
THE COLLEGE

I. Description

1. A BRIEF DESCRIPTION OF THE COLLEGE

Muhlenberg College is an independent, undergraduate, coeducational institution related to the Evangelical Lutheran Church in America. Founded in 1848 to provide a liberal arts education in the Judeo-Christian humanistic tradition, Muhlenberg is committed to the highest standards of academic integrity and excellence. The College is located in Allentown, Pennsylvania, approximately 55 miles north of Philadelphia and 90 miles west of New York City.

As a liberal arts college, Muhlenberg offers programs in the humanities, the natural and social sciences, and in professional areas such as business, education, pre-medical, pre-theological, and pre-law studies. Flexibility is provided through course options and opportunities for independent study, research and internships, and through a plan for self-designed majors. The College strives to keep its curriculum vital and current with the rapidly changing intellectual world. The excellence and integrity of the Muhlenberg program have been recognized by Phi Beta Kappa and by some 13 additional national honorary societies which have established chapters at the College.

Muhlenberg College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, 267-282-5000, the Department of Education of the Commonwealth of Pennsylvania, and the New York State Board of Regents. The College is on the approved list of the American Chemical Society. It is also a member of the American Council on Education, the Association of American Colleges, the Council for the Advancement and Support of Education, the American Association of Colleges of Teacher Education, the College Entrance Examination Board, the Pennsylvania Association of Colleges and Universities, the Associated Independent Colleges and Universities of Pennsylvania, and the National Collegiate Honors Council.

Significant in the College's tradition are the historic ties between the College and the Lutheran Church. The name Muhlenberg College was adopted in 1867 – 19 years after the College was founded in honor of the patriarch of the Evangelical Lutheran Church in America, Henry Melchior Muhlenberg. The sons of Henry Melchior Muhlenberg made important contributions to the early life of our country. General John Peter Gabriel Muhlenberg wintered at Valley Forge with George Washington; Frederick Augustus Muhlenberg was the first speaker of the United States House of Representatives; and Henry Ernst Muhlenberg was one of the most eminent early American scientists and the first president of Franklin College, now Franklin and Marshall College.

2. MISSION STATEMENT OF THE COLLEGE

Muhlenberg College aims to develop independent critical thinkers who are intellectually agile, characterized by a zest for reasoned and civil debate, committed to understanding the diversity of the human experience, able to express ideas with clarity and grace, committed to life-long learning, equipped with ethical and civic values, and prepared for lives of leadership and service. The College is committed to providing an intellectually rigorous undergraduate education within the context of an inclusive and diverse campus; we strongly believe that diversity is essential to learning and to our success as a pluralistic community. Our curriculum integrates the traditional liberal arts with selected pre-professional studies. Our faculty are passionate about teaching, value close relationships with students, and are committed to the pedagogical and intellectual importance of research. All members of our community are committed to educating the whole person through experiences within and

beyond the classroom. Honoring its historical heritage from the Lutheran Church and its continuing connection with the Evangelical Lutheran Church in America, Muhlenberg encourages, welcomes, and celebrates a variety of faith traditions and spiritual perspectives.

3. DIVERSITY STATEMENT OF THE COLLEGE

Diversity, as affirmed in the College's mission statement, is a fundamental Muhlenberg value.

The College believes that deeply engaging with the multiple concerns, forms and expressions of diversity enriches the liberal arts education of all our students, prepares our graduates for lives of leadership and global citizenship, and enhances the quality of life on campus for all of our community members. We believe that the Muhlenberg community should cultivate a desire and an ability to understand, mutually respect, and meaningfully engage with manifold perspectives and experiences, particularly those of historically underrepresented and marginalized groups. To this end, we are dedicated to:

- an inclusive, innovative and evolving academic program that foregrounds human diversity and the experience and perspectives of these groups,
- educational and professional opportunities for students, faculty members and staff members from these groups, and
- good citizenship in the Lehigh Valley by supporting ongoing College-sponsored community outreach efforts, and by intentionally doing business with area vendors and service-providers operated by, fairly employing, and serving these groups.

Muhlenberg will not achieve its mission until each member of our community recognizes and understands the benefits, tensions and intersections inherent in teaching and learning about diversity. Doing so means that some community members, especially those from majority groups, may experience moments of disequilibrium. The College believes that these moments are productive opportunities for teaching and learning; they are consistent with Muhlenberg's dedication to providing living, learning and working spaces that are safe and welcoming.

These commitments reflect Muhlenberg's investment in principles of justice and equality. They assume a persistent and vigorous effort to confront and challenge prejudiced attitudes and behaviors that exclude, demean or marginalize members of our community. They also assume that success in engaging deeply with diversity must not lead to complacency, but instead, must inspire us to strive for an ongoing, ever-deepening integrity.

4. THE YEAR IN REVIEW, 2021-2022

Muhlenberg College has invested in the expansion of the formerly known as Wescoe School of Continuing Education. This expansion has resulted in the renaming of the Muhlenberg College Division of Graduate and Continuing Education within which exists the School of Continuing Studies and the new School of Graduate Studies. The Division of Graduate and Continuing Education continues to be an incubator for innovative pedagogy and alternative methods of course delivery.

Given the growing need for new skills and knowledge to support workforce change, we have expanded the College's continuing education programs to expand service to new communities of learners. The School of Continuing Studies planned expansion, adding post-baccalaureate and master's level programs grow out of the

College's deep grounding in the liberal arts and desire to express that grounding in master's and graduate certificate programs rooted in Muhlenberg's academic strengths. We are deeply committed to offering programs at a level of quality and rigor that brings value to our students and workforce and added distinction to the College. These new programs will serve an entirely new constituency: mid-career learners who are seeking to advance their education beyond the baccalaureate level either for personal or professional reasons.

Muhlenberg has over one-hundred-years of history and broad experience working with the adult learner constituency. Muhlenberg has a well-established wide range of existing academic departments, ready to extend into the graduate realm of instruction with programs linked strongly to the liberal arts and aligned to our workforce needs. In January 2020 the Middle States Commission on Higher Education approved Muhlenberg College's addition of two new credential levels and several new programs as the first programs to begin in September 2020. Along with these changes a new organization structure has been put in place creating a new Vice President and Executive Director of the Division of Graduate and Continuing Education who has a dual reporting relationship with the President and Provost. A new Dean of Graduate Studies and Graduate Program Director have also been added to create the foundation of the School of Graduate Studies.

5. CENTERS AND INSTITUTES

Center for Ethics

Brian Mello, Political Science, Director, Chrysan Cronin, Public Health and Lindsey Nagy, Economics, Program Co-Directors

The Muhlenberg College Center for Ethics seeks to develop our capacities for ethical reflection, moral leadership, and responsible action by engaging community members in scholarly dialogue, intellectual analysis, and self-examination of contested ethical issues. Through thematic lectures and events, the Center for Ethics serves the teaching and study of the liberal arts at Muhlenberg College by providing opportunities for intensive conversation and thinking about the ethical dimensions of contemporary philosophical, political, economic, social, and scientific issues. In the academic year 2020-2021, the Center's program is: Pandemic: Response, Resilience, Reflection.

Muhlenberg Center for Teaching and Learning

Mark Sciuotto, Psychology, Director, and Sherri Young, Chemistry, Assistant Director

The Muhlenberg Center for Teaching and Learning (MCTL) seeks to cultivate a shared culture of reflection about teaching that encourages and supports meaningful experimentation. MCTL sponsors campus-wide programs on a variety of pedagogical topics and supports reading groups and learning communities for faculty and staff. MCTL also awards grants to faculty and staff who wish to explore new pedagogical approaches in their teaching and provides funding for participation in regional and national teaching workshops and conferences. MCTL works intensively with faculty colleagues new to Muhlenberg, starting with a two-day orientation each August and continuing with a series of monthly programs open to faculty in their first two years of service at the College. The organization also facilitates a voluntary peer-partner program to encourage further dialogue about teaching.

The Muhlenberg Center for Teaching and Learning (MCTL) traces its origins to 1994 when a group of six faculty members representing a variety of disciplines applied for an institutional incentive grant from the Pennsylvania Department of Higher Education. The majority of the Center's budget is provided by the Provost's Office and has been supplemented at various times by funds from the Aid Association for Lutherans and the Andrew W. Mellon Foundation, as well as a gift from a former member of Muhlenberg's Board of Trustees. Overseen by a faculty director and an advisory board composed of faculty members and staff from a variety of disciplines, the Center's operational costs are currently sustained through support from the Shire Family Fund for Excellence in Teaching, established by Mr. and Mrs. Donald T. Shire P'90

Institute for Religious and Cultural Understanding

William “Chip” Gruen, Ph.D., Institute Director, Religion Studies

Established in 1989 as the Institute for Jewish-Christian Understanding, the Institute for Religious and Cultural Understanding was reconstituted in 2020 to enhance religious literacy as well as support empathetic and sophisticated public discourse on religious and cultural differences. Primary programming includes several initiatives throughout the academic year.

First Friday features a wide variety of guests who represent many different religious and cultural traditions. This program supports the mission of the Institute by exposing our local community to the religious diversity in the region and by modeling an empathetic conversation across differences. Showcasing eight interviews per year, First Friday welcomes Lehigh Valley residents, Muhlenberg students, faculty, and staff to engage with our guests as we encounter the diversity of worldviews in our community.

Launched in 2021, the audio podcast, **ReligionWise**, features educators, researchers, and other professionals in conversation. Rooted in their work and experiences, the podcast addresses various aspects of religion and culture in our world and models a sophisticated conversation about the human experience. In particular, ReligionWise considers how the work of our guests reflects or affects the public conversation about religion, including real world implications for our community.

Youth and Prejudice, Reducing Hatred, Lessons of the Holocaust is a semiannual conference for middle and high school students. This program serves two purposes: to educate the next generation about the horrors of the Holocaust and to disrupt patterns of prejudice that lead to exclusion, hate, and racism. The suite of experiences available to students includes online learning resources, a theatrical production, and live sessions with survivor speakers.

Finally, the Institute organizes and hosts the annual **Wallenberg Tribute**, named after Raoul Wallenberg, a Swedish diplomat during World War II who saved countless Jewish youth from the Holocaust in Hungary. The prize is awarded to individuals or groups in recognition of their “courageous moral action on behalf of others.” This event also features a public lecture that highlights the values of Wallenberg and supports the mission of the Institute.

An advisory board comprising local community members, alumni, and academics provide support for the work of the Institute, with administrative oversight by the College’s Provost. Financial support comes from individual contributions, grants from community partners and agencies, and the College.

6. PROGRAMS OF STUDY

Degree Programs

Bachelor of Arts (A.B.): no fewer than 32 units and a certified major in the Humanities or Social Science divisions

Bachelor of Science (B.S.): no fewer than 32 units and a certified major in the Natural Science division

Dual Degree (A.B. / B.S.): no fewer than 43 units and the major requirements for both the Bachelor of Arts degree and the Bachelor of Science degree

Bachelor's in Self-Directed Inquiry: a special program for uniquely qualified students who wish to create an individualized program of inquiry and study, rather than complete the general academic requirements and a traditional major

Masters: no fewer than 10 units in the completion of a program of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice.

Certification Programs

The College also offers fully accredited programs leading to certification in Pre K – 4, 4-8 and secondary education (7-12). Students must complete a major in an academic discipline together with the requirements for certification. Post-baccalaureate Certificates (aka Graduate Certificates) include no fewer than 3 units representing the completion of specialized training at the completion of certain coursework indicating mastering of a specific subject area. Graduate certificates are available in Applied Analytics and Organizational Leadership.

Cooperative Programs

	Cooperating School	Degrees Earned	Contact
Penn Dental Program	University of Pennsylvania School of Dental Medicine	B.S. D.D.S.	Cailin Pachter Health Professions Advising
3-4 SUNY Optometry Program	State University of New York (SUNY) State College of Optometry	A.B. or B.S. O.D.	Cailin Pachter Health Professions Advising
Linkage Program	Boston University School of Medicine	A.B. or B.S. M.D.	Cailin Pachter Health Professions Advising
Early Assurance Program	LKSOM at Temple University/ St. Luke's Hospital	A.B. or B.S. M.D.	Cailin Pachter Health Professions Advising
Guaranteed Admission	Lutheran Theological Seminary	M.Div, M.A., STM, PhD.	Callista Isabel College Chaplain
Music Certification (K-12)	Moravian College	Teacher Certification	Dr. Paul Murphy Music
Army Reserve Officer Training Corps (AROTC) Program	Army ROTC Program	N/A	Office of the Registrar
3-2 or 4-2 Year Combined Degree Program in Engineering	Columbia University	B.S. B.S. in Engineering	Dr. Fadem Physics

Pre-Professional Programs

Program	Contact
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Health Professions	Cailin Pachter, Health Professions Advising
Pre-law	Jack Gambino, Political Science
Pre-seminary	Office of the Chaplain

7. SPECIAL ACADEMIC PROGRAMS

SELF-DESIGNED MAJOR

Michele Deegan, Dean of Academic Life

Any highly motivated, academically strong student may propose a self-designed major not falling within one of the traditional programs of study listed in the College catalog. Students with a self-designed major complete the same general academic requirements as those with a traditional major. The proposal must normally be approved by the Curriculum Committee and Dean of Academic Life before the start of the student's junior year. A member of the Curriculum Committee will work with each student on preparing the proposal.

SEMESTER IN WASHINGTON, D.C.

Donna Kish-Goodling, Accounting, Business and Economics

Muhlenberg cooperates with several other colleges in the Lutheran College Washington Consortium who together offer a semester in Washington. The semester is designed for juniors and seniors with any academic majors. In addition to seminars drawing upon the special resources available in Washington, there are hundreds of internship possibilities in government, social service agencies, religious groups, medicine, public interest organizations, business and the arts.

SEMESTER IN NEW YORK CITY; LARRY SINGER STUDIOS

Donna Kish-Goodling, Accounting, Business and Economics

EDUCATION ABROAD PROGRAMS

Donna Kish-Goodling, Accounting, Business and Economics

In a world that is becoming increasingly interdependent, international study represents a significant means by which students may better achieve their educational objectives. A variety of opportunities suitable for students in the natural sciences, social sciences, arts and humanities are available at host country institutions and programs in Europe, Oceania, Asia, Africa and Latin America. In addition, Muhlenberg students have participated in specialized programs abroad in international business, theatre, media and communications, language study and field research in environmental science.

DANA SCHOLARS PROGRAM

Mohsin Hashim, Political Science

The Dana Program offers outstanding, intellectually versatile students an opportunity to belong to a community of scholars that promotes engaged citizenship and leadership, fosters conversations across disciplines, and pursues rigorous academic inquiry. Each Dana scholar can major in any academic department or program. Over the course of four years, Dana scholars participate in shared seminars, independent research projects, and unique internship experiences. All Dana seniors engage in collaborative interdisciplinary research projects on issues of public concern and interest.

MUHLENBERG SCHOLARS PROGRAM

Ranajoy Ray-Chaudhuri, Economics

The Muhlenberg Scholars Program is the College's first merit-based honors program. The mission of the program is to help students realize their potential as collaborative researchers and knowledge producers, utilizing digital

technologies to help organize and communicate research findings and interdisciplinary methods to broaden and deepen the understanding of the subject matter. Scholars courses are small, interdisciplinary and discussion-oriented classes in which students are encouraged to grapple creatively with problems at the forefront of current research.

RJ FELLOWSHIP PROGRAM

Richard Niesenbaum, Biology and Sustainability Studies

The RJ Fellows Program was established at Muhlenberg College with support from the Scheller family in order to strengthen and develop the leadership competencies of bright, talented, and hard-working liberal arts undergraduates. The Program realizes that the future is, and will always be, uncertain, and that education can be a powerful force in strengthening the ability of individuals within diverse communities to assess the future and make ethical and informed choices. The Program's founders assert that liberal arts education, in particular, has the potential to provide learners with a variety of analytical, problem-solving, ethical-assessment, and decision-making skills. The RJ Fellows Program is, therefore, deliberately interdisciplinary and provides curricular and co-curricular opportunities for students to reflect on and make connections among lessons learned and the implication of those lessons for ethical decision-making and action.

SHANKWEILER SCHOLARS PROGRAM

Casey James Miller, Anthropology

The Shankweiler Scholars Program, Muhlenberg's newest honors program, is designed for highly motivated undergraduates who plan to pursue an MD degree and a life of serving humanity through clinical practice and/or research. As a liberal arts pre-medical experience, the program is particularly well-suited for students planning to major in the humanities, social sciences, or those planning to major in a natural science who have broad intellectual interests. Through dedicated seminars, a student-led public lecture series, and an interdisciplinary self-designed curriculum, the program encourages students to study medicine as a human endeavor.

DEPARTMENTAL HONORS PROGRAMS

Some academic departments have honors programs to provide special opportunities for the most highly motivated students to develop their capacities for independent thinking, original research and disciplined scholarship. Honors work consists of seminars, guided independent study, individual research or participation in faculty research, as well as a certain amount of regular course work. Successful honors candidates will graduate with honors in the field of concentration; in addition, they still maintain eligibility for the traditional Latin graduation distinctions.

WRITING PROGRAM

Joshua Barszczewski, English; Pierce Lockett, Assistant Director of the Writing Center

WRITING ACROSS THE CURRICULUM PROGRAM

Muhlenberg College offers a writing across the curriculum program. Typically, upwards of forty writing-intensive courses are offered each semester across the humanities, natural sciences, and social sciences. The College is committed to writing as an essential skill in a liberal arts education and to the conviction that writing instruction is the shared responsibility of faculty in all disciplines and not the province of any single department.

Students at Muhlenberg are required to take three writing-intensive (W) courses for graduation. The first of these is a first-year seminar. Students select the second W from anywhere in the curriculum, including their major. The third W must be a course offered or designated by the student's major department. Double majors must take a writing-intensive course for each major. Many students take more than three W courses.

Writing-intensive courses share basic requirements and a philosophy: the courses are small, encouraging discussion and collaboration. They offer frequent opportunities to produce analytical writing, and they use writing as a means of enriching students' understanding of course content. They embrace writing not only as a means of presenting finished

pieces of thinking but also as a form of learning. All W's require at least 15 pages of analytical writing divided among at least three assignments. One of the three serves as a diagnostic, to alert the professor if the student has significant writing problems, and one assignment entails some kind of substantive (not simply cosmetic) revision.

FIRST-YEAR SEMINARS

First-year seminars (FYS) are small, discussion-oriented courses that engage students in thinking deeply and talking, reading and writing critically about ideas. Taught by full-time faculty from departments throughout the college, seminars vary in their subjects. Some examine a topic from an interdisciplinary perspective; others focus on particular questions or issues within a discipline. Every year faculty are approached to propose first-year seminars.

WRITING COURSES BEYOND THE FIRST-YEAR SEMINAR

Writing-intensive courses are regularly listed offerings that faculty apply to have designated as Ws. Often these foreground the characteristic thinking processes of a discipline, as well as the particular forms the discipline employs to convey knowledge.

8. DEPARTMENTAL MAJOR & MINOR PROGRAMS

Major	Minor	Chair/ Program Director
Undergraduate		
Accounting		Trevor Knox
American Studies		Christopher Borick
Anthropology	Anthropology	Ben Carter
Art History	Art History	Margo Hobbs
Biochemistry		Keri Colabroy & Amy Hark
Biology		Martin Edwards
Business Administration	Business Administration	Roland Kushner
Chemistry	Chemistry	Joseph Keane
Computer Science	Computer Science	Byunchul Cha
Dance	Dance	Karen Dearborn
Economics	Economics	Lindsey Nagy
English	English	Linda Miller
Environmental Science		Jason Kelsey
Film Studies	Film Studies	Paul McEwan
Finance		Lindsey Nagy
French & Francophone Studies	French & Francophone Studies	Eileen McEwan
History	History	Cathy Ouellette
International Studies		Janine Chi
Jewish Studies	Jewish Studies	Dustin Nash
Mathematics	Mathematics	Byunchul Cha
Media & Communication		Elizabeth Nathanson
Music	Music	Ted Conner
Natural Science		Joseph Keane
Neuroscience		Jordanna Sprayberry
Philosophy	Philosophy	Tad Robinson
Philosophy/ Political Thought		Giacomo Gambino
Physical Science		Brett Fadem
Physics	Physics	Adam Clark
Political Economy & Public Policy		Lindsay Nagy
Political Science	Political Science	Lanethea Mathews-Schultz
Psychology		Stefanie Sinno

Public Health	Public Health	Chrysan Cronin
Religion Studies	Religion Studies	Jessica Cooperman
Russian Studies	Russian Studies	Erika Sutherland
Sociology	Sociology	Ben Carter
Spanish	Spanish	Erika Sutherland
Studio Art	Studio Art	Margo Hobbs
Theatre		James Peck
Sustainability Studies	Sustainability Studies	Richard Niesenbaum
	Asian Studies	Kammie Takahashi
	Creative Writing	Dawn Longsinger
	German Studies	Erika Sutherland
	Innovation & Entrepreneurship	Rita Chesterton
	Italian Studies	Daniel Leisawitz
	Latin American & Caribbean Studies	
	Women's and Gender Studies	Francesca Coppa
	Sustainability Studies	Richard Niesenbaum
	Women's & Gender Studies	Kate Richmond
Graduate		
Applied Analytics		David Donnelly
Organizational Leadership		David Donnelly

CONCENTRATIONS

Business Administration

Arts Administration

Management and Organization Studies

Marketing

International Business

Dance

Dance Education

Dance Science

Choreography

Performance

International Studies

Area Studies

Africa

East Asia

Europe

Latin America

Middle East

Russia

Development Studies

Global Interdependence

Global Trade and International Business

Global Health

International Environmental Problems
Peace and Conflict Studies
Self-Designed

Music
Music in History and Culture
Music Theory and Composition
Performance

Theatre
Acting
Design and Technical Theatre
Directing
Performance Studies
Stage Management

9. DIVISION OF GRADUATE AND CONTINUING EDUCATION

The Muhlenberg College Division of Graduate and Continuing Education serves adult students in the greater Lehigh Valley with a variety of innovative educational opportunities targeted to advance their careers. Students may complete a degree, earn a certificate or take classes for enrichment. Students may also take classes as part of their preparation for graduate, law or medical school.

Master's degree programs and graduate certificates are currently offered in two fields of study; Applied Analytics and Organizational Leadership. Scheduled to accommodate the working professional, courses are offered as blended/hybrid in 8 week and weekend sessions

Bachelor's degrees and certificates are offered in the traditional liberal arts in more than 25 fields of study. Associate's degrees are offered with concentrations in Business Administration, Accounting, Computer Science, and Psychology. Courses are presented in varying formats including some online courses, blended learning and pedagogies recommended for adult learners. Scheduled to accommodate working adults, courses are offered in 15-week, 8-week and weekend sessions.

An Accelerated Degree Program is available for those wishing to combine work and life experience with academic knowledge in a collaborative learning environment. Programs include: Information Systems Management, Business Administration, and Business Administration with concentration areas in Healthcare Management, Human Resources Leadership and Supply Chain Management. These programs are designed to help students develop the critical thinking, communication, and leadership skills required to stay competitive in today's workplace. In addition to the programs offered on the Muhlenberg campus, the School of Continuing Studies also offers on-site learning opportunities at area businesses/organizations.

Additionally, the School of Continuing Studies oversees a highly regarded Teacher Certification Program and the Muhlenberg Summer Study Program.

The School of Graduate Studies offered its first master's degrees in the autumn of 2020. The graduate programs provide multiple pathways that allow adult learners the flexibility they need to succeed. Our graduate programs are taught in a hybrid format that combines meaningful on-campus experiences with distance learning strategies. Master's degrees in Organizational Leadership (MOL) and Applied Analytics for Organizations (MAA) can be completed in two years. Graduate certificates in Organizational Leadership and Applied Analytics are designed as stand-alone programs that can also serve as stepping stones toward the corresponding master's degrees.

Degree Programs

Associate of Arts (A.A.): no fewer than 16 units and a certified concentration

Bachelor of Arts (A.B.): no fewer than 32 units and a certified major in the Humanities or Social Science divisions

Bachelor of Science (B.S.): no fewer than 32 units and a certified major in the Natural Science division

Bachelor of Business Administration (B.B.A.): no fewer than 32 units and a certified concentration

Bachelor of Information Systems (B.I.S.): no fewer than 32 units

Master of Organizational Leadership (M.O.L.): no fewer than 12 units

Master of Applied Analytics for Organizations (M.A.A.): no fewer than 12 units

Certification Programs

The College also offers fully accredited programs leading to certification in Pre K – 4, 4-8 and secondary education (7-12). Students must complete a major in an academic discipline together with the requirements for certification.