURS 635: Care of Younger Adults, Primary Care Practicum

This course is designed to provide students with 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 health care settings. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 634. Includes 150 practicum hours. Three graduate credits.

NURS 636: Care of Older Adults, Primary Care Theory

This course is designed to provide students with theory and seminar opportunities to facilitate their development as primary care providers for older adults, including the frail elderly. Students determine essential assessment, pathophysiologic, and pharmacologic concepts that are essential in managing care of older adult clients in primary care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating primary care of older adults. Prerequisites: NURS 505 and Direct Care Core Courses; Co-requisite: NURS 637. Three graduate credits.

NURS 637: Care of Older Adults, Primary Care Practicum

This course is designed to provide students with 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 care settings. Clinical seminars held weekly focus on diagnostic and therapeutic aspects of managing and coordinating care of older adults in primary care settings. Prerequisites: NURS 505 and Direct Care

Core Courses; Co-requisite: NURS 636. Includes 150 practicum hours. Three graduate credits.

NURS 702: Adult-Gerontology Primary Care Nurse Practitioner Capstone I

This course provides students with seminar opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in primary care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 703. Includes 100 practicum hours. Three graduate credits.

NURS 703: Adult-Gerontology Primary Care Nurse Practitioner Capstone II

This course provides students with seminar and precepted practicum opportunities to engage in self and peer review to facilitate successful implementation of their nurse practitioner roles by synthesizing advanced concepts learned during the program of study. Practicum experiences will occur with patients in primary care settings. Prerequisites: Must be taken in last semester of study. Co-requisite: NURS 702. Includes 150 practicum hours. Three graduate credits.

NURS 704.1: The Capstone Portfolio

This is a one-credit course that enables students to compile evidence of their academic work and reflect on its relevance to their advanced nursing specialty roles. Students analyze and synthesize the meaning of their academic and professional accomplishments and correlate their findings to the overall expected program outcomes. Corequisites: NURS 702 and 703.

Graduate Courses

NURS 640: CNL Capstone Seminar and Internship I

This course is the first of two CNL Capstone courses that provides students with seminar and precepted clinical opportunities to engage in self and peer review to facilitate successful implementation of the clinical nurse leader (CNL) role, synthesizing advanced concepts learned during the program of study. Students set professional development goals and present weekly case studies for individual and group analysis and evaluation. Prerequisites: General and Direct Care Core Courses and NURS 610. Corequisite NURS 641.2. Includes 100 hours of clinical immersion. Three graduate credits.

NURS 641.2: CNL Capstone Internship I

This course is the first of two precepted clinical immersion experience that provides students with

Term 7 (Fall):

6 Total Credits

- OT 682 Level II Fieldwork in Occupational Therapy II (4) (12 weeks)
- OT 666 Reflection & Professional Development VI (1)
- OT 635 Transformative Leadership in Occupational Therapy (1)

Occupational Therapy students will complete several Level I fieldwork visits in the immediate geographic area which will require the availability of reliable transportation during the first five terms. Additionally, students will have the opportunity to complete two required Level II Fieldwork placements, each for a duration of 12 weeks. These placements may not be in the immediate geographic area and will likely require the student to incur additional living expenses. The Level II Fieldwork placements must be completed within 36 months from the start of the program.

In addition to meeting College admission requirements, all occupational therapy students will be required to show ongoing proof of the following as prerequisites for Level I and Level II occupational therapy fieldwork courses. Failure to do so may be grounds for

of clinical observations, abnormal movement analysis, and other selected movement assessments relevant to participation in meaningful occupations. Prerequisite: OT 510; Co-requisite: OT 515. One graduate credit.

OT 520 Development of Occupational Participation)

This course emphasizes the development of occupational performance across the lifespan, integrating concepts from developmental psychology into the study of human occupation. Students gain in-depth knowledge about the influence of meaningful activity on human development as well as the manner in which human development shapes the acquisition of everyday occupations throughout an individual's life. Students examine the developmental milestones not typically studied in a developmental psychology course, including grasp, the sucking

expressive arts and media, as well as the tools and objects that are used for each of these. Prerequisite: Admission into the Occupational Therapy program; Co-requisites: OT 500, OT 511. Four graduate credits.

OT 551 Level I Fieldwork I

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the first of this series, emphasis is placed on communication, establishing the therapeutic relationship, and interviewing skills. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 561. One-half graduate credit.

OT 552 Level I Fieldwork II

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the second of this series, emphasis is placed on reflection, professional behaviors expected as emerging professionals, meaningful collaborative working relationships, and cultural competence. Prerequisite: OT 551; Co-requisite: OT 562. One-half graduate credit.

OT 553 Level I Fieldwork III

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the third course in this sequence, students will explore professional behaviors and ways to manage behavior. Prerequisite: OT 552; Co-requisite: OT 563. One-half graduate credit.

OT 561 Reflection & Professional Development I

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. Students will engage in the study of communication and the therapeutic relationship, applying these concepts in a Level I Fieldwork experience which focuses on psychosocial challenges and interviewing skills.

Prerequisite: Admission into the Occupational Therapy program; Co-requisite: OT 551. One graduate credit.

OT 562 Reflection & Professional Development II

Students are given the opportunity to reflect on and examine their experience as an emerging occupational therapist emphasizing reflective practice and professional behaviors that promote meaningful collaborative working relationships. The emphasis on this second in a six-semester sequence is on cultural competence and self-awareness. Prerequisite: OT 561; Co-requisite: OT 552. One credit course

OT 563 Reflection & Professional Development III

This course offers an opportunity for students to reflect on and examine their experience as an emerging occupational therapist with an emphasis on reflective practice and their own professional behaviors that promote meaningful collaborative working relationships. In this third course of the sequence, students explore their varied roles in occupational therapy as well as effective skills for managing conflict and dealing effectively with challenging behavior. Prerequisite: OT 562; Co-requisite: OT 553. One graduate credit.

OT 605 Management of Occupational Therapy Services

In this first course in a two-semester sequence, students build a foundation to plan, organize, staff, direct, and manage occupational therapy services as they actively participate in the design of an occupational therapy program proposal with an emphasis on occupation based programming. Prerequisite: OT 500; Co-requisite: OT 654. Two graduate credits.

OT 606 Advanced Management of Occupational Therapy Services

In this second part of a two-semester sequence, students gain in-depth knowledge to manage and lead occupational therapy programs with an emphasis on factors and trends that impact the delivery of occupation based services. Students actively collaborate and construct the second part of their program proposal initiated in the previous semester. Prerequisite: OT 605; Co-requisite: None. Two graduate credits.

OT 611/ HLAT 511 Evidence-Based Practice I

This course will introduce the student to role and importance of research in the rehabilitation professions. Course content will include defining research terminology, basic epidemiology, development of search terms, human subjects training and the development of a research question. Prerequisite: Admission into the Occupational Therapy program; Co-requisite: None. One graduate credit.

OT 612 Evidence-Based Practice in Occupational Therapy

Students gain an in-depth knowledge of evidence-based practice as a collaborative endeavor to involve the client and as a foundation to clinical decisions such as the selection of occupational therapy evaluation instruments. Students will complete a critically appraised topic around an occupation based question integrated from their Level I Fieldwork experience to apply foundational knowledge from Evidence-Based Practice I to a real life question. Prerequisite: OT 611/HLAT 511; Co-requisite: OT 655. One graduate credit.

OT 620 Advocacy and Occupational Justice

Students gain an in-depth knowledge about advocacy and equitable access to occupational engagement for individuals and populations in order to promote health and well-being which will prepare the student for transformative leadership roles. Barriers to engagement in meaningful occupations will be explored as students gain the knowledge to be politically competent practitioners. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 625 Applied Advocacy & Community Action

This course explores the environmental and policy factors that impact health and autonomy of individuals and populations. Students will actively engage in the process by applying community organizing and advanced advocacy strategies to a specific issue. Prerequisite: OT 620; Co-requisite: OT 655. Two graduate credits.

OT 630 Advanced Professional Ethics in Occupational Therapy

This course studies ethical theory and ethical decision making within the discipline and profession of occupational therapy by critically examining situational problems and by reflectively exploring ethical solutions that are coherent with and supported by the core values, principles, and guidelines of the Code of Ethics and Ethical Standards of the profession. The course will examine ethical dilemmas that arise within different areas of the profession and the problem of moral distress and its various causes. Prerequisite: OT 500; Co-requisite: None. Two graduate credits.

OT 635 Transformative Leadership in Occupational Therapy

This course offers an in-depth study of leadership theories, leadership characteristics, and a critical analysis of the literature on leadership in occupational therapy. Transformative leadership will also be explored as students prepare to become change agents in their professional careers. Students will be challenged to bring a sense of curiosity to and reflect on their personal leadership qualities and

be open to discussing these. Prerequisite: OT 665; Co-requisite: OT 682. One graduate credit.

OT 642 Lifestyle Performance II: Adults

This is the second course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for individuals and populations from young adulthood through middle age with physical and mental health challenges. Prerequisite: OT 525; Co-requisite: OT 654. Four-and-a-half graduate credits.

OT 643 Lifestyle Performance III: Elderly

This is the third course in a three-semester lifespan sequence focused on clinical reasoning in the occupational therapy process to enhance lifestyle performance and quality of life through the construction of the occupational profile, an analysis of occupational performance, the construction and implementation of the intervention plan, an ongoing review of intervention, and outcome assessment for older adult individuals and populations with physical and mental health challenges. Prerequisite: OT 525; Co-requisites: OT 612, OT 672. Four-and-a-half graduate credits.

OT 654 Level I Fieldwork IV

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fourth fieldwork of this series, emphasis is placed on reflection, professional behaviors, therapeutic use of self, and the contribution of occupational balance to health and wellness. Prerequisite: OT 553; Co-requisite: OT 664. One-half graduate credit

OT 655 Level I Fieldwork V

This series of Level I Fieldwork offers an integrated experience giving the student the opportunity to observe and apply what they are learning in the classroom to occupational challenges in the setting in which they are participating. The student will observe individuals who have challenges participating in everyday occupations in a variety of practice settings over five semesters. In the fifth fieldwork experience of this series, emphasis is placed on reflection and professional behaviors expected as emerging professionals, and meaningful collaborative working relationships. Prerequisite: OT 654; Co-requisite: OT 665. One-half graduate credit.

COMMUNITY-BASED OCCUPATIONAL THERAPY

This experiential course provides an exploration of community based occupational therapy program development and evaluation. Students will engage with a population in the community to design and implement an outcome based activities program. Factors which influence the delivery of occupational therapy in various community settings will be introduced. Prerequisite:

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.

Philosophy Major

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.

Philosophy Minor

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.

Ethics Minor

A minor in ethics includes 5 course units, at least 3 of which must be taken at Moravian (or another LVAIC institution). Philosophy 222, 224, and 355 are required. In addition, students must choose 2 course units from among the list below; 1 relevant course from outside the department of philosophy or 1 special topics course may be included in the minor, with approval from the chair of philosophy:

- Philosophy 226.2 and 227.2 Ethics Bowl
- Philosophy 228 Sports Ethics
- Philosophy 250 Environmental Philosophy
- Philosophy 251 Philosophy of Technology
- Philosophy 255 Social and Political Philosophy
- Philosophy 257 Bio-Ethics and Social Justice
- Philosophy 259 Medical Ethics
- Philosophy 267 West African Philosophy: Akan Ethics
- Philosophy 271 Race, Gender, Identity, and Moral

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and neo-colonialism? Spring, Alternate Year.

257 Bio-Ethics and Social Justice (Moeller)

A study of what is health, and how it relates to social justice issues, such as: How do such factors as income, race, and gender correlate with health? In health research and healthcare delivery how

Malabou, and Meillassoux, to name but a few. We will trace how these philosophers formulate questions about reality, truth & knowledge, and values. (M3)

313 Philosophy of Science (Naraghi)

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

323 Tibetan Buddhist Thought (Moeller)

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

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inquiry and scientific theories. Spring, Alternate

Years, Prerequisites: PHIL 120 Introducti,n to

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Chair: Associate Professor Krieble

Associate Professor: Roeder; Assistant Professor:
Malenda; Adjunct Faculty: Becker, Edinger, Jackson

The Physics and Earth Science Department provides

science or mathematics selected with the approval of the major advisor. As with physics majors, geology majors take seven of the eight Multidisciplinary and Upper-Division courses in the Learning in Common curriculum.

Earth Science Minor

The minor in earth science consists of five course units: Earth Science 110, 120, and 130, plus two courses that may be taken through

Political Science Major

The major in political science consists of 10 course units. Four are required: Political Science 110, 115, 120, and 125. Students also must select one advanced course at the 200 level or above, from three of the following groups: Political Science 220, 225, 237, 240, 330, and 340; Political Science 215, 250 and 355; Political Science 210 and 235; and Political Science 245, 247, 327 and 347.

Two of the remaining three courses required for the major are to be electives at the 300 level, if not already included above.

Courses in special topics and independent study may be substituted for courses at the advanced level, depending on the area in which the student will work and contingent upon departmental approval. Internship (386-388) will be counted as an elective in the major but is contingent upon department approval. Honors candidates take two courses, Political Science 400-401, which are counted within the 10-course requirement.

Writing-Intensive Courses

Students will be required to take one of the following to meet the College requirement for writing-intensive courses: Political Science 225, 330, 347 or 355.

The Minor in Political Science

The minor in political science consists of five course units: two selected from among Political Science 110, 115, 120, and 125, and three additional courses selected with the approval of the advisor.

The Interdepartmental Major

Set I of the interdepartmental major consists of six course units: any two of Political Science 110, 115, 120, and 125, and four others, two of which may be independent study.

Language Proficiency

Students interested in graduate and professional studies are encouraged to take courses in other areas of the social sciences and in statistics. Prospective graduate students are advised to reach at least reading proficiency in those languages that may be required for their studies.

Political Science Courses

110. The American Political System.

Operation of American political processes and governmental institutions. Political culture of American democracy, political philosophy of the Constitution, relationship between organization of the economy and political power, linkages between mass public and governing elites, and operation of institutions of national government. (M4)

Reynolds

115. International Politics: How the World Works.

This course is meant to acquaint students with the analytical approaches, concepts, processes, issues, and actors in world politics. The class is anchored in class discussion and exchange of ideas. We will study the continuum of theoretical traditions and analytical approaches used in the study of international relations/world politics/international politics, including realism, liberalism, constructivism, and feminism. We will explore the roles of key actors in global politics including governments, international institutions, and a variety of non-state actors. Additionally, we will examine key global issues such as global security, war and peace, human rights, global economics and trade, poverty and development, and environmental issues. The course will draw on historical and contemporary cases to help students draw connections between theories and world events and to be equipped with how to best explain and understand the world. (M4)

120. Introduction to Political Thinking.

How can we ask better political questions and provide better political answers? This course introduces students to the habits of mind of famous thinkers across the centuries: Plato, Machiavelli, Shakespeare, de Tocqueville, Students for a Democratic Society, and Hannah Arendt. Topics include personal choice, democratic citizenship, justice, and totalitarianism. (M3)

Haddad

125. Introduction to Comparative Politics.

A thematic approach to the study of politics in Latin America, Asia, and Africa. It exposes students to the diversity of the modern world, teaches methods for studying other countries comparatively, and emphasizes critical analysis. Topic selection varies by semester. (M5)

Sta

127. East Asia and the Future.

This course provides an introduction to national security, regional security, and politics in the East Asian

region. The course will focus primarily on the major and middle Northeast Asian powers (China, Japan, Russia, the Koreas, Taiwan, and the United States); however, there also will be substantive reference to South Asia, Southeast Asia, and Europe. It will consider a series of selected issues, including historical background; political economy; national and regional security; human rights; culture; and transnational linkages such as drugs, disease, oil, and war. (M5)

Sta

130. The First Amendment.

Issues of freedom of speech and expression. Supreme Court interpretations of the First Amendment, including major cases that have defined parameters of free speech in America. Philosophical debate about value of free expression in a democratic society. Topics include subversive speech and political dissent, protest speech, prior restraint, obscenity, libel, symbolic speech, hate speech, and provocation. May Term.

Reynolds

210. U.S. Workers in the New Globalized Economy.

What does "working for a living" mean today? What are prospects for good jobs in a world dominated by labor-displacing technology? Who should control the shape and purpose of technology? Do some people deserve better working conditions and more fulfilling jobs than others? How have workers organized to protect themselves? Should corporations have "rights"? What conditions prompt or retard class awareness and organization among workers, including bonds across

240. Environmental Policy.

Contemporary American politics and policy on environmental issues. Current controversies in legislative and regulatory areas. Examination of environmental issues and the political process.

Sta

245. Topics in the Politics of the Third World. Most recent focus has been on the Middle East: Israeli-Palestinian conflict, oil politics, Islam, U.S. policy in the region, with attention to Egypt, Iran, Jordan, Lebanon, Syria, and Saudi Arabia. Spring. Two 70-minute periods. (M5)

Farbod, Olson

247. Introduction to Chinese Politics.

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

Sta

250. Contemporary Political Theory.

Topics have included democracy, totalitarianism, existential political thought, Marxism, nationalism. Fall. Two 70-minute periods.

Sta

260. Critical Gender Studies.

(Also Women's Studies 260) This advanced-level political theory course introduces students to scholarly texts, activist writings, and historical documents pertinent to feminist theory and masculinity studies. Selected readings also address multiculturalism, race, class, sexuality, religion, and ethnicity. Theories studied will vary by semester. This class exposes students to diverse approaches to the politics of sex and gender. Prerequisite: Political Science 120 or permission of the instructor.

Haddad

327. Topics in Comparative Politics.

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

democratization and authoritarianism, states and social movements, comparative political transitions. (M5)

Sta

330. Topics in American Politics: Politics and Popular Culture.

How popular culture shapes outcomes of American political process; how cultural processes structure comprehension and evaluation of politics; relationship between culture and political power; how political beliefs and values are manifest in the popular culture. Discussion of consumerism, violence, race and ethnicity, gender conflicts, and religion, as treated in television, movies, music, and the Internet. Spring, alternate years. Writing-intensive. (M4)

Reynolds

340. Energy Policy.

Explores how contemporary society uses energy and how its use is shaped by politics and public policy, especially how energy consumption and choices of energy technologies shape patterns of human settlement, structure of social life, distribution of

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

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



Chair: Professor Dunn

Professors: Dunn, Schmidt, Toedter, Zaremba; Associate Professor: Brill, Johnson; Faculty Associates: Kuserk (biological sciences), Scholtz (nursing); Adjunct Faculty: Helm, Holtzman-Vasques, R. Smith

The program presents psychology as an established body of knowledge that focuses on human and animal behavior, as a discipline that generates information and discovery by using methods of inquiry employed by the natural and social sciences, and as a field of professional activity that is variously applied to promote human welfare.

The curriculum includes a wide range of courses intended to contribute to the program of liberal study for students, whatever their fields of concentration, and offers a broad base of prerequisite knowledge at the introductory and intermediate levels for those who declare psychology as a major. Beyond this, students may further define their educational and career objectives by completing courses at the advanced level.

Many courses offer a laboratory or experiential component, including field and observational studies, surveys, simulation and role-playing, and laboratory studies. There are opportunities to participate in field-study programs, independent study projects, and, for the highly qualified student, the Honors program.

Students are encouraged to present their research at one of three major annual conferences: the Lehigh Valley Undergraduate Psychology Conference, the Psi Chi Undergraduate Research Symposium (held in conjunction with the meeting of the Eastern Psychological Association), or the Moravian College Student Scholarship and Creative Endeavors Day. In addition to an active Psychology Club, the department sponsors a chapter of Psi Chi, the national honorary society in psychology, a student chapter of the Society for Human Resource Management, and a chapter of Active Minds.



The psychology major consists of nine psychology courses, including an introductory course, a one-year statistics and research methods sequence, four core courses, one seminar, and one elective. These courses will provide students with a solid, core-

based introduction to the discipline of psychology with some opportunities for choice. Students will be given enough breadth of the discipline to prepare them for graduate study or employment.

Students are required to satisfy the following requirements for the major in psychology:

All students must complete the following three courses:

Psychology 120	Introduction to Psychology
Psychology 211	Experimental Methods and Data Analysis I

(grade of C or better required to advance to Psychology 212 and declare the major in psychology)

Psychology 212	Experimental Methods and Data Analysis II
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Students must choose one course from each of the following required clusters:

Cluster A: Experimental-cognitive cluster (1 course)

Psychology 315	Cognitive Psychology
Psychology 320	Mind and Brain
Psychology 335	Conditioning, Learning, and Behavior

Cluster B: Clinical-counseling cluster (1 course)

Psychology 362	Abnormal Psych
Psychology 363	Psychological Testing

Cluster C: Social-personality cluster (1 course)

Psychology 340	Social Psychology
Psychology 361	Personality Psychology

Cluster D: Developmental cluster (1 course)

Psychology 370	Infancy and Childhood
Psychology 371	Adolescence, Adulthood, and Aging

Students must choose one of the following seminar courses:

Psychology 375	Seminar in Social/ Personality Psychology
Psychology 376	Seminar in Experimental/ Cognitive Psychology
Psychology 377	Seminar in Developmental Psychology

Psychology 378 Seminar in Industrial/Organizational Psychology

Students must choose one elective course. This may be any psychology course that is above the 212 level, and chosen in consultation with the academic advisor. These include any of the courses listed in the clusters and seminars above. In addition, electives may be chosen from:

- Psychology 218 Industrial/Organizational Psychology
- Psychology 230 History, Theories, and Systems
- Psychology 250 Animal Behavior
- Psychology 251 Philosophy of Psychology
- Psychology 260 Sports Psychology
- Psychology 345 Psychology of Women
- Psychology 372 Developmental Implications of Medical Technologies
- Psychology 373 Contemporary Work-Life Challenges
- Psychology 381 Independent Study
- Psychology 386 Internship
- Psychology 400-401 Honors*

Psychology 400-401 Honors*

Set I: Psychology 120 and 211-212

The six courses of Set I include the required courses Psychology 120 and 211-212. For the three remaining courses, students may take three 300-level courses or two 300-level and one 200-level course.

Set II: Psychology 211-212 and 300-level

105. Psychology of Human Adjustment.

Introduction to basic theoretical principles of psychological coping and adjustment. Students will learn greater insight and efficacy in dealing with social and behavioral forces they encounter and will acquire an appreciation for the importance of psychology and its reliance on other disciplines to understand and improve complex social and behavioral phenomena. (M4)

Sta

120. Introduction to Psychology.

Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

Sta

Set III: Psychology 211-212 and 205

205. Spaces for Living: Design in Mind.

(Also Interdisciplinary 205) We live amidst architecture—buildings, houses, interiors, and landscapes—but we rarely take the time to think about the spaces where we live. Why have our homes, communities, cities, and public spaces evolved as they have? Are some spaces more pleasing to the eye and the mind than others? How do our physical spaces affect our mental life? To explore these questions, we will read about domestic life (the idea of “home”), architecture, and design. Does not count towards the psychology major. May Term. (M6)

Dunn

207. Lifespan Development.

Individual development as a lifelong process. Representative theories, research, and controversies on conception and birth, infancy, childhood, adolescence, adulthood, old age, death and dying. Insight into social, emotional, cognitive, and physical aspects of aging along the various stages of development. May not be taken for credit by students who have completed Psychology 370 or 371. Does not count towards the psychology major.

Sta

211. Experimental Methods and Data Analysis I.

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

Sta

212. Experimental Methods and Data Analysis II.

Statistical techniques that build on concepts introduced in Psychology 211. Mastering inferential statistics and nonparametric statistical procedures. Students will carry out the research study outlined in their

proposals from Psychology 211 and complete an APA-style research paper. This course must be taken in the semester immediately following Psychology 211 and with the same instructor. Prerequisite: Psychology 211 with a grade of C or better. Spring.

Sta

218. Industrial/Organizational Psychology.

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

Brill

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

315. Cognitive Psychology.

Major issues, research findings, and theories of human mental processes. Topics include perception, attention, memory, human information- processing, mental imagery, language, creativity, thinking, problem-solving, and decision-making. Prerequisite: Psychology 211.

Johnson

320. Mind and Brain.

This course investigates how the brain serves as the basis for our thought processes and behavior.

and physical development with emphasis on stability and change over these stages of development. Topics include physical growth and decline, identity development, peer relations, romantic relations, health and nutrition, leaving home, marriage, parenthood, vocational choice, grandparenthood, retirement, illness, death. Developmental methodology and empirical evidence. Prerequisite: Psychology 211.

Schmidt

372. Developmental Implications of Medical Technologies.

(Also Interdisciplinary Studies 372) Explores implications of recent medical advances. Topics include: assisted reproductive technologies, genetic testing, premature and low-birth-weight infants, performance-enhancing drugs, sex selection, and euthanasia. Students will be provided with an overview of the medical technologies

(BAPH) focus on 5 specified course units in Accounting, Economics, History, Management, Philosophy, Political Science, Psychology, Sociology, and/or Spanish.

- Public Health Core Courses (9 units)
- HLTP 110 Introduction to Public Health (M4)*
- HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2)*
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy HLTP 315 Health Policy
- HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- Experiential/Service Courses (1 unit): Public Health majors will complete 1 unit from the following options.
- HLTP 185 Service in Public Health
- HLTP 386/387 Internship in Public Health
- Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.
- HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Program Planning and Evaluation)
- Interdisciplinary Elective (5 units)
 - BSPH students will complete five units from the following:
 - BIOL 103, 104 (or 310, 350), 112, 205, 206, 209, 210, 235, 263, 310, 327, 328, (37X approved by director)
 - CHEM 108, 113, 114, 205, 211, 212, 314 (or equivalents)
 - EASC 210
 - ENVR 112
 - MATH 171, 231, 332 (or any MATH other MATH at the 200 or 300 assuming no restrictions)
 - PHYS 109, 110, 111, 112
 - Other BIOL, CHEM, EASC, ENVS, MATH, PHYS courses by approval of public health program director

TOTAL (16 units)

- HLTP 110 Introduction to Public Health (M4)*
- HLTP 218 Writing About Health (writing intensive) or an equivalent HLTP writing intensive course
- HLTP 230 Epidemiology
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2)*
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy HLTP 315 Health Policy
- HLTP 321 Global Health (M5)* or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- Experiential/Service Courses(1 unit): Public Health majors will complete 1 unit from the following options.
- HLTP 185 Service in Public Health
- HLTP 386/387 Internship in Public Health
- Health Elective (1 unit): Public Health majors will complete a HLTP elective beyond the units applying to the Core or Experiential/Service unit requirements.
- HLTP course elective 200 level or above (examples: HLTP 231 Nutrition, HLTP 310 Health Research Methods, HLTP 311 Professionalism in Public Health, and HLTP 340 Program Planning and Evaluation)
- Interdisciplinary Elective (5 units)
 - BAPH students will complete five units from the following:
 - ACCT 157
 - ECON 152, 211
 - HIST 220, 260, or 270(or equivalent)
 - MGMT 223, 227, 250, 251, 253, 310, 311
 - PHIL 250, 255, 257, 259, 275, 279
 - POSC 110, 115, 120, 237, 240
 - PSYC 120, 207, 218, 340**, 362**
 - SOCI 113, 115, 165 (also IDIS 165), 210, 251, 256, 258, or 260
 - SPAN 111, 120/125
 - Other ACCT (BUSN), ECON, HIST, MGMT (BUSN), PHIL, POSC, PSYC, SOCI, or SPAN courses by approval of public health program director
- TOTAL (16 units)

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Required Public Health Courses of All Public Health Minors (2 units)

- HLTP 110 Introduction to Public Health (M4*)
- HLTP 230 Epidemiology

Elective Public Health Courses for Public Health Minors (choose 3 units)

- HLTP 218 Writing About Health (writing intensive)
- HLTP 231 Nutrition
- HLTP 240 Essentials of Health Behaviors
- HLTP 189 Biostatistics (F2*)
- HLTP 289 Social Determinants of Health
- HLTP 315 Health Policy
- HLTP 311 Professionalism in Public Health
- HLTP 321 Global Health (M5*) or HLTH 322 Populations at High Risk for Health Problems (M5)
- HLTP 330 Environmental Health
- HLTP 185 Service in Public Health HLTP 340 Program Planning and Evaluation
- Other HLTP classes as approved by the public health program director

HLTP 110. Introduction to Public Health.

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

HLTP 185. Service in Public Health.

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HLTP 189 Biostatistics

This course builds skills in public health data analysis. This course is designed for students who are interested in public health and want to learn how to analyze data. The course covers the following topics: descriptive statistics, inferential statistics, and regression analysis. Prerequisite: HLTP 110 or HLTP 185.

HLTP 289. Social Determinants of Health.

Social and economic conditions are the best predictors of health outcomes. Students will learn why a person's zip code is a better predictor of health than genetic code. Students are introduced to emerging research on the social determinants of health and are challenged to experience social disadvantage. Health's relationship to life chances and choices is critically analyzed throughout the course. Prerequisite: none.

HLTP 310. Stats and Methods for Health Professions.

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

HLTP 311. Professionalism in Public Health.

Becoming a health professional requires building a base of knowledge, skills, and experiences. During the course, students reflect on their knowledge, skills, and experience. Based on this reflection fitting internship, graduate school, and/or career opportunities are identified. Elevator pitch, public speaking, community engagement, resume writing, and interview skills are developed and evaluated. Prerequisites: HLTP 110, 218, 230, 240, or instructor's approval.

HLTP 315. Health Policy.

This course provides a foundation for both healthcare professionals and citizens to evaluate, and potentially change, health policies which influence the quality of their lives. The course provides an overview of policymaking and the law, the U.S. healthcare system, and public health institutions. Current issues in health policy including individual rights, health economics, health insurance and reform, and healthcare quality are addressed. Students will practice basic skills in health policy analysis and communication for political success. Prerequisites: HLTP 110 Instructor's permission.

HLTP 321. Global Health.

(also Nursing 321) Global health explores the huge disparities of health from country to country. In the 21st century the ease of travel has erased the confinement of communicable diseases and bioterrorism to the borders of a country. The health advances of the 21st century are costly and often pose ethical dilemmas for their implementation. Improvement of global health is a complex and often misunderstood process. Lack of public health professionals in many countries

can prevent implementation of beneficial changes. Millennium developmental goals and the World Health Organization goals will guide the study of this course. Prerequisites: HLTP 110 or Instructor's permission.

HLTP 330. Environmental Health.

(also Environmental Studies 330) This course addresses key areas of environmental health. Environmental epidemiology, environmental toxicology, and environmental policy and regulation are discussed as tools necessary to understand and promote environmental health. Specific agents of environmental diseases are analyzed. Applications of environmental health, including water and air quality, food safety, waste disposal, occupational health, and unintentional injuries and death, are explored. Prerequisites: HLTP 110 or Environmental Studies 110 or 112.

HLTP 340. Program Planning and Evaluation.

(also Nursing 340) This course serves as an introduction to the means of assessing the need for health education, the planning of health education, and the evaluation of the effects of health education. It includes selection and development of appropriate instruments of assessment/evaluation of both community and school health, and the theoretical foundations and practical applications of planning for health evaluation. Prerequisites: HLTP 110 or Nursing 115



Chair: Associate Professor Radine

Associate Professor: Denton-Borhaug;
Assistant Professor: Naraghi, Cheung;
Faculty Associates: Gal, Peucker

In the Department of Religion, faculty and students study the religious traditions of the world and explore the nature and function of religion in human experience. Through multidisciplinary methods engaging sacred texts, theology, ritual, belief, culture, history and , ryrkOtion of rte1510 (s as an 1 (30 (his)10rs oJr qualit)12.cTJO - ork (e)kOtion o)1knon 1 (wledg(or: Norld and maj -29 (aditions o)

independent study/capstone. Your courses will include:

- 3 survey courses (generally 100 level), each from a different tradition/category;

-

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

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

Denton-Borhaug, Jasper

128. Asian Traditions through Film.

What can we learn about Asian religious-philosophical traditions through film? What can we learn about the form and content of this medium by watching others and creating our own film? This course exposes students to Hinduism, Yoga, Buddhism, Confucianism, Daoism, Chinese divination and geomancy, and contemporary expressions of Asian religions. Students learn not just from the content and narrative of film, but also its meta-narrative, or narration in form and structure, including editing (shot composition), lighting, musical arrangement, and implicit ideologies (romanticization, Orientalism). Students will watch clips and short films in class, and feature-length films before class (through Ensemble Video). The final group project involves creation of a short film that will be screened to the rest of the class. Students will gain basic concepts of Asian religious-philosophical traditions and learn how to critically evaluate films that we will view. (M6) Culture Cheung

210. Christian Ethics.

A careful reading and discussion of representative texts in Christian ethics, with particular emphasis upon the distinctiveness of Christian ethics, Christian faith and social responsibility, the relation between Christian ethics and Christian theology, and the diversity of Christian ethics among the various Protestant and Catholic traditions. (U2) Ethics and Justice21 (ad1religious-philo)10.1 (s)9 (ophic)7 (al)tp36 ((U2) E)10Wn)ju3ics.

thought and (post)modern life. We will look at the way supposedly "secular culture" makes reference to "signals of transcendence," and expresses longing for

251. Modern Jewish Religious Movements.

Modern Judaism exists in a wide spectrum of

between Buddhist traditions and mindfulness; 2) scientific research on the effects of mindfulness; and 3) the ethical debate on the commodification of mindfulness. (U1) Health and Science Cheung

310. Methods in Religious Study.

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

Sta

370. Seminar in Religion.

Selected topics significant in current religious studies, drawing together several themes or methods within religious studies and posing issues of broader interdisciplinary significance. Required for majors, minors, interdepartmental majors, and open to others by trial. SemiprO (s)9 (oci S)

requirement in Literature (M2); Education 160 to satisfy the Ultimate Questions (M3) category; Political Science 110 to satisfy the requirement in Economic, Social, and Political Systems (M4); and Interdisciplinary Studies 110 to fulfill the Cultural Values and Global Issues (M5) category. The Aesthetic Expression (M6) requirement is waived for these students. Middle level education students must complete only one of the Upper-Division category requirements.

majors will be fulfilled by Sociology 258, 355, or 357.

Sociology majors are encouraged to fulfill their Learning in Common F2 requirement by completing Mathematics 107.

Students in the general sociology program should take electives designed to familiarize them with an array of other disciplines. Crime, Law and Society students should include among their electives courses such as Political Science 110.

[Illegible text]

Transfer Requirements

All transfer students must complete a minimum of five of their sociology requirements at Moravian College.

Minor in Sociology

The minor in sociology consists of five course units: Sociology 115 and four other courses that must include at least two 200-level courses and one 300-level course.

Interdepartmental Major in Sociology

Six courses of Set I of the interdepartmental major must include Sociology 115, at least two 300-level courses, and three other departmental electives.

Human Communications

111. Human Communications.

(Also Communications 111) This course focuses upon the functions and processes of communication as well as the various communication techniques used in modern society. Students explore basic theories and examine the characteristics and social effects of verbal and non-verbal human interaction. Application of theoretical concepts include observation and analysis of communication methods used in interpersonal, group, and media forums. (M4)

Rosen, Wetcher-Hendricks

113. Cultural Anthropology.

An introduction to the ways that anthropologists analyze cultures to understand the diversity of human social forms. Using both cross-cultural comparisons of major social institutions and

practices and the intensive examination of selected specific cultures, it seeks to promote students' understanding of human cultural diversity. (M4)

Keshodkar

115. Introductory Sociology.

Explores basic concepts and theories concerning the relationship between individuals and society. Emphasizes the influence of culture, social structure, and institutions upon human activity. Discusses and analyzes social groups, socialization, community, class, power, and social change, among other substantive issues. (M4)

Sta

125. Marriage and the Family.

Customs and trends in courtship, marriage, and family life in the United States and worldwide. Analysis of family structures with particular attention devoted to roles, relationships, and problems within as well as between families.

McIntosh, Wetcher-Hendricks

165. Life Walk of Justice: Introduction to Peace and Justice Studies.

(Also Interdisciplinary 165, 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

law and procedure, administrative law, family law, real and personal property, employment law, and estates and trusts. Prerequisite: Sociology 115.

Sta

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: Political Science 110 or Sociology 216.

Reynolds

221. Civil Liberties and the U.S. Constitution.

(Also Political Science 221) Civil liberties of Americans as delineated in the Bill of Rights. Issues of freedom of religion, speech, press, assembly, right to counsel, searches and seizures, self-incrimination, cruel and unusual punishment, and fair trial. Judicial policy-making and problem of individual freedoms in conflict with federal and local police powers. Alternate years.

Makoul

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: Sociology 115.

Ramunni

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: Sociology 115.

Ramunni

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: Sociology 115.

O'Connell, Wetcher-Hendricks

251. Human Sexuality.

(Also Interdisciplinary 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) e,r,f,cultu
r-Hendricks **with emphasis on (.)**30 ()10.1 2I iid (e r)2u (tanding

268. Nation, Religion & Region in India.

This course is designed as an introduction to the culture and society of modern India. The course focuses upon the historical formation of different communities, looking at the historical, political, cultural, and social forces that have shaped these communities. The course will highlight the development of national, religious, and regional communities. No prerequisites. (M5)

Jasper

270. Corrections in America.

Historical development and competing philosophies of corrections as institutional and community-based programs. Dynamics of prison life; inmate subculture; administrative, organizational, and rehabilitative aspects of adult and juvenile probation and parole. Prerequisite: Sociology 216.

Dougherty

275. Complex Organizations.

Theory and dynamics related to the administration of complex organizations. Emphasis on historical, comparative, and contemporary organizational theories; distinction between sociological and economic approach to understanding organizations. Case studies aid in comprehending these differences. Prerequisite: Sociology 115.

Sta

295. Social Movements and Globalization.

Social movements are citizen action that aims at transforming social problems and political issues. Today, globalization has altered earlier agendas for social change and broken down barriers to international political engagement. For example, the Arab spring and Occupy Wall Street reflect how complex and massive recent social movements are. Using case studies and historical accounts, this course will explore how globalization shapes the theory and practice of social movements from a sociological perspective. (M5)

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 standing.

inequality in social institutions, including family, workplace, and legal system, that reflect differences in sex and sexual orientation. Writing-intensive.

Wetcher-Hendricks

357. Racial and Ethnic Inequality.

Current and historical theories of race and ethnicity paradigms. Concepts of minority-dominant relations, assimilation, pluralism, strains of anti-racism, immigration, segregation. Writing-intensive.

Sta

366. Counseling in Human Services.

Development of the helping relationship as a basis for individual, group, and family counseling. Building interviewing skills through classroom practice exercises to demonstrate and integrate understanding of counseling techniques. Helpful preparation for students in a variety of field placements and internships. Prerequisite: Sociology 210 and junior or senior standing.

Williams

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.

Sta

375-37

Bill Schaninger '93 '98

Bethlehem, PA

Senior Partner, McKinsey & Co.

Robert J. Schoenen

Bethlehem, PA

Consultant

Honnie P. Spencer '90

Mooresville, NC

Physician

Susan M. Studds

Hyattsville, MD

Provost, National Defense Intelligence College

David Zinczenko '91

Bethlehem, PA

President and CEO, Galvanized

David Bennett '88

Bethlehem, PA

President, Eastern District, Northern Province, Moravian Church in America

Bryon L. Grigsby '90

Bethlehem, PA

President, Moravian College

Jessica Grillo '08

Trenton, NJ

President, Moravian College Alumni Association

David Guthrie '86

Winston-Salem, NC

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

Elizabeth D. Miller '85

Bethlehem, PA

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

Greg Weir

Calgary, Alberta Canada

President Canadian District, Moravian College

Parry J. Miller '66

Lancaster, PA

Radiologist (Retired)

Betsey Tait Puth '51

Winnetka, IL

Frederick A. Reinhard

Palmerton, PA

Chairman of the Board, Pencor Services, Inc.

Kenneth J. Rampolla, Chair

Robert J. Schoenen, Jr., Vice Chair

Deborah McKinnon, Secretary

Ray S. Bishop, Jr., Treasurer

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.



Dean: Uppinder Mehan

Art

Natessa Amin
Kristen Baxter
Angela Fraleigh
Camille Murphy Budgen
Diane Radycki

Economics & Business

Sonia Aziz
Katie Desiderio
Tom Egan
Galen Godbey
Gary Kaskowitz
Liz Kleintop
Eva Leeds
Santo Marabella
James Ravelle
Linda Ravelle
John Rossi
Richard Stahnke
Sabrina Terrizzi
Barbara Vinciguerra
James West
Gary Wright

Education

Doris Correll
Jean DesJardin
Tristan Gleason
Laurie G. Kahn
Carolyn Mitten
Joe Shosh

English

John Black
Theresa Dougal
Crystal Fodrey
Joyce Hinnefeld
Robert LaRue
Meg Mikovits
Belinda Waller-Peterson
Christopher Shorr
Nicole Tabor

Modern Languages & Literature

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

History

Sandra Aguilar-Rodriguez
Sandy Bardsley
Jane Berger
Heikki Lempa
Jamie Paxton

Music

Hilde Binford
Carl Hess
Larry Lipkis
Neil Wetzel
Paula Zerkle

Philosophy

Bernie J. Canteñs
Carol Moeller
Arash Naraghi
Leon Niemoczynski

Physical Education

Mary Beth Spirk

Political Science

Khristina Haddad
Yayoi Kato
Faith Okpotor
John Reynolds

Psychology

Robert Brill
Dana Dunn
Dietlinde Heilmayr
Sarah Johnson
Michelle Schmidt
Lori Toedter
Stacey Zaremba

Religion

Kin Cheung
Kelly Denton-Borhaug
Arash Naraghi
Jason Radine

Sociology & Anthropology

Esther Castillo
Daniel Jasper
Akbar Keshodkar
Virginia O'Connell
Joel Nathan Rosen
Debra Wetcher-Hendricks



Dean: Diane White Husic

Biological Sciences

John Bevington
Hilary Christensen
Cecilia Fox
Frances Irish
Christopher Jones
Frank Kuserk
Kara Mosovsky
Anastasia Thevenin

Chemistry

Michael Bertucci
Shari Dunham
Stephen Dunham
Alison Holliday
Carl Salter

Mathematics & Computer Science

Benjamin Coleman
Brenna Curley
Michael Fraboni
Kevin Hartshorn
Trish Moller
Thyago Mota
Greg Schaper
Fred Schultheis
Nathan Shank
Shannon Talbott
Debra Ward

Nursing and Public Health

Pamela Adamshick
Robbi Alexander
Joyce Brill
Kerry Cheever
Elise Colancecco
Paulette Dorney
Janice Farber
Dawn Goodolf
Beth Gotwals
Kathleen Gray
Karen Groller
Taylor Grube
Deborah Halliday
Lori Ho man
Donna Keeler
John Mikovits
Michelle Sayenga
Susan Scholtz
James Teufel

Physics

Kelly Kriebble
Ruth Malenda
Edward Roeder

Rehabilitation Sciences

Louise C. Keegan
Jennifer Ostrowski
Jay Scifers
David Wilkenfeld



Chris Aguayo | Rock-Pop Singer/Songwriter/Guitar

Email: aguayoc@moravian.edu

Research interest and expertise

Artist-Lecturer in rock-pop singer/songwriter/guitarist

BIOGRAPHY

Chris Aguayo is a performing rock singer/songwriter/
guitarist & alumni of Moravian College. He is recognized



a Bachelors Degree in music with a specialization in conducting from Juan José Castro State Conservatory of Music, Buenos Aires, Argentina, and a Master's Degree in Voice Performance and Pedagogy from Westminster Choir College of Rider University, Princeton, NJ.

Sarah Baer | Oboe

Email: baers@moravian.edu

Research interest and expertise

Artist-Lecturer in oboe, Women's Studies

BIOGRAPHY

Sarah Baer is an active oboist, music scholar, and educator in the Lehigh Valley. Ms. Baer earned a Bachelor's Degree in Music Performance from Moravian College, where she studied with Carol Temlin and David B. Diggs. Graduate work was completed at Brandeis University where Ms. Baer was awarded a joint M.A. in Music History and Women's and Gender Studies after completing a thesis on the life and work of Margret Ruthven Lang, the first American women composer to have her orchestral works performed. Ms. Baer can be heard throughout the Lehigh Valley as a soloist, and has also performed internationally with the New Jersey Youth Symphony. Her continued academic interests in musicology, and the history of women in music, include educating about and advocating for the performance of works by women composers.

Andrea Berntsen | Accompanying

Email: berntsena@moravian.edu

Justen Blackstone | Voice Teacher, Classical and Musical Theatre; Vocal Coach; Broadway and Opera Workshop Ensemble Director

Email: blackstonej@moravian.edu

Research interest and expertise

Artist-Lecturer in classical voice, musical theater voice, and vocal coaching.

BIOGRAPHY

Baritone Justen Blackstone has been praised for his vocal brilliance, artistic sensitivity, and deep musical understanding beyond his years. He holds a masters degree in Vocal Performance and Pedagogy from Westminster Choir College of Rider University. There he studied with mezzo-soprano Laura Brooks Rice and collaborative pianist Dr. J.J. Penna. He also holds a bachelor's degree in Piano Performance from Bob Jones University where he studied with Dr. Susan Kindall.

Because of the nature of his musical degrees, Justen feels comfortable singing on stage, collaborating with another musician from behind the piano, or teaching one of his many vocal students. Justen currently teaches

at Moravian College in Bethlehem, PA where he gives voice lessons and vocal coachings, directs the Broadway and Opera Workshop ensemble, and plays for recitals and performance classes. He also teaches private voice for DeSales University's distinguished theatre program in Center Valley, PA. His recent performances include solos in Mass in G (Schubert), Mass in E-flat Major, Op. 5 (Beach), and Requiem Op. 48 (Faure).

Ralph Brodt III | Trombone; Trombone Ensemble

Email: brodtr@moravian.edu

Research interest and expertise

Instructor of trombone, Trombone Ensemble, Trombone Pedagogy, ne Ens

Instructor of tre lessons (,)30 ()30 (T)132 (r)25 (omi *[(Ins)1u,)3 (-ol+with D)1 4O(t)7 (er)15 (s)]TJT*[(degr)27_0 1 TfA(b)10 1,,ale

Jonathan D. Clark | Horn

Email: clarkj04@moravian.edu

Research interest and expertise

Instructor of horn

BIOGRAPHY

Jonathan Clark is an active horn player from New York to Maryland. He is principal horn of the Allentown Symphony Orchestra and the Bay Atlantic Symphony and a member of Symphony in C and Princeton Symphony. Along with these orchestras he plays with the Philadelphia Orchestra, Philly Pops, Pennsylvania Ballet Company and the Reading Symphony. Jonathan studied at The New England Conservatory of Music and earned his Bachelors of Music in Horn Performance in 2008. While there he studied with Richard Mackey and Jason Snider and worked with many other member of the Boston Symphony Orchestra. He received a Masters in Horn Performance from Temple University's Esther Boyer College of Music and Dance in 2012, studying with Jerry Lang of the Philadelphia Orchestra. Outside of the concert hall, Jonathan has recorded with NFL Films and played horn at the Walnut Theater and for the popular musicals Les Misérable and Miss Saigon on Broadway. When not performing Jonathan enjoys living in rural Bucks County with his wife and son.

Dan DeChellis | Piano, Classical and Jazz; non-idiomatic improvisation

Email: dechellis@moravian.edu

Research interest and expertise

Artist Lecturer in classical and jazz piano, Non-idiomatic improvisations in a variety of ensemble sizes

BIOGRAPHY

Dan DeChellis (piani7[(BIOGR)10 (A80 Tf0 -2.11_1 1 Tm(')427.1 (eano)30m)10.att0 (viaJT25 (o)10 (adw))9 (ert hal30 (/ 10 (

exposure to fine music, any child can learn the skills and patience it takes to study a string instrument.

Megan Durham | Mezzo Soprano

Email: durhamm@moravian.edu

Research interest and expertise

Artist-Lecturer in mezzo soprano

BIOGRAPHY

Lyrical mezzo soprano Megan Durham, MM, SVS, RYT-200 serves on the voice faculties of Moravian College, DeSales University and Lehigh University in Bethlehem, Pa. Ms. Durham also works as a Singing Voice Specialist (SVS) in partnership with medical professionals as part of a voice care team to habilitate singers diagnosed with voice disorders. In addition, Ms. Durham is a certified YogaVoice® practitioner, RYT-200 and incorporates yoga philosophy into her pedagogy. Ms. Durham holds a Master of Music degree in voice pedagogy and performance from Westminster Choir College of Rider University, and received a Bachelor of Arts degree in music from the University of Richmond. She completed her certification in singing voice habilitation with Dr. Karen Wicklund at the Chicago Center for Professional Voice. Ms. Durham serves as the President of the Lehigh Valley chapter of the National Association of Teachers of Singing and is a member of the New York Singing Teacher's Association, the Voice Foundation, VASTA and Yoga Alliance.

Inna A. Eyzarovich | Violin

Email: eyzarovich@moravian.edu

Research interest and expertise

Artist-Lecturer in violin, Violin Pedagogy, Violin Literature

BIOGRAPHY

Inna obtained her B.A. in music and her Masters from the Moscow Conservatory. Upon graduating, she held the position of Assistant Concertmaster with the Richerkar Chamber Orchestra and then with the State Symphony Orchestra in Moscow where she also was Assistant Concertmaster. With the State Symphony she performed in many of the major countries of Europe including Austria, Germany, Italy, and Spain.

After coming to the United States in 1991 Ms. Eyzarovich played with the Hudson Valley Philharmonic, the Nassau Symphony Orchestra, and the Hartford Symphony where she was Concertmaster of the Core Orchestra.

In 1994 she came to the Lehigh Valley. She is now a member of the Reading Symphony, the Pennsylvania Sinfonia, the Moravian String Quartet, the Bach Festival Orchestra, and is currently Assistant Concertmaster of the Allentown Symphony. She has been on the faculty at Moravian College for twelve

years and has a private violin studio. Her students have won awards at the Voorhees Competition, the Friends of Music of Bethlehem Competition, the District, Regional, State and National Orchestras.

Besides music, Ms. Eyzarovich loves cats, gardening and books.

Lou Carol Fix | Organ, Recorder

Email: fixl@moravian.edu

Research interest and expertise

Artist-Lecturer in organ, Organ Pedagogy, Organ Literature, Sacred Music

BIOGRAPHY

Lou Carol Fix is Artist-Lecturer of Organ at Moravian College in Bethlehem, PA, teaching organ, sacred music, recorder and music history since 1985. She holds the B.M. degree in Organ Performance from Salem College, NC, and M.M. and M.A. degrees in Organ Performance and Musicology, respectively, from Indiana University, Bloomington. Her organ teachers have included Margaret Mueller, John Mueller and Wilma Jensen. She also studied the carillon with Jo Haazen at the Royal Carillon School in Mechelen, Belgium. In recent years Lou Carol has given papers and organ recitals at conventions of the Organ Historical Society, Region III of the American Guild of Organists, and the Bethlehem Conferences on Moravian Music. She has recorded for the Organ Historical Society on the 4-CD set Historic Organs of Pennsylvania (OHS-03, 2005), and has served as Dean and Archivist of the Lehigh Valley Chapter of the AGO. She also served as the Faculty Coordinator and Organ Instructor at the 2009 Pipe Organ Encounter (POE) in Bethlehem. She will teach on the organ faculty at the 2018 POE in Philadelphia.

Lou Carol's church music positions as Organist and/or Director of Music have included Lutheran, Methodist, Episcopal, Presbyterian and United Church of Christ congregations throughout the Eastern half of the United States. She currently is the Organist/Choirmaster at St. George's Episcopal Church in Ardmore, PA. In 2009 she was Director of the first Peace Instrumental Music Camp at Peace-Tohickon Lutheran Church in Perkasio, PA. Lou Carol also teaches music and recorder at Moravian Academy in Bethlehem, PA.

Lou Carol has performed on the Heefner Organ Recital Series at Ursinus College, PA (2004), as well as the Tannenberg Organ Programs in Winston-Salem, NC (2009). Her chapter "The Organ in Moravian Church Music" is published in *The Music of the Moravian Church in America*, ed. Nola Reed Knouse, Eastman Studies in Music (Rochester, NY: University of Rochester Press, 2008). Lou Carol's interests include 17th-century organ performance practice, creative hymn-playing and Moravian music in America.

Anthony Gairo | Saxophone, Jazz Arranging, Combo I

Email: gairoa@moravian.edu

Research interest and expertise

Artist Lecturer in Jazz Saxophone, Artist
Lecturer in Jazz Flute, Jazz History

BIOGRAPHY

Saxophonist, flutist, clarinetist, and jazz composer Tony Gairo keeps an active calendar of professional performances, engagements, sessions, and shows while maintaining busy teaching studios at Moravian, Muhlenberg, Lafayette and Mercer County Community Colleges, and Music Forte Music School. A 22-year member of the Jazz Faculty at Moravian, he has directed Jazz Combo 1 since 1998 and was awarded the T. Edgar Shields Prize for Distinguished Studio Instruction in 2006. He has directed and conducted the Big Band at Muhlenberg since 2009 and is a former Vice President of the Pennsylvania Jazz Collective (2015-18). A graduate of Temple University (B.M. Jazz Saxophone Performance), Tony performs with some of the best and most successful musicians in the industry including Johnny Mathis, Clay Aiken, the Temptations, the Four Tops, Bob Dorough, and Maria Schneider and has appeared on stage with such luminaries as Phil Woods, Natalie Cole, Al Martino, David "Fathead" (Laf- C) (othe P)5pm(tinguishrluding)]TJOC)10n8(adu/(D)10 (a)10 (vid)6OA wzz O (sionrk L)20I nigh MuhsincShimoOA ie Cy disSa(Jazz C) (BB0I s Pt7 (.odn,) (01 (f pr (aout (009N (eh10 9 (aaindus)10.1 (ort)7 (e Musirrido10 (v

Frank Giasullo | Piano, Jazz

Email: giasullf@moravian.edu

Research interest and expertise

Artist Lecturer in piano and jazz piano

BIOGRAPHY

Composer and pianist with a B.A. in Music from Rutgers University and a M.A. in Composition and Performance from Goddard College. Frank has worked as a composer and performer in both the classical and jazz idioms.

University, Kingston Ontario, under Bigler/Watts for several summers, and George Mason University, Fairfax, VA, under Carol Lubetkin of Oberlin Conservatory.

Conservatory in Vocal Performance. During her time as a student at Moravian, Tanya had the honor of performing in the College Choir, Women's Choir, Chamber Singers, Mostly Monteverdi Ensemble and Jazz Ensembles. A frequent soloist, Tanya had the privilege of performing solos during Christmas Vespers, The Emma Cecilia Thursby Memorial Concert, Central Moravian Church Choir, Moravian College Orchestra, Opening Vespers, Founder's Day Celebrations and at Commencement. Tanya was awarded both the Leon Prokofy Leonovitch Memorial Prize and the Steven K. van Auken Prize for music students. While at Moravian, Tanya studied voice with Joanne Barsotti.

In 1997, Tanya moved to Boston to study with Monique Phinney at The Boston Conservatory. While there, Tanya was awarded the Opera Department Assistantship and a Music Department Award. Tanya was solosist with every vocal performance ensemble at the conservatory as well as a soloist with the First and Second Unitarian

by Dave Brubeck. David created two community concert programs, Peak View Jazz, in Colorado, and Art's in Your Backyard, in the Lehigh Valley, Pennsylvania.

Skylar Rulo | Suzuki Guitar

Email: rulos@moravian.edu

Research interest and expertise

Artist-Lecturer in Suzuki Guitar

BIOGRAPHY

Skylar Rulo graduated from Moravian College with a Bachelor of Arts in Music in 2013. While at Moravian College he studied with John Arnold (Classical Guitar), Frank Giasullo (Piano), and Greg Oaten (Voice). Skylar has performed solo and with various ensembles including the Moravian College Guitar Ensemble, Moravian College Choir, and Moravian College Guitar and Flute Ensemble. Skylar received Suzuki Guitar training from David Madsen in Beaver Creek, Colorado. He currently teaches Suzuki Guitar at Moravian College Music Institute.

Dr. Martha Schrepel | Piano, Classical

Email: schrepelm@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Accompanying

BIOGRAPHY

Martha Schrepel, piano, is a graduate of Vassar College and the Juilliard School in New York, where she studied with the legendary piano teacher, Rosina Lhevinne; she also received a Doctor of Musical Arts from Temple University. On the occasion of her debut at Carnegie Recital Hall in New York, The New York Times wrote of Ms. Schrepel: she is "a pianist of taste and technical finesse. Everything she played had a warm, intimate tone and a textual transparency. Debussy... was brilliantly handled as a diamond-hard study in sonority." As a soloist and accompanist to both singers and instrumentalists, Dr. Schrepel has appeared in such festivals and series as the Beethoven Festival in New York, the National Gallery of Art Chamber Music Series in Washington, DC, the Moravian Music Festival in North Carolina, and Musikfest in Pennsylvania. She has played with Robin Kani, flutist, on National Public Radio, and has concertized widely in the U.S., Caribbean, and Europe. Dr. Schrepel has toured the Czech Republic four times with New York-based Poetica Musica, performing in several international festivals, including the South Bohemia and Janáček festivals; she has also performed and given master classes in Bulgaria and Albania through State Department-sponsored tours. Dr. Schrepel is principal keyboardist in the Pennsylvania Sinfonia Orchestra, a member of the

Satori chamber music group, and on the piano faculty of Bethlehem's Moravian College, where she received the T. Edgar Shields prize for outstanding studio teaching.

Kimberly Seifert | Bassoon

Email: seifertk@moravian.edu

Research interest and expertise

Artist-Lecturer in bassoon

BIOGRAPHY

Kimberly Seifert, a native of Bethlehem, Pennsylvania, began her bassoon studies with Milton Focht of Allentown. Kim continued her studies with David P. Coombs and Jeffrey Winter. She is a freelance bassoonist in the Lehigh Valley and Northeastern Pennsylvania area performing with the Allentown Symphony, Pennsylvania Sinfonia, Lehigh Valley Chamber Orchestra, Valley Pops Orchestra, Eastwinds Quintet, Lehigh University Choral Arts and Philharmonic, and various chamber ensembles. Kim is an accomplished woodwind player and performs frequently with local theatre orchestras, including Muhlenberg College Theatre and Summer Theatre, DeSales University's Act 1 and the Pennsylvania Shakespeare Festival as well as the Municipal Opera Company of Allentown. She has also performed with the Irish Tenors and Brian Wilson of The Beach Boys on his "Pet Sounds" Tour.

Currently, Kim is principal bassoonist and a soloist with The Allentown Band of which she has been an active member since 1981. During her tenure with the band, she has performed concerts in Switzerland and Austria as well as Carnegie Hall. She is an adjunct music faculty member and artist lecturer teaching bassoon at Lehigh University, Moravian College and Muhlenberg College. In addition, she is also a member of the instrumental music faculty at the Lehigh Valley Charter High School for the Performing Arts. Kim maintains a private woodwind studio in Bethlehem where she resides with her husband Greg.

Audrey Simons | Cello, Cello Pedagogy, Cello Literature

Email: simonsa@moravian.edu

Research interest and expertise

Artist-Lecturer in cello

BIOGRAPHY

Audrey Simons is active as a cellist and instructor. Ms. Simons is a cellist in the Allentown Symphony Orchestra, and is a founding member of the Classical Attitude String Quartet and the Chestnut Hill Chamber Players. She also performs regularly with the PI Piano Trio and the Pocono Chamber Music Society, both based in East Stroudsburg, PA. Ms. Simons received the Bachelor of Music Degree in cello performance from Susquehanna

University. She was subsequently awarded a teaching assistantship at the Temple University Esther Boyer College of Music, where she received the Master of Music Degree in music history with summa cum laude honors, and taught classes in music appreciation. In 1996, while teaching music history at Montgomery County Community College, she received the Faculty Award in Teaching Excellence. In 2002, she was selected for inclusion in the 23rd Edition of Who's Who of American Women. Currently, Ms. Simons is a cello instructor on the music faculty and teaches the String Techniques class for music education majors at Moravian College. In addition, she and her husband, Anthony, are the Music Directors of the Pocono Youth Orchestra and the Pocono Junior String Orchestra.

Melissa Socci | Suzuki cello

Email: soccim@moravian.edu

Research interest and expertise

Artist-Lecturer in Suzuki cello

BIOGRAPHY

Melissa Anthony Socci graduated with a Bachelor of Arts Degree in Music, Magna Cum Laude, from Kutztown University, where she studied cello with Marie-Aline Cadieux. Mrs. Socci is a registered Suzuki cello teacher and member of the Greater Philadelphia Suzuki Association and the Suzuki Association of the Americas.

She has completed Suzuki Cello Teacher Training in Books 1 - 3 at the Pennsylvania Suzuki Institute, the Chicago Suzuki Institute, and the Southwestern Ontario Suzuki Institute. She is an Artist-Lecturer in Suzuki Cello at the Moravian College Music Institute, and she teaches private cello lessons in the Lehigh Valley area.

As a freelance cellist, she performed for the national tour of Rodgers and Hammerstein's "South Pacific" in 2011-2012. Currently, she performs with local groups such as the Pennsylvania String Ensemble, the Pennsylvania Shakespeare Festival at DeSales University, and Muhlenberg College Theatre.

Nancy Terlaak Poot | Suzuki, Violin and Viola

Email: terlaakpootn@moravian.edu

Research interest and expertise

Artist-Lecturer in viola and Suzuki violin

Dr. Barbara Thompson | Piano, Classical

Email: thompsonb@moravian.edu

Research interest and expertise

Artist-Lecturer in piano, Musicianship

BIOGRAPHY

Barbara Tilden-Thompson has been on the music faculty at Moravian College since 1979 where she teaches applied piano, piano techniques and musicianship. She was awarded the fourth annual T Edgar Sheilds Prize for distinguished studio instruction in 2004 by students and faculty of the music department. Mother of three grown children, Ms Thompson has been active in the Lehigh Valley as a chamber musician and piano pedagogue. Beginning piano studies at the age of five, she studied throughout her teenage years with Harriet Serr, assistant to legendary Madame Isabelle Vengerova. A graduate of Muhlenberg College with a dual degree in music and history, Ms. Thompson holds a Master of Music degree in Music History from Temple University where she was elected to Pi Kappa Lambda, National Music Honor Society. She received her Ed. D. degree

director of the Pennsylvania Flute Choir and a charter member of Artists for Amnesty International.

Scot Walker | Bagpipes

Email: walkers@moravian.edu

Research interest and expertise

Artist Lecturer in bagpipes

BIOGRAPHY

Scot Walker is currently ranked as one of the top solo bagpipers in North America. A fourth-generation player with many years of experience, Mr. Walker offers instruction to players of all levels. He is a member of the Eastern United States Pipe Band Association judges' panel, a Pipe Major of the Lehigh Valley Pipe Band, and a published composer. His students have distinguished themselves at many bagpipe competitions throughout North America.

Eileen Wescoe | Accompanying

Email: wescoee@moravian.edu

Denise Williams | Piano

Email: williamsd06@moravian.edu

Research interest and expertise

Artist-Lecturer in Piano

BIOGRAPHY

Denise A. Williams began the study of piano at the age of twelve and within two years was assisting her instructor in teaching beginner students. She continued to teach for the next three years until she went away to College.

She volunteered at her local Church for four years as the Church Organist and also assisted other Churches during the summer with their music programs.

At the age of seventeen, She was accepted at Juilliard School of Music. She received a scholarship for room and board as well as tuition for four years at College Misericordia in Dallas, Pa. and a half scholarship at Marywood College in Scranton, Pa..

Her teachers include: Ray Cramer (taught by Martin Canin who took over for Rosinna Levinne at Juillard))Dr. Rober Shick and Ben Whitten (West Chester University)andHarvey Wedeen who was the Assistant to Adele Marcus at Juillard....Ms. Marcus produced three international Tchaikowsky Winners. Mr. Wedeen was the chairman of the Piano Department at Temple University for more than 50 years and was very much sought after world wide by students in the Graduate and Doctoral Programs at Temple. His students have won world competitions and frequent Carnegie Hall in New York City.

After resuming her teaching career part time from 1987-1992 and working full time as a Music Therapist with psychiatric patients for fifteen years, Mrs. Williams opened her Piano Studio full time in 1992.

She was the accompanist for baritone Cornell Hardy and performed in concert with him in the Phila. area (1990-1991).

She has been an adWpOirman oodyrore zpwith h(arit)7 (one)]TJ

Spl

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Meg Noble

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Priscilla Payne Hurd Professor of Arts and Humanities
B.S., Kutztown State College
M.A., Temple University
Ed.D., Pennsylvania State University

Mary E. Arenas (1963) (1999)

Sandra E. Fluck (1990) (2012)

Professor of Education

B.S., M.Ed., East Stroudsburg State College

Ed.D., Temple University

John J. Gehman (1955) (1992)

Associate Professor of Accounting

B.A., Muhlenberg College

Joseph J. Gerencher Jr. (1969) (2010)

Professor of Earth Science

B.S., M.S., D.Ed., Pennsylvania State University

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Professor of Classics and History

B.A., St. John's College

M.A., Ph.D., Princeton University

James S. Green (1979) (1998)

Professor of Computer Science

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Director of Athletics
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B.A., Ph.D., University of Rome

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Associate Professor of Chemistry
A.B., Thiel College
Ph.D., Kent State University

John W. McDermott Jr. (1968) (2002)

Professor of Education
Vice President for Planning and Research
B.A., Amherst College
M.A.T., Johns Hopkins University
M.A., University of California, Davis
Ed.D., Temple University

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Librarian with Rank of Professor
B.A., Moravian College
M.Div., Christian Theological Seminary
M.S., University of North Carolina

James B. Mitchell Jr. (1965) (2010)

Professor of Biology
A.B., Wilkes College
Ph.D., University of Pennsylvania

Johanna S. Ott (1956) (1986)

Associate Professor of Mathematics
B.A., Hunter College
M.S., New York University

Thomas L. Parkinson (1985) (2003)

Professor of Economics and Business
A.B., Dartmouth College
M.B.A., Ph.D., University of Massachusetts

Joseph L. Powlette (1963) (2013)

Professor of Physics
B.S., Moravian College
M.S., Cornell University

Jack R. Ramsey (1970) (2008)

Bertha F. and Bernard L. Cohen Professor
of English Language and Literature
Professor of Drama
B.A., University of Denver
M.A., Tufts University
Ph.D., University of Michigan

Ervin J. Rokke (1997) (2006)

President
B.S., U.S. Air Force Academy
M.P.A., Ph.D., Harvard University

Donald P. St. John (1981) (2011)

Professor of Religion
B.A., St. Francis College
M.A., Temple University
Ph.D., Fordham University

Shapour Samii (1963) (1989)

Professor of Economics and Business
B.A., Centre College of Kentucky
M.A., University of Wisconsin
Ph.D., Lehigh University

Monica Schantz (1962) (1995)

Professor of Music
B.Mus., Concordia College
M.Mus., University of Michigan

Richard R. Schantz (1956) (1994)

Professor of Music
B.A., Gettysburg College
M.S.M., Union Theological Seminary

David A. Schattschneider (1968) (2001)

Dean and Vice President of the Seminary
S. Morgan Smith and Emma Fahs Smith
Professor of Historical Theology
B.A., Moravian College
M.Div., Yale University
M.A., Ph.D., University of Chicago

Doris J. Schattschneider (1968) (2002)

Professor of Mathematics
B.A., University of Rochester
M.A., Ph.D., Yale University

Susan S. Schuehler (1979) (1994)

Dean of Continuing Studies
B.S., Drexel University
M.Ed., Ed.D., Rutgers University

G. Alden Sears (1949) (1988)

Professor of Economics and Business
B.A., Bates College
M.A., Ph.D., New York University

Alicia Sevilla (1984) (2013)

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

Robert H. Smith (1976) (2000)

Vice President for Administration
B.A., Moravian College
M.B.A., Temple University



Taken from the Faculty Handbook

Bettie Moretz Smolansky (1964) (2010)

Professor of Sociology
A.B., Lenoir Rhyne College
M.A., Duke University
Ph.D., Pennsylvania State University



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.

Kay B. Somers (1981) (2013)

Professor of Mathematics
B.S., Ursinus College
M.S., Ph.D., Rensselaer Polytechnic Institute

Robert W. Stinson (1970) (2004)

Professor of History
B.A., Allegheny College
M.A., Ph.D., Indiana University



John P. Stoneback (1981) (2004)

Professor of Computer Science
B.S., Princeton University
M.S., Stanford University

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.

Christopher M. Thomforde (2006)(2013)

President
B.A., Princeton University
M.Div., Yale University Divinity School
D.Min., Princeton Theological Seminary

Committee on Committees and Handbook (CCH) — FC
Faculty Advocacy Committee (FAC) — FC

James R. Walker (1979)

Professor of Physical Education
B.A., Gettysburg College
M.S., Rider College



Joel D. Wingard (1981)(2014)

Professor of English
B.A., Muskingum College
M.A., Old Dominion University
Ph.D., Louisiana State University

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

Hans M. Wuerth (1969) (2001)

Professor of German
B.A., University of Utah
M.A., Ph.D., Rutgers University



James O. Yerkes (1988) (2001)

Professor of Religion and Philosophy
B.A., M.A., Wheaton College
M.A., Ph.D., University of Chicago

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

Faculty Review Committee (FRC) — FC

Dispute Resolution Group (DRG) — FC



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



to formulate specific proposals for review and

hoc committees, the FAC, with the President, can request a committee to provide a formal report on the committee's activities within the time frame specified by the FAC and the President.

Changes in structure, functions, or bylaws of the FAC can be made by two-thirds vote of the teaching faculty in attendance at a regular faculty meeting. Proposed changes require two readings before a vote. When deemed necessary by the President, changes approved by the teaching faculty are submitted to the Board of Trustees for approval.

2.3.7.3 Planning and Budget Committee (PBC)

The Planning and Budget Committee (PBC) advises the President on the implementation and review of the College's strategic planning process and on the integration of planning and budgeting.

Membership: The PBC consists of eight members, all with a vote: the Provost; the vice president for student affairs and dean of students; the vice president for finance and administration; the vice president for planning and research; and four elected tenured

typically does not meet during the summer.

Summer responsibilities: The chair of APC is expected to be responsive to e-mail queries through the summer.

2.3.7.5 Academic Planning and Program Committee (APPC)

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

will be chosen from disciplines in each of the three divisions of Humanities, Sciences and Social Sciences.

2.3.7.15 Committee on Assessment of Student Learning (CASL) – Subcommittee of APPC

This committee oversees the formal assessment of teaching and learning activities of the academic program at the college. The committee gathers and documents assessment materials from all academic departments.

Membership: Appointed

2.3.7.16 Health Professions Advisory Committee (HPAC) – Subcommittee of APPC

The Health Career Professions Committee consists of faculty members from a variety of disciplines and is responsible for assisting students planning on health-related careers. The committee advises students on program selection, admissions standards and procedures, and selection of a professional school.

Membership: Members are appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.17 Honors Committee – Subcommittee of APPC

Accepts students into the College Honors Program based upon grade point average guidelines, meets with candidates to discuss issues related to the program, reviews applications and assigns honors liaisons, and evaluates student progress across the senior year, including awarding the honors designation following oral defenses.

Membership: Appointed

2.3.7.18 Teacher Education Committee (TEC) – Subcommittee of APPC

This committee is responsible for approving student acceptance and participation in student teaching experiences based upon grade point average guidelines, performance in courses, and faculty recommendations. The committee determines the length and nature of student teaching experiences required of post-baccalaureate students who already hold a valid PA Instructional I certificate and who wish to obtain additional certification.

Membership: Appointed

2.3.7.19 Women's Studies Advisory Committee (WSAC) – Subcommittee of APPC

2.3.7.20 Council on Diversity and Inclusion

2.3.7.21 Technology Advisory Committee

The committee is responsible for overseeing the effective use and maintenance of classroom technology for the teaching and learning at the College.

Membership: Appointed

2.3.7.22 Human Subjects Internal Review Board (HSIRB)

This committee is charged with protecting human research participants by ensuring that faculty and student researchers adhere to approved protocols and ethical guidelines. Federal and College regulations require that all researchers who work with human participants in any capacity must do so with HSIRB approval.

The Human Subjects Internal Review Board's purpose is to 1) to set and revise policy concerning the ethical treatment of human subjects; 2) to serve as a consultative body which strives to protect human subjects by educating the College community on issues pertaining to ethics in research; 3) to review submitted research for compliance with the guidelines set forth in "The Policies and Procedures for Ethical Treatment of Human Subjects at Moravian College."

Membership: Members appointed annually by the associate dean of academic affairs in consultation with the academic dean.

2.3.7.23 Institutional Animal Care and Use Committee (IACUC)

Oversees and regulates the use of laboratory animals for research or instructional purposes to oversee; evaluates all aspects of the institution's animal care and use program.

The Institutional Animal Care and Use Committee's purpose is to review submitted research for compliance with the federal and state regulations governing the use of animal subjects. Members are appointed annually by the associate dean for academic affairs in consultation with the academic dean, in consultation with the director of the animal facility and chair of the IACUC.

Membership: Three faculty members, one of whom serves as Chair, are appointed annually by CCH in consultation with the AAO. A faculty member from a neighboring institution and a veterinarian are also appointed.

2.3.7.24 Campus Sustainability Committee

Moravian College reserves the right, at any time, to discontinue or restructure any courses, programs, or degrees set forth in this catalog.

Unless otherwise specified, students follow the requirements in the catalog in effect when they first matriculate at Moravian (when they take

Director for Accessibility Support via phone (610-861-1401) or email (singleyd@moravian.edu).



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

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



Moravian College requires students with documented disabilities to self-disclose their disabilities to the college in order to receive academic, residential, program and other accommodations.

Below is the process for disclosing.

- Inquire about services for students with disabilities by contacting the Academic & Accessibility Support Center by phone (610-861-1401) or email (aasc@moravian.edu).

"Disability" means, with respect to an individual:

a physical or mental impairment that substantially limits one or more major life activities of such individual;

- a record of such an impairment; or
- being regarded as having such an impairment.
- Major life activities include, but are not limited to:
- Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

A major life activity also includes:

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

An individual is regarded as having a disability if:

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

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

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

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

Disability Accommodations

Moravian College requires students with documentation disabilities to self-disclose their disabilities to the college in order to receive academic, housing, program, and other accommodations.

Service Animals

It is the policy of Moravian College to comply with all applicable federal, state and local laws regarding the use of service animals on campus. Under Pennsylvania law, individuals with disabilities who use guide or support

Candidates who meet the academic requirements will be invited for an interview with the coordinator.
Candidates who do not meet the academic requirements will be notified and will be informed how they can

Accessible Web Design and Assistive Technology:

- Able Data: Tools and Technologies to Enhance Life
- Accessible Web Design
- Microsoft-Accessibility Technology for Everyone
- WebAIM – Web Accessibility in Mind

Apps:

- iStudiez - \$\$ for Windows/Mac - Keep track of your schedule and course work!
- 360 Thinking Time Tracker - \$ - Track your schedule by creating time markers!
- Ideament - FREE - Create mind maps, flow charts, etc and convert it to text outlines (and vice versa)!
- Flashcards+ - FREE - Download flashcards or create your own!
- Bluefire Reader - FREE - Read, highlight, bookmark, and study eBooks with ease.
- SimpleNoise - \$ - Use to stay focused while studying or doing homework.
- Stop, Breath, Think - FREE - Take a study break and unwind with this meditation app.
- Seeing AI - FREE - Recognizes short text, documents, products, and even people and converts to voice.
- NaturalReader Pro - \$\$ - Text to Speech app for web pages, eBooks, and more.
- BlindSquare - \$\$\$ - Provides outdoor and indoor navigation for those with visual impairments.
- Ava 24/7 Accessible Life - FREE - Captions conversations between multiple people and converts to text.
- Proloquo2Go - \$\$\$\$ - Symbol based communication app for individuals who are nonverbal.



Whatever you do, don't sit still. Because we're a place for fidgeters. For the restless. For the go-out-and-do-something-ers. We want you to find a new outlook. Follow your passion. And above all, shake things up.

Choose your own path on our 85-acre campus. Service, theatre, Greek life—we've got it all, plus more. If you don't see anything that sparks your revolutionary spirit, we give you the tools and the power to make it happen. Hey, we're not going to stop you.

So take the lead, take a trip, or create something new. We dare you to be bored.



Looking to get involved? A Club & Organization Fair is held at the beginning of each semester.

See a club you're interested in? Email the club president or advisor—they can't wait to hear from you!

Check out all that Moravian Clubs have to offer.

Arts & Music

- Business & Finance
- Campus Life
- Club Sports & mtar f.

Arts & Music

-



Barbara Ryan Hausman, M.S.

Director of Academic & Accessibility Support
ryanhausmanb@moravian.edu

Dolly Singley, Ph.D.

Assistant Director for Accessibility Support
singleyd@moravian.edu

Michelle Shafer, M.S.

Academic & Accessibility Coordinator
shaferm@moravian.edu

Barry Saturen, M.A.

Coordinator for Tutoring and Academic Support
saturen@moravian.edu

- STITCHES
- STUDIO SOUTH
- THEATER COMPANY
- VOCALIS
- WIND ENSEMBLE
- WOMEN'S CHORUS
- Business & Finance
- ACCOUNTING CLUB
- AMHREIN INVESTMENT CLUB
- MORAVIAN BUSINESS LEADERS

Campus Life

- COMMUTER STUDENT ASSOCIATION
- HOUND PACK
- INTER-FRATERNAL COUNCIL
- MORAVIAN ACTIVITIES COUNCIL
- OMICRON DELTA KAPPA
- PANHELLENIC COUNCIL
- STARS
- STUDENT ATHLETE ADVISORY COMMITTEE
- TWENTY SIX POINTS AMBASSADORS
- UNITED STUDENT GOVERNMENT

Club Sports & Recreation

- EQUESTRIAN
- ICE HOCKEY
- RUGBY
- BADMINTON CLUB
- BOXING CLUB
- HIKING CLUB

Cultural

- AFRICAN STUDENT ASSOCIATION
- BLACK STUDENT UNION (BSU)
- GERMAN CLUB
- INTERNATIONAL CLUB
- LATINO STUDENT UNION (LSU)
- MIDDLE EASTERN CLUB
- SAUDI STUDENT CLUB
- SPANISH CLUB

Health Sciences

- PRE-HEALTH CLUB
- PUBLIC HEALTH CLUB
- STUDENT NURSES ASSOCIATION

Honor Societies

- PHI MU EPSILON
- IOTA IOTA IOTA
- SIGMA THETA TAU
- BETA BETA BETA
- PHI ALPHA THETA
- PSI CHI
- OMICRON DELTA EPSILON
- DELTA OMICRON

Literature & Campus Communications

- BENIGNA YEARBOOK
- CHAPTER CHATS
- COMENIAN NEWSPAPER
- MANUSCRIPT
- MOCO RADIO
- ZINZENDORF LITERARY SOCIETY

Religious Life Organizations

- HILLEL SOCIETY
- NEWMAN ASSOCIATION
- MORAVIAN COLLEGE CHRISTIAN FELLOWSHIP
- STUDENT CHRISTIAN COMMUNITY
- Service Organizations
- AMERICA READS
- HABITAT FOR HUMANITY
- ENVIRONMENTAL COALITION (ECO)
- GAMMA SIGMA SIGMA: NATIONAL SERVICE SORORITY

Social Justice

- AAUW
- ACTIVE MINDS
- COLLEGES AGAINST CANCER
- POLITICAL AWARENESS COALITION (PAC)
- SPECTRUM

Social Sciences

- HISTORY CLUB
- PHILOSOPHY CLUB
- SOCIOLOGY CLUB
- Sciences & Mathematics
- AMERICAN CHEMICAL SOCIETY
- BRAIN CLUB
- MORAVIAN COLLEGE COMPUTING CLUB (MC3)
- MORAVIAN MATH SOCIETY

- SKILLS USA
- SOCIETY OF PHYSICS STUDENTS
- WISE

Greek Life

Want to go Greek? You can join one of four fraternities and four sororities here on campus. Check the list below, and click here to learn more about Greek Life at Moravian College.

Moravian Activities Council (MAC) hosts a large variety of events, each designed to give students healthy, social opportunities to be involved in our community. Some of these events are meant to create and maintain traditions that bring the entire Moravian Community closer together, such as Fall Fest and Homecoming and other are meant to provide something to do as a study break!

Members

- President: Maci Kendrick '20
- Vice President: Justin Vatti '20
- PR Director: Vina-Andrea Aguirre '20
- Representatives:
- Shiloh Coccodrilli '19
- Ashley Dunn '19
- Emily Szuter '20
- Caitlyn Bryne '19
- Madison Kaminsky '19
- Armando Gonzalez '19
- Josiah Soto '20
- Toyo Adebayo '20
- Gabriella Greenhoward '21
- Larisa Fava '21
- Cassie Miller '21
- Lauren Kubic '21

Established 1967

General Meetings:

Tuesdays 4:30 PM, UBC Room
Open to the Moravian College Community

Executive Meetings:

Mondays 3:00 PM, USG office
Invitation Only

One Body. One Family.

USG is composed of twenty-one individuals in one governing body. The group consists of a President, Vice President, Club Ambassador, Public Relations Director, Treasurer, Webmaster, and fifteen representatives. The President and Vice President run on a ticket together and are elected by the student body. The fifteen representatives are also elected by the student body. The Club Ambassador, Public Relations Director, Treasurer and Webmaster are all appointed by the President. Out of the representatives, a Parliamentarian, and a Secretary are elected from within.

Matthew Geary

President
Class of 2020
Major: Nursing

As the President of USG, I manage our four main committees and oversee the day-to-day operations of the governing body. I value the voice of our students and, therefore, strive to ensure every representative is actively involved to contribute to the efficiency of our organization.

Thomas Brim

Vice President
Class of 2019
Major: Finance Major Minor: Political Science

As the Vice-President of USG, I co-lead the operations committee which is responsible for the creation of student proposals for infrastructure projects, policy changes on campus, and negotiation of student services here at Moravian. I am also the Market Analyst for Amrhein Investment Club.

Vina-Andrea Aguirre

Public Relations Director
Class of 2020
Major: Graphic and Interactive Design Minor:
Business Marketing and Communications

As the Public Relations Director of USG, I manage all social media accounts and oversee all marketing aspects of our organization. Additionally, I am the Public Relations Director for the Moravian Activities Council (MAC), as well as a member of Zeta Tau Alpha, and 26 Points Ambassador. I also have a work study position in Reeves Library and the Center for Career and Civic Engagement.

Christina Reinhard

Club Ambassador
Class of 2019
Major: Psychology Certification: Early Childhood

As the Club Ambassador of USG, I oversee and support all USG clubs and organizations along with my committee members. In addition, I sit on the Admissions College Governance Committee. Aside from USG, I am the treasurer of the Middle Eastern club as well as an active member of Zeta Tau Alpha.

Woodrow Battle

Treasurer
Class of 2019
Major: Environmental Economics and Policy

I am currently serving my third and final term in USG. Since joining USG I have served as a representative, the finance administrator, and now the treasurer. Other than USG, I am a varsity track and field hurdler, I serve as the Student Trustee on the Board of Trustee's, a 26 Point ambassador, the RA of the HILL sixth floor, and a co-founder of the Political Awareness Coalition. My personal interests include history, science and space, politics, cars, and much more. After graduating I hope to work in consulting or in state government with hopes to run for office some day.

Alec Buttner

Secretaryattle

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- Benigna Yearbook
- Black Student Union (BSU)
- Brain Club
- Colleges Against Cancer
- Commuter Student Associations (CSA)
- Comenian Newspaper
-

What is an Exempt Club

An exempt club is "exempt" from the Point System. Instead of acquiring points that then equate to funding, exempt clubs receive funding by requesting them in the budget submission window. The functional distinction between the two is in how exempt clubs need a certain funding to exist (e.g. Rugby Team) because there is one primary action the club participates in, while point system clubs can host a variety of events that benefit their mission. Exempt clubs' budgets do not rollover at the end of the fiscal year.

Budgeting

Budgeting for all Point System Clubs and Exempt Clubs will take place at the end of each academics year. For Point System Clubs, every club will be required to submit a budget submission form. This packet will include every event that the club participated in and every task that the club completed throughout the year, with proof. USG will then confirm the amount of points that each club acquired throughout the year and will send information to club officers prior to the end of the Spring semester as to what their upcoming fiscal year. For Exempt clubs, club officers will need to submit an exempt club budget submission form with specific information about what they plan on spending their money on. USG fervently attempts to accommodate all Point System Club and Exempt club budget requests.

This category also includes any event related to the club's mission statement. For example, if the History Club travels to Gettysburg for a purpose relating to their mission statement, they would earn 1 point. At least 2 members must be present for the event to count. Be sure to include all events that a club completes in the budget packets.

Departmental Budget Access

Departmental Budget Access grants access to the President, Treasurer and advisor to see the clubs funds on AMOS, which are directly updated from the business office. They can track how much money they have left, what has been spent, what they were allocated, and what they rolled over. In order to receive Departmental Budget Access, the club must keep USG updated on who are currently pointy uan5 (e lodat)7.1 p4]TJT*[(e)i/T1_1 Tfasu(Bud(up20 -1on[(u-1lude e)F)6t)7bBudgeting
0 50 50 50 50 5

- Outdoor Basketball Court Renovations
- Student Safety Peephole Initiative
- Office of Student Development
Expungement Policy Implementation



Alumni Sponsored Internship Stipends

Alumni Sponsored Internship Stipends are made possible by the generous donations of alumni in an effort to assist current students as they secure internship opportunities.

To learn how to apply for the stipend program email careercivic@moravian.edu.

Career Connections Externship Program

Externships provide Moravian College students the opportunity to connect with a professional in their area of interest. This program is designed to help students make educated career decisions relating to majors, job functions and industries. This program also allows students the opportunity to experience an organization first-hand through short-term job shadowing and employer site visits, therefore allowing them to make educated decisions when later selecting an industry for future employment.

Externships entail a student spending one or more days on site with an employer in the industry of the student's interest, typically during Winter Break. In the fall semester, students can register for the program and review the sites available. Once matched with a site, students attend a preparatory information session and learn about how to connect with their site host.

Registration forms are posted on the Career for Career and Civic Engagement's website in October and are due in mid-November. They can also be picked up in the Center located across from Prosser Auditorium in the HUB.



If you are interested in any of the following opportunities, please stop by the Center for Career and Civic Engagement in the Hauptert Union Building (HUB) or email careercivic@moravian.edu. Take a look at our map of volunteer sites.

Gamma Sigma Sigma

Moravian College's premier chapter of the National Service Sorority exemplifies the notion of "service, friendship, and equality". Under the advisement of the Director of Civic Engagement, Gamma Sigma Sigma's purpose is to assemble students in the spirit of service to humanity and to develop friendship among students of all races and creeds.

Gamma Sigma Sigma promotes a lifelong commitment to service and diversity, in an environment of unity and equality, while creating opportunities for growth. Consider joining Gamma Sigma Sigma and make lifelong friendships while engaging in community service!

Habitat for Humanity College Chapter

Are you interested in sustainable and affordable housing? Would you like to be involved in an active student group who helps provide safe, healthy, and affordable homes for local families? Consider joining Habitat for Humanity! This student-led group serves the local Lehigh Valley affiliate every month. Participating in home builds at a construction site, volunteering at the local ReStore, and hosting our annual Homecoming Build, our group actively supports families in our community and beyond. Additionally, students are encouraged to apply for a spot on a Habitat spring break trip! Students travel to a Habitat build site in the United States to contribute to a home for a deserving family. Schedule an appointment

Hunger and Homelessness Awareness Week

Held every year during the week before Thanksgiving, students participate in a week-long social movement to discuss, reflect and engage in the powerful root causes of hunger and homelessness in America. Our aim is to engage students in activities that allow them to become change agents in our community. Activities include but are not limited to, documentary viewings and discussions, participation in an Oxfam Hunger Banquet, engaging in various service activities in local food pantries and shelters, and participating in a Sleep-Out on Moravian College's grounds.

Operation Holiday Toy Drive

Working in collaboration with Lehigh County Child and Youth Services, The Center for Career and Civic Engagement provides holiday joy for our county's most neediest children and families. In 2016, our students helped sort, organize, and wrap thousands of presents for over 470 children and families in Lehigh County. Operation Holiday Joy runs from October through Christmas Eve.



The 1742 Experience at Moravian College offers an opportunity prior to first-year orientation focused on service in the community. This hands-on learning program brings students to campus one week early to build relationships with classmates and to develop a commitment to service and leadership for the common good. The 1742 Experience was launched in the summer of 2011. Since that time, the program has welcomed over 90 First-Year Students to campus. The program is coordinated and led by upperclassmen students who serve as mentors and guides to their First-Year teams.

In 2017, participants in The 1742 Experience spent four days taking a service-oriented "Tour of Bethlehem." Over the course of the program they volunteered alongside four upperclassmen team leaders at

Name: Livia Mackes '21

Hometown: Kresgeville, PA
Major: Health Science on an Occupational
Therapy Track and Spanish

What are your future goals?: At school, I hope to continue taking full advantage of the amazing leadership opportunities and education Moravian gives us. After graduation, hope to obtain my Master's degree and eventually my Doctorate, as well. I would like to work as a practicing OT in a hospital before specializing in Pediatric Occupational Therapy.

Can you describe your campus involvement?: On campus I am a 26 Point Ambassador, the Service Chair of Zeta Tau Alpha, a William Penn Mentor, and a 1742 Experience Participant and Team Leader. Additionally I am a member of Phi Eta Sigma Treasurer's Council,

free time during the evening, but we encourage students to spend this time relaxing, familiarizing themselves with their new home and getting to know other participants better. Take full advantage of this amazing opportunity!



The world is increasingly complex. Information and technology brings diverse people and nations into closer interaction. To be effective leaders and agents of change, students need a greater understanding of global political, social and economic issues. Service

- PA Career Link
- Pennsylvania State Civil Service Commission
- LinkedIn
- Professional Associations

Research professional organizations in your field of interest so you can connect to others, learn more about your chosen field. To learn more about professional organizations related to your career path, visit the Occupational Outlook Handbook and search for your desired career or career field."

Social Media

Social media is not just a place to connect with friends—it's also a place to connect with potential employers. Check out these Social Media Job Search Strategies before you log on.

Staffing Agencies

Working with staffing/employment agencies in your area can help you obtain an advantage in your job search. Here are some suggestions for working with these agencies:

- Use employment services set up in the area. Register with your local or state employment services.
- Ask people working in the fields that interest you for leads.
- Use temporary placement services (Manpower, Kelly, etc...)
- Look online to identify organizations of interest.
- Check classified ads to learn about employers expanding staffs.
- Ask friends a few years ahead of you in school for their suggestions.

Online Interview Preparation and Practice

For many people, the most nerve-racking part of trying to find a job is the interview. You may not be able to control how an interview goes, but you can control how well you are prepared.

Big Interview, an online interview practice and preparation module, allows you to conduct an online mock interview and then review it. These interviews can be kept private or shared with a Center for Career and Civic Engagement staff member or a faculty member. Participants only need a webcam, microphone and a moravian.edu email address.

On-Campus Interviewing

On-campus interviewing is a service offered to students seeking full-time and internship opportunities. Organizations send recruiters to interview students for anticipated vacancies in the

coming year. Based on your career interests, on-campus interviewing may or may not be a helpful component of your comprehensive job search. It is highly recommended that you do not solely rely on on-campus interviewing to obtain a job or internship.

Information regarding on-campus interviewing is available through Handshake.

On-campus interviewing is one component of a comprehensive job search strategy. While many Moravian students have used this service to secure jobs, be mindful that a variety of methods are best used to ensure employment. Visit the other sections of this website to explore other methods of searching.

If you are a senior interested in on-campus interviewing or upcoming Career Fairs and you have not completed a resume, please visit the Center for Career and Civic Engagement (in the HUB, Across from Prosser Auditorium) at your earliest opportunity.

Other Online Resources

- Salary.com
 - Search this site to learn more specific information about salaries in a variety of fields and industries.
- BackgroundCheck.org
 - Job seekers can also benefit from running self-background checks. Even candidates with no criminal history or financial problems should run a background check to verify the public information tied to his or her name. Identity theft, inaccurate or missing information, and outdated traffic violations can all create red flags for employers. By conducting a self-background check, job seekers can assure they are being accurately represented and can meet potential problems head-on.
- ReputationManagement.com
 - Though it's true there are specific times when your online reputation really matters, maintaining a positive online reputation should be a constant effort. A need for a good reputation could pop up at any time.

Additional Resources

- Job and Internship Fair Guide
- Resume and Cover Letter Guide
- Interviewing Guide
- LinkedIn.com
- Big Interview

Document Review Service

If interested in a resume, cover letter or graduate school essay review, students can email or drop-

o documents to the Center for Career and Civic Engagement. Documents will be reviewed and returned to students within 5 business days.

Resume/Document Printing Policy

The Center for Career and Civic Engagement is happy to print resumes and other career-related documents for students that are participating in interviews and attending career fairs. We will print a maximum of 50 copies per student, per year. Please allow 3 business days for printing. Students may email their documents and they can be picked up in person in the Center, across from Prosser Auditorium in the HUB.

Business Card Printing Policy

The Center for Career and Civic Engagement is happy to print personal business cards for students that will be attending professional networking events. Such events include networking receptions, academic and organization career-related events and others where students will be in contact with employers, alumni and other external partners.

As students register to attend these events, they will be provided with these cards. We will print 10 business cards per student, per event. Please allow 3 business days for printing.

Graduate and Professional School Preparation

Your liberal arts education perfectly positions you for a successful graduate school experience.

Step 1: View our Graduate and Professional School Guidebook

Step 2: Register for Entrance Examinations

- GRE
- MCAT
- DAT
- LSAT
- GMAT

Entrance examination preparation courses and information:

- Kaplan
- Princeton Review

Recruitment Services

The Moravian College Center for Career and Civic Engagement provides a comprehensive array of services to assist companies and organizations with their recruitment needs.

Recruit Moravian College Students

As the sixth-oldest college in America, Moravian College is rich in history and excellent at educating tomorrow's leaders. The College integrates liberal arts education to prepare students for life. Moravian aims to give its students a foundation for careers, for continued lifelong learning and for a values-oriented approach to society. Today, the College educates a socially and religiously diverse group of students from a variety of socioeconomic, religious, racial and ethnic backgrounds and from about 25 states and 10 foreign countries. Whether you are recruiting Business and Economics students, Science students, Fine Arts students, or Liberal Arts students, you will find that Moravian College students are top-notch leaders that will positively impact your organization.

Click the "Recruit Our Students" link to learn all the ways our students can fill internships, co-ops, full-time positions, or volunteers for your service organization.

Individual Career Advising

Individual Career Advising

Alumni are entitled to utilize the full-range of print and electronic resources provided by the Center for Career and Civic Engagement. These include access to Handshake and Big Interview.

Individual Career Advising

Alumni are also able to schedule individual career advising appointments with a career advisor. During these appointments, the career advisor will assist the alum with their specific questions or situation and will identify additional resources that they can utilize moving forward.

Meetings can take place in person, via online services (Skype, Google Hangout, etc.) or by phone. Topics range from building/rebuilding a career toolkit (resume, cover letter, social media), graduate school research/applications, interview skills, making a career change and job search strategies. To make an appointment, please call the Center for Career and Civic Engagement at 610-861-1509.

Graduate and Professional School Preparation

Graduate School Guidebook

Register for Entrance Examinations

- GRE
- MCAT
- DAT
- LSAT

- GMAT

Entrance examination preparation courses and information

- Kaplan
- Princeton Review

Job Search Assistance

For some helpful links, please visit the student job search page.

DOCUMENT REVIEW SERVICE

Alumni seeking advice on resumes, cover letters and graduate school application essays are encouraged to email these documents to the Center for Career and Civic Engagement for review. A staff member will review the document and respond with comments/suggestions within 5 business days of submission. Please email documents to careercivic@moravian.edu

HANDSHAKE

Handshake offers a one stop shop for students and alumni searching for positions. All internship, co-op and job opportunities the Center is made aware of are posted in this system. Alumni interested in using this system need to contact the Center for Career and Civic Engagement to obtain a login/password.

BIG INTERVIEW

Alumni can login to Big Interview, an online interview practice and preparation module that will allow them to conduct a mock interview and then review it. These interviews can be kept private by the alum or shared with a Center for Career and Civic Engagement staff member or a faculty member. Participants only need a webcam, microphone and a moravian.edu email address.

Family members play an important role in the development of their Moravian College student. For many students, the support of their family is necessary as they navigate through this important time in their lives. The Center for Career and Civic Engagement works to connect your student to a variety of opportunities. Students can participate in service initiatives, work one-on-one with a career advisor, connect to internship and job resources, begin planning for graduate school and much more.

HOW FAMILIES CAN HELP

Be sure to search through other areas of this site as well. By becoming familiar with programs and events offered by the Center for Career and Civic Engagement you can best work with your

student to determine what is right for them.

ENCOURAGE STUDENTS TO ATTEND EVENTS

By encouraging students to attend events and participate in programs you are encouraging them to take advantage of all the resources Moravian College has to offer. Our programs/events are designed purposefully to help students no matter where they are in the career planning process.

The Center for Career and Civic Engagement seeks to work with faculty members to meet the needs of our students. The role of faculty is critical for students as they look to declare majors, seek hands-on learning opportunities, get involved on campus and make career-related decisions. We want to partner with you as we continue to support our students.

REFER YOUR STUDENTS!

Individual Career Advising

By scheduling an appointment in advance, students can meet individually with a career advisor to help them choose a major, research career options, discuss internships and/or co-ops, begin a job search, build a career toolkit (resume, cover letter), connect with alumni and employers in their chosen field, discuss continuing education and MUCH MORE! To make an appointment drop by or call 610-861-1509.

Drop-In Hours

No appointment is required for drop-in hours. Students are encouraged to stop by to ask a quick question, get feedback on a resume or just to chat about any career-related topic. Drop-in hours will be 2-4 p.m. Monday-Thursday during the 2018-2019 year.

Don't Cancel Class!

The Center is happy to attend a class session that you might not be able to due to outside commitments.

Encourage participation in events and programs!

Throughout the academic year, the Center for Career and Civic Engagement sponsors many programs and events. By encouraging students to participate in events and programs that take place they will be able to better use their Moravian College resources as they make career-related experiences, seek experiential learning opportunities, consider service/volunteer options and begin thinking about the world of work.

For a complete list of this semester's events, please click here.

Handshake

Handshake offers a one stop shop for students and alumni searching for positions. All internship, co-op and job opportunities the Center is made aware of are posted in this system. Students are encouraged to register on the site and begin searching for opportunities.

SERVICES FOR STUDENTS

Do your students have questions about their careers? Follow this link or click "students" in the menu on the left to learn more about the services and resources we provide to students.



INCORPORATE US INTO YOUR CLASSES

Career prep and service opportunities are an important part of a 21st century liberal arts education. If you're looking to connect your coursework to career opportunities or service learning, take a look at how we can help:

Class/Extra Credit Assignments

By encouraging your students to utilize their resources through the Center for Career and Civic Engagement they will be exposed to opportunities they may not otherwise have known existed. Your encouragement will make a huge difference! We can provide attendance verification to you if interested. Please contact the Center for Career and Civic Engagement at careercivic@moravian.edu to make arrangements to offer extra-credit for a course.

Class Presentations

Every semester, the Center for Career and Civic Engagement conducts over 25 class presentations to students in all areas of the College. We would welcome the opportunity to work with you to determine the type of presentation/workshop that would best meet the needs of your students. Our

Throughout the year, there are opportunities for you and your family to participate in numerous service opportunities

Community Feast

This event is supported through the Center for Career and Civic Engagement. As an honored tradition every year, Moravian College and the Cathedral Church of the Nativity come together to provide a hot holiday meal, crafts, and gifts for underprivileged families in the Bethlehem area.

Moravian College continues its partnership with social services agencies to provide outreach to residents of Bethlehem that would benefit from some holiday spirit and a nutritious hot meal. Cathedral Church provides the site and Moravian College provides the food and volunteers for the lunch. Moravian College volunteers set up, serve food, greet guests, entertain, and interact with guests and their children.

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United Way

Consider contributing to Moravian College's annual United Way campaign. For more information contact Amy Gerney, OTD, OTR/L Associate Professor and Director, Occupational Therapy Program at gerneya@moravian.edu.

Advise a Service Trip

Students often participate in domestic and international service trips each year during spring break. Consider volunteering to serve as advisor on one of these trips. If interested in learning more, please contact careercivic@moravian.edu.

TELL US ABOUT YOUR SERVICE

Have you recently completed service? If so, we want to hear from you! Complete the short Tell us About your Service form to report your service. The Center for Career and Civic Engagement reports the sum total of all service by our students in 2016-2017 as over 20,000 hours of service. Be a part of the Hounds in Service action.

Should you have any questions or require additional information, contact us via email at careercivic@moravian.edu or stop by the Center for Career and Civic Engagement in the HUB.

- Choosing a Major Guide
- Graduate and Professional School Guide
- Internships Guide
- Interviewing Guide
- Job and Internship Fair Guide
- Job Search Guide
- Resume, Cover Letter, and Correspondence Guide

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as national examples of the role that higher education can—and does—play in building a better world.

Moravian College is represented in three of the last five Newman's Fellow Award lists. Click on the links below to learn more about our Newman's Fellows:

- Tamara Garraway '18
- Nicholas Roberts '15
- Jennifer Leedom '14
- Cory Creen '14




Location

Moravian College Main Street Campus

Hauptert Union Building, across from Prosser Auditorium

Contact Information

Phone: 610-861-1509



Thanks to several initiatives, Moravian College's crime rate has decreased dramatically and students, staff, faculty, and residents of the college community have become more educated about problems of crime. The members of the Campus Police Department want you to remember to PREVENT:

Prevention is the most effective means of eliminating crime. Secure your valuables, keep residence hall doors locked, be aware of your environment.

Record the description of suspicious persons. Do

Crime Prevention

Patrol officers help to prevent possible crimes by keeping a watchful eye on the campus. Prevention is the most important step in avoiding a crime.

Moravian College Police Officers also provide engraving services for property that may deter would-be thieves while helping police to track stolen property.

Person-to-Person Talks

Moravian College Police Officers are always available to talk. Whether it is a one-on-one discussion or a speech to a group of people, the Moravian College police officers will take time to educate anybody about the Department of Campus Police about methods used to prevent crimes. Officers also conduct fire and safety precaution talks with all incoming freshmen and participate in residential floor meetings with residential advisors.

Escort Service

The Department of Campus Police provides an escort service, available to all students, staff, and visitors to the College. The service is available 24 hours a day, every day of the year, and furnishes an escort to and from any point on campus. The purpose of the escort is to assist students and others in getting safely to their intended destination on campus. The escort can be arranged by calling the Department of Campus Safety at 610 861-1421.

When calling for an escort, you should supply the dispatcher with the following information:

- Your current location and your desired destination
- Your name
- A callback number in the event you must be notified of a delay for your escort. The dispatcher will attempt to have an officer escort you as soon as possible. However, at times, situations can and do arise that delay your escort.

Your escort may be on foot or in a car, depending on the availability of a cruiser, the distance of your location, weather, etc.

Escorts are provided for transportation to and from points on the College campus. They are not meant for grocery pickups, rides to off-campus locations, etc. Occasionally, exceptions to this rule will be made based on the discretion of the officer in charge.

If you choose not to use the Escort service, the Campus Police offer these tips for your safety while traveling around the campus, especially at night.

- Plan your route. Walk on well-lighted, busy streets whenever possible.
- Never take shortcuts through poorly lighted areas.
-



Adapted from guidelines provided by the Pennsylvania Crime Prevention Practitioners Association

In an institutional family, each member must take extra care to ensure the safety of everyone. No member of the community ought to feel afraid, but all members ought to exercise ordinary prudence. The Department of Campus Police has been established to create as secure an environment as possible at Moravian College, but many safety factors are under your own control.

Your College is as safe as you make it. Here are some reminders of common-sense precautions you can take.

- Basics
- Offices, Classrooms, Libraries, or Labs
- On the Street
- In Student Housing
- In Social Situations

Basics

- Dial 911 from any campus telephone to report an emergency.
- Sign up for and participate in the e2campus text messaging system which provides timely notification in the case of college emergency, including those due to inclement weather.
- Check campus notifications, in case of emergency, via campus email, AMOS, e2campus text messages, and other appropriate means (and other appropriate means) in case of emergency, via cK (eeteeep pet)20 (e is)7 (amph7 (eet)pupan<A25)Tj/Spa<ActualTex notiTheear&Pj'00% 'Pj'0c|i aAjs

don't create them for others.

- At the beginning of each semester, Residence Life Staff will review general emergency procedures within the residence halls with resident students.
- If resident students are told to evacuate their residence hall, they are encouraged to bring warm clothes, medication, and cell phone with charger.

In Social Situations

- If you're not 21, don't drink alcohol.
- Don't give or sell alcohol to those who aren't 21.
- If you are of legal age to drink and choose to do so, drink responsibly.
- Choose your social events carefully.
- Don't leave your drink unattended or accept an opened container that you did not observe being opened.
- Don't leave a party with someone you don't know well.
- Don't invite someone you don't know well into your residence.
- Watch out for each other.
- Never, ever compromise your ability to be in control.
- Safety is everyone's responsibility.



Emergency Blue Light Phones

Throughout the Moravian College Campus, there are brown rectangular stanchions in the ground, with the word "EMERGENCY" prominently displayed on their sides. These are Moravian College emergency phones. By pressing a button, you are directly connected to the campus police. Use these Emergency Blue Light Phones to report any problems to the Campus Police.

A different type of Emergency phone is located outside of all residence halls. These Emergency Blue Light Phones are capable of dialing local numbers. To connect to the Campus Police from these phones, either dial the Campus Police number, 610-861-1465 (Emergency), or press the bright red button, which automatically connects you to the Campus Police.

effort to deal with the emergency or rescue a victim.

every fire alarm received by campus police, including those in all residential, academic and office buildings.

Sirens / Public Address Message

The first notification tier, sirens on the Main Street and Hurd Campuses, allows the institution to alert the college community to an emergency. The sirens are deployed by Campus Police when a situation appears to pose an imminent, significant threat for large-scale personal injuries or property damage. The purpose of sounding the sirens is to provide immediate notification and alert people to check their cell phones for a text message.

All members of the college community are reminded of the critical importance of following all requests made by fire personnel, including vacating buildings quickly. When a fire alarm sounds, all occupants

Text Messaging

The second notification tier, e2Campus, enables the institution to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Students and employees may register two cell phone numbers and two e-mail addresses. Every student, faculty member, administrator, and staff member who has a cell phone should register that cell phone number in accordance with instructions posted on Moravian's intranet. The purpose of sending a text message is to provide basic instruction (e.g., "shelter in place") and to alert people to check their e-mail for additional information.

E-mail Notifications

The third notification tier, broadcast e-mail messaging, allows the institution to provide more detailed information about a situation, using the six-point timely notification content guidelines shown above.

Web Posting

The fourth notification tier, web postings, allows the institution to provide more detailed information about a situation which may be viewed by those on and off campus, the latter including such constituents as parents and significant others.

Voice-Mail Notification

The fifth notification tier, broadcast voice-mail messaging, allows the institution to provide more detailed information about a situation, when necessary, to employees on campus through the telephones on their desks (also accessible from off-campus locations).

At Moravian College, fire safety is a campus wide priority, and we benefit from a strong partnership with the Bethlehem Fire Department.

Some years ago, the City of Bethlehem adopted a fire code which requires a fire department response to

The Moravian College Police Department is staffed 24 hours a day, located at 119 W. Greenwich Street Bethlehem PA, 18018 and can be reached by phoning 610-861-1421. There are 68 emergency phones located throughout the campus on the exterior of buildings and in various parking lots. These phones are connected directly to Campus Police Headquarters that are activated by pushing a button. Elevators on campus are equipped with an emergency call button and audio communication capability that are connected directly to Campus Police. When dialing 911 from an external phone or cellphone the Bethlehem Police 911 Communication Center, Northampton County or the Lehigh County 911 Emergency Centers will be contacted, who will immediately communicate with Moravian College Police Department.

Individuals who wish to anonymously report suspicious activity, hate crime, or incident involving bias and remain anonymous when providing information, can do so by

click on the following link: CSA Reporting Form
and print and complete the form provided for the
above categories of offenses, and send it to:

criminal-justice agencies to exchange information on students who may commit crimes on campus.

The Chief of Police is the campus official assigned responsibility for receiving and resolving complaints relative to Act 73 and the Federal Student Right-to-Know and the Crime Awareness and Campus Security Act of 1990. A complainant also may file a complaint with the Office of the Attorney General of the Commonwealth and shall be given the address of this office upon request to the director of campus police.

The Jeanne Clery Law is the name given to the crime and security provisions of the 1998 Higher Education Act Amendments

Nondiscriminatory Policy

Moravian College and Moravian Theological Seminary is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College and Moravian Theological Seminary does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.

Richard Strubeck

Police Officer
Badge #527

Christopher Warning

Police Officer
Badge #528

Whitney Peterson

Police Officer
Badge #529

Reza Imrani

PT Police Officer
Badge #517



Roberta Dodson

Office Manager
ID #2

Daren Albanese

Dispatcher
ID #4

Catherine Sass

Dispatcher
ID #12

Lorain Sanderson

PT Dispatcher
ID #6

malfeasance, and nonfeasance by Department members. In addition, the Department must properly respond to the results of the investigation by providing discipline and/or additional training when complaints are sustained and by "clearing" the involved member(s) when the complaints are determined to be "unfounded." Also, the results of the investigation and the follow-up taken by the Department must be communicated, at least in general terms, to the complainant and to the community at large to ensure their confidence that complaints against the Police Department and its members are first, taken seriously by the Department, second, thoroughly investigated, and, third, followed up with appropriate action by the Department.

A complaint is any allegation or question by an individual regarding a member's conduct, behavior or actions toward them or any other person. Included will be illegal, immoral or improper behavior whether verbal, in writing or by action toward any individual. It will not include routine inquiries or questions that do not involve a member's action.

The Moravian College Police Department encourages individuals to bring forward legitimate grievances regarding misconduct by members. Department members shall receive complaints courteously and shall handle them efficiently. All Moravian College Police Department members are obligated to explain to inquiring individuals the complaint procedure.

How To Make A Complaint

Normally, an individual with a complaint will be referred to a police supervisor who shall assist the individual in recording pertinent information on a "Complaint Against Department Member" form. The supervisor will document all complaints on a "Complaint Against Department Member" form and when appropriate, conduct a preliminaryd
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The Counseling Center also provides outreach presentations and professional consultations to the Moravian Community. Call or email the Counseling Center for more information regarding outreach services.

Warmly,
The Counseling Center Sta
1307 Main Street.
(610) 861-1510



- Individual Counseling
- Psychiatric Services
- Couples Counseling
- Group Counseling
- Drug & Alcohol Counseling



- Abuse/Victimization
- Depression
- Drug or Alcohol Use/Abuse
- Eating Disorders
- General Anxiety
- Grief and/or Loss
- Homesickness
- Identify Development
- LGBTQA
- Performance Anxiety
- Relationship Issues
- Roommate Conflicts
- Self-Exploration
- Sexual/Gender Harassment
- Stress Management
- Other Issues/Concerns



Counseling Sta

Ron Kline | Director

Ron Kline, Ph.D. has been with Moravian College since 1993 as the Director of Counseling Services. Ron earned his Ph.D. in Counseling Psychology at Lehigh University (1993), Masters of Arts in General Psychology at the University of Richmond (1980) and his Bachelor of Arts degree from Randolph Macon

College in Psychology in 1971. Dr. Kline is responsible for providing direct counseling services to students; psychological consultation with faculty and sta ; and the clinical and administrative supervision and administration of our interns and programs. Ron enjoys fly fishing, birding and gardening in his free time and is a Board Member of the Lehigh Gap Nature Center.

Tracy E. Hill | Associate Director

Tracy E. Hill, Ph.D., NCC, LPC recently joined Moravian College in 2015. Prior to this appointment, she was the Director at a clinic in Chester County; taught Psychology and Counseling at Penn, Drexel and PSU and was a school counselor for eleven years. Tracy earned her Ph.D. in educational psychology at Temple University (2010), her Masters in Counseling Psychology at West Chester University (2002) and her Bachelor's degree in Psychology at George Washington University (1985). She is currently responsible for supporting the Director, programs and policies and supervising sta counselors. When not working, Tracy writes children's literature.

Rosemarie Williams | Outreach Coordinator & Sta Counselor

Rosemarie Williams, M.S, LPC. joined Moravian College as a Sta Counselor in August of 2015. Rosemarie earned her master's degree in Clinical and Counseling Psychology from Chestnut Hill College and her bachelor's degree (Psychology) from Penn State University. Rosemarie joins Moravian with her vast experience in outpatient, residential, psychiatric rehab, and family based settings. She has an interest in working with individuals who have a wide range of presenting problems and partners with clients in order to support their endeavors to implement change within their lives. In her spare time she enjoys outdoor activities, traveling, and photography.

Kelly Waechter | Sta Counselor

Kelly Waechter, MA, LPC, earned her Master's Degree in counseling psychology from the University of Denver and bachelor's degree in Psychology from Saint Mary's College, Notre Dame, Indiana. The bulk of her counseling experience took place in Denver, Colorado where she worked with at-risk adolescents and people with chronic illnesses. Kelly is excited to be back in her home state of PA. Her counseling interests

moving on to the Offices of Intercultural Advancement & Global Inclusion, to a full time position. At the end of the Fall 2017 semester, Mel accepted a position in the Counseling Center Office, still also supporting the Intercultural Advancement Office. She is looking forward to many years in the Counseling Center. In her spare time Mel enjoys reading, warm weather, weekends at their family cabin at Lake Wallenpaupack, cooking for

interviewing strategies to build interest in changing behavior. CASICS consists of two, one-on-one sessions with a counselor. Prior to the counseling sessions, students complete an online marijuana assessment: Marijuana eCHECKUP TO GO. This research based assessment helps students take a detailed look at their marijuana use and provides them personal and individualized feedback about their patterns of use. The first CASICS session focuses on the student's patterns of marijuana use, personal beliefs about marijuana, understanding social norms related to marijuana use, and personal family history. The second session focuses on myths, facts, and norms, as well as harm reduction approaches and healthy lifestyle choices.



After Hours/Emergency

-

Consultation

Practicum students have the opportunity to consult with private professionals and various members of the campus community.

Professional Development

Supervision

Each practicum student receives two hours of individual supervision and one hour of group supervision. Supervision focuses on supervisee's goals and growth areas (e.g., note writing, assessment interpretation). Supervision aims to enhance multiple aspects of counseling work (e.g., conceptualization and treatment planning) and professional development. Supervisors review video/audio-taped clinical sessions as well as provide formative and summative evaluations.

Case Presentations

Practicum students participate in weekly case presentations. Students also engage in dialogue and receive feedback from peers and supervisors.

How To Apply

Please send a cover letter and current curriculum vitae to:

Dr. Ron Kline
Moravian College Counseling Center
1200 Main Street
Bethlehem PA 18018
If you would prefer to send your information electronically, please send it to kliner@moravian.edu


Mental Health Resources

Local Resources:

- Northampton County Suicidal hotline
 - 610-829-4801
- Crime Victim's Council
 - 610-437-6610
 - <http://cvclv.org>
- Turning Point of the Lehigh Valley (domestic violence support)
 - <http://www.turningpointlv.org/>
 - 1-877-438-4957
- Bradbury-Sullivan LGBT Community Center
 - <http://www.bradburysullivancenter.org/>
 - 610-347-9988
- AA of Lehigh Valley
 - <http://www.aalv.org/>
 - 610-882-0558

National Resources

- National Suicidal Prevention Lifeline
 - <http://www.suicidepreventionlifeline.org/>
 - 1-800-273-TALK (8255)
- National Crisis Text Line
 - text 741-741 from anywhere/anytime in the USA
- National Eating Disorder Organization
 - <https://www.nationaleatingdisorders.org/>
- ULifeline (online mental health resources for college students)
 - <http://www.ulifeline.org/>
- GoAskAlice (health question and answer resource produced by Columbia University)
 - <http://goaskalice.columbia.edu/>
- Succeeding in School: Advice and Resources for Transitioning to Higher Education for Veterans: <https://maketheconnection.net/events/students-higher-education>



The Moravian College Counseling Center supports the educational mission of the College by providing professional and ethical counseling for the psychological, emotional, social, educational and developmental needs of students.

The Counseling Center seeks to fulfill its mission by:

- Sustaining a standard of excellence in the provision of culturally competent counseling, crisis intervention, advocacy and outreach services.
- Helping students acquire the skills necessary to become responsible and effective decision makers and problem solvers.
- Assist students in navigating through



The Office of Housing & Event Management strives to promote an inclusive and welcoming environment that enhances the greater Moravian College community by providing opportunities for interaction, event management support, and conference services.



Faculty, staff, and recognized student groups are able to request space and host internal meetings and events for the campus community.

Faculty, staff, and students seeking to use College facilities to host a private or non-Moravian College sponsored events, must proceed as if an external group requesting space at the College.

Steps for Planning Internal Events

The Office of Housing & Event Management can assist faculty, staff, and students in the reservation of certain campus spaces, as well as providing resources for planning internal events. However, the event requestor is responsible for planning and executing their event. Below is a step-by-step guide for hosting an internal event.



Moravian College welcomes a variety of outside events from weddings to conferences. Explore our event spaces & services.

All external groups seeking to host an event or use campus lodging will be asked to sign an agreement, provide a certificate of insurance, and coordinate food and beverage with Moravian Catering.

Contact Amanda Merson, Director of Housing & Event Management for pricing and availability.



Moravian College has two beautiful, well-maintained campuses. The Priscilla Payne Hurd Campus on Church Street is in the center.

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The Hauptert Union Building offers services, activities, and programs for the convenience and enjoyment of members of the campus community. Holding many events and meetings on campus, the HUB truly serves as the center of the campus community.

Meeting Rooms

There are several meeting and event spaces located within the Hauptert Union Building. All internal requests for rooms in the HUB can be submitted through AdAstra.

Air Products Room

The Air Products Room, located near the Lounge and overlooking the Makuvek Field, accommodates 10-20.

Lower Level Services

- Arena Theatre
- Dining Services Office
- Mailroom
- Moco Radio

Upper Level Services

- Blue & Grey Cafe
- Campus Shuttle Stop
- Center for Career & Civic Engagement
- H. Paty Eise Art Gallery (Contact Jan Ciganik regarding the gallery and exhibits)
- Hauptert Union Building Information Desk
- Moravian Activities Council Office
- The Star Student Restaurant
- Office of Housing & Event Management
- United Student Government Office
- Wells Fargo ATM

Outside Food & Catering Policy

- Events and meetings held in the HUB must use Sodexo Dining Services; Dining services has the first right of refusal for all catering needs on the College property.
- If the event host elects to bring in catering or food from an alternative vendor, without consent from Sodexo, the host may be assessed fees or event/meeting cancellation.

Lost and Found

- Community members can report lost items or turn in found items to the HUB Desk.
- Found items will be held for a short amount of time. On Friday afternoons during the academic semester, non-valuable found items will be displayed next to the HUB Desk.
- Unclaimed items will be donated or disposed on Monday mornings. Keys will be destroyed after one month.

Holding Items

- Items, gifts, and packages for Moravian College community members should be dropped off at the mailroom during hours of operation.

Storage

- Groups seeking to keep items in the HUB for events must complete the HUB Decoration & Storage request form at least 3 days in advance. If approved, groups can store items for up to 7 days.
- Lockers are available on the lower level of the HUB for campus community members to use. Individuals must provide their own locks. At the end of the academic year, unclaimed locks will be cut off and items will be disposed.

Decoration

- Groups seeking to decorate the HUB for events must complete the HUB Decoration & Storage request form at least 3 days in advance. If approved, groups can decorate the specified part of the HUB for up to 7 days.
- Window paint and chalk is available at the HUB Desk.

Fundraising Policy

- Fundraising requests must be approved by the Center for Career & Civic Engagement before taking place on campus, including the HUB.

Rentals

- The HUB Desk rents out items to campus community members including keys/swipe cards for designated spaces, sleds, and shovels.
- To rent an item, individuals must provide a form of photo ID to be held at the HUB Desk during the duration of the rental. Rented items must be returned to the HUB Desk in a timely manner.
- Lost or damaged items may result in fees being assessed.

Posting Policy

- Individuals seeking to hang posters/flyers in the HUB should bring no more than 3 copies

Alpha Sigma Tau | Delta Theta Chapter

Nickname: AST

Founded: 1899

Chapter Founding: 1997

Chapter Website | National Website

Sigma Sigma Sigma | Eta Lambda Chapter

Nickname: Sigma

Founded: 1898

Chapter Founding: 2001

Chapter Website | National Website


Zeta Tau Alpha | Kappa Iota Chapter

Nickname: Zeta

Founded: 1898

Chapter Founding: 1997


Chapter Website | National Website



Full-time Moravian College students who have completed at least one semester of college and have a minimum cumulative GPA of 2.5 are strongly encouraged and welcome to participate in recruitment. Individual organizations may have a higher academic expectation for membership.

Primary Recruitment

Each spring semester, normally in late January or early February, Primary Recruitment takes place. This is the first opportunity for first-year students to join fraternities



After accepting a bid, the formal orientation to an organization can last between four and eight weeks. The College expects that new member education does not extend into the final exam period.

The organizational history, mission, values, and purpose are taught during this period. New Members have an opportunity to become acquainted with the chapter's functions, operations, ritual, and values. New member education is an additional time commitment, but should not conflict with academic commitments. At the conclusion of the process, new members are initiated into the organization.

Ritual & Tradition

Many who have knowledge about fraternities and

administrators and faculty. The Chapter presents a summary of the year highlighting their strengths and accomplishments, as well as improvements over the past year and continued opportunities for the future.

Click here to review the complete 2018-2019 Greek Gold Star Program.

Chapters utilize the following to document progress:

- Chapter Attendance Record
- Verification of Information Form
- Standing & Recognition

Based upon the panel presentation and supporting documents, the Gold Star Review Panel awards each chapter with a Bronze, Silver, Gold, or Platinum Star based upon their performance.

Chapter standing for the past two years is outlined below.

Chapter	2017-2018	2016-2017
Alpha Sigma Alpha	Platinum	Platinum
Alpha Sigma Tau	Platinum	Platinum
Delta Tau Delta	Silver	Silver
Kappa Alpha Psi	Silver	Silver
Omicron Gamma Omega	Did Not Rank	Bronze
Sigma Phi Epsilon	Did Not Rank	Bronze
Sigma Sigma Sigma	Silver	Gold
Zeta Tau Alpha	Silver	Bronze



Powderpu 2016

Playing under the lights on the new John Makuvek turf field.

The Greek Council, Inter-Fraternity Council, and Panhellenic Council, in conjunction with the Office of Greek Life, plan, coordinate, support, and sponsor a series of special events each academic year. Members of the Greek community, as well as the larger College community, are invited and encouraged to participate in each event.

Powderpu Football Game

During the fall semester, the Powderpu Football Game includes teams of women from each of the four sororities. Fraternity men serve as coaches, referees, timekeepers, and announcers, while cheering on their fellow Greeks. Each of the teams compete and the

winners of each game compete in the third and final game, which names the Powderpu Champion!

Greek God & Goddess

The Greek God & Goddess event encourage one or two members from each chapter to represent their organization in a contest which includes a talent and question/answer competition. At the end of the night, one man and one woman are selected Greek God and Greek Goddess by a panel of judges including College administrators and faculty. Held late in the fall semester, all proceeds raised at the event are split between the Greek God and Greek Goddess's philanthropy of choice.

Inter-Fraternity Council Turkey Bowl

The Inter-Fraternity Council sponsors a flag football game which takes place prior to Thanksgiving Break on the John Makuvek Field. Panhellenic Council supports and assists the Inter-Fraternity Council with this event. Each of the four fraternity chapters form a team of member participants to compete with one another for the title of Turkey Bowl Champions.

Panhellenic Badge Day

Sponsored by the Panhellenic Council, Moravian College supports National Panhellenic Badge Day. Often held in late February or early March, Badge Day is a time when all sorority women are encouraged to wear their sorority badge and appropriate badge attire. Panhellenic invites those women who choose to participate to gather in the HUB late in the afternoon to celebrate and come together for a photo of Moravian's Panhellenic community.

Greek Week

A week-long competition between each chapter, typically held in late March or early April, Greek Week includes a variety of different events including, but not limited to a field day and trivia evening. Greek Week concludes with a Greek Musikfest competition at the end of the week. All proceeds raised during Greek Week are donated to a philanthropy identified by Greek Council during the planning process.

Greek Week 2018 was held March 19-23. The Greek community with the support of Greeks and non-Greeks raised money for the American Foundation for Suicide Prevention. Alpha Sigma Alpha Sorority were named Greek Week Champions. The date for Greek Week 2019 will be announced this summer.



Organizational Dues

Greek organizations are self-sufficient and do not receive funding from the College. Chapters are encouraged to be transparent about financial obligations and educate members, as well as potential new members, on how semester dues and fees are allocated, which may include:

- National headquarters and insurance fees
- Initiation and badge fees (for new members)
- Chapter's operating budget to support membership education, philanthropy planning, and recruitment

Cost of membership varies by organization and may include different items. Some chapters require a flat fee, while others may have a lower initial cost, but the cost for additional items is out of pocket. Chapters offer payment plans so payments can be paid over the course of the semester.

Room and Board Costs

Most chapters maintain a College owned facility or house. Members of a chapter who reside in the chapter house pay room and board fees to the College, similar to other residential students.

The cost of living in a fraternity or sorority house is comparable to non-Greek housing rates and outlined on the Tuition & Fees page.



Department of Campus Safety & Police Protocol for Request for Student Transport

Upon request, the Department of Campus Safety & Police will attempt to accommodate a student's request for transport. Such transport will be made when there is ample coverage on campus and the campus is not left unprotected while the transport is being made. Ample coverage requires a least one patrol officer on campus who is available to respond to a call for service on either campus. The dispatcher will advise the student if they will be able to accommodate his/her request.

The Department of Campus Safety & Police will provide transportation of students under the following conditions:

- When the shuttle service has ceased normal operations between Main Campus and the Hurd Campus
- When a student seeks transportation to the campus from the North Street Parking Garage or Historic Bethlehem Partnership Lot and the shuttle service has ceased operation
- When a student requests a transport/escort between locations on the Main Campus or Hurd Campus due to the time and they feel unsafe in traversing the Campus

Taxi Vouchers:

- Taxi vouchers will be provided to students going to appointments, x-rays or other outside required referrals.
- Vouchers to and from these facilities
- The cost of the taxi service will be received by the health center and placed on the student's bills.

The aforementioned information about transports is not all inclusive. It is meant to provide guidelines and outlines the most frequently received requests by Campus Safety & Police for transport. If a request is received which is not mentioned above, the request will be reviewed by the shift supervisor who will determine if Campus Safety & Police will provide the transport.



Fees

There is no fee to be seen by the nursing staff or the physician.

Minimal fees have been established for some services at the Health Center, for example, prescription medication.

Health insurance is NOT required to receive treatment at the Health Center.

If X-rays, lab tests or other services are required, the student will be referred to a site compatible with their insurance or preference and will be billed accordingly.

Health insurance is available through the Business Office.

Walk in Hours

Monday - Friday: 9:00 am - 11:30 am
Afternoon visits by appointment
Appointments
1:00 pm - 3:30 pm

Location

250 W. Laurel St. (Hillside 5H)
Bethlehem, Pa. 18018
Phone: (610) 861 -1567
Fax: (610) 625 - 7899

Alternate Locations: After Hours & Weekends

St Luke's North

Monday - Friday: 7:30 am to 10:30 pm
Saturday & Sunday: 8:00 am to 4:30 pm
153 Brodhead Road
Bethlehem, Pa.
Phone: (484) 526-3000

St. Luke's Hospital Emergency Room

Open 24 hours a day
801 Ostrum Street
Bethlehem, Pa.
Phone: (484) 526-4500



If the treatment required is beyond the scope of the Health Center, the student will be evaluated and referred to the appropriate provider for care. Health Center services include health promotion, disease prevention, health counseling, physical exams, allergy injections, immunizations, simple lab tests, and health related literature; on site lab services include Rapid Strep tests, Pregnancy tests, and Urinalyses.

- Routine Medical Evaluation & Treatment
- Allergy Injections
- Physical Exams
- Immunizations
- Treatment of Sexually Transmitted Disease
- Health Counseling
- STD Testing referred to St. Luke's clinic
- On site Labs: UA, Rapid Strep, Pregnancy
- Medical care in coordination with the

Counseling Center for Emotional Care

- Health Related Literature
- Gynecological Services
- Allergic reactions
- Initial treatment of injuries such as sprains and strains
- Treatment of cuts and bruises
- Flu immunizations
- TB screenings on a walk-in basis

Adam E. Kobialka, DO

College Physician

Dr. Kobialka is a graduate of West Virginia School of Osteopathic Medicine and is currently a final year resident at the St. Luke's Bethlehem Family Medicine residency program. He has an avid long distance runner, having participated in several marathons including the Boston Marathon.

Peter Murphy, DO

College Physician

Dr. Murphy is a graduate of Rowan University School of Osteopathic Medicine, NJ and is currently Chief Resident at the St. Luke's Bethlehem Internal Medicine residency program. His interests include basketball, scuba diving, sky diving, traveling and playing guitar/bass.

Maheep Vikram, MD

College Physician

Stephanie Dillman, RN, BSN

Health Center Coordinator

610-861-1567

Kelly Hoots, MSAT, LAT, ATC

Athletic Training Resident

After completing her Bachelors of Science in Athletic Training from Western Carolina University in 2014, she went on to complete her Master's in Athletic Training from Old Dominion University in 2016. Currently working

Revised Policy:

Addiction

- Addiction Center: 1-800-586-9670
 - A Comprehensive Addiction HUB, not a treatment center, but a network guide.

Sexual Health and Sexually Transmitted Diseases

- Department of Health: STDs
 - Information about sexually transmitted diseases from the Pennsylvania State Department of Health.
- UnSpeakable.com

Emergency Contraception

- PlannedParenthood.org
 - This site will give you information on emergency contraception, also known as the morning after pill.

Skin Cancer

- Skincheck.com
 - This site describe in detail and with pictures how to determine if a mole is something to worry about. Melanoma, a deadly skin cancer is increasing in the college aged population. Learn how to prevent it, and how to detect it early.

Testicular Cancer & Testicular Self-Exam

- Drkoop.com
 - This site will explain the importance and technique of self testicular exam.
- Healthy.net
 - From the American Institute of Preventive Medicine, this site reviews signs and symptoms of testicular cancer and how to do a self testicular exam.

Eating Disorders

- Something-fishy.org
 - This site is a good resource for information about all types of eating disorders.

General Health

- Mayo Clinic Health
 - Search the extensive library for articles pertaining to most important health issues. Also on this site is a weekly Q&A, with such questions as " Aluminum cookware - Is it safe?"
- The Merck Manual
 - Now available free on the Internet, a manual of medical terminology and definitions.
- Family Internet
 - Information on diseases, injury, poison, tests, drugs, and diets.
- The Medical Search Engine

- The Yahoo of medical directories.
- Health World Online
 - A comprehensive site that features articles, discussions, and information about the benefits of staying healthy and fit.
- Lifeline
 - Connections for better health, nutrition, and smoking cessation information.
- Dr. Koop's Community
 - Quality medical information from the former Surgeon General.
- Centers for Disease Control and Prevention
 - Better known for containing the outbreak of dangerous diseases, the CDC in addition have developed an informative website containing info. on travelers' health and health issues in the news.
- The American Heart Association
 - Dedicated to providing you with education and information on fighting heart disease and stroke.
- The National Institutes of Health
 - The government agency which allocates money to hospitals and health research centers.
- Bacchus & Gamma
- Society for Adolescent Medicine
- American Cancer Society
- National Library of Medicine
- Immunizations Action Coalition
- Women's Health
- Agency for Health Care Policy Research/ Clinical Practice Guidelines
- Association of American Medical Colleges
- Centers for Disease Control and Prevention
- Food and Drug Administration
- Health Information Management Society
- National Institute of Health
- World Health Organization
- Meningitis
- Meningococcal Meningitis



Mission and Values

The Office for Diversity, Equity and Inclusion (DEI) serves as the primary campus resource charged with the creation of an inclusive and intercultural community at Moravian College. We provide cultural programming and support services for students from

traditionally minoritized identities, empowerment for allies, and partnerships with student organizations whose missions are similar to the Office.

What We Do

We enhance partnerships with faculty, staff, and community partners so that we may serve as liaisons and advocates to meet the needs of our diverse student population.

The Office for Diversity, Equity and Inclusion supports the overall mission of the College to welcome all individuals from all walks of life, locally, nationally, and globally.



Imaani J. El-Burki, Ph.D. | Dean for DEI

Dr. El-Burki is a cultural and media studies specialist. Her scholarship focuses upon social life, media representation and the perpetuation of social hierarchies. Her work further investigates intersectionality and the relationship between historic inequality and social reality.

As the Dean for Diversity, Equity and Inclusion, Dr. El-Burki creates applicable and tangible approaches designed to guide the campus community toward success in an increasingly diverse world.

She is an expert at intercultural communication and culturally sensitive engagement with an academically sound, real-world understanding for what works.

Pronouns: she, her, hers

Brittney Scurry, M.Ed. | Assistant Director of DEI

Brittney Scurry is a Student Affairs professional with a background in student development and professional counseling. As the Assistant Director for Diversity, Equity and Inclusion she serves as a direct resource to individuals' and student organizations in order to assist them in their identity development and advocacy.

She also works to engage and challenge the student population to assess and commit to their own responsibility in building an inclusive community.

Pronouns: she, her, hers

Melissa Miller | Administrative Assistant for DEI

Melissa is the Administrative Assistant for the Office of Diversity, Equity and Inclusion. Mel oversees all the administrative functions of the office and handles all financial matters. She oversees the work-study students, room reservations for DEI and reviews DEI House access applications. Mel is a mother of two boys ages 11 and 18. She carries her nurturing ways from home

to work and takes care of the students as if they are her own. If you have a question, she's your person!

Pronouns: she, her, hers



The Office for Diversity, Equity and Inclusion is a part of the Division of Student Affairs and is located in the DEI House at 1138 Main Street. The Office supports the mission of the College by providing leadership for initiatives across the institution as well as offering support for historically underrepresented, and marginalized students. The DEI House is frequently used by students throughout the week as a place to study, relax, and socialize.

The areas of the DEI House that are available to students include:

- Back Yard: Includes a fenced yard, picnic tables, and a charcoal grill
- Clubhouse Lounge (3rd Floor): Includes comfortable sofas, a smart TV, and a study nook.
- Conference Room (3rd Floor): This is an ideal space for club meetings, but can also be used as an individual or group studying space.
- Kitchen: Full kitchen with sink, oven/range, microwave, and full-size refrigerator.
- Main Lounge (1st Floor): Equipped with smart technology, fireplace, and living room furniture.
- Special Project Room (Basement): Dedicated space for group art projects and decoration prep work.
- Study Office (2nd Floor): Use this quiet space to focus on academic excellence. You are also welcome to connect to our network printer in this office space or the color printer on the first floor.

DEI House Access

We invite students interested in using the resources available in the DEI House during the evening and on weekends to complete the "Application for DEI House Access at 1138 Main Street". Applications will be reviewed by the members of the DEI House staff. Applicants may be asked to participate in an interview too if we need clarification on any aspect of the application.

Students who are granted access to the DEI House will be required to participate in an orientation on using and accessing the house and sign a user agreement form. Access will be granted by using the student ID panel in the rear of 1138 Main Street. Please allow at least 3 class days for your application to be processed.

If you have any questions, please contact us at dei@moravian.edu or visit the DEI House. If the link above does not work, please copy and paste the following URL: <https://goo.gl/forms/Vqc1GE89ajCpVues1>.



The role of the Council for Diversity and Inclusion is to examine institutional structures and processes to facilitate progress toward diversity and inclusion in the Moravian College community. The Council advocates for policies, practices, and programs that foster a diverse and inclusive community. The Council is comprised of faculty, staff, and the student body.

The Council members include:

- Kristen Baxter, Associate Professor of Art
- Deborah Appler, Professor of Old Testament/Hebrew Bible
- Jennika Borger, Chaplain
- Jon Conrad, Chief Human Resources Officer (ex-officio)
- Cynthia Kosso, Provost (ex-officio)
- Edward Flaherty, Assistant Director of Admissions
- Gloria Guth, Exec. Admin. Asst. to the Vice President for Finance and Administration
- Kevin Hartshorn, Director of Student Success & Associate Professor of Mathematics
- Joy Hirakowa, Assistant Professor of Music
- Elizabeth Kleintop, Associate Chair of Graduate Programming and Accreditation (Council Co-Chair)
- Colleen Marsh, IT Project Manager
- Camie Modjadidi, Director of Field Experiences (Council Co-Chair)
- Sara Steinman, Director of Student Involvement
- LaKeisha Thorpe, Assistant Dean of Adult Advising



(Teaching Holistic Reciprocity Incorporating Values and Excellence)

What makes a Greyhound THRIVE?

Greyhound THRIVE Mission

The mission of Greyhound THRIVE is to provide academic and social support for incoming first-year students from diverse cultural backgrounds. The program provides awareness and appreciation of cultural, social, and ethnic differences and aims to increase acceptance of difference among members of

the student body. Through programming and tailored support, this semester-long initiative builds an inclusive community that supports the incoming first-year and returning students in holistic development.

The Greyhound THRIVE program consists of four important elements: the THRIVE Mentors, the mentees, the events and programming held by the Office for Diversity, Equity and Inclusion (DEI) and the advising of the Dean and Assistant Director.

The Greyhound THRIVE Mentors

The Greyhound THRIVE Mentors are a group of dedicated and talented returning students who are trained to work with the incoming students. They are assigned a match at the start of the academic semester and offer advice, support, and assistance. They attend programs that are meant to bridge social gaps and bring students together and help students learn about and discuss varying issues in our society.

Programming and Events

The Office for Diversity, Equity and Inclusion sponsors programs and events that serve to enhance the Moravian College communities understanding of issues involving diversity and inclusion.

Greyhound THRIVE Mentors are encouraged to schedule time with their mentee outside of the planned programs and events. Whether it is educational or a simple get-together in a dorm common room, programming is successful and crucial in establishing substantial connections between the students, which in turn help them to understand each other's challenges, aspirations and goals.



What is the Bias Response & Intervention Team?

The Bias Response & Intervention Team (BRIT) serves as a safe and confidential resource for members of the Moravian community to raise immediate concerns regarding specific incidents of bias or acts of harassment and discrimination that impact them and the Moravian College community.

BRIT is not a disciplinary body, however, reported incidents that may potentially violate College policies may be held accountable through the Conduct process. Participation of individuals in a restorative process, such as facilitated dialogue or Circles, is voluntary. BRIT offers assistance to the Moravian community by providing resources to individuals impacted by and/or involved in a reported incident.

Moravian College values open expression and debate in the context of civility and mutual respect

for diverse individuals and communities; bias incidents directly impact our ability to know, trust, support, and learn from one another.

What is a Bias Incident?

A bias incident is an act of bigotry, harassment or intimidation committed by a member of the Moravian College community against another member of the Moravian College community based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws. This includes, but is not limited to, slurs, graffiti, written messages, or images that harass or intimidate individuals or groups because of their membership in the above listed protected classes.

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- Africana Studies
- English
- History
- International Studies
- Modern Languages and Literature
- Peace and Justice
- Philosophy and Ethics
- Political Science
- Sociology
- Women's, Gender, and Sexuality Studies

Each year the Office for Diversity, Equity and Inclusion collaborate with faculty members to provide summer research opportunities for students. Specifically, the Student Opportunities for Academic Research (SOAR) and the Intercultural Research Scholar programs are designed to match a student's research interest with a faculty mentor for ten weeks during the summer. These programs offer stipends, travel allowances, and research expenses to support students and their faculty mentors as they engage in scholarly and creative work.

Teams, Tones, and Tensions in Athletics

SOAR Project: Victoria Alukpe '17 and Dr. Debra Wetcher-Hendricks

Youth Involvement in the Mississippi Freedom Struggle (1961-1964)

SOAR Project: Shelby Morgan '16 and Dr. Robert Mayer

Multiculturalism and Stereotype in the Twenty-first Century

SOAR Project: Sam Weinberg '18 and Professor Christopher Shorr

India's Black Economy: Origins, Obstacles, and Opportunities

SOAR Project: Vishu Solanki '17 and Dr. James West

Food and Foodways in the Lehigh Valley

Intercultural Research Scholar: Velvet Alvarez '17 Dr. Sandra Aguilar-Rodriguez

The clubs and organizations listed on this page serve as an extension of the work and resources offered by The Office for Diversity, Equity and Inclusion.

The Office of Religious and Spiritual Life centers around building community, honoring diversity, and engaging in spiritual dialog. The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling.

Weekly Schedule While Classes Are In Session

- Sunday
 - 5:30 pm, Confession, Borhek Chapel
 - 6:00 pm, Catholic Mass, Borhek Chapel
 - 8:00 pm, Student Christian Community Bible Study and Discussion, Root Cellar Café
- Tuesday
 - 11:45 am - 12:45 pm, Chat with the Chaplain, HUB
 - 7:30 pm, Student Christian Community Bible Study and Discussion, Amrhein Room-HUB
- Wednesday
 - 9:00 am, God Sightings, Reinhard Room-HUB
- Thursday
 - 5:00 pm, Dinner, Dessert & Discussion-1305 Main St.
 - 7:15 pm, Christian Worship-1305 Main St.
- Friday
 - 1:30 pm, Jumaa (Friday) Prayers, 1305 Main St

The chaplains provide opportunities for worship, discussion, fellowship, education, and personal growth. In addition, they are available for counseling.

If you have an emergency, please call Campus Safety at 610-861-1421. Campus Safety can reach the Chaplain.

To be in touch with one of the chaplains or if you would like to set up an appointment, please call the Office of Religious and Spiritual Life at 610-861-1583 or email one of the Chaplains or the Administrative Support Assistant at:

- College Chaplain, The Reverend Jennika M. Borger - borgerj@moravian.edu
- Associate Catholic Chaplain, Kevin Gualano - chow-riverai@moravian.edu
- Associate Jewish Chaplain, Rabbi Michael Singer - chow-riverai@moravian.edu

- Muslim Prayer Leader - chow-riverai@moravian.edu
- Executive Administrative Assistant, Student Affairs
In-Chi Chow-Rivera chow-riverai@moravian.edu

These on-campus clubs and organizations reflect various religious communities. These organizations provide education as well as spiritual and emotional support. Not all of the religions of the world have a group represented on campus; however, the Chaplain's Office is here to serve all students, faculty, and staff, and help provide for the spiritual needs regardless of religious affiliation. Please let us know how we can serve you.

Student Interfaith Council

Led by the College Chaplain, this group strives to provide interfaith programming as well as service projects that focus on our common faith foundation.

Moravian College Christian Fellowship

Advisor: Jennika Borger

The Moravian College Christian Fellowship is an interdenominational group that gathers for spiritual formation opportunities, worship, and fellowship.

Hillel Society

Advisor: Jason Radine

The Hillel Society provides a Jewish community within Moravian College, and shares Jewish heritage and traditions with the Moravian College community. Moravian's Hillel has a partnership with B'rith Sholom Synagogue in Bethlehem, whose rabbi, Rabbi Michael Singer, serves as the College's Associate Jewish Chaplain. All are welcome to join in the celebration of Jewish holidays, and to attend Hillel events as they occur throughout the year.

Muslim Students Association (MSA)

Advisor:

MSA is an organization devoted to strengthening the Muslim community through service and activities. MSA provides a safe and supportive environment for Muslim students on campus. MSA is open to all students, faculty, and staff who are interested in learning more about Islam and the Muslim community. MSA is a place where students can find a sense of community and support. MSA is a place where students can learn about Islam and the Muslim community. MSA is a place where students can find a sense of community and support. MSA is a place where students can learn about Islam and the Muslim community. MSA is a place where students can find a sense of community and support.

Each resident is provided the following amenities in room:

-

- Good conduct standing.
- Continuing full-time student status.
- Resides or has resided in a Moravian College residence hall for at least one semester.

Staff appointments are made for an academic year, with selection taking place during the spring term of the preceding year. Applications are available in January and due in early February. Following receipt of the application, interviews occur in mid-February. Selection decisions are communicated to candidates in early March.

A limited number of off-campus releases are offered to rising seniors and juniors during the spring housing selection process, for the upcoming academic year. Students should not sign a lease unless they receive notice from the College that they have been approved.

O Campus Student Eligibility

- Junior or Senior, or 20 years of age on the first day of the fall semester
- Minimum 2.5 cumulative GPA
- Good financial and conduct standing

Meal Plans

Off-campus residents may elect to add a meal plan at any time. A complete list of meal plan options and requirements can be found on the Tuition & Fees page.

O Campus Housing Considerations

Before signing a lease, consider the following items:

- Questions to ask:
 - What current tenants have liked and not liked? Why?
 - What types of problems have occurred, if any?
 - Does the landlord provide service in a timely manner?
 - Does the landlord live in the area? If not, was a name of a manager in the area provided?
 - How are maintenance repairs done? Are maintenance concerns addressed in a timely manner?

Finances to consider:

- Security deposit
- Rent
- Cost of utilities
- Additional costs
- Bethlehem City parking permit (zoned areas)
- Impact of Off-Campus Status on

your financial aid package. See <http://www.moravian.edu/financial-aid> for more information.

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- Landlords wishing to rent to Moravian students can visit Places4Students for additional information on listing their rental property.



Approximately one-third of undergraduate students commute to campus. Commuter students live with parents or legal guardians within a 50-mile radius of Moravian College. Many opportunities and resources are offered to benefit commuter students with their educational and social experience.

Commuter Eligibility

- Full-time undergraduate students living within a 50-mile radius of Moravian College
- Part-time undergraduate students
- Graduate and non-traditional students

Commuting Benefits and Resources

- Commuter students save money on housing and meal plan costs, while having the same access to campus resources as resident students.
- There are many lounge spaces on campus where commuter students can relax between classes and activities.
- Commuter students can get involved in a wide variety of activities and organizations, including the Commuter Student Association, a student organization led by commuters for commuters.

Meal Plans

- Commuter students may elect to add a meal plan at any time, but this is not a requirement. A complete list of meal plan options and requirements are on the Tuition & Fees page. Commuter students seeking to add a meal plan should contact housing@moravian.edu.

Changing Housing Status

For more information about changing to or from Commuter Status, explore the following resources:

Requests during the current academic year, please review the Policies and Procedures page.

Requests for the upcoming academic year, please review the Student Guide to Housing Selection.



The Commuter Student Association (CSA) is a student-run organization serving to connect and represent the commuter student population at Moravian College. Specifically, CSA strives to:

- Help commuter students form a stronger bond with the Moravian College community.
- Educate and connect commuter students to aid in their academic and extracurricular success at Moravian College.
- Serve as a liaison between commuter students and administration.
- Engage commuter students on campus by providing programming opportunities.
- Offer leadership development opportunities for commuter students.

More information about the Commuter Student Association can be found on their Facebook page.



The Student Handbook web site is designed to with the audienm a9.1 weT*Ild (ent ac)7 (adly enm)TJO e cd(S

disabilities to one-on-one writing tutorials.

- Parking policies apply to all students.
- Logging in to or otherwise connecting to the campus network implies acceptance of the institution's policies on acceptable use of computing resources.
- E-mail is the official mode of communication for the College and students are expected to check their College e-mail account regularly.
- All students, including commuters, can participate in campus events and activities. Be sure to explore all opportunities to get

organizations, as well as supports activities on campus. Groups seeking USG recognition and support should contact usg@moravian.edu.

United Student Government strives to represent the student body and the Moravian community by addressing campus needs, facilitating student-centered programs, maintaining tradition and serving as a liaison between students and administration. Get involved in student government by running in the annual fall elections. Learn more at moravian.edu/usg.



Founded in 1745, the Moravian Book Shop is the oldest continuously operating bookstore in the country and home to the Moravian College student bookstore. For 273 years, booklovers near and far have looked to the Moravian Book Shop for its curated selection of books and iconic Moravian- and Bethlehem-themed gifts.

In addition to the historic location on Main Street, the warm, knowledgeable Book Shop staff has always provided visitors from our community and beyond with expert advice and exceptional customer service. To learn more, read [A brief history of the Moravian Book Shop](#): Among the oldest bookstores in the world.



MON–WED: 10 am – 6 pm

THURS–SAT: 10 am – 8 pm

SUN: 12 pm – 5 pm

428 MAIN STREET

BETHLEHEM, PA 18018

TEL: 610-866-5481

TOLL-FREE (USA)

1-888-661-2888

SHOP ONLINE



The Moravian Book Shop is located in the heart of historic Downtown Bethlehem at 428 Main Street among the beautiful downtown shops, restaurants, and across the street from the Hotel Bethlehem; just steps away from Moravian College's Priscilla Payne Hurd (South) Campus. The Moravian College student shuttle has a routine stop right on Main Street, and parking can be found on the street or in one of the nearby parking garages on Walnut Street or North Street.



Founded in 1745, the Moravian Book Shop is located in the heart of historic Bethlehem, Pennsylvania and is the oldest continuously operating bookstore in the country.



The Book Shop continues to offer its iconic book section that features indie best sellers, trade books, and select books highlighting the history of Moravians, Bethlehem, Bethlehem Steel, the Lehigh Valley and Pennsylvania. In addition, the Moravian Book Shop sells and buys back student textbooks. The Book Shop stocks Moravian College apparel and gift items, reference books, stationery and art supplies, greeting cards, candy, and health and beauty aids. The inventory also includes traditional Moravian- and Bethlehem-themed gifts and College faculty- and alumni-authored books.



The Book Shop plans to feature a cafe offering a menu including drinks, snacks, and lunch offerings. Check back here for more details in the near future.



After 273 years, the Moravian Church Northern Province was ready to remove themselves from this retail business and focus on supporting their 85 congregations. The Northern Province approached Moravian College in 2018 to purchase the Book Shop to continue its legacy and keep the beloved Book Shop within "the Moravian family." It was a natural fit for America's sixth oldest college to take over operations of the oldest book seller and ensure it serves students and the community for generations to come.

