# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>2</td>
</tr>
<tr>
<td>DIRECTORY OF OFFICES</td>
<td>3</td>
</tr>
<tr>
<td><strong>GENERAL INFORMATION</strong></td>
<td>5</td>
</tr>
<tr>
<td>ENROLLMENT INFORMATION</td>
<td>8</td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td>12</td>
</tr>
<tr>
<td>FINANCIAL INFORMATION</td>
<td>17</td>
</tr>
<tr>
<td>DEGREE PROGRAMS</td>
<td>29</td>
</tr>
<tr>
<td><strong>ACADEMIC INFORMATION (UNDERGRADUATE)</strong></td>
<td>31</td>
</tr>
<tr>
<td>DEGREE REQUIREMENTS</td>
<td>33</td>
</tr>
<tr>
<td>DEGREE INFORMATION</td>
<td>34</td>
</tr>
<tr>
<td>GRADING POLICIES</td>
<td>36</td>
</tr>
<tr>
<td>ACADEMIC STANDING</td>
<td>39</td>
</tr>
<tr>
<td>ACADEMIC STANDARDS</td>
<td>41</td>
</tr>
<tr>
<td>ACADEMIC ADVISEMENT</td>
<td>42</td>
</tr>
<tr>
<td>FACILITIES</td>
<td>43</td>
</tr>
<tr>
<td>ACADEMIC SUPPORT CENTER</td>
<td>45</td>
</tr>
<tr>
<td>PRE PROFESSIONAL COMMITTEES AND SPECIAL OPPORTUNITIES</td>
<td>46</td>
</tr>
<tr>
<td>AWARDS, HONORS AND HONORS PROGRAMS</td>
<td>49</td>
</tr>
<tr>
<td><strong>DEPARTMENTS AND PROGRAMS</strong></td>
<td>53</td>
</tr>
<tr>
<td>CORE CURRICULUM</td>
<td>56</td>
</tr>
<tr>
<td>DIVISION OF ARTS AND SCIENCES</td>
<td>58</td>
</tr>
<tr>
<td>DIVISION OF MANAGEMENT</td>
<td>242</td>
</tr>
<tr>
<td>INTERDISCIPLINARY PROGRAMS</td>
<td>283</td>
</tr>
<tr>
<td><strong>ACADEMIC INFORMATION (GRADUATE)</strong></td>
<td>301</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>310</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>320</td>
</tr>
<tr>
<td><strong>COLLEGE DIRECTORIES</strong></td>
<td>353</td>
</tr>
<tr>
<td>BOARD OF TRUSTEES</td>
<td>355</td>
</tr>
<tr>
<td>BOARD OF REGENTS</td>
<td>356</td>
</tr>
<tr>
<td>COLLEGE PERSONNEL</td>
<td>360</td>
</tr>
<tr>
<td>FACULTY OF INSTRUCTION</td>
<td>366</td>
</tr>
<tr>
<td>FULL-TIME</td>
<td>366</td>
</tr>
<tr>
<td>ADJUNCT</td>
<td>375</td>
</tr>
<tr>
<td>INDEX</td>
<td>379</td>
</tr>
</tbody>
</table>
LE MOYNE COLLEGE ACADEMIC CALENDAR FOR 2004-2005*

**FALL SEMESTER, 2004**

**AUGUST**
23 Monday – PA Program classes begin.
28 Saturday – New students report.
29 Sunday – Residences open for upperclassmen.
30 Monday – Classes begin (undergraduate and graduate).

**SEPTEMBER**
4 Saturday – Saturday classes begin. PA Program graduation.
6 Monday – Labor Day (no classes).
7 Tuesday – Last day to add classes and late registration. Last day to drop a class with full refund. Last day to file proposal for Independent Study/Research with dean’s office.
8 Wednesday – Mass of the Holy Spirit (10:30 a.m.). Classes cancelled 10:30 a.m. - 12:30 p.m. Classes resume at 1:30 p.m.
13 Monday – Last day to drop classes with no grade.

**OCTOBER**
5 Tuesday – Last day to drop classes with no grade.
11-12 Mon.-Tues. – Fall Break. Saturday classes will be held on 10/9.
13 Wednesday – Classes resume.

**NOVEMBER**
22 Monday – Last day to withdraw from a class with a "W".
24-27 Wed.-Sat. – Thanksgiving Break (no classes).
25 Thursday – Thanksgiving Day
29 Monday – Classes resume.

**DECEMBER**
10 Friday – Undergraduate/Graduate classes and co-curricular activities end.
13-17 Mon.-Fri. – Semester ending exams.
18 Saturday – Final exam for Saturday classes.

**SPRING SEMESTER, 2005**

**JANUARY**
12 Wednesday – PA Program classes begin.
18 Tuesday – Classes begin (undergraduate and graduate).
22 Saturday – Saturday classes begin.
25 Tuesday – Last day to add classes and late registration. Last day to drop a class with full refund. Last day to file proposal for Independent Study/Research with dean’s office.

**FEBRUARY**
1 Tuesday – Last day to drop classes with no grade.
21 Monday – President’s Day (no classes).
22 Tuesday – Classes resume. Last day to withdraw from class with a partial refund.

**MARCH**
24-27 Thurs.-Sun. – Easter Break
24 Thursday – Holy Thursday
25 Friday – Good Friday
27 Sunday – Easter
28 Mon.-Sun. – Spring Break

**APRIL**
4 Monday – Classes resume.
12 Tuesday – Last day to withdraw from a class with a "W".

**MAY**
6 Friday – Undergraduate/Graduate classes and co-curricular activities end.
9 Monday – Study day.
10-13 Tues.-Fri. – Semester ending exams.
14 Saturday – Final exams for Saturday classes.
16 Monday – Semester ending exams.
21 Saturday – Baccalaureate (p.m.).
22 Sunday – Commencement (a.m.).

* Students in either of the graduate programs should consult program calendars for additional significant dates and deadlines.
<table>
<thead>
<tr>
<th>INFORMATION ABOUT:</th>
<th>OFFICE:</th>
<th>TELEPHONE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>Switchboard</td>
<td>315-445-4100</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Academic Support Center</td>
<td>315-445-4118</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/academic_support_center">www.lemoyne.edu/academic_support_center</a></td>
<td>(TDD) 315-445-4104</td>
<td></td>
</tr>
<tr>
<td>Admission</td>
<td>Office of Admission</td>
<td>315-445-4300</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/admission">www.lemoyne.edu/admission</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Activities</td>
<td>Office of Alumni and Parent Programs</td>
<td>315-445-4563</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/alumni">www.lemoyne.edu/alumni</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Programs</td>
<td>Athletic Department</td>
<td>315-445-4450</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/athletics">www.lemoyne.edu/athletics</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>Audio-Visual Center</td>
<td>315-445-4380</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/classroom_services">www.lemoyne.edu/classroom_services</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Matters, Tuition, Fees and Expenses</td>
<td>Office of the Treasurer</td>
<td>315-445-4170</td>
</tr>
<tr>
<td>Bursar's Office</td>
<td>315-445-4350</td>
<td></td>
</tr>
<tr>
<td>Campus Security</td>
<td>Campus Security</td>
<td>315-445-4444</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/security/index.htm">www.lemoyne.edu/security/index.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing Education</td>
<td>Center for Continuing Education</td>
<td>315-445-4141</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/adult_education">www.lemoyne.edu/adult_education</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational/Academic Programs</td>
<td>Office of the Academic Vice President</td>
<td>315-445-4312</td>
</tr>
<tr>
<td>Office of Dean Arts &amp; Sciences</td>
<td>315-445-4310</td>
<td></td>
</tr>
<tr>
<td>Office of Dean of Management</td>
<td>315-445-4280</td>
<td></td>
</tr>
<tr>
<td>Educational/Vocational Guidance, Employment of Students and Alumni</td>
<td>Office of Career Services</td>
<td>315-445-4185</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/career_services">www.lemoyne.edu/career_services</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Programs</td>
<td>Office of Financial Aid</td>
<td>315-445-4400</td>
</tr>
<tr>
<td>(Scholarships, Grants and Loans)</td>
<td><a href="http://www.lemoyne.edu/financial_aid">www.lemoyne.edu/financial_aid</a></td>
<td></td>
</tr>
<tr>
<td>HEOP</td>
<td>HEOP Office</td>
<td>315-445-4190</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/HEOP">www.lemoyne.edu/HEOP</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information Technology</td>
<td>315-445-4565</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/information_technology">www.lemoyne.edu/information_technology</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Advancement</td>
<td>Division of Institutional Advancement</td>
<td>315-445-4545</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/alumni/services/adteam.htm">www.lemoyne.edu/alumni/services/adteam.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>Noreen Reale Falcone Library</td>
<td>315-445-4320</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/library">www.lemoyne.edu/library</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Employment (Students)</td>
<td>Office of Financial Aid</td>
<td>315-445-4400</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/financial_aid/employ.htm">www.lemoyne.edu/financial_aid/employ.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W. Carroll Coyne</td>
<td>W. Carroll Coyne</td>
<td>315-445-4523</td>
</tr>
<tr>
<td>Performing Arts Center</td>
<td>Performing Arts Center</td>
<td>315-445-4523</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/vpa/performing_arts_center/about.htm">www.lemoyne.edu/vpa/performing_arts_center/about.htm</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Relations &amp; Publications</td>
<td>Office of Communications</td>
<td>315-445-4555</td>
</tr>
<tr>
<td><a href="http://www.lemoyne.edu/communications">www.lemoyne.edu/communications</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Le Moyne Directory

**Le Moyne College website: www.lemoyne.edu**

<table>
<thead>
<tr>
<th>Department</th>
<th>Office/Center</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Affairs</td>
<td>Campus Ministry Center</td>
<td>315-445-4110</td>
</tr>
<tr>
<td>Student Activities</td>
<td>Office of Student Development</td>
<td>315-445-4525</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>Student Health Service</td>
<td>315-445-4440</td>
</tr>
<tr>
<td>Student Housing</td>
<td>Residence Life</td>
<td>315-445-4580</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>Center for Continuing Education</td>
<td>315-445-4141</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Telecommunications</td>
<td>315-445-4101</td>
</tr>
<tr>
<td>Textbooks and College Sundries</td>
<td>Campus Store/Textbook Annex</td>
<td>315-445-4130</td>
</tr>
<tr>
<td>Transcripts, Academic Reports</td>
<td>Registrar's Office</td>
<td>315-445-4455</td>
</tr>
</tbody>
</table>

FOR FURTHER INFORMATION, please write: Office of Admission, Le Moyne College, 1419 Salt Springs Road, Syracuse, N.Y. 13214-1399, or call (315) 445-4300 or 1-800-333-4733. Specific questions may also be directed to one of the offices listed in the directory above.
MISSION STATEMENT

Le Moyne College is a diverse learning community that strives for academic excellence in the Catholic and Jesuit tradition through its comprehensive programs rooted in the liberal arts and sciences. Its emphasis is on education of the whole person and on the search for meaning and value as integral parts of the intellectual life. Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society.

AFFILIATIONS

Le Moyne College is approved by the Regents of the University of the State of New York and is accredited by the Middle States Association of Colleges and Secondary Schools. Moreover, the College is a member of: the Association of Jesuit Colleges and Universities, the Association of Colleges and Universities of the State of New York, the Association of American Colleges, AACSB International, the National Catholic Educational Association, The National Association for College Admission Counseling, The College Board and the Commission on Independent Colleges and Universities.

Requests to review documents describing the accreditation, approval or licensing of the institution and its programs may be submitted to the Office of the Academic Vice President. Information regarding the accreditation status of Le Moyne College may be obtained from:

The New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, New York 12230
(518) 474-5851

NONDISCRIMINATION POLICY

Le Moyne College subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972 (Title IX); Section 504 of the Rehabilitation Act of 1973 (Section 504); the Americans With Disabilities Act (ADA); the Age Discrimination in Employment Act; the Age Discrimination Act; and the New York State Human Rights Law) regarding discrimination. The College does not discriminate against students, faculty, staff or other beneficiaries on the basis of race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, or national or ethnic origin in admission to, or access to, or treatment or employment in its programs and activities. Le Moyne College is an Affirmative Action/ Equal Opportunity Employer. For further information contact the College’s Age Act, Title IX, and Section 504/ADA Coordinator: Assistant Vice President for Student Development and Multicultural Affairs, 315-445-4525 (voice), 315-445-4767 (facsimile).

SEXUAL HARASSMENT POLICY

Le Moyne College does not condone or tolerate any verbal or physical conduct that would constitute sexual harassment or nonconsensual sexual activity. More information on the College’s Sexual Harassment and Nonconsensual Sexual Activity Policy can be found at www.lemoyne.edu/human_resources/harass.htm.
FRESHMAN ADMISSION
Le Moyne College welcomes applications from students with various backgrounds and interests who have distinguished themselves by their achievements in high school. All qualified applicants are eligible for admission regardless of race, color, age, sex, physical disability, religion or national origin. Applications for admission are available through the Office of Admission. Admission to Le Moyne is determined by the following criteria:

High-school record: Applicants will typically be expected to have achieved at least an 80-percent average in academic subjects and to rank in the upper half of their class. Strength of the academic program (both the level and the courses taken) is the single most important factor in the admission decision. College policy stipulates that all freshman applicants must have a high school diploma or GED before matriculation to Le Moyne College can occur.

College entrance examination: All applicants are required to take the Scholastic Assessment Test (SAT I) or the test battery of the American College Testing program (ACT). Although not primary, this additional assessment of an applicant’s achievement provides important supplemental information in determining admission to the College or to a particular program of study.

Recommendation of the high school: Applicants are required to submit one letter of recommendation from a guidance counselor or three letters of recommendation from teachers.

Other information: An outline of principal academic and extracurricular activities and achievements is part of the application form. While not required, campus visits are strongly recommended and personal interviews are encouraged.

REQUIREMENTS FOR FRESHMAN ADMISSION
The student must graduate from an accredited high school and normally should complete a minimum of 16 academic units in the following distribution:

- English: 4
- Foreign language*: 3
- Mathematics**: 3-4
- Natural Science: 3-4
- Social Studies: 3-4

* While three units in a foreign language is the standard, students are encouraged to continue with language through the senior year in order to best prepare for language study in college.

**Students are encouraged to complete a four unit sequence of college preparatory mathematics courses, including, at a minimum, Algebra I, geometry and Algebra II. Students failing to achieve the minimum standard may be accepted at the discretion of the Admission Committee, but these students will be required to successfully complete a non-credit intermediate algebra course in the first year and prior to any credit bearing mathematics course. Students planning to major in biology, chemistry, mathematics or physics should make plans to complete four years of college preparatory mathematics prior to enrollment as freshmen.

TRANSFER ADMISSION
Students who wish to transfer to Le Moyne from another institution are welcome and should request an Application for Transfer Admission from the Office of Admission.

Completed applications are reviewed on a rolling basis, so it is advantageous to apply well in advance of the announced deadlines.

A completed application package includes:
1. A completed transfer application with the required fee
2. Official high school transcript
3. Official transcript from each college attended
4. A recommendation completed by an academic adviser, dean or transfer counselor at the last college attended.

5. Personal statement.

6. If you have completed fewer than ten college courses at the time of application or have been out of high school for less than three years, you must submit SAT I or ACT scores.

REQUIREMENTS FOR TRANSFER ADMISSION

Applications for transfer admission are evaluated on the strength of the academic program in college, the grades earned and the applicability of the course work to a Le Moyne degree. For students transferring to Le Moyne from regionally accredited institutions and from academic programs similar to the intended major at Le Moyne, the following guidelines usually apply:

1. The student must have earned at least a 2.6 cumulative grade-point average for admission to most programs.
2. Proficiency in English, mathematics and the intended area of study must be demonstrated in the academic record. In mathematics, all students must have successfully completed at least the third year of college preparatory high school mathematics.
3. In order to receive a Le Moyne degree, transfer students must complete at least one core course at Le Moyne in each of the humanities: English, history, philosophy and religious studies. Credit for all courses equivalent to core courses may be used to fulfill other core requirements; in addition, two humanities courses, which are not equivalent, may be substituted for requirements offered by two different humanities departments.

TRANSFER OF CREDIT

Le Moyne makes a sincere effort to transfer credits to the student’s best educational advantage, provided that the previous course work is applicable to the Le Moyne degree program.

Transfer of credit is based on a course-by-course evaluation with the primary consideration being equivalency in description of courses offered at Le Moyne. Le Moyne will accept transfer credit only for course work satisfactorily completed (grade of C- or above) at regionally accredited institutions. Courses taken in technical areas, remedial courses, internships, field experiences, physical education and health courses, courses in which grades of “D” were earned and courses taken pass/fail will not transfer to Le Moyne. Courses which are more elementary than Le Moyne’s introductory level are not accepted for transfer.

A maximum of 60 credit hours may be accepted from a two-year college, and a maximum of 90 credit hours may be accepted from a four-year college. It is, however, very unlikely that 90 credits will apply to the Le Moyne programs since half of the courses listed as “major requirements” in the Le Moyne catalog must be completed at Le Moyne. Students who have completed 60 credit hours at Le Moyne are eligible for degree honors at graduation. To receive a Le Moyne degree, the last 30 credit hours must be taken at Le Moyne College.

Non-transfer students, who plan to take courses at other accredited colleges and universities in order to fulfill Le Moyne’s degree requirements, must submit course descriptions for these courses to the appropriate department chair or program director. Approval for each course is based on its equivalency in content and requirements to the corresponding required courses. Students are advised to secure approval before they register for such courses.

Transfer students are eligible for all forms of need-based financial aid.

TRANSFER INTO THE PHYSICIAN ASSISTANT STUDIES PROGRAM (PA)

Students who have already earned a bachelor’s degree (any major from any accredited institution) may earn a certificate in the Physician Assistant Studies Program. If accepted into the certificate program, they will enter the sequence of courses listed as PA courses. (See page 171 for a complete listing.)
Students are responsible for satisfying the prerequisites of all courses in the certificate program. Prerequisites must be met before entering the program. The prerequisites are: BIO 191-192, BIO 312, BIO 325; CHM 101-102; PSY 101; and quantitative requirements of at least two semesters of statistics, calculus, or computer science. Students entering the PA Program should have a college cumulative GPA of 2.75 or better. The science prerequisite should have been completed within the past five years.

Students should also have health care experience. Applicants with experience exceeding 750 hours will be given preference.

The Center for Continuing Education enables the growth of a diverse, lifelong learning community through the recruitment of adult students into degree programs, certificate programs, credit courses for professional and personal enrichment, and the development of innovative non-credit professional development programs.

**ADULT ADMISSION**

Personnel within the center will assist adult students over the age of 24 with admission to the College by assessing their academic backgrounds and transfer credit, assisting with educational planning, and recommending the appropriate course for admission. Monthly information sessions are conducted by the center for prospective students. Students may choose to pursue a bachelor’s degree either part-time or full-time in any major. For adults who can only attend classes at night, currently three majors are available: Business administration, English and sociology. Three credited certificates are currently available in Information Technology, Human Resource Management and Supervision and Management.

Adult students may choose to take courses on a nonmatriculated (NM) basis part-time without making application to the College. Others who wish to apply but do not meet the admission requirements may be offered the option of NM status to work towards matriculation.

NM part-time students may take up to 11 credit hours per semester and are eligible to apply for matriculation/admission after completion of 9-18 credit hours with at least a 2.6 GPA. The minimum of 9 credit hours must include: one course from the core curriculum, one course from the intended major, and, if mathematics is required in the intended major, one course in mathematics.

NM students must apply for matriculation after 18 credit hours have been attempted. In addition, they must meet all admission requirements as outlined under REQUIREMENTS FOR TRANSFER ADMISSION in the College catalog. Students who are not accepted for admission or who do not intend to matriculate will be prohibited from registering for additional courses unless they obtain written approval from the director of Continuing Education. Students whose previous academic record indicates that they will be unable to meet the criteria for matriculation may be prohibited from registering for classes.

The Continuing Education staff assists students with the transition to Le Moyne College by providing an adult orientation program prior to each fall and spring semester.
stituencies including certified public accountants, emergency medical service personnel, New York state civil servants, human resource managers, the American Association of Retired Persons and Elderhostel, is currently in place. Information about existing programs can be obtained on the Center for Continuing Education web page under Noncredit Course Offerings.

The center is available to assist in the continuing education and professional development of the business community, professional organizations, and individual professionals looking to maintain certification in their disciplines. Contact the center personnel directly for further information.

**SUMMER SESSIONS**

Recruitment and registration for summer sessions is conducted within the Center for Continuing Education. Summer sessions are open to both current Le Moyne students and to students from other institutions. A Summer Scholar Program for high school students to take a college course at reduced cost is available through the Office of Admission. A wide variety of courses are offered each summer. Schedules can be obtained on the College website or by calling the Center for Continuing Education.

**ADVANCED CREDIT AND/OR STANDING FOR PREVIOUS WORK**

**ADVANCED PLACEMENT**

Le Moyne College supports the Advanced Placement program of the College Entrance Examination Board and acknowledges the accomplishments of those students who, through high scores on Advanced Placement examinations, have demonstrated special academic achievement in high school. At the same time, the College recognizes that only students who are judged to be adequately prepared should be admitted to courses and programs. The College will therefore award Advanced Placement and/or credit in English literature and composition, European history, American history, government, Latin, French, German, Spanish, biology, chemistry, physics, calculus, accounting, art, music, economics, computer science, statistics, and psychology if the following conditions are fulfilled:

1. The student has achieved a score of 5 or 4 on the Advanced Placement examinations of the College Entrance Examination Board.
2. Advanced Placement and/or credit is recommended by the department to the Registrar.

As a liberal arts college in the Jesuit educational tradition, Le Moyne affirms the importance of well-developed skills in writing and speaking. Consequently, even students with Advanced Placement credits in English normally will be required to take ENG 100 (Critical Writing).

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**

Le Moyne College grants academic credit for some subject examinations of CLEP to students who are already enrolled in the College and to applicants for admission provided that:

1. They attain a score in at least the 50 percentile on the multiple-choice test.
2. That the optional essay for American Literature, Analysis and Interpretation of Literature, College Composition, English Literature and Freshman English be completed. The chair of the English Department must approve the essay section of the examination.

Lists of acceptable subjects are available in the registrar’s office.
Please Note: Le Moyne College does not administer CLEP examinations.

REGENTS COLLEGE EXAMINATIONS
Le Moyne College grants academic credit for New York State College Proficiency Examinations to students who are already enrolled in the College and to applicants for admission provided that:
1. The grade achieved corresponds to that stipulated in the “Summary of Institutional Policies, 1981-82” on file in the registrar’s office.
2. The chair of the appropriate department recommends either advanced credit and/or placement.

COLLEGE CREDIT RECEIVED IN HIGH SCHOOL
Students who have received college credit from other institutions of higher education for courses taken in high school and who wish to have such credit accepted by Le Moyne College, should have an official transcript of their college courses sent to the registrar of Le Moyne College from the College or university awarding the credit. These courses frequently differ in selection and relative emphasis of topics from Le Moyne courses required in the curriculum; therefore, students who seek to use these courses to satisfy Le Moyne's requirements should consult the appropriate department chair and present a description of the course. The department chair will determine whether the course previously taken by the student satisfies Le Moyne’s requirements, and, in particular, whether the student has learned the specific background material needed for further courses in that field.

As noted previously under the Advanced Placement section, Le Moyne students normally will be required to take ENG 100 (Critical Writing).

STUDENT SERVICES
Le Moyne offers a variety of services to meet student needs. The following information provides a basic overview of the facilities, programs, services and activities designed to assist students.

Student Development Division staff is responsible for supervising and enhancing the quality of student life and fostering student development in a variety of extracurricular and academic ways. The Student Development Office also coordinates activities and services in the following areas: housing and food service, student conduct, personal counseling, security, service learning, health services, athletics and campus ministry.

The vice president for student development, the assistant vice president, and the director for campus activities, located on the second level of the Campus Center, serve as advisers and are regularly available to assist students. The College also provides career counseling services which are under the direction of the vice president of enrollment management.

For more complete information on student services, refer to the Student Handbook.

ORIENTATION
Participation in a formal orientation program is considered important for providing new students a smooth transition into campus life. A two-day summer program is sponsored for both incoming freshman students and their parents. Emphasis is on discussion of college philosophy, policies and expectations. Students register for their fall classes and have the opportunity to meet others in their class. Special information sessions for parents are held to orient them to the Le Moyne experience that their son or daughter is about to begin. Faculty members and administrators make various presentations and are available to answer questions.
A fall orientation program supplements the two-day summer program. Its emphasis is on community building activities which are coordinated by an orientation committee of returning students who help new students move in and introduce them to campus organizations, programs and resources.

**RESIDENCE LIFE**
The Residence Life program is devoted to providing dynamic living/learning environments that support the needs of the Le Moyne resident student. Recognizing that students’ living environments have a profound impact on their personal and educational development, the residence life program aims to structure varied and challenging living environments that facilitate the overall growth of the individual. Throughout the academic year members of the Residence Life Department provide students with a variety of educational and social programs in order to enhance the College experience.

As a residential campus, Le Moyne considers the provision of on-campus housing to be a very important part of its educational mission. The College requires all students to reside on campus (unless students are residing with parents/guardians or the Residence Life Department has granted them authorization to live off campus).

There are a total of seven primary housing areas on campus: Dablon Hall; Foery Hall; Harrison Hall; Mitchell Hall/Townhouses; Le Moyne Heights/ Le Moyne View/International House; Nelligan Hall; and St. Mary’s Hall.

The majority of first-year students are placed in one of three corridor-style residence halls: Dablon, Nelligan, or St. Mary’s. Upperclass students have the opportunity to reside in a variety of settings: suite-style (Foery Hall and Harrison Hall); apartments (Townhouses, Le Moyne View, Le Moyne Heights); or traditional corridor (Mitchell Hall and International House).

Overall, there are seventeen residential buildings on the campus.

Students are encouraged to contact any member of the Residence Life Staff regarding campus or personal concerns. The College offers several handicapped accessible bathrooms in the residence halls. Students with special housing needs should contact the Housing Office.

**DINING SERVICES**
The dining hall, managed by Sodexho Campus Services, is open seven days a week. The College offers 8-meal, 12-meal, 16-meal and carte blanche week plans. There are a variety of choices and unlimited seconds at each meal.

The James Commons, located on the first floor of the Campus Center, serves as the College’s snack bar. The James Commons is often the site of dances, coffeehouses, and other special events.

**Building Accessibility**
All buildings meet minimal standards of accessibility for individuals with physical disabilities. The College has a brochure that provides information on facilities’ accessibility.

**STUDENT HEALTH SERVICE**
The Student Health Service is available to all students. The Student Health Service is located in Seton Hall and is staffed by registered nurses 8:30 a.m. to 4:00 p.m. Monday through Friday when school is in session. Medical coverage includes the medical director and a nurse practitioner, one of whom is on campus each weekday morning. Referrals to specialists off-campus can be arranged.

The Student Health Service offers a broad spectrum of medical care including emergency first-aid, treatment for injuries and illnesses, medical and nursing consultations and health-related counseling, allergy injections, laboratory tests and other diagnostic procedures ordered by the
College’s physician or the student’s private physician. Off-campus consultations such as x-rays, dental, physical therapy and other referrals may be arranged through this service.

**Required Physical Examination/Immunization Record**

A complete physical examination, medical history and immunization record is required of all full-time students, including transfers. Transfer students may submit a copy of their physical exam/immunization record from their previous college. Registration procedures will be delayed if immunization compliance with New York State law has not been met prior to the designated date. In addition, no student may participate in intercollegiate athletics until this form is on file.

**Required Immunization Record for Part-time Students**

In compliance with New York state law, all students, full-time or part-time, born after 1956, must present adequate proof of required immunizations. Registration procedures will be delayed or denied until these records are on file.

**CAMPUS MINISTRY**

Campus Ministry seeks to serve the entire College community from the perspective of faith. An attitude of genuine respect is promoted toward all religious faiths and Christian denominations. The professional staff offers opportunities to experience worship, community, volunteer service, spiritual development and consciousness-raising.

Campus Ministry provides leadership and opportunities for community worship at Le Moyne and encourages students to become involved as lectors, ministers of the Eucharist, members of one of the music groups or members of committees which plan upcoming liturgies.

Retreats at Villa Le Moyne are offered each semester to help members of the College community come to a deeper appreciation of their faith and to give a foundation in Christian spirituality from which service should flow. Campus Ministry is also involved in sacramental preparation ministry for baptism, confirmation and Eucharist.

Campus ministers are available to assist students in resolving matters of religious and spiritual concerns in a confidential setting. The campus ministers welcome all to use the chapel facility for relaxing, reading and informal gatherings.

The Office of Campus Ministry also organizes service trips both within the country and abroad during the various school breaks.

**OFFICE OF SERVICE LEARNING**

The Office of Service Learning integrates community service opportunities with academic course work. Two particular programs it oversees are Projects in Community and Jumpstart. P.I.C. is a program designed to connect student volunteers with various community service projects, including after-school recreation programs, tutoring neighborhood children, and assisting at area shelters or community dining rooms.

**CENTER FOR PERSONAL GROWTH & COUNSELING**

Quite frequently throughout their college careers, students are faced with the need to make decisions and solve problems concerning their academic and personal lives.

To meet those student needs, the center for Personal Growth & Counseling, located in Romero Hall, offers:

- Information about our center as well as personal growth and counseling issues at www.lemoyne.edu/pgc. Online resources are also available there.
- Individual counseling by appointment or on a walk-in basis (as available) by calling 445-4195 or visiting the center.
• Special events such as:
  - Stress Free Zone (just before fall finals)
  - Midnight Calm (just before spring finals)
• Substance abuse issues are also addressed at the Center for Personal Growth & Counseling. Assessment and individual counseling as well as support and education groups are available.
• Resources, videos, CD-ROM programs, brochures and books are available. These are listed on the center website.
• Consultation
• Discussion/support groups
  - Discussion/support groups are offered, depending upon student interest. In the past, support groups have been provided for students affected by the loss of someone close to them, difficult majors or programs, issues associated with eating disorders, divorce in the family, and difficult or dysfunctional relationships. To participate in a discussion/support group on these topics or suggest a new topic, students should call or visit the center.

For specific information, consult www.lemoyne.edu/pge, call 445-4195 or visit the center in Romero Hall (across from Health Services in Seton Hall).

Office Hours: 8:30 a.m.-4:30 p.m., or by appointment during the academic year. In an emergency after hours, call the Security Office at 445-4444.

EXTRACURRICULAR ACTIVITIES

ATHLETICS
Le Moyne’s athletics program offers students a variety of opportunities for participation. The College has eight men’s and eight women’s varsity teams which observe the conditions for eligibility stated by the National Collegiate Athletic Association (NCAA), the Northeast 10 Conference and the Metro Atlantic Athletic Conference (MAAC). Le Moyne also sponsors club teams and has an extensive intramural program.

The Anthony A. Henninger Athletic Center is home to the varsity sports teams, while the Recreation Center is primarily devoted to intramural sports, recreational activities and the students’ own personal fitness routines.

HONOR SOCIETIES
Le Moyne has a chapter of Alpha Sigma Nu, the Jesuit national honor society for men and women; Alpha Kappa Delta, the national honor society for sociologists; Alpha Sigma Lambda, the national honor society for students in continuing higher education; Beta Beta Beta, the national honor society in biology; Delta Mu Delta, the national honor society in business and accounting; Kappa Delta Pi, the national honor society in education; Omicron Delta Epsilon, the national honor society in economics; Phi Alpha Theta, the national honor society in history; Phi Sigma Tau, the national honor society in philosophy; Pi Gamma Mu, the national social science honor society; Pi Mu Epsilon, the national honor society in mathematics; Pi Sigma Alpha, the national honor society in political science; Psi Chi, the national honor society in psychology; and Theta Alpha Kappa, the national honor society for religious studies and theology.

GROUPS, CLUBS AND ORGANIZATIONS
The College has numerous major-related groups which explore common academic interests. Le Moyne also has many clubs and organizations that focus on a variety of non-academic interests such as community service, recreational pursuits, publications, politics, women’s issues, multicultural affairs, drama and social concerns.

The College also has a student-operated radio station and newspaper. Information regarding any of these groups, clubs and organizations is available from the Office.
of Student Development. A complete list of clubs and their descriptions is published in the Student Handbook.

CAREER SERVICES

Preparing for future careers, obtaining professional employment, pursuing graduate or professional education are all very important concerns of college students. The Office of Career Services’ mission is to provide guidance, resources and opportunities that assist Le Moyne students in discerning career alternatives, securing employment and pursuing graduate or professional education.

Career Services offers many programs and resources to support its mission and the career development needs of its students. Individual consultation, coaching and counseling are available with experienced career development professionals. Seminars and workshops on a variety of topics including resume writing, interviewing and graduate school planning are offered regularly. Up-to-date resources on career alternatives, local and national employers, job opportunities and graduate school programs are maintained in a resource library as well as through a comprehensive web site. Internship advisement and referral is provided. Recruitment programs featuring employers from a variety of industries are conducted on campus, through joint consortium programs in the region and on-line through the Internet.

Freshmen and sophomores are encouraged to explore majors and careers with the help of Career Services. Students are advised to engage in career development activities through Career Services beginning early and continuing up to graduation. Alumni of the College are also eligible for career services throughout their careers.

DIVISION OF INSTITUTIONAL ADVANCEMENT

The Division of Institutional Advancement is responsible for the fund-raising activities of the College, maintaining relations with alumni, parents and friends of the College, and for communications to internal and external audiences through its publications, advertising, and media relations. Its major components are the Office of Development, the Office of Alumni and Parent Programs, and the Office of Communications. The division’s work is directed by the vice president for institutional advancement and guided by the trustee committee on institutional advancement.

The division maintains the College’s records on nearly 30,000 individuals (alumni, parents, and friends), corporations, foundations and other organizations. Through communications to various audiences, the division works to keeps its constituencies informed and involved in the life of the College.

DEVELOPMENT

The Office of Development helps provide the financial resources necessary for realizing Le Moyne’s mission while ensuring the College’s future strength and success. This is accomplished through the identification, cultivation, solicitation and stewardship of gifts from individuals, corporations, foundations and other organizations at increased levels to meet the needs of the College, its faculty and students.

ALUMNI AND PARENT PROGRAMS

The Office of Alumni and Parent Programs works collaboratively with alumni and parents to encourage life-long connections to one another and to the College through volunteerism, career development, and support of student enrollment.
Each year, the Office of Alumni and Parent Programs hosts chapter activities across the country, as well as on-campus events such as Reunion Weekend, Family Weekend, the Founders' Day Gala and the President's Club Dinner. The Alumni Association National Board of Governors assists the division's work with alumni.

COMMUNICATIONS
In linking the College with the media, the Office of Communications prepares and distributes news releases, arranges for media coverage of college events, schedules and coordinates press conferences and generates feature-story ideas that promote Le Moyne and members of the College community. The office also designs College advertising and produces all publications for internal and external purposes.

MANDATORY FEES
Activity fee per semester ........ $125
Application fee .................... 35
Computer usage fee (per semester) . . . . 50
Graduation fee ..................... 65

Health Fee
Resident Student (per semester) . . . $60
Commuter Student (per semester) . . . 30

Orientation Fees
Transfer students ................. $75
Freshmen ......................... 150
Yearbook fee
(payable spring semester) ......... 35

Academic Fees
Communications 219/
Video Field Production ........ $25
English 410/Drama in Performance .. 130
English 307/Communications
Photography ..................... 45
Honors 400/Music Performance .... 25
Science laboratory fee
per laboratory .................... $60
Visual Arts fee per course .......... 40

Incidental Fees
Housing security deposit
(refundable) ...................... $300
Tuition per semester above hour
maximum allowed credits ......... 417

TUITION AND FEES

2004-2005 EXPENSES
The full cost of an education at Le Moyne College is not reflected in the tuition that is charged. The College receives substantial contributions from alumni, corporations, friends and the Jesuit community which help to offset educational expenses. Over the years, the College endowment fund has also helped to maintain the reasonable tuition charges that are assessed students.

TUITION AND REGULAR FEES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$9,820</td>
</tr>
<tr>
<td>Room (dormitory)</td>
<td>2,495</td>
</tr>
<tr>
<td>Room (townhouse)</td>
<td>2,745</td>
</tr>
<tr>
<td>Board (carte blanche)</td>
<td>1,450</td>
</tr>
<tr>
<td>Board (16-meal plan)</td>
<td>1,365</td>
</tr>
<tr>
<td>Board (12-meal plan)</td>
<td>1,270</td>
</tr>
<tr>
<td>Board (8-meal plan)</td>
<td>975</td>
</tr>
</tbody>
</table>
Transcript of record .................... 5
Late registration ....................... 25
Late payment .......................... 100
Returned check ........................ 20
Chemistry breakage fee per course ... 10
All fees are subject to change.

Transcripts will not be issued to anyone who has an outstanding balance due to the College.

NEW STUDENT ENROLLMENT DEPOSIT
If an accepted applicant decides to attend Le Moyne, a $300 enrollment deposit is required. This deposit is deducted from the first semester’s tuition and room charges. Deposits are not refundable after May 1 if the student does not enroll.

FEES FOR ADDITIONAL CREDITS
A full-time student is any student who carries 12 semester hours of credit. Full-time students qualify to register for 18 or more credit hours in one semester by earning a 3.25 average for the previous semester or by obtaining permission from the appropriate dean. Qualified students are entitled to take up to 18 hours at the full-time tuition rate.

Any student who carries in excess of 5 courses including associated labs will be charged $417 per credit hour for such excess. However, for purposes of enrichment, students in the Integral Honors Program may take more than 18 credit hours. If such hours are used for early graduation, however, retroactive payment is required before a diploma is awarded.

PART-TIME STUDENTS
A part-time student is a student who carries fewer than 12 semester hours of credit. Such students pay a tuition fee of $417 per credit hour and all other fees to which they would be subject were they full-time students.

PAYMENT OF TUITION AND FEES
Semester charges are due by the date noted on their tuition bill (approximately 15 days prior to the first day of class). Bills are mailed to students in advance of the due date.

Students who do not pay their tuition on or before the due date are not officially registered at the College and are not permitted to attend class until they pay their tuition. Moreover, they are subject to a late-registration fee as outlined under the Incidental Fees, Deposits, and Miscellaneous Charges section and the payment of interest on the outstanding balance at an annual rate of 12 percent. Students whose checks are returned by the bank will also be subject to a late-payment fee as well as a returned check fee.

Accounts date from the opening day of the semester. Students permitted to enter later than this date are charged for the full semester.

FEES PAYABLE AT BURSAR’S OFFICE
Inquiries regarding financial matters or problems should be directed to the bursar’s office. Students should pay their semester fees and obtain refunds from this office.

PAYMENT PLAN
The College offers the Academic Management Services monthly payment plan for people who want an alternative to paying at the beginning of each semester. Brochures are available in the bursar’s and financial aid offices or at www.amsweb.com.

REFUND POLICIES

TUITION
Undergraduate students who withdraw from the College for unusual circumstances, such as serious illness, are entitled to a refund of a percentage of their tuition.

The date of withdrawal will be considered the date on which a written statement of withdrawal has been received by the registrar. The following tuition refund percentage will apply for all students other than
those enrolled at Le Moyne for the first time and receiving federal aid: 100 percent during the first week, 80 percent during the second week, 60 percent during the third week, 40 percent during the fourth week, 20 percent during the fifth week and no return after five weeks. If a student fails to notify the registrar of withdrawal, no refund is made.

Refund calculations are done automatically. No request is required from the student. Fees are not refundable.

ROOM AND BOARD

Students residing in residence halls who are dismissed from the College during the semester are not entitled to any refund. Students in good standing who voluntarily withdraw from the College should contact the Office of Residence Life regarding room and board policies.

STUDENTS WHO RECEIVE TITLE IV FUNDS

If a student withdraws during the semester and is a recipient of Federal Title IV financial aid, charges will be prorated based on the formula prescribed by the Department of Education as stated in the Federal Register. If the student formally withdraws during the semester, the charges will be prorated up to a maximum of 60% for the term.

Federal Title IV funds are required to be refunded to each program in the following order: Unsubsidized Federal Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal SEOG.

FINANCIAL RESPONSIBILITY

All students are responsible for any college debts they have incurred including library fees, parking fines, tuition charges and fees. A student will not receive his or her grade report at the end of a semester until all bills have been paid. At the end of the senior year, if a student has any outstanding debts, monetary penalties or fines, he or she will not be awarded a degree and will not receive any transcripts. A student may graduate after the outstanding debts and penalties have been paid.

If a college debt must be referred to outside sources for collection, the student will be responsible for paying any additional collection costs (approximately 33%) including, but not limited to, reasonable attorneys’ fees and disbursements.

FINANCIAL AID

Le Moyne College considers it essential to provide assistance to students whose personal and family resources are inadequate to meet the full cost of education. The College has developed a program of scholarships, grants, loans and employment to supplement resources of needy, full-time students.

Although some academic and athletic scholarship funds are not based on need, most funds are awarded based on demonstrated financial need.

The following information provides a brief overview of aid available at Le Moyne. More detailed information is available at the Office of Financial Aid.

2004-2005 COSTS

Estimated expenses for the average student for the academic year will be as follows:

- Tuition: $19,640
- Average Fees: 510
- Room: 4,990
- Board (carte blanche): 2,900
- Personal (Travel, Books, Misc.): 1,700*

*Although students will not be billed by the College for these expenses, these figures provide a general guideline in determining expenses and are used to compute need for financial aid packages.
IMPORTANT STEPS IN APPLYING FOR FUNDS

In order to apply for all the aid available through Le Moyne, an incoming student must file the Free Application for Federal Student Aid (FAFSA) and the Le Moyne College Freshman/Transfer Financial Aid Application. The FAFSA is available in high school guidance offices, college financial aid offices and on the world wide web at www.fafsa.ed.gov. The FAFSA should be mailed or complete online by February 1. The Le Moyne College Financial Aid Application will be provided to all accepted students and is available on the college website. It should be received in the Financial Aid Office by February 1.

Once a student has been accepted by the College, his or her financial aid application is reviewed, and a decision on aid is sent to the student approximately four weeks prior to the deadline for the admission deposit, usually in the last week of March. If an incoming student is offered financial assistance based on need and plans to enroll at Le Moyne, then signed copies of all schedules, the student’s federal tax return and the parents’ tax return must be sent to the Office of Financial Aid at Le Moyne College by May 1.

Returning students must file the NYS TAP Application, FAFSA and the Le Moyne Financial Aid Application. Students and/or parents must submit signed copies of their federal tax forms. All forms should be received by the Office of Financial Aid by April 15 each year. Therefore, the FAFSA should be sent to the processing center no later than March 15. Financial aid award letters for returning students are sent out in mid-June.

Any type of financial aid administered by the College may be revoked in the event that a discrepancy between the applicant’s statement of need and his or her current financial status is discovered.

SCHOLARSHIPS AND GRANTS

Presidential Scholarship Program
These competitive scholarships will be offered to students in each incoming freshman class based on a selection process that focuses on the student’s academic and extracurricular record of leadership. Students who receive these scholarships typically have an “A” average, rank in the top decile of their high-school class and demonstrate significant leadership ability. The scholarship is renewed annually provided the student maintains a 3.25 cumulative grade-point average and good standing with the College.

Dean’s Scholarships
These scholarships are awarded to high school graduates with excellent academic records and are renewed annually provided the student maintains a 3.25 cumulative grade point average.

Ignatian Scholarship Program
Endowed by the Jesuits at Le Moyne and individual donors, this program provides scholarships to students from Jesuit High Schools. The renewal criteria is the same as those for the Presidential and Dean scholarships.

Loyola Scholarship
Awarded to promote diversity at Le Moyne College. The scholarship is renewed annually based on student maintaining 3.25 cumulative grade point average.

Leadership Scholarships
These scholarships are awarded to outstanding high school graduates and are renewed annually.

Native American and Schlaerth Scholarships
These two scholarships are designed to assist Native American students working toward their first bachelor degrees. Tribal membership documentation is required.

Martin Luther King Jr. Scholarships
For needy students attending Le Moyne, these scholarships were established and are
funded by the College’s faculty, administration and staff.

**Le Moyne Grants**

Le Moyne College offers grants from a variety of restricted funds. Le Moyne College grants are made to assist students who show overall promise for success and who demonstrate need.

**Le Moyne College Endowed Scholarships**

The following endowed scholarship funds have been established to assist students who show overall promise for success and who demonstrate need.

**Program of Study**

**Accounting**

- **Joe and Betty Dunne Accounting Scholarship Fund:** Endowed by Mr. Joe Dunne ’55 and Mrs. Betty Dunne.
- **George L. DuPlessis Accounting Scholarship Fund:** Endowed by Mr. George L. DuPlessis ’51.
- **Frank Fernandez Accounting Scholarship Fund:** Endowed by Le Moyne College accounting alumni to honor Frank Fernandez.
- **Robert C. Kehoe Scholarship:** Endowed by Coopers & Lybrand, Certified Public Accountants to honor the memory of Robert C. Kehoe.
- **Horace J. Landry Scholarship:** Endowed by Horace J. Landry.
- **Floyd J. Petosa Memorial Scholarship Fund:** Endowed by family and friends of Mr. Floyd J. Petosa ’52.
- **PricewaterhouseCoopers Daniel R. Brandhorst ’82 Memorial Scholarship:** Endowed by PricewaterhouseCoopers in memory of Daniel R. Brandhorst ’82.

**Business**

- **Michael D. Madden Scholarship Fund:** Endowed by Michael D. Madden ’71.

**Education**

- **William F. Lynn and Mary Lynn Collins Scholarship Fund:** Endowed by William F. Lynn and Mary Lynn Collins. Preference will be given to Native American students, students of color and women aged 25 or older.
- **Catherine Drumm Wright Scholarship Fund:** Endowed by Robert C. Wright and awarded to students pursuing study in elementary education.

**English**


**Math & Science**

- **Walter R. G. Baker Scholarship Fund:** Endowed through gifts from the Walter R. G. Baker Foundation administered by Chase Manhattan Bank and awarded to students in science, mathematics or computer science programs.
- **Carroll A. Hennessey Scholarship:** Endowed by a gift from Mr. Hennessey’s estate and awarded to students pursuing study in mathematics or science programs.
- **Leon J. Maltby Scholarship:** Endowed by an anonymous donor in memory of Leon J. Maltby. Available to seniors studying mathematics at Le Moyne.
- **James P. and Helen E. Murray Scholarship:** Endowed by Ms. Suzanne H. Murray ’54 and awarded to students in Biology, Chemistry, Mathematics or Physics programs.

**Social Sciences**

- **Casper and Margaret Schiesser Scholarship:** Endowed by bequest of Mrs. Margaret Schiesser and awarded to students studying economics, political science, psychology or sociology. A 3.0 grade point average must be maintained.

**Visual Arts**

- **Carole J. Kotas/New York State Federation of Home Bureaus Scholarship Fund:** Endowed by the New York State Federation of Home Bureaus. Alternate field shall be History.
General

- Dr. Jerry Brown ’70 Scholarship: Endowed by Dr. Jerry Brown ’70.
- John J. Bucchignano ’69 Scholarship Fund: Endowed by Mrs. and Mrs. John J. Bucchignano ’69.
- Madeline McDonald Doerrer Scholarship Fund: Endowed by Madeline McDonald Doerrer ’54.
- Class of ’69 Scholarship Fund: Endowed by the Class of ’69.
- Edward and Margaret Dwyer Scholarship Fund: Endowed by Ms. Margaret A. Dwyer ’54.
- Mary Hartigan Scholarship Fund: Endowed by Paul V. Hartigan ’78.
- Ignatian Scholarships: Endowed by Jesuits at Le Moyne and individual donors.
- Class of ’93/Rev. Joseph M. McShane, S. J. Scholarship Fund: Endowed by members of the Class of ’93.
- Father Francis S. McGuire, S. J. Scholarship Fund: Endowed by bequest of Father Francis S. McGuire, S. J.
- Mezzalingua Scholarship Fund: Endowed by Mr. Daniel N. Mezzalingua.
- C. Martin Parkinson, Jr. ’75 Memorial Scholarship Fund: Endowed by Paul A. Drescher ’75 in memory of C. Martin Parkinson, Jr. ’75.
- Dr. Hugh P. Reilley Memorial Fund: Endowed by bequest of Dr. Hugh P. Reilley.
- Dr. Richard and Antoinette P. Sheehan Scholarship Fund: Endowed by Dr. Richard K. Sheehan ’54 and Antoinette P. Sheehan ’54.
- UST, Inc. Scholarship Fund: Endowed by UST, Incorporated.
- Mr. and Mrs. John Vensel Scholarship Fund: Endowed by Mr. and Mrs. John Vensel.

Geographic

- Calder Scholarship Fund: Endowed by the Louis Calder Foundation and awarded to students from New York City.
- Msgr. John B. Daley Scholarship Fund: Endowed by members of St. Mary’s Parish in Baldwinsville, N.Y., to honor Msgr. John B. Daley and awarded to members of St. Mary’s Parish, or residents of Baldwinsville, New York.
- Joseph J. Dacquino Memorial Scholarship Fund: Endowed by the family and friends of Joseph J. Dacquino to honor his memory and awarded to students from Notre Dame High School in Utica, New York.
- Robert L. Errico and Nicolea Scirto Errico Scholarship Fund: Endowed by Robert L. Errico ’57 and Nicolea Scirto Errico ’59 and awarded to students from New York City.
- Hagelin/Kent Scholarship Fund: Endowed by Ms. Kristin H. Kent ’72 and awarded to students residing within the Diocese of Buffalo, New York.
- Thomas R. Halloran Scholarship Fund: Endowed by Thomas R. Halloran and awarded to students from the “Southern Tier” (Pennsylvania or the southwest portion of New York).
• Hanly/Phillips Scholarship Fund: Endowed by Kevin P. and Mary C. '81 Clarke and awarded to students from New York City.

• Bishop Frank J. Harrison Scholarship Fund: Endowed by the local community to honor Bishop Frank J. Harrison and awarded to students who reside within the Diocese of Syracuse.

• Hearst Scholarship Fund: Endowed by the Hearst Foundation and awarded to students from New York City.

• Bishop Frank J. Harrison Scholarship Fund: Endowed by the local community to honor Bishop Frank J. Harrison and awarded to students who reside within the Diocese of Syracuse.

• Hearst Scholarship Fund: Endowed by the Hearst Foundation and awarded to students from New York City.

• Mary J. and Thomas W. Kelly '59 Scholarship Fund: Endowed by Mary J. Kelly and Thomas W. Kelly '59 and awarded to students from the Bishop Fenwick High School in Peabody, Massachusetts, the Hamilton/Wenham School District or the Boston Public School system.

• Joseph A. Lawton Scholarship Fund: Endowed by bequest of Joseph A. Lawton and awarded to students from Lewis County with preference given to those from Harrisville, New York. Students from Jefferson, St. Lawrence, Herkimer, Oswego, Oneida or Onondaga Counties may also be eligible.

• John T. Lillis '77 Scholarship: Endowed by John T. Lillis '77 and awarded to students from New York City.

• Therese V. Marren Scholarship Fund: Endowed by Joanne T. Marren '74 in honor of her mother and awarded to students from New York City.

• Keith J. O'Connell Scholarship Fund: Endowed by friends of Keith J. O'Connell and awarded to graduates of St. Anthony's High School in Smithtown, New York. Students from St. John the Baptist High School in West Islip, New York and Lindenhurst Senior High School in Lindenhurst, New York may also be eligible.

Non-Traditional Students & Students with Special Needs

• Joseph Michael Bona '95 Scholarship Fund: Endowed by the family and friends of Joseph Michael Bona '95 and awarded to a student who has overcome a physical disability or serious illness.

• Dorothy M. K. Hayden Scholarship Fund: Endowed by Mr. Luke S. Hayden and awarded to non-traditional female students.

• Elizabeth Kaser Scholarship Fund: Endowed by the family and friends of Elizabeth Kaser '95 and awarded to a student who has overcome a physical disability or serious illness.

• David R. Kuhl Memorial Scholarship: Endowed by family and friends of Mr. David R. Kuhl '70 and awarded to a student with a physical or mental disability.

• John F. Radigan, Class of '59 Scholarship: Endowed by friends, family and members of the Class of 1959 to honor John F. Radigan '59 and awarded to students with disabilities.

Corporate/Other Affiliations

• Alumni Scholarship Fund: Endowed by Le Moyne College alumni and the Fred L. Emerson Foundation and awarded to children or grandchildren of alumni.

• John J. Barry Scholarship: Endowed by friends of John J. Barry and awarded to members of AFL-CIO unions or their children and contractors who are members of the National Electrical Contractors Association or their children.

• Vincent H. Callahan/Crucible Memorial Scholarship: Endowed by the Crucible Materials Corporation and Mrs. Vincent Callahan to honor the memory of Vincent H. Callahan.

• Fust/Dudash Scholarship Fund: Endowed by anonymous donors and awarded to children or grandchildren of Le Moyne College alumni.
Le Moyne Athletic Scholarships

Athletic funds are available under a regularly budgeted amount administered by the director of athletics. A student eligible for these funds must abide by college and NCAA policies. The amount of athletic funds along with other assistance the student receives may not exceed the total of tuition, fees, room and board.

- Michael J. Bello Academic-Athletic Scholarship Fund: Endowed by the family and friends of Michael J. Bello.
- Daniel Biasone Academic-Athletic Scholarship: Endowed by bequest of Mr. Daniel Biasone. A 2.5 grade point average must be maintained.
- Ralph H. Yahn Memorial Athletic Scholarship: Endowed by family and friends to honor the memory of Ralph H. Yahn.

Federal Pell Grants

These federal grants range from $400 to $4,000 per year. Students can apply by using the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants (SEOG)

These federal grants are administered through Le Moyne College. The grants are available to students who demonstrate exceptional need and have not already received a baccalaureate degree.

New York State Scholarships and Grants

*Tuition Assistance Program (TAP) – Grants ranging from $500 to $5,000.
*Regents Awards for Children of Deceased or Disabled Veterans – $500 per year.
*Regents Awards for Children of Deceased Police Officers or Firefighters – $450 per year.

*Empire State Scholarships of Excellence – Competitive scholarships of $2,000 per year based on SAT scores.
*Aid for Part-time Study (APTS) Grants funded by the state to assist part-time students with tuition costs. Applications are available from the Le Moyne Office of Financial Aid.

*Higher Education Opportunity Program (HEOP)

Financial aid available to New York state residents accepted into this program. Through a combination of institutional aid, state grants and federal assistance, the full financial need of a HEOP student is met. A minimal loan level is included in the HEOP student’s financial aid package. For more information, students may contact the HEOP director at Le Moyne College.

LOANS

Federal Perkins Loan

This loan is administered by the Office of Financial Aid. The current interest rate is 5 percent with repayment beginning six months after graduation or withdrawal from school.

Federal Stafford Loan

This loan is a federally subsidized and deferred-interest loan program. Interest for new borrowers is variable, based on a 91-day Treasury Bill plus 3.1 percent (capped at 8.25 percent) and does not begin to accrue until six months after the student ceases to be enrolled at least at the halftime level. The repayment period is usually 10 years. A 3 percent loan origination/insurance fee will be deducted from the loan proceeds of an eligible applicant.

The Federal Stafford Loan is often included in the financial aid package of a student receiving financial assistance. Application for the first time Stafford Loan borrowers will be mailed to the student’s home address during the summer.
**Unsubsidized Federal Stafford Loan**
This program is available to students who may not qualify for the subsidized Federal Stafford Loan. The same terms and conditions of this program are applicable as the Stafford Loan except that the borrower is responsible for interest that accrues while in school. The student may choose to make no principle or interest payments while in school and have the loan capitalized.

Annually the student can borrow the difference between the cost of education and other financial aid with maximums as listed below:

**Annual Federal Loan Limits (Federal Stafford plus Federal Unsubsidized Stafford)**
- 1st year students . . . . . . . . . . . . . . . $2,625
- 2nd year students . . . . . . . . . . . . . . . $3,500
- 3rd and 4th year students . . . . . . . . $5,500
- Graduate students . . . . . . . . . . . . . . $8,500

**Federal Plus Loan For Parents**
This federally guaranteed loan is available to parents of students to assist with their daughters' and sons' post secondary educational costs. Parents can borrow annually up to the difference between the cost of education and student aid at low interest rates with convenient repayment terms.

The interest rate is variable based on the 52-week Treasury Bill plus 3.1 percent and capped at 9 percent. Currently, the interest rate is less than 9 percent. Parents usually take 10 years to repay this loan but can opt for longer repayment periods. Parents who have no adverse credit history are eligible for PLUS Loans.

Application forms for the PLUS loans are available from banks, credit unions, and other lending institutions. The completed application should be sent to the Le Moyne College Office of Financial Aid by June if intended to pay for the fall semester bill.

**EMPLOYMENT OPPORTUNITIES**
Federal College Work-Study funds are available in such areas as the library, administrative offices, the Athletic Center, science laboratories and off-campus agencies. There are also many departments that hire students from their own departmental budgets. Students usually work between eight and 12 hours per week and are paid biweekly.

Students granted Federal College Work-Study or employment within a departmental budget will be contacted during the summer by the Office of Financial Aid. Students must report to the Office of Financial Aid during the first week they are on campus to receive their specific job referrals.

**EDUCATIONAL BENEFITS**

**Veterans Benefits**
All veterans planning to use their educational benefits under Public Law 550, Public Law 894 or Public Law 89-358 must register at the beginning of each academic year in the Registrar's Office. A veteran planning to use the GI bill for the first time must apply for educational benefits to the Veterans Administration.

**Deceased Veterans Program**
Children of deceased veterans who plan to study under Public Law 634 should apply to the Veterans Administration before registering at the College. They must register at the beginning of each academic year in the Registrar’s Office.

**Vocational Rehabilitation**
Students who are eligible for financial aid through the Division of Vocational Rehabilitation of the New York State Education Department must first file an application with the local office. Students should file in early June so official certification of awards can be issued to the College in time for registration. The division does not permit billing for awards until application for Regents Scholarships and/or Tuition Assistance Program awards are properly filed and certified.
ACADEMIC REQUIREMENTS FOR RECEIVING LE MOYNE OR FEDERAL FINANCIAL AID

Any student receiving Le Moyne or federal financial aid must maintain satisfactory academic standing as outlined in the Academic Information section of this catalog. Additionally, such a student must meet the quantity and time-limit requirements on eligibility for Le Moyne and federal funds that are outlined in the chart below.

Credit hours successfully completed for half-time or three-quarter-time students will be adjusted accordingly.

Students within the academic-probation range of the grade-point average will be automatically granted waivers of the quantity and time-limit requirements. These guidelines are outlined in the Academic Information section. Such a student thus remains eligible for aid. Also, the Office of the Dean of Enrollment Management may grant waivers to those who fall below the quantity and time-limit requirements if the student demonstrates mitigating circumstances.

<table>
<thead>
<tr>
<th>Quantity Requirements</th>
<th>0-36</th>
<th>37-89</th>
<th>90 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours Attempted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of attempted</td>
<td>50%</td>
<td>60%</td>
<td>75%</td>
</tr>
<tr>
<td>credit hours successfully completed (grade of D or better)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Limits on Receiving Le Moyne or Federal Aid as a Full-time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic years completed as a full-time student</td>
</tr>
<tr>
<td>Minimum number of credit hours successful completed</td>
</tr>
</tbody>
</table>
ACADEMIC GUIDELINES FOR NEW YORK STATE FINANCIAL AID

Students who have received an Award Certificate for any New York state funds must meet the academic guidelines described below. It is the responsibility of Le Moyne College to certify that all New York state eligibility requirements have been met. The date of certification is the day after the end of the five-week tuition refund period.

Recipients of New York state funds are encouraged to contact the Financial Aid Office for clarification concerning these regulations.

1. Pursuit of Program (Attendance):
Student must be enrolled for a minimum of 12 credit hours per semester.

First-Year Award Received — Student must complete 50 percent of minimum full-time load per semester.

Second-Year Award Received — Student must complete 75 percent of minimum full-time load per semester.

Third- and Fourth-Year Award Received — Student must complete 100 percent of minimum full-time load per semester.

2. Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid:

<table>
<thead>
<tr>
<th>Calendar: Semester</th>
<th>Program Baccalaureate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being certified for this payment</td>
<td>1</td>
</tr>
<tr>
<td>Students must have accrued at least this many credits</td>
<td>0</td>
</tr>
<tr>
<td>With at least this grade-point average</td>
<td>0</td>
</tr>
</tbody>
</table>

**Note: Only students in five-year programs, approved pursuant to section 145-2.7 of the regulations, are eligible for more than eight semesters of undergraduate awards.
CAMPUS CRIME STATISTICS

It is Le Moyne's philosophy to prevent crimes from occurring rather than react to them after the fact, and maintains an active crime prevention program to accomplish this goal. Despite prevention efforts by Campus Security and all members of the college community, a certain number of incidents do occur. Statistics for the past three years are found below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-forcible Sex Offenses</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Arrests

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law Violations</td>
<td>375*</td>
<td>389</td>
<td>384</td>
<td>0*</td>
<td>0</td>
<td>0</td>
<td>0*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Abuse Violations</td>
<td>14*</td>
<td>24</td>
<td>12</td>
<td>0*</td>
<td>0</td>
<td>0</td>
<td>0*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possessions</td>
<td>2*</td>
<td>2</td>
<td>4</td>
<td>0*</td>
<td>0</td>
<td>0</td>
<td>0*</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

There were no criminal offenses of murder, forcible rape, or aggravated assault during this year where the victims were intentionally selected because of actual or perceived race, gender, religion, sexual orientation, ethnicity or disability.

*Please note that figures for 2001 include disciplinary referrals

LOCATION DEFINITIONS

CAMPUS: Building or property owned or controlled by the institution within the same reasonably contiguous geographic area of the institution, and used in direct support of the educational purposes (such as academic buildings, parking areas and other non-residential property).

PUBLIC PROPERTY: Public property that is near the institution and is adjacent to a facility owned or controlled by the institution, such as sidewalks, streets and public parking facilities.

NON-CAMPUS: Any building or property owned or controlled by a student organization or by the institution other than a branch campus, that is not within the same reasonably contiguous geographic area.
Le Moyne College offers curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Business Administration (M.B.A.), Master of Science in Education (M.S.Ed.), Master of Science in Teaching (M.S.T.). Each program is listed with the official approved title and HEGIS number by which it is registered with the New York State Education Department. Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student-aid awards. The programs are as follows:

### DEGREE PROGRAMS

#### Undergraduate Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>HEGIS</th>
<th>Degree(s)/Title</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>0502</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Biochemistry</td>
<td>0404</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>0401</td>
<td>B.A., B.S.</td>
<td></td>
</tr>
<tr>
<td>Business Administration</td>
<td>0506</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>0905</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>0601</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>Criminology and Crime and Justice Studies</td>
<td>2105</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>2204</td>
<td>B.A., B.S.</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1501</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>1102</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>2205</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>Industrial Relations and Human Resource</td>
<td>Management</td>
<td>0516</td>
<td>B.S.</td>
</tr>
<tr>
<td>Information Systems</td>
<td>0702</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1701</td>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>Multiple Science</td>
<td>1999.20</td>
<td>B.S.</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>1203.10</td>
<td>B.A.</td>
<td></td>
</tr>
</tbody>
</table>

### TEACHER CERTIFICATION

The education department administers state-approved programs of professional preparation for prospective teachers in the following certification areas. Students seeking teacher certification as a matriculated undergraduate student must also major in one of the subjects listed next to the certification area.

- **Childhood and Special Education, grades 1-6**: Biology, Chemistry, Economics, English, French, History, Mathematics, Multiple Science, Philosophy, Physics, Political Science, Psychology, Religious Studies, Sociology, Spanish
  - Middle Childhood Specialist, grades 5-9: Biology, Chemistry, English, French, Mathematics, Physics, Spanish, Social Studies (Students seeking certification in Middle Childhood Specialist 5-9 to teach Social Studies can major in Economics, History, Political Science, or Sociology.)
  - Adolescence Education, grades 7-12: Biology, Chemistry, English, French, Mathematics, Physics, Spanish, Social Studies (Students seeking certification in Adolescence Education 7-12 to teach Social Studies can major in Economics, History, Political Science, or Sociology.)
  - Inclusive Adolescence Education 7-12: Biology, English, French, Spanish, Social Studies
(Students seeking certification in Adolescence Education 7-12 to teach Social Studies can major in Economics, History, Political Science or Sociology.)

Teaching English to Speakers of Other Languages PK-12: Consult the Education Department for appropriate majors.

MINOR PROGRAMS

Minor programs are offered in all of the above listed undergraduate programs. In addition, special minor programs are offered in Anthropology, Catholic Studies, Classics, Creative Writing, Education, Japanese, Latin, Urban Studies, Visual Arts and Women’s Studies. Minors are open to all students except those already majoring the field.

GRADUATE PROGRAMS

<table>
<thead>
<tr>
<th>Program Title</th>
<th>HEGIS</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>0506</td>
<td>M.B.A.</td>
</tr>
<tr>
<td>Adolescent Education</td>
<td>0803</td>
<td>M.S.T.</td>
</tr>
<tr>
<td>Adolescent Education II*</td>
<td>0803</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>0802</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Childhood Education I*</td>
<td>0802</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>Special Education</td>
<td>0808</td>
<td>M.S.T.</td>
</tr>
<tr>
<td>Special Ed I*</td>
<td>0808</td>
<td>M.S.Ed.</td>
</tr>
</tbody>
</table>

*These programs are for students who hold initial certification effective 9/1/04 or later.

#These programs are for students who are already certified to teach and are seeking an additional certification. For further clarification, contact the Education Department at 445-4376.

+These programs are for students who hold provisional certification on or before 2/1/04.
DEGREE REQUIREMENTS

To earn a bachelor's degree at Le Moyne College, a student must satisfactorily complete 120 semester hours of credit or more, depending upon the program selected.

The semester hour is the unit of instruction used for computing the amount of work required for graduation. One semester hour is equivalent to one 50-minute period of lecture or recitation per week for one semester. Three clock hours of laboratory work are equal to one period of lecture or recitation.

A semester-hour credit is the amount of credit earned by the study of one course which meets once a week for at least a 15-week semester. No number of credits, however, will entitle a student to a degree. The requirements for each program consist of the specific outline of the courses required for the respective degrees and majors, together with the credits attached to each.

Students entering as freshmen will be required to complete the freshman common hour sequence in the fall of the freshman year.

CORE CURRICULUM

At Le Moyne College a solid grounding in the humanities and the sciences is an essential element in each student's preparation for a meaningful and productive life. The College, therefore, requires participation in the core curriculum, a special series of required courses and course options designed to assist them in acquiring the skills, knowledge, attitudes and values that are the basis of a liberal arts education in the Jesuit tradition. For a complete listing of these requirements see pages 56-57.

Students seeking a Le Moyne degree must fulfill the core curriculum requirements outlined below.

The Humanities Core Sequence

All students are required to complete an integrated 12-course humanities core sequence. The requirements are arranged in progressive order, with the earlier courses providing the background and foundation for later offerings. Therefore, they must be taken in sequence and normally in the year designated. For a complete listing of these requirements see pages 56-57.

Other Core Requirements

All students must complete at least three semester hours in the natural sciences (biology, chemistry, physics). In addition, students must also complete at least three semester hours in the social sciences (economics, education, political science, psychology, sociology/anthropology).

Transfer students only: A student must complete at least one core course in each of four disciplines at Le Moyne: English, history, philosophy, and religious studies.

MAJORS

In addition to these basic liberal arts subjects, Le Moyne requires a concentration of depth and mastery in one major field. Most frequently, the choice of the major will determine the degree that is received at graduation. At least half of the major must be taken at Le Moyne.

Students who wish to receive two majors within a single degree (BS or BA) must complete the core and courses described in a major and major supporting courses for each of the majors before being certified for graduation. Students who want two degrees (BS and BA) must satisfactorily complete all requirements for both degrees and earn a minimum of 144 semester hours.

As far as possible, all the programs have been arranged so that all students study the same subjects in the freshman year. This procedure has been established to allow students to choose majors after one year of college experience.
Students who wish to major in mathematics, natural science, business or accounting, however, should begin these subjects in the freshman year. Even in these cases, only one or two subjects differentiate these programs from others.

**Changing or Adding a Major**

Before either changing or adding a major, a student must consult with the chair of the department which administers the new major. To enable the student to approach the change or addition in a realistic manner, the department chair will advise him or her of the course requirements and career opportunities in the field. Any change or addition of a major must be presented to the registrar's office. A 2.0 GPA must be maintained in the major.

**MINOR PROGRAMS**

Minor programs are available in most departments. Special minor programs are offered in anthropology, communications, creative writing, drama, the classics, criminology and crime and justice, education, federal income taxation, Japanese, Latin, management information systems, peace and global studies, Spanish, urban studies, visual arts and women's studies.

The College requires that half the courses used for a minor be taken at Le Moyne. Specific requirements for a minor are determined by each department. The minor course of study is optional for each student, and approval by the major and minor department chairs is required.

Each department has the option of requiring an interview with its chair before admitting any student to its minor program. In any case, the student's declaration of an intended departmental minor must be presented in the registrar's office.

A student must maintain a cumulative grade-point average of at least 2.0 in the courses fulfilling the minor requirements and prerequisite courses. For more information, refer to specific areas of study.

**MATRICULATION**

All full-time students will be presumed to be studying for a degree or a certificate, as in the case of the PA program, and will be considered matriculated unless they have specified that they are not studying for a degree or certificate. In such instances they will be recorded as non-matriculated. Non-matriculated students may select courses according to their individual interests but are advised that should they later decide to matriculate, only courses applicable to a specific degree program can be counted toward that degree.

Part-time students may study on either a matriculated or a non-matriculated basis. Matriculated students must have been admitted into the College and must be pursuing a Le Moyne College degree.

**DEGREES**

All degrees awarded by Le Moyne College are authorized by the New York State Board of Regents and are registered with the New York State Education Department. Enrollment in non-registered or non-approved programs may jeopardize a student's eligibility for certain student aid awards.

The objective of curricula leading to a Bachelor of Science degree is to provide the student with the knowledge that may be necessary for advanced study or practical application in various fields as well as a thorough training in the methods of that field.

The Bachelor of Arts degree is the traditional academic degree. The programs leading to it place emphasis on the humanities.

**GRADUATION REQUIREMENTS**

In order to receive a bachelor's degree, the student must:
1. Obtain a passing grade in all courses required for the major program including the College core.
2. Complete half of the major requirements at Le Moyne.
3. Complete half the minor requirements at Le Moyne.
4. Have a 2.0 overall grade point average.
5. Have a 2.0 grade point average in the major courses and/or minor courses.
6. Complete the last 30 hours at Le Moyne.
7. Complete any additional requirements as specified in a particular major.
8. Transfer students only: Complete, at Le Moyne College, at least one core course in each of the four disciplines: English, history, philosophy and religious studies.

ATTENDANCE POLICIES

Class Attendance
Le Moyne expects all students to attend scheduled classes regularly in order to maximize opportunities to profit from a professor's expertise and from interchange with their peers, as well as to contribute to the quality of intellectual interchange in the class.

Individual professors will establish and clearly announce all regulations governing class attendance and exclusions from final examinations because of excessive absences for their respective courses. When a student is absent from class because he or she is officially representing the College, the absence will not be counted among those allowed. Prior notice should be provided to the instructor. Students are responsible for all the materials in the course.

In order to foster academic excellence and preserve the priority of academics and classroom learning, Le Moyne College should operate under the principle that the scheduling of athletic events should be done with the aim of not interfering with the class attendance of the student athlete.

AUDITING COURSES

A student who wishes to audit a course may do so with the approval of the course instructor. Students who audit courses generally are exempt from assignments and examinations; however, requirements vary depending on the course. Under no circumstances may a student make a course change from credit to audit after the last day to add a course as listed in the Academic Calendar section. A grade of AUD is recorded on the transcript if minimum attendance standards are met. No credit is given.

Audit permission forms are available in the registrar's office. Students registering for credit are given priority for all courses.

LEAVE OF ABSENCE/Withdrawal FROM COLLEGE

Students may voluntarily discontinue enrollment at the College by applying for a leave of absence or a withdrawal in good standing. Such applications will be granted if students are not already liable to dismissal for poor scholarship or misconduct and if they have a legitimate medical or other personal reason. Students should apply for a leave of absence or withdrawal by completing an enrollment-status-change form available in the registrar's office. Failure to complete this form may result in a student's being deemed to have taken an unauthorized withdrawal, which may jeopardize subsequent application for readmission. A leave of absence is for a definite period and may be renewed in writing for up to two years, or it may be terminated by registering for courses or by withdrawing from the College. Students who have withdrawn in good standing may apply for readmission to the college at any time.

WITHDRAWAL FROM A COURSE

A class dropped prior to the conclusion of the second week of the semester (as published in the Course Schedule Booklet) will not appear on the academic record. A student who withdraws from a class after
the second week but before the end of the
twelveth week of the semester (or 80% of a
Summer Session) will receive a grade of
“W” on the academic record. The student
must secure a withdrawal form from the
registrar’s office, have it signed by the
instructor of the course from which he/she
is withdrawing and the student’s academic
advisor, and then return the form to the
registrar’s office. The withdrawal is not
complete until the signed form has been
returned to the registrar’s office. A student
who withdraws from class after the twelveth
week of the semester (or 80% of a summer
session) will receive a grade of “WF” on
the academic record.

Students should be aware of the schedule
set for refund of tuition and board (see
page 18) and the deadlines for withdrawal
from courses without academic penalty
(see the Academic Calendar on page 2). It
is also highly recommended that students
arrange an interview with the Office of
Financial Aid to discuss how withdrawal
may affect any financial assistance for
which they may be eligible.

Therefore, the following grading system is
in effect at Le Moyne.

A, A–
To earn a grade of A or A–, a student must
seek mastery of a specified field by reason
of interest. The student will show initia-
tive and originality in attacking and solv-
ing problems. The student shows ability in
rethinking problems, making associations
and adapting to new and changing situa-
tions. Moreover, the student has command
of an appropriate vocabulary.

B, B+, B–
To earn a grade of B, B+, or B– a student
should manifest all the qualities character-
istic of a student who has earned a C and,
in addition, reveal a memory that encom-
passes more than the basic elements of a
course. The student has a more personal
grasp of the principles of the course, per-
ceives wider application of these principles
and can discuss the subject matter of the
course with ease.

C, C+, C–
To earn a grade of C, C+, or C– a student
should be able to recall the basic elements
of a course, understand the essential back-
ground and materials, make some applica-
tions of the basic principles and express
them intelligibly.

D
A student will earn only a D if he/she is
deficient to some degree in any of the
areas outlined under C, C+, C–.

F
A student deserves no better than an F if
he/she is deficient to a high degree in any
of the areas outlined under C, C+, C–.

HP
Awarded for superior performance in
internships only. The student earns credit
but no grade points.

NC
Indicates the student has not passed the
exit exam for ENG 100.
Awarded for satisfactory performance in internships only. The student earns credit, but no grade points.

PF/P
This symbol indicates satisfactory work in a course for which the student gains credit but no grade points.

PF/F
This symbol indicates failure in a course for which the only alternative mark could have been a (PF/P). It is the equivalent of an F grade.

WF
Failure for dropping a course after the twelfth week of the semester or 80% of a summer term as published in the Academic Calendar and in the Course Schedule Booklet, or for excessive absence from a course. It is the equivalent of an “F” grade.

I
Granted by the instructor for failure to complete class assignments.

Students who find themselves unable to complete work for a course by the end of the regular term should request their instructor to submit a grade of Incomplete (I).

Such a request should be made only for good cause, and students should bear in mind that instructors may request documentation in support of such a request and may refuse the request.

If the precipitating cause is of a personal nature, students or faculty may seek the assistance of the Academic Dean in documenting the reason for the request. Undergraduates who incur incomplete grades have 30 days from the last day of final examination in the fall and spring semesters to resolve the incompletes. A similar 30-day deadline is enforced for incomplete grades incurred during summer sessions.

Deadlines for removal of incomplete grades are stated in the Academic Calendar and on-line at www.le Moyne.edu. Incomplete grades not removed by the appropriate deadline are automatically converted to a failing grade for the course. The official deadline for removing any incomplete grade may be extended only by the academic dean.

Students enrolled in either of the two graduate programs have 60 days from the last day of class to resolve the “I” status for coursework. Extensions are granted by the director of the appropriate graduate program.

If a candidate for graduation has completed the work for an incomplete grade within the required time, the recorded graduation date will be the semester in which the “I” was received. If the student asks for an extension, he/she will have a graduation date recorded as the next possible graduation date.

W
This symbol indicates that a student has withdrawn from a course subsequent to the last day for dropping courses with no grade but before the end of the twelfth week of the semester or 80% of a summer term.

S
Indicates satisfactory work in non-credit bearing courses and activities.

U
Indicates unsatisfactory work in non-credit bearing courses and activities.

AUD
Granted by the instructor to indicate satisfactory participation in a course that a student has audited. This symbol does not imply satisfactory performance on examinations or other work, and it may not be converted to a letter grade.

PASS/FAIL GRADING
A student will be assigned a course grade on a pass/fail basis if:

1. The course is listed in the catalog as a course in which all students are graded on a pass/fail basis, e.g., an internship; or

2. The student elects the pass/fail grading option described below. In either case, if
the teacher judges that the student has passed the course, the teacher will record a pass for the course (PF/P) that will be included in the student’s transcript. The student then receives full credit for the course, although a course with the grade of PF/P will not be counted at all in computing the student’s GPA. If the teacher judges that the student has failed the course, the teacher will record a failure (PF/F) for the course; in this case, the course will be counted, with zero grade points, in the computation of the GPA.

In order to encourage greater student representation and experimentation in course selections, the pass/fail grading option is offered as follows:

1. A student may elect one course in the spring semester of the junior year and in the fall and spring semesters of the senior year for which he or she will receive a grade on his or her transcript of either PF/P (pass) or PF/F (fail). An exception to this rule may occur for students involved with internships, i.e., no student may take more than 15 hours of courses graded pass/fail and not more than 12 hours so graded during a semester.

2. The course selected may not serve to fulfill the requirements of a student’s major or minor or the requirements of the core curriculum.

3. If a student wishes to take a class pass/fail he/she must complete a pass/fail form and submit it to the registrar’s office on or before the pass/fail deadline. The pass/fail forms are located in the Office of the Registrar.

4. The student receives grades for all work done, including a final examination. If the grade is D or above, the teacher will record the passing grade of PF/P; otherwise, the teacher will record the failing grade of PF/F.

5. The student must carry at least four courses with at least 12 credit hours to be eligible for this option.

6. If there are spaces available, a student’s desire to make use of the pass/fail option shall not be a criterion in determining his or her eligibility for the course or section.

7. The pass/fail grading option is a matter of the student’s choice; no student is required to take advantage of it.

8. At no time in the future will the grade of pass/fail be converted to a letter grade.

GRADE POINTS AND GRADE-POINT AVERAGE

Candidates for a degree must complete the number of semester hours required, and their work must also reach a standard of excellence measured in terms of grade points. The minimum standard required for graduation is a 2.0 cumulative grade-point average.

The total grade points for each course are calculated by multiplying the credit hours for that course by the grade points assigned to the grade earned in the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
</tr>
<tr>
<td>PF/F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The semester grade-point ratio is calculated by dividing the total grade points for all courses by the total credit hours for all courses. (Since the grades of W, PF/HP and PF/P carry no specified number of grade points, the credit hours for such a course do not enter into the computation of the grade-point average.)

Students with permission to transfer courses taken at other institutions are reminded that the College accepts only the credit from such courses. The grades earned in those courses do not affect the students’ grade points and grade-point averages.

GRIEVANCE PROCEDURES FOR GRADES

For cases in which a student feels he or she has been given an unjustifiably low grade,
the following grievance procedure for grades has been established:

1. Within 30 days following the date of issuance of the grade (the date on which grades are due at the registrar’s office or, in the case of incomplete, the date on which the “I” is removed), the student shall inform the professor of his or her dissatisfaction and arrange a meeting to discuss the grade in question. At this meeting, the professor will provide the student with his or her final examination paper if it is relevant to the question.

2. If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor’s department chair. The chair shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to the disposition of the grade. If the department chair is the professor, the senior member of the department other than the course instructor shall hear the appeal.

3. If the problem has not been resolved in steps 1 or 2 above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions in the matter. The academic dean may also request a written recommendation from the department chair. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair.) The academic dean shall then forward written recommendation to the student, the professor and the department chair. Within 15 days, the professor shall give written notice to the student of the final disposition of the grade with copies to the academic dean and the department chair.

4. The student may appeal the decision of step 3 (above) to the academic vice president.

---

**ACADEMIC STANDING**

Academic standing is determined by a student’s cumulative grade-point average beginning with the first semester of freshman year. No student may graduate from the College in any degree program with a cumulative grade-point average of less than 2.0. Recognizing that the transition from high school to college is sometimes difficult, the College has established minimum standards for the first year, somewhat less than the 2.0 required for graduation.

**CREDIT HOURS ATTEMPTED TOWARD DEGREE**

This category includes all hours, comprising all transfer hours, W, PF/P and PF/HP, and any hours failed, including F, PF/F and WF, that have been attempted toward the Le Moyne degree. The student may opt to delay the inclusion of transfer credits until after the completion of 12 further credit hours at Le Moyne. Only credits attempted at Le Moyne are used in calculating the grade-point average.

**ACADEMIC FORGIVENESS**

If a student returns to Le Moyne after an absence of 10 years, he/she may apply for academic forgiveness. A student should apply for academic forgiveness during the semester in which he or she is readmitted. This policy allows the aged record to be treated as transfer credit; courses with a grade of C or better count as credit toward graduation and courses with a grade of D or F will not count toward graduation credit. No course counts in the calculation of the new cumulative grade point average. The previous record will be recorded on the transcript with the old grades, but the student will restart a new GPA. A notation explaining the policy will be on the transcript.

A student who has changed majors and has the consent of his/her academic advi-
A student in the new major may petition the dean for academic forgiveness of an entire semester. Students must achieve a minimum 2.5 GPA in the semester before making such a petition. This differs from the policy for aged records in that all courses for the semester will be removed from the GPA and none will count toward graduation.

SATISFACTORY ACADEMIC STANDING
A student who has earned a cumulative grade point average of 2.000, or better, is in satisfactory standing.

ACADEMIC WARNING
A first semester freshman whose cumulative average is 1.750 to 1.999 receives an academic warning. A warning may be issued for one semester only.

ACADEMIC PROBATION
A second semester freshman whose cumulative average is below 1.75 or an upper-level student with a cumulative average below a 2.0 is placed on academic probation. Additionally, a first semester freshman receiving three or more failing grades (F, WF, PF/F) in a semester and/or with a cumulative grade point average of 1.750, or an upper-level student with three or more failing grades in a semester and a cumulative grade point average above a 2.000, will be placed on academic probation. Academic probation can be imposed by the associate dean of academic affairs at the end of any term. While on probation, a student may be restricted to a reduced course load, and/or receive other stipulations intended to improve the student's academic success. Extracurricular activity for probationary students is governed by the Student Handbook.

ACADEMIC DISQUALIFICATION
A student on academic probation who fails to restore a cumulative grade point average to 2.000 within two semesters will be disqualified. A second semester freshman receiving three or more failing grades (F, WF, PF/F) in a semester, or an upper-level student with three or more failing grades in a semester with a cumulative grade point average below a 2.000 will be disqualified. Disqualification will be enforced unless in the judgment of the Academic Appeals Committee, there are extenuating circumstances. One fall or spring term must elapse before a disqualified student may reapply.

READMITTANCE
A disqualified student who wishes to return is required to complete a "Re-admit Form" available in the Admission Office. Re-admittance and the conditions for such will be determined by the associate dean of academic affairs. All prior financial obligations must be settled with the Office of the Bursar prior to reactivation. The student will be "on probation" during the semester in which he or she is readmitted.

ACADEMIC DISMISSAL
A student who has been readmitted after disqualification and who fails to meet the terms of readmission will be dismissed and not eligible to return.

RETAKE COURSES
If a student retakes a course already taken at Le Moyne College, both the original grade and the new grade will appear on the transcript.

If the student failed the course the first (F, WF or PF/F), only the second grade will count in the calculation of the grade point average. The student's transcript will indicate that the course has been taken previously. No course may be taken more than once under this rule. The repeated course must be taken at Le Moyne and must be the same as the original (same course number, same course title) in order for the grade to be removed from calculation.

If a student passed the course the first time, both grades will count in the calculation of the grade point average however the course will apply toward the student's degree program only once.
Students are expected to observe at all times the highest ethical standards as members of the academic community. Any form of dishonesty makes a student liable to severe sanctions, including expulsion from the College.

In cases where a student is accused of a violation of ethical standards in academic matters, the professor, in consultation with the appropriate dean, shall determine the penalty up to failure in the course. Further sanctions, such as suspension or expulsion from the College, shall be determined by the dean. A second case of violating ethical standards will result in suspension and may be cause for expulsion. Students should note particularly the following four specific policies:

1. **Examination Regulations**—Students are expected to be familiar with the regulations that are posted before each semester examination period. Violation of any of these regulations makes a student liable to penalties ranging from failure in the examination to expulsion from the College.

2. **Cheating**—A student who cheats on any examination is liable for penalties ranging from failure in the examination to expulsion from the College.

3. **Plagiarism**—Plagiarism is the attempt to fulfill an academic requirement by using the ideas, words or work of another person and representing them as one's own. Academic conventions dictate that students and scholars must acknowledge the source of phrases and ideas that are not their own. Many ideas and phrases are so familiar that they have become the common property of all; these obviously require no documentation. However, the use of ideas or phrases that are clearly original with another author requires that the appropriate credit be given to the original author.

Plagiarism undermines that basic relationship of trust that must exist between teacher and student and among students for the educational process to work. For this reason, the minimum penalty for plagiarism is failure of the course. For details regarding plagiarism, Diana Hacker’s *Rules for Writers* is available at the College bookstore.

4. **Assignments**—Student work (e.g., research projects, term papers) submitted to fulfill the requirements of one course may not be submitted to fulfill the requirements of another course.

5. **Student Conduct**—Students are expected to conduct themselves respectfully and appropriately in the classroom setting. Actions or behaviors that annoy, disturb or otherwise prevent orderly conduct in the classroom may be subject to disciplinary action.

A student who wishes to exercise the right of appeal in these matters may request the academic vice president to convene a review board, whose authority is limited to investigating and determining the facts. This board will be convened only if a student alleges that the facts of the case are in question. Board membership will consist of three faculty members and one nonvoting faculty member to serve as chair. These members will be appointed by the president of the Faculty Senate.

In addition, at the student’s request, two students may be appointed as nonvoting members of the board by the president of the Student Senate in consultation with the chair of the Academic Affairs Committee of that body.

**WRITING GUIDELINES**

Le Moyne College students who write papers for courses in the subject areas listed below should follow the format prescribed by the Modern Language Association in the *M.L.A. Handbook* (1977 edition):

- Education
- English
- Foreign languages and literatures
The recommendations in the M.L.A. Handbook on the mechanics and format of the research paper are based on the practices required by college teachers throughout the United States and Canada. Copies of the M.L.A. Handbook are sold in the campus store.

Students majoring in a discipline that has its own format for professional writing must learn and use that format when writing papers for courses in those fields.

**TRANSCRIPTS**

A transcript for work completed at Le Moyne College may be obtained by writing to: Registrar, Le Moyne College, 1419 Salt Springs Road, Syracuse, N.Y. 13214-1399. The cost of a transcript is $5.

In compliance with the Family Educational Rights and Privacy Act of 1974, telephone requests for transcripts will not be granted nor will grades be given over the telephone. The registrar’s office does not release transcripts of students with an outstanding financial obligation to the College.

**STUDENT RECORDS**

Le Moyne College, in accordance with the Family Educational Rights and Privacy Act of 1974, has implemented procedures for the review and/or challenge of student records. The institutional policy is published in the document Le Moyne College Policy Regarding the Family Educational Rights and Privacy Act. This document may be obtained through the Office of the Registrar.

**GRADUATION RATES**

Every year Le Moyne College reports to the New York State Department of Education data pertaining to graduation rates for full-time, first-time students. Information for each entering class reflects graduation rates over a standard reporting period of five years. The table below indicates graduation rates for five years for the last five classes of students for which information is available. (Data source: New York State Department of Education Form 2.9 for the years 1993-97).

<table>
<thead>
<tr>
<th>Year Entered</th>
<th>Class of</th>
<th>Enrolled</th>
<th>4 years %</th>
<th>5 years %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>1999</td>
<td>397</td>
<td>65.0%</td>
<td>72.0%</td>
</tr>
<tr>
<td>1996</td>
<td>2000</td>
<td>434</td>
<td>71.0%</td>
<td>75.8%</td>
</tr>
<tr>
<td>1997</td>
<td>2001</td>
<td>453</td>
<td>64.9%</td>
<td>70.2%</td>
</tr>
<tr>
<td>1998</td>
<td>2002</td>
<td>471</td>
<td>65.6%</td>
<td>72.4%</td>
</tr>
<tr>
<td>1999</td>
<td>2003</td>
<td>470</td>
<td>64.3%</td>
<td></td>
</tr>
</tbody>
</table>
A grade of satisfactory/unsatisfactory is awarded for common hour attendance. An unsatisfactory grade will be considered in appeals of academic disqualification.

Departmental Advisement Program—The Departmental Advisement Program assigns faculty advisers to sophomores, juniors, seniors and transfer students. Each student is advised by the department chair of his/her major or by a faculty member from the department who is assigned by the chair. Undeclared majors are advised by the director of advising.

Information regarding Le Moyne's academic advisement services may be obtained by contacting the director of advising in the advisement center located in room 342 Reilly Hall.

Facilities

Noreen Reale Falcone Library
The library is located at the southwest corner of the campus. The two-story building, constructed in 1981, has a capacity of over 250,000 volumes and seating for 500 people. It currently houses over 247,000 volumes, 8,907 e-books, 1,026 print and 12,500 electronic periodical subscriptions, 594,557 microform units, 1,212 graphic materials, 3,747 audio recordings and 7,185 video recordings.

The library's collections, policies and services are discussed in a series of guides. Copies of these guides are available in the reference area, as well as on the library's home page.

The library's home page contains links to 40+ databases providing access to research materials in all disciplines, in print and electronic formats. An international computerized database of over 48 million records, contributed by over 15,000 libraries, is used for the acquisition, cataloging and interlibrary borrowing of materials. When the library does not own the materials a student needs, this system is used to borrow those materials from another library in the region, New York state or elsewhere.

When classes are in session, library hours are: Monday-Thursday...8:30 a.m. - midnight Friday ...............8:30 a.m. - 8 p.m. Saturday ..................9 a.m. - 8 p.m. Sunday .................12 noon - midnight Vacation and holiday hours are announced.

Wilson Art Gallery
The Wilson Art Gallery is housed on the first floor of the library. Throughout the year, it sponsors exhibitions by local, regional and national artists. Its hours are the same as the library's.

W. Carroll Coyne Center for the Performing Arts
The W. Carroll Coyne Center for the Performing Arts is the newest facility on the Le Moyne College campus. It is home to the theatre arts program and seven student performing arts organizations. The facility features a 200-seat flexible performance space with state-of-the-art lighting and sound systems. The building also includes a dance studio, rehearsal hall, music practice rooms, costume and scene shops, design studio, instructional classroom, and administrative offices.

Computer Resources
A wide variety of computing resources are available on campus linked through a campus-wide fiber optic network. These resources are managed by the Office of Information Technology, which is located on the second floor of Reilly Hall. In order to keep users informed and assist them in their use of these resources, a number of printed and online publications are produced throughout the year, including a newsletter and technical bulletins. Workshops and seminars are also held on various products and services. A Help Desk, staffed by professional
and student consultants is available for further assistance.

All students, faculty, and staff are provided accounts, without cost, on appropriate systems which provide access to general applications such as word processing, spreadsheets, databases, and programming languages as well as e-mail and specific applications related to their fields. Access to the library catalog and the Internet are also provided.

**Computer Center**

The Computer Center, located on the second floor of Reilly Hall near the administrative offices of information technology, houses the central computing systems and servers for the campus. Unix, VMS, NT, and netware servers provide students, faculty and staff with access to electronic mail, the Internet, and a broad spectrum of software resources. Each residence hall room is wired for access to the campus network. Dial-in access is provided through a bank of high speed modems. All systems are available on a continuous basis except during scheduled periods when normal maintenance procedures are performed.

**Microcomputer Facilities**

A number of microcomputer facilities, located throughout the academic buildings, are available for instruction and general student use. Each room is equipped with either PC compatible computers or Macintosh computers attached to laser printers. A variety of general applications as well as specialized instructional applications are supported on these systems.

The rooms, available to all students and faculty, are normally open from 7:30 a.m. to midnight Sunday through Thursday and from 8 a.m. to 6 p.m. Friday and Saturday, except during holiday periods. Monthly schedules are posted outside the facilities.

Additional microcomputer facilities are found in work station clusters located in each of the residence halls. These systems are connected to laser printers and provide software similar to that found in the classrooms. They are available to dormitory residents 24 hours a day. The Nelligan Hall facility is available to all students 24 hours a day. Various academic departments within the College also maintain microcomputer facilities for their students.

**Campus Telecommunications System**

Le Moyne College maintains its own telecommunications system operated by the Telecommunications Office with the Office of Information Technology. The College offers a set of telecommunication services to all students living in the residence halls. These services consist of campus, local and long distance telephone services, voice mail services, and basic cable TV services, which are provided at no cost to the students, with the exception of long distance call usage. Informational packets regarding each of these services are provided to the resident students.

The Telecommunications Office is located on the second floor of Reilly Hall. The staff is available to assist and answer any questions students may have regarding the campus telecommunications system.

**THE SOCIAL SCIENCE EMPIRICAL ANALYSIS LABORATORY (SEAL)**

The Social Science Empirical Analysis Laboratory (SEAL) supports undergraduate and graduate student and faculty research in the social sciences and allied disciplines. SEAL acquires social science data sets and analytic software in support of Le Moyne researchers. Members of SEAL’s staff consult with students, faculty and administrators on issues of research design and applied statistical analysis. Recently, SEAL became the home for Contemporary Catholic Trends (CCT), a twice-annual national survey of American Catholics conducted jointly by Le Moyne and pollster Zogby International. Le Moyne students and faculty are invited to utilize CCT data sets for their research. SEAL also sponsors a Fall and Spring Seminar Series that high-
lights social science research conducted by Le Moyne faculty and student researchers as well as researchers from other colleges, universities and applied settings. For more information, visit SEAL’s website: http://www.lemoyne.edu/seal/index.htm. Requests for assistance from SEAL may be directed to SEAL’s director, Pamela Jureller (Noreen Reale Falcone Library).

ACADEMIC SUPPORT CENTER

Le Moyne students are encouraged to take advantage of the free services offered by the Academic Support Center (ASC). Located on the first floor of the library, the center provides tutoring, study groups, individual consultations and workshops. The ASC also coordinates the academic support services for students with disabilities. The staff consists of a full-time director of disability support services, a full-time director of academic support services, an administrative assistant and numerous peer tutors. Faculty members from associated departments serve as tutor coordinators.

TUTORING

Free one-on-one tutoring is available at the ASC for 100- and 200-level courses in mathematics, economics, philosophy, the natural sciences and some foreign languages. Writing tutors are available to offer grammatical and/or general assistance with written assignments for any course. Students should call or stop by the ASC to set up an appointment with a tutor. In addition, the ASC collaborates with the chemistry department to offer weekly organic chemistry and general chemistry workshops. The ASC also coordinates all learning community study groups in association with the coordinator for academic initiatives. Preparatory assistance is also available for students anticipating taking the GRE or GMAT exams. All peer tutors are recommended by the faculty and receive thorough and continuous training. The ASC’s professional staff supervises tutoring services.

LEARNING STRATEGIES ASSISTANCE

Individual and/or group support is available to students interested in strengthening their learning strategies. Students are welcome to set up individual appointments with the ASC’s professional staff or attend the ASC Fall Workshop Series. Some of the many workshops offered every fall include time management, reading and studying college texts and tips for passing the ENG 100 proficiency exam.

Students with Disabilities

The Office of Disability Support Services located in the Academic Support Center also arranges academic accommodations for eligible students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities are encouraged to contact the director of disability support services as soon as possible to ensure that academic accommodations are made in a timely manner. Written documentation attesting to the existence of the disabling condition, signed by a licensed professional, is required before academic accommodations are implemented.

Non-academic services for students with disabilities are coordinated by the assistant vice president for student development and multicultural affairs (315-445-4526) and the director of residence life and coordinator of judicial affairs (315-445-4525).

CONTACT INFORMATION

Voice: 315-445-4118
TDD: 315-445-4104
Fax: 315-445-6014
Email: ASC@lemoyne.edu
WWW: http://www.lemoyne.edu/academic_support_center_index.htm
PRE-PROFESSIONAL COMMITTEES

PRE-LAW COMMITTEE
The Pre-Law Committee counsels and assists Le Moyne students and alumni who are interested in pursuing careers in the legal profession. The committee provides information on law school, sponsors visits from law school admissions personnel, conducts informational meetings for Le Moyne students and prepares an official college letter of recommendation on behalf of each applicant who requests one. Further information about the committee and its services may be obtained from the director of the committee.

HEALTH PROFESSIONS ADVISORY COMMITTEE
The Health Professions Advisory Committee functions to advise and assist students interested in pursuing careers in the health professions. The committee chair serves as an information source and as the principal adviser for those interested in professional fields such as dentistry, medicine, optometry, podiatry, veterinary medicine and other allied health care fields. The chair furnishes general information regarding professional school admission requirements and entrance examinations and also conducts informational meetings for prospective applicants to professional schools. For those applicants who so choose, the members of the committee evaluate undergraduate credentials and formulate official college letters of recommendation. The committee also assists students enrolled in the different affiliation programs between Le Moyne College and health-profession schools (refer to pages 239-241 for descriptions of these programs). Further information regarding the committee and its functions may be obtained from the chair of the committee.

SPECIAL ACADEMIC OPPORTUNITIES

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)
Designed to assist students from educationally under-prepared and economically disadvantaged circumstances, HEOP provides its students with both financial and academic assistance to facilitate their success at Le Moyne. The academic support services program includes a five-week summer session for pre-freshmen as well as special skill-development courses during the regular academic year. Students in the program may also avail themselves of either group or individual tutoring sessions. In addition, the program attempts to provide its students with counseling and academic advisement sufficient to meet their personal needs.

AFRICAN-AMERICAN, HISPANIC, ASIAN, AND NATIVE AMERICAN PROGRAM (AHANA)
The AHANA (African-American, Hispanic, Asian, and Native American) Program was established to enable Le Moyne to expand its enrollment of students of color. AHANA students are required to participate in a structured academic support program which includes a five-week pre-freshman summer program and study sessions throughout the academic year.

INTERNSHIPS
Many departments and programs of the College maintain affiliations with businesses, government offices and social service agencies. For example, the Political science department offers semester-long internships in Washington, D.C., and Albany, N.Y., which are open to all majors and allow students to integrate classroom education with appropriate learning experiences in a non-academic setting. Grades for internships are High Pass (HP), Pass (P), Fail (F). Interested students should apply to the chair of the depart-
ment in which the internship is desired and should obtain a copy of the rules and regulations governing internships at the registrar's office.

**CULTURAL FOUNDATIONS OF MEDICINE**

The Syracuse Consortium for the Cultural Foundations of Medicine (SCCFM), a cooperative program that includes Le Moyne College, the State University of New York (SUNY) Upstate Medical University and Syracuse University, offers courses each semester in cultural foundations of medical theory and practice from the viewpoint of varied academic disciplines. Faculty members are from the cooperating institutions.

SCCFM courses are open to upper-division undergraduates, graduate students and faculty from the three institutions and to members of the public with a bachelor's degree. Each course is worth three credits and is limited to a maximum number of 10 students from each institution. Permission of the instructor is required.

**LEARNING COMMUNITIES/ACADEMIC INITIATIVES**

Coordinator: Tamara Westlake

Le Moyne College and the Office of Academic Initiatives are pleased to offer and strongly encourage students to participate in learning communities (LCs). Proven to enhance the college experience, learning communities allow students the option to engage in unique academic and social opportunities.

There are several options available for student participation. Residential learning communities, which are generally open to first-year students (also known as First-Year Interest Programs or FYPs), give students the opportunity to live with others who share similar interests and enroll in one or two courses together as a group. Typically, the course content emphasizes the theme of the particular learning community. Le Moyne College courses are generally taught in classrooms located in a residence hall with study groups available for most linked LC courses. Another LC option is curricular learning communities, which have no residential component. Students co-enroll in two courses linked by a common theme. Emphasis is placed on the interdisciplinary nature of course content. Both LC options engage students in and out of the classroom. LC students are encouraged to participate in field trips related to the LC theme and community service.

Research has shown learning community participants generally perform better academically, experience higher levels of satisfaction with their college experience, and persist through graduation.

Learning community options vary each academic year. Please visit our Website at www.lemoyne.edu/learning_communities/ or contact the Coordinator of Academic Initiatives (315-445-4277) for current options or with questions.

**GLOBAL EDUCATION**

Coordinator: Allison Farrell

Le Moyne College's Office of Global Education encourages participation in the Study Abroad Program and provides Le Moyne's nonimmigrant students with assistance on immigration-related issues.

**INTERNATIONAL STUDENT ADVISEMENT**

Le Moyne College provides an advisement service to its international students. All undergraduate and graduate students who are studying at Le Moyne under the direction of an F-1 student visa receive assistance on issues such as maintaining status, employment, practical training, etc. They are also required to attend a mandatory international orientation program upon their entrance into Le Moyne. This session provides students with valuable information regarding immigration regulations.

Due to the changing immigration guidelines, all F-1 students must meet with the coordinator during the first week of each
semester. In addition, they are required to maintain full-time enrollment and meet all other immigration regulations.

**STUDY ABROAD PROGRAM**

The Study Abroad Program encourages qualified students to pursue international study for a semester, year or summer term. The staff guides students in choosing programs that fit both their academic needs and interests. Students also have the opportunity to talk with Study Abroad Ambassadors, Le Moyne students who have spent time abroad, and with faculty members familiar with academic programs of specific colleges and universities around the world. Information about Le Moyne's Study Abroad Program and services can be obtained at [http://www.lemoyne.edu/study_abroad/](http://www.lemoyne.edu/study_abroad/).

Students traditionally study abroad during their junior year, but in some cases a student may, with approval, study abroad in other semesters. A minimum cumulative grade point average of 2.8 is required for approval of international study. Additionally, students cannot be on disciplinary probation. Students must also have the approval of both the study abroad coordinator and chair of their major. Students participating in the Study Abroad Program must secure advance approval from the director of the core for courses they plan to use to fulfill core requirements. Students majoring in certain disciplines, e.g., the sciences, or those seeking teaching certification, must work far in advance with their departments in order to study abroad. In some cases, summer sessions may be more practical for those students. The office staff can also assist in planning for summer study abroad sessions.

Le Moyne College currently has several study abroad program sites and is working to develop future exchanges in additional sites. Students may also pursue approved programs sponsored by other institutions. Le Moyne’s Study Abroad Program locations include:

- Charles University, Prague, Czech Republic (anticipated)
- University of Essex, Colchester, England
- University of Leicester, Leicester, England
- University of Stirling, Stirling, Scotland
- Pontificia Universidad Catolica Madre y Maestra, Santiago, Dominican Republic
- Guatemala Summer Program (coordinated by the Honors Program)
- University of Warsaw, Warsaw, Poland (anticipated)
- University of Kassel, Kassel, Germany (anticipated)

**RESERVE OFFICER TRAINING CORPS (ROTC)**

Students at Le Moyne College may take reserve officer training through the Department of Military Science and the Department of Aerospace Studies at Syracuse University. Both the Army program in military science and the Air Force program in aerospace studies have a basic course generally taken in the freshman and sophomore years and an advanced course taken in the junior and senior years. Upon award of a bachelor's degree, students who have successfully completed advanced course requirements become commissioned second lieutenants in the United States Army or the United States Air Force. Admission to the advanced course normally is contingent upon successful completion of the Army or the Air Force freshman and sophomore courses, a satisfactory physical profile and demonstration of academic proficiency and leadership potential. Under certain conditions, however, students who have not completed the basic course may apply during their sophomore year for the advanced course and compete for entry into advanced ROTC at the fall registration of the junior year.

To learn more, including a complete course listing, about Syracuse University's Army and Air Force ROTC programs, respectively, go to:

Those interested in these programs should inquire at the appropriate Syracuse University ROTC office for more information and application forms. Questions related to transferring ROTC credits to Le Moyne should be directed to the registrar’s office at Le Moyne.

AWARDS, HONORS AND HONORS PROGRAMS

DEGREE HONORS
The bachelor’s degree, awarded at commencement to students who have successfully completed a prescribed program of study toward the degree, will be qualified “with honor” in the case of students who have achieved a high average by the end of their course of study at the College as follows:

Students who have achieved a cumulative grade-point average of 3.50 - 3.69 in all subjects by the end of their course of study will be awarded the bachelor’s degree cum laude.

Students who have achieved a cumulative grade-point average of 3.70 - 3.84 in all subjects by the end of their course of study will be awarded the bachelor’s degree magna cum laude.

Students who have achieved a cumulative grade-point average of 3.85 - 4.00 in all subjects by the end of their course of study will be awarded the bachelor’s degree summa cum laude.

Students who have participated for four years in the integral honors program will have achieved the highest academic distinction conferred by the College.

Transfer students who have completed 60 credit hours at Le Moyne are eligible for degree honors at graduation.

Awarding of honors is determined by a student’s cumulative grade-point average as of the date of graduation and is unaffected by courses taken subsequently to the granting of a degree.

DEAN’S LIST
In order to qualify for the Dean’s List in a given semester, a student must be registered as a full-time student for the semester and have achieved a semester grade-point average of 3.5 or higher. In addition, the student must have received grade points for at least nine credit hours of coursework during the semester. No grade points are associated with the grade of HP, P or W.

Part-time matriculated students will qualify for the Dean’s List in a given academic year if they have achieved an academic grade point average over the fall and spring semesters of 3.5 or higher. In addition, the student must have received grade points for at least 12 credit hours of coursework during the academic year with no more than one grade of W. No grade points are associated with the grade of HP, P or W.

ACADEMIC AWARDS
The following medals and awards are presented to seniors at the Honors Convocation:

- The Frank and Margaret Ahrens Memorial Medal in General Business
- The American Institute of Chemists Student Medal Award
- The Angela Bortoloni Award for Community Service
- The Brine Medal in Chemistry
- The Marie Arnold Chapin Medal in Biology
- The Department of Foreign Languages Medal
- The Department of Psychology Medal
- The Gregory J. Derschug, S. J., Medal in Sociology
- The Edward Eagan Medal in the Arts
- The Rev. James C. Finlay, S. J. Award for Integral Honors
The Eugene J. Fitzmartin Medal in English
The Bishop Foery Medal in Religious Studies
The Mark Haskell Memorial Medal in Industrial Relations
The Thomas R. Hogan Award in Communications
The Father John P. Lahey Award in Writing
The Catherine and William Lynn Education Medal
The Loyola Medal Award
The Leon J. Maltby Medal in Mathematics
The Leonard P. Markert Medal in Philosophy
The Gene McCarthy Award in Theatre Studies
The Suzanne V. McClusky Medal in History
The Francis and Martha McElroy Medal in Business
The Rev. Richard Moore McKeon, S. J., Industrial Relations Association Award
The H. Paul Nelligan Medal in Pure Science
The New York State Society of Certified Public Accountants Award
The Pi Gamma Mu Scholarship Award in the Social Sciences
The Joseph J. Pietrafesa Award
The Maurice W. Powers Medal in Accounting
The Lee-Anne Scaccia-Cruz Award for Excellence in Women's Studies
The Elizabeth Schlaerth Memorial Medal in History
The Service Award from the Center for Personal Growth and Counseling
The W. S. Smith Memorial Award of the Institute of Internal Auditors
The Syracuse Student Chapter of the Institute of Management Accountants Award
The Wall Street Journal Student Achievement Award in Economics
The Judith L. Zunic Award for Outstanding Adult Learner

The awards and medals listed here are presented annually at special awards convocations:

The John W. Bush Memorial Award for the Best Paper in Historiography
The Joseph Cashier Medal in Sophomore Industrial Relations
The Bishop David F. Cunningham Medal in Junior Liberal Arts
The Robert J. Dermody Medal in Junior Accounting
The Myrtle G. Derschug Medal in Freshman Social Science
The T. Frank Dolan Jr. Medal in Freshman Liberal Arts
The Family of T. Frank Dolan Jr. Medal in Sophomore Pure Science
The Msgr. David J. Dooling Medal in Junior Social Science
The Richard W. Egan Memorial Medal in Junior Business Administration
The Anne J. Endries Medal in Sophomore Accounting
The Anthony A. Henninger Medal in Junior Industrial Relations
The Susan E. Henninger Medal in Freshman Pure Science
The Highest Average in the Undeclared Category for Freshman Year
The Highest Average in the Undeclared Category for Sophomore Year
The James E. Kenney Alumni Award in Junior Economics
The William R. Lukacs Medal in Mathematics
The Marnie A. McCluskey Medal in Sophomore Social Science
The Msgr. Charles F. McEvoy Medal in Sophomore Liberal Arts
The Edward M. O'Donnell Medal in Freshman Business Administration
The Edward A. O'Hara Medal in Freshman Industrial Relations
The Pasquale J. Paglia Prize for Excellence in Romance Languages
The James M. Phillips Medal in Freshman Accounting
The Vincent J. Smith Medal in Sophomore Business Administration
The William F. J. Ryan Medal in Junior Pure Science

DEPARTMENTAL HONORS
Some departments offer an honors degree to superior students who complete specified requirements in the major field. Departments offering such a program are: biology, business, chemistry, English, foreign languages, history, philosophy, political science, psychology, religious studies and sociology/anthropology. Department chairs invite qualified applicants to pursue this degree at the end of the sophomore year. Departmental honor thus provides a challenge for the student who excels in the major or for the transfer student who enters Le Moyne too late to participate in the Integral Honors Program.

Collegewide standards apply, but each department supplements these with its own regulations. The interested student should seek information from his or her department chair.

INTEGRAL HONORS PROGRAM
Interim Director: John Freire

The Integral Honors Program at Le Moyne College offers the exceptional student a unique educational opportunity. While all students are required to balance courses in a major area with the core humanities sequence, the honors student participates in an interdisciplinary sequence specially designed to encourage learning at an advanced level. This student enjoys the challenge presented by his or her peers in these honors classes and benefits as well from the small class size, which enhances the student-professor relationship.

In the freshman, sophomore and senior years, the honors student enrolls in the honors humanities sequence. This 21-hour series of courses replaces as many hours of philosophy, religious studies, history and English core requirements. The Integral Honors Program thus affords the underclass student more qualitative than quantitative contact with the humanities. An interdisciplinary team of teachers helps the students to examine the development of civilization from ancient time to the present day. The variety of expert professors working with the program provides these students with a rich panoply of perspectives. Each student thereby gains an education that stresses the connections and interrelationships necessary for lifelong understanding of an increasingly complex world. Each student learns to ask and to attack difficult questions, and students become increasingly responsible for their own learning.

In the junior year, the honors student takes Interdisciplinary Approaches to Knowing: Theory and Applications, a course which builds on the earlier humanities sequence by imparting an understanding of the methodologies and epistemologies of the other disciplines as well. That same year, the student submits a proposal for an honors project that he or she will complete during the senior year under the guidance of a professor-mentor whom the student chooses, usually from the major department. This project constitutes the culmination of a student's training in the Integral Honors Program. Successful completion of all requirements earns the award of an Integral Honors degree, the highest distinction Le Moyne confers upon its graduates.

Integral Honors Program participants pay regular tuition, but they have the privilege of taking extra courses without charge.
These added hours may not be applied, however, to early graduation, and any summer courses will be at the student’s expense. A distinctive feature of the Integral Honors Program is the opportunity students in the program have to take one of their honors courses (HON 402) in Guatemala if they so choose. Honors 402 is taught by Le Moyne faculty.

The program serves all majors, and all are represented in its enrollment. Students may join at the end of the first semester, or in a few cases the second semester, of the freshman year. Each October, the Honors Committee invites freshmen to an information session about integral honors. Of those eligible students who decide to apply, approximately twenty will be chosen to participate; in making its decision, the committee considers the high school record, national test scores, current grades, recommendations, a writing sample, and other material submitted by the student. To maintain Integral Honors status, a student must earn at least a B grade in each honors course; while honors students ordinarily place on the Dean’s List, a minimum GPA of 3.25 is required for graduation with the Integral Honors Degree. For further information, please contact the program’s director.
THE CORE CURRICULUM

DIVISION OF ARTS & SCIENCES
- Biology
- Chemistry and Physics
- Economics
- Education
- English
  - Communications
  - Creative Writing
- Foreign Languages and Literatures
  - Classics
  - French
  - German
  - Greek
  - Hebrew
  - Italian
  - Japanese
  - Latin
  - Spanish
- History
- Mathematics
  - Computer Science
- Nursing
- Philosophy
- Physician Assistant Studies
- Political Science
- Psychology
- Religious Studies
- Sociology and Anthropology
- Visual and Performing Arts
- Transfer Programs
  - Pre-Environmental Science & Forestry
  - Two-Year Cooperative Transfer
  - Articulation Agreements
    - Cytotechnology
    - Medical Technology
    - Respiratory Care
    - Physical Therapy
  - Combination Undergraduate Degree Programs
  - Three-Two Engineering Programs

Pre-Professional/Graduate Combination Degree Programs
- Pre-Optometry
- Dental Medicine
- Pre-Podiatry
- Early Assurance Programs in Dental Medicine and Medicine

DIVISION OF MANAGEMENT
- Accounting
- Business Administration
  - Business
  - Finance and Investments
  - Law
  - Management
  - Management Information Systems
  - Marketing and Sales
  - Operations Management
  - Statistics
- Economics
- Industrial Relations and Human Resource Information Systems

INTERDISCIPLINARY PROGRAMS
- Biochemistry
- Cultural Foundations of Medicine
- Integral Honors
- Library
- Multiple Science
- Peace and Global Studies
- Urban Studies
- Women's Studies
THE CORE CURRICULUM
Director: Kathleen S. Nash

At Le Moyne College a solid grounding in the humanities and the sciences is an essential element in each student’s preparation for a meaningful and productive life. The College, therefore, requires participation in the core curriculum, a special series of required courses and course options designed to assist students in acquiring the skills, knowledge, attitudes and values that are the basis of a liberal arts education in the Jesuit tradition. Students who successfully complete this program of study at Le Moyne should be able to:

1. Gather, analyze, evaluate and synthesize information and make sound judgments about its applications.
2. Read with comprehension; write and speak with clarity, precision and expressiveness.
3. Identify the main historical, literary, religious, philosophical and aesthetic features of Western cultures.
4. Demonstrate a familiarity with other cultures and an appreciation of cultural diversity.
5. Identify the economic, political, psychological, religious, scientific, social and technological forces that shape human affairs.
6. Assess conduct and make decisions based on the ethical concerns and transcendent moral values of Christianity and other religious and philosophical traditions.
7. Demonstrate an active commitment to social justice and community service in the Jesuit tradition.
8. Pursue a life of the spirit and of the mind in order to foster personal growth and maturity.

This core curriculum (42 credits) is an integrated series of twelve courses in the humanities, along with one course in the natural sciences and one in the social sciences. The humanities courses are arranged in sequential order, with each course level providing the background and foundation for the next. Students derive the most benefit from taking these courses in numerical order, 100-level courses, then 200, etc., usually in the year designated. The social science and natural science requirements may be taken at any time.

The Freshman Sequence (12 credits) develops the theme “Foundations of Western Culture” through a study of the major philosophies and historical movements in the formation of Western society and a consideration of the roles of women and minorities in this process. These courses introduce the communication skills, critical thinking abilities and intellectual attitudes required for college-level studies in all major programs:

- ENG 100 Critical Writing (3)
- PHL 101 Philosophical Foundations of Western Thought (3)
- HST 101 and HST 102 Western Civilization: Origins to the French Revolution (3) and French Revolution to the Present (3) or HST 103 World Civilizations I (3) and HST 104 World Civilizations II (3)

The Sophomore Sequence (9 credits) develops the theme “Perspectives on the Human Situation” through a study of worldviews drawn from both Western and non-Western cultures:

- ENG 200 or ENG 218 (primarily for English majors) Perspectives in Literature (3)
- PHL 201 Philosophical Perspectives on the Human Situation (3)
- REL 200 Religious Perspectives on the Human Situation (3)

The Junior Sequence (9 credits) allows students to study selected subjects in greater depth:
ENG 300 or ENG 318 (primarily for English majors) The Plays of Shakespeare (3)

PHL 301-303 Ethics (3)

REL 300-399 Religious Dimensions of Reality (3)

The Senior Sequence (6 credits) provides a selection of seminars in which students refine their writing and oral presentation skills and integrate the humanities core and their major areas of study.

ENG 400-440 Seminars in Literature, Media and Rhetoric (3) or HST 400-420 Seminars in History (3)

PHL 400-419 Seminars in Philosophy or REL 400-419 Seminars in Religious Studies

In addition, students must complete at least one course in the natural sciences, selected from offerings in biology, chemistry and physics. These courses, especially designed for the core program, develop scientific literacy, a critical perspective on scientific method, and an appreciation for the contributions of these scientific disciplines to the contemporary world.

Students must complete at least one course in the social sciences, selected from offerings in anthropology, economics, education, political science, psychology and sociology. These courses provide models for interpreting human behavior, understanding the effect of race, gender and class on personal identity and social interactions, as well as insight into the economic, political and psychological forces that constitute society and culture.

For descriptions of these core courses, see the catalog section for the appropriate department. Transfer students should review transfer admission requirements.
BIOCHEMISTRY
See Interdisciplinary Programs

BIOLOGY
Chair: David L. Smith
Professors: De Gennaro
Associate Professors: Mitchell, Pritts, D. Smith, S. Smith, Szepenyi
Assistant Professor: Skiensky
Adjunct Faculty: Carson, Graziano, Infanti, Long, McLaughlin, Schatz, Scherer, Scott, Wildridge
Emeritus: Lugthart

The Department of Biology offers B.A. and B.S. degree programs. In addition, a biology minor is available. Students interested in graduate study in biology or in medical, dental or veterinary training should elect the B.S. program with two or more years of chemistry. Those interested in the B.A. program may elect a broad range of courses in the humanities or social sciences in place of the advanced chemistry or physics normally taken in the B.S. program. A B.S. degree with a physician assistant concentration is available to the successful applicant. Students are encouraged to conduct research in either biology or chemistry with faculty members.

BIOLOGY MAJOR B.S*
(Graduate studies, health professions, veterinary, biochemistry, minor in chemistry and other areas)

Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Rel Studies Seminar 3
English 9
English or History Seminar 3
History 6
Social Science 3
Natural Science (fulfilled by major)

Major Requirements:
BIO 191 General Biology I/BIO 193 4
BIO 192 General Biology II 4
BIO 218 Cell and Molecular Biology 4
BIO 225 The Poisoning of a Planet 3
At least one from the area of
Ecology and Population Biology 4
(BIO 230 General Ecology;
BIO 245 Evolution; BIO 320 Genetics;
BIO 440 Insect Ecology)
At least one from the area of
Biological Diversity 4
(BIO 325 Microbiology; BIO 327 Botany;
BIO 330 Tropical Marine Biology;
BIO 340 Parasitology; BIO 350
Invertebrate Biology)

Biology Electives 14-16

Major Support:
CHM 151-152 Chemical Principles 8
CHM 223-224 Organic Chemistry 8
PHY 101/105-102/106 General Physics and PHY 103-104 General Physics Lab 8
MTH 111-112 Statistics 7
Two semesters of the same foreign language or two semesters of calculus 6-8

Electives*** 15

*At least seven courses in biology must involve laboratory.
** A minimum of 8 must be classroom courses as opposed to research or internship. At least 5 biology courses must be taken at Le Moyne College.
*** May take up to two extra electives.

### **BIOLOGY MAJOR - B.A.*

<table>
<thead>
<tr>
<th>Core Requirements:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science (fulfilled by major)</td>
<td></td>
</tr>
</tbody>
</table>

** Major Requirements:**

| BIO 191 General Biology I/BIO 193  | 4      |
| BIO 192 General Biology II         | 4      |
| BIO 218 Cell and Molecular Biology | 4      |
| BIO 225 The Poisoning of a Planet  | 3      |

One from the area of Ecology and Population Biology

*(BIO 230 General Ecology; BIO 245 Evolution; BIO 320 Genetics; BIO 440 Insect Ecology)*

Major Support:

| CHM 151-152 Chemical Principles     | 8      |
| Organic Chemistry, Physics, or Math | 8      |
| Foreign Language (same language)    | 6      |

**Electives *** | 33

* At least five courses in biology must involve laboratory.

** A minimum of 6 must be classroom courses as opposed to research or internship. At least 4 biology courses must be taken at Le Moyne College.

*** May take up to two extra electives.

### **BIOLOGY MINOR**

To complete a minor in biology (15 credits), students must complete BIO 191-192 or equivalent and BIO 218 plus three hours of another biology course, none of which may be taken pass/fail. All prerequisites must be met. Courses for non-science majors are not acceptable.
**TYPICAL PROGRAM FOR BIOLOGY MAJOR - B.S.**
(Graduate, Pre-medical, Dental, Veterinary, Biochemistry, Minor in Chemistry)

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Statistics/Calculus/Foreign Language</td>
<td>3-4</td>
<td>Statistics/Calculus/Foreign Language</td>
<td>3-4</td>
</tr>
<tr>
<td>Biology 191/Biology 193</td>
<td>4</td>
<td>Biology 192</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 151</td>
<td>4</td>
<td>Chemistry 152</td>
<td>4</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200/Elective</td>
<td>3</td>
<td>Elective/English 200</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201/Religious Studies 200</td>
<td>3</td>
<td>Philosophy 201/Religious Studies 200</td>
<td>3</td>
</tr>
<tr>
<td>Biology 218</td>
<td>4</td>
<td>Biology 225</td>
<td>3</td>
</tr>
<tr>
<td>Statistics/Calculus/Foreign Language</td>
<td>3-4</td>
<td>Statistics/Calculus/Foreign Language</td>
<td>3-4</td>
</tr>
<tr>
<td>Physics 101/105/Chemistry 223</td>
<td>4</td>
<td>Physics 102/106/Chemistry 224</td>
<td>4</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Religious Studies</td>
<td>3</td>
<td>Philosophy/Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>English 300/Elective</td>
<td>3</td>
<td>Elective/English 300</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>Biology Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Physics 101/105/Chemistry 223</td>
<td>4</td>
<td>Physics 102/106/Chemistry 224</td>
<td>4</td>
</tr>
<tr>
<td>Elective/Social Science</td>
<td>3</td>
<td>Social Science/Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>Biology Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>Biology Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Minimum 37 hours biology required.*
**TYPICAL PROGRAM FOR BIOLOGY MAJOR - B.A.***

*(Interdisciplinary: Choice of Minor)*

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Biology 191/Biology 193</td>
<td>4</td>
<td>Biology 192</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 151</td>
<td>4</td>
<td>Chemistry 152</td>
<td>4</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200/Elective</td>
<td>3</td>
<td>Elective/English 200</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201/Religious Studies 200</td>
<td>3</td>
<td>Religious Studies 200/Philosophy 201</td>
<td>3</td>
</tr>
<tr>
<td>Biology 218</td>
<td>4</td>
<td>Biology 225</td>
<td>3</td>
</tr>
<tr>
<td>Math/Physics/Organic Chemistry</td>
<td>3-4</td>
<td>Math/Physics/Organic Chemistry</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Religious Studies</td>
<td>3</td>
<td>Religious Studies/Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>English 300/Elective</td>
<td>3</td>
<td>Elective/English 300</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>Biology Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>3-4</td>
<td>Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective/Social Science</td>
<td>3</td>
<td>Social Science/Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Biology Elective</td>
<td>3-4</td>
<td>Biology Elective</td>
<td>3-4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Minimum 30 hours biology required. Minor in sciences, psychology, education, sociology, computer science and others; consult adviser regarding program. Electives optional. Recommend 15 or more hours to be used to build minor concentration of choice.

Note: An interdisciplinary major in Biochemistry is available. For details, see Interdisciplinary Programs.
No prerequisite required unless noted.

**BIOLOGY**

**BIO 103. HUMAN PHYSIOLOGICAL PROCESSES (4).**
This course provides a study of the human body from combined anatomical and physiological perspectives. Laboratory sessions involve experiments concerned with the physiological processes of life. Three hours lecture and two hours laboratory per week. This course is intended primarily for psychology majors. Students may not take BIO 103 if they have already taken BIO 107-108. Biology major credit only by permission of the biology department.

**BIO 105. EXERCISE PHYSIOLOGY (3).**
This course studies the physiology of exercise, including concepts of work, muscle contraction, energy transformation, metabolism, oxygen debt, nutrition and athletic performance. Emphasis is placed on cardiovascular and respiratory function in relation to physical activity and training. Three hours lecture per week. Does not carry biology major credit.

**BIO 106. THE SCIENCE OF LIFE (3).**
This course is designed to provide the experience of scientific discovery as part of our culture within the framework of the biological sciences. The goal is to have the student achieve a better understanding of nature and of human life as part of nature. Three hours lecture per week. Does not carry biology major credit.

**BIO 107. ANATOMY AND PHYSIOLOGY I (4).**
This course provides a study of the anatomy and physiology of the various systems of the human body. The cat is the primary dissection specimen in the laboratory. Prerequisite: BIO 107 or permission of the biology department. Three hours lecture and two hours laboratory per week. This course is intended for those who are interested in the health-related professions. Students may not take BIO 108 if they have already taken BIO 103. Biology major credit only by permission of the biology department.

**BIO 108. ANATOMY AND PHYSIOLOGY II (4).**
This course provides a study of the anatomy and physiology of the various systems of the human body. The cat is the primary dissection specimen in the laboratory. Prerequisite: BIO 107 or permission of the biology department. Three hours lecture and two hours laboratory per week. This course is intended for those who are interested in the health-related professions. Students may not take BIO 108 if they have already taken BIO 103. Biology major credit only by permission of the biology department.

**BIO 109 (ANT 109). HUMAN EVOLUTION (3).**
This course draws upon human paleontology, cultural anthropology, psychology, human physiology and evolutionary biology to examine both modern human biology and culture. Issues such as mate choice, mate fidelity, aggression, “drug” dependence are just a few of the factors that were once considered to be exclusively determined by culture but which might have a more evolutionary source. For these reasons, the study of human origins has the potential to enormously impact our understanding of what it means to be human. Three hours lecture per week. Does not carry biology major credit.

**BIO 110. PALEOBIOLOGY – DINOSAURS AND THEIR WORLD (3).**
The term paleobiology encompasses the study of any ancient life, but this course focuses on a single group, the dinosaurs, an incredibly diverse assemblage of animals that dominated the ancient landscape for over 130 million years. The public appreciation and fascination with dinosaurs has grown steadily in the 180 years following their modern discovery. This course uses dinosaurs as a vehicle for a broader investigation of the biological and physical systems that comprise planet Earth, and the interrelated nature of these systems as they relate to the evolution and extinction of Earth’s
inhabitants over the vastness of geologic
time. Does not carry biology major credit.

**BIO 111. ECOLOGY AND THE
ENVIRONMENT (3).**
This course focuses on basic ecological
principles, especially the effects of human
activities on our life-supporting environ-
ment. Three hours lecture per week. Does
not carry biology major credit. This course
may not be taken by biology majors as a
free elective. Minors should consult with
the department chair.

**BIO 112. BEFORE BIRTH: EMBRYOLOGY
AND FETAL DEVELOPMENT (3).**
This is a basic course in human embryol-
ogy. After an introduction to prenatal
development, the growth of the human
fetus is followed to parturition. Risks to
the fetus through the use of drugs, alcohol
and environmental agents are presented
and discussed. Three hours lecture per
week. Does not carry biology major credit.

**BIO 115. HORMONES AND
YOUR HEALTH (3).**
This course for non-science majors, designed
to fulfill the core science requirement, will
introduce students to the importance of
appropriate hormone function to their
health. Students will learn basic concepts
of hormone production, release, circula-
tion throughout the body, and how hor-
mones are required for proper body function.
Alterations of normal hormone function
by environmental toxins, one’s health
status and common medications will also
be discussed. Three hours of lecture per
week. Does not carry biology major credit.

**BIO 125. ETHNOBOTANY: THE PLANTS
PEOPLE USE (3).**
This course examines plants and their
biology, focusing on those used by people.
Ethnobotany studies the use of plants in
indigenous societies, but also fosters aware-
ness of plants used by industrialized cul-
tures and plants of historical importance.
Fundamental scientific and botanical con-
cepts advance an understanding of diet,
herbal medicines, plant products in manu-
facturing, biotechnology and conservation
biology. Three hours of lecture per week.
Does not carry biology major credit.

**BIO 191. GENERAL BIOLOGY I (4).**
This course introduces fundamental unify-
ing principles of biology. Topics include
the scientific method, biological chemistry,
classification/diversity, cell structure and
function, membranes, energetics, genetics,
cell division and evolution. Three hours
lecture and three hours laboratory per
week. Carries biology major credit.

**BIO 192. GENERAL BIOLOGY II (4).**
This course, while continuing to stress
fundamental unifying principles of biology,
presents the mechanisms that allow all
living organisms to meet the common
requirements for life. Topics include cellular
regulation and control; plant and ani-
mal development, form and physiology;
basic characteristics of all kingdoms of life;
population biology and ecology. Prerequi-
site: BIO 191 or permission. Three hours
lecture and three hours laboratory per
week. Carries biology major credit.

**BIO 193. ADVANCED GENERAL BIOLOGY (4).**
This course provides students with advanced
placement the opportunity to explore in
depth a variety of issues in the modern dis-
cipline of biology. The types of issues to be
addressed may include biodiversity, ecosys-
tem structure and function, development,
physiological adaptations, and evolution.
Students will be expected to work inde-
pendently and cooperatively on certain
topics, as well as make presentations to the
class. Three hours lecture per week and
enrollment in BIO 191L is required.

**BIO 203. NUTRITION (3).**
This course is a study of nutrition as it relates
to normal growth, development and health.
In particular you will study the means by
which nutrient intake will affect body sys-
tems and processes. Additionally, ther-
BIO 205. BASIC MICROBIOLOGY (4).
A survey of microbial life with special emphasis on those organisms of clinical interest. Laboratory exercises emphasize the isolation, identification and control of microorganisms. Primarily intended for nursing students, but open to liberal arts students by permission of instructor. Three hours lecture and two hours laboratory per week. Prerequisites: BIO 107, 191 or equivalent.

BIO 206. APPLIED PHYSIOLOGY (4).
This course is designed to provide a concentrated study of the physiological functions under exercise stress and the adjustment and regulatory activities of the body during exercise. Course does not carry biology major credit.

BIO 208. EARTH: A HISTORY OF ITS ENVIRONMENT AND INHABITANTS (4).
This course is designed to familiarize students who have little formal training in science with major concepts in general science, with specificity in physical and historical geology and evolutionary biology. In essence, this course utilizes lectures and laboratory activities, including field trips, to examine the physical make-up of the Earth by considering its composition, structure, and the physical processes that shape it, as well as survey the history of physical changes of the Earth and the evolution of its inhabitants. Special emphasis is placed on the geologic record of the New York region. Course does not carry biology major credit.

BIO 218. CELL AND MOLECULAR BIOLOGY (4).
This course is designed to introduce the student to cell biology and the concepts of genetics at the molecular level. Basic concepts of cell structure and function are presented from a biochemical perspective. Topics include metabolism, membranes, cytoskeleton, motility, and replication and expression of genetic information. Prerequisites: BIO 191-192 or BIO 193. CHM 223-224 recommended. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 225. THE POISONING OF A PLANET (3).
The pollution of our air, land, and water is an ecological problem of epidemic proportions. However, before we can come to grips with this menace, we must understand what we are facing. Our present situation results from economic conflicts, social attitudes, political indecision and the overuse and misuse of scientific and technological ideas. In this course, we will examine environmental issues such as resource depletion, pollution, overpopulation, and the nuclear winter. We will begin with the biological and ecological basis of these problems and then, in a multidisciplinary fashion, address the possible solutions and consequences of these issues. Three hours lecture per week. Prerequisites: BIO 191-192 or BIO 193. Carries biology major credit.

BIO 230. GENERAL ECOLOGY (4).
This course uses an evolutionary approach to the study of the interrelationships of organisms with their environments. Topics include competition, co-evolution, population growth and regulation, demography, and predator-prey relationships. Laboratory work includes field study and basic methods for evaluation of data. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 191-192 or BIO 193. Carries biology major credit.

BIO 245. EVOLUTION (4).
The nature of the evolutionary process is studied from a number of relevant points of view, including geology, paleontology, comparative anatomy, genetics, molecular biology and anthropology. The significant influence of evolutionary concepts on human thought is discussed. Prerequisites: BIO 191-192 or BIO 193, BIO 218. Three
BIO 303 (PSY 303). ANIMAL BEHAVIOR (4).
The mechanisms of animal and human behavior are investigated in a broad descriptive sample. Special emphasis is placed on the physiology, development and evolution of behavior patterns. Prerequisite: Eight credit hours of biology. Three hours lecture and two hours laboratory per week. Carries biology major credit.

BIO 312. MAMMALIAN ANATOMY (4).
This is a laboratory oriented course in which gross anatomy and design of the mammal is studied by techniques of dissection and observation. Emphasis is on the spatial relationship of organs and tissues. Prerequisites: BIO 191-192 or BIO 193. Three hours lecture and three hours laboratory per week. Carries biology major credit. Not open to students who have taken BIO 103 or BIO 107-108.

BIO 320. GENETICS (4).
A course that stresses the basic concepts of Mendelian genetics, the interactions between genetic and environmental factors during development, and the foundations of population genetics and quantitative inheritance. Prerequisites: BIO 191-192 or BIO 193, BIO 218. Three hours lecture and three hours laboratory weekly. Carries biology major credit.

BIO 321. EMBRYOLOGY (4).
A course in development in which the classical approach to the study of vertebrate embryogenesis is presented in the context of developmental biology. Experimental data are underscored in the analysis of differentiation and developmental processes. Prerequisites: BIO 191-192 or BIO 193, BIO 218. Three hours lecture and two hours laboratory per week. Carries biology major credit.

BIO 322. HISTOLOGY (4).
Following a consideration of fundamental tissues, most of the organ systems of the mammalian body are studied showing how these systems are actually combinations of the basic tissues. Prerequisites: BIO 191-192 or BIO 193, BIO 218. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 325. MICROBIOLOGY (4).
This course emphasizes bacteria, but also deals with other groups of organisms recognized as microbes. Topics include the structure, physiology, differentiation and genetics of microorganisms, as well as ecological, industrial and disease relationships. Prerequisites: BIO 191-192 or BIO 193, BIO 218. CHM 223-224 recommended. Three hours lecture and four hours laboratory per week. Carries biology major credit.

BIO 327. BOTANY: THE BIOLOGY OF PLANTS (4).
The activities of plants support life on earth. An understanding of the biology of plants influences the welfare of humans and other animals. This course explores the diversity and basic biology of plants. Topics include classification, physiology, morphology, evolution, and life cycles. Prerequisites or corequisites: BIO 191-192 or BIO 193, BIO 218, CHM 101-102. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 330. TROPICAL MARINE BIOLOGY (4).
Tropical ecology differs in many respects from that of temperate regions. The most striking of these differences occurs in the marine environment. Semester activities will include weekly meetings in which we will examine the flora, fauna and processes that characterize tropical marine systems. The course will end with 10-14 days of intensive field work in the Bahamas, studying the principles discussed in class with special attention to field and lab work as well as an individual research project. Prerequisite: BIO 191-192 or BIO 193 and permission of the instructor. Separate
fees will be required for the field portion of the course. Carries biology major credit.

**BIO 340. PARASITOLOGY (4).**
Parasitism is the most prevalent and one of the most biologically complex of all symbiotic relationships. Parasites historically have had and continue to have a tremendous impact on the health and welfare of humans and other animals. This course explores the diversity of parasitic organisms and the adaptations which permit them to live in or on other organisms, as well as consequences to the host. Prerequisites or corequisites: BIO 191-192 or BIO 193 and one 200-level course. Three hours lecture and three hours laboratory per week. Carries biology major credit.

**BIO 345. PATHOPHYSIOLOGY (3).**
This course is a comprehensive coverage of the basic pathophysiology mechanisms and specific diseases and disorders affecting all of the major organ systems of the human body. The concepts of pathophysiology, especially for the most commonly encountered diseases and disorders, are covered in detail, including such important topics as genetics/heredity, immune system problems, inflammation and infection, endocrinology, and malignant processes. The etiology and progression of disease and disorder states are examined from the micro (cellular) and macro (organ) level. Prerequisites: none.

**BIO 350. INVERTEBRATE BIOLOGY (4).**
This course introduces the study of invertebrate animals; classification, structure and life cycles are presented in detail. Prerequisites: BIO 191-192 or BIO 193. Three hours lecture and three hours laboratory per week. Carries biology major credit.

**BIO 371 (CFM 425). DISEASE IN HUMAN EVOLUTION (3).**
See course description for CFM 425.

**BIO 375. INTRODUCTION TO NEUROBIOLOGY (4).**
The uniqueness of the central nervous system is explored in lectures and laboratory sessions dealing with the developmental, anatomical, and physiological aspects of neurobiology. This course is intended for biology and psychology majors and may be taken by others who are minoring in biology. Three lectures and three hours laboratory per week. Prerequisites and corequisites: BIO 191-192 or BIO 193, BIO 218; CHM 223 is recommended, or by permission of instructor. Carries biology major credit.

**BIO 380 (CHM 380/LIB 380). SCIENTIFIC LITERATURE (1).**
This course is an introduction to the literature sources in the fields of science, to include science citation index, abstracts, books, American and foreign journals, reference works and on-line computer searches of scientific literature. Prerequisites and corequisites: 15 credit hours in biology and BIO 390 or BIO 499. Carries biology major credit along with BIO 390 or BIO 499. Pass/fail only.

**BIO 390. INDEPENDENT STUDY IN BIOLOGY (1-3).**
A student may pursue a semester or more of independent study in a specialized area of biology of mutual interest to the student and one or more members of the faculty in the department. This course is for the above-average student whose interests and abilities go farther than normal course offerings. Proposals, indicating credit sought, must have approval prior to registration. Prerequisites or corequisites: 15 credit hours in biology in addition to BIO 380. Carries biology major credit for the tenth biology course.

**BIO 405. ENDOCRINOLOGY (4).**
Hormones are chemical signals produced by a number of organisms; this course will focus on mammals, insects and plants. Normal physiologic function (hormone
synthesis, secretion and action at the target cell), disorders related to abnormal amounts of hormone and hormonal effects on behavior will be covered. Prerequisites: BIO 218. Three hours of lecture and three hours of lab per week. Carries biology major credit.

**BIO 410. TOXICOLOGY (3).**
This course is designed to be of interest to students of environmental biology as well as those planning for a career in the health professions. General principles and mechanisms of toxicology, effects of exposure to different types of toxins, and various applications of toxicology will be discussed. Prerequisites or corequisites: BIO 191-192 or BIO 193, 218; CHM 223, 224. Three hours of lecture per week. Carries biology major credit.

**BIO 418. ADVANCED MOLECULAR BIOLOGY (4).**
An advanced course in the molecular biology of cells which will examine in depth various aspects of modern molecular biology. Topics to be explored include gene regulation, molecular genetics, protein targeting, cell signaling, and cellular differentiation in development. Prerequisites or corequisites: BIO 191-192 or BIO 193, 218; CHM 223, 224. Two hours lecture and six hours laboratory per week. Carries biology major credit.

**BIO 420-424. TOPICS IN BIOLOGY (3).**
This course has a seminar and lecture format to study selected questions in biology. Student participation in discussions is an important part of the course. Prerequisites: 15 credit hours in biology and permission of the instructor. Carries biology major credit.

**BIO 425. PLANT PHYSIOLOGY (4).**
This course emphasizes the morphology and fundamental life processes of higher green plants. Topics include water relations, photosynthesis, responses to environmental stimuli, mineral nutrition and hormonal interactions. Prerequisites: BIO 191-192 or BIO 193, BIO 218. CHM 223-224 recommended. Three hours lecture and three hours laboratory per week. Carries biology major credit.

**BIO 431. MAMMALIAN PHYSIOLOGY (4).**
This course is designed to teach basic principles of mammalian physiology involving the following systems: nervous, endocrine, muscular, circulatory, excretory, digestive, immune and reproductive. Prerequisites: BIO 191-192 or BIO 193, BIO 218. CHM 223-224 recommended. Three hours lecture and three hours laboratory per week. Carries biology major credit.

**BIO 435. EPIDEMIOLOGY (3).**
This course examines public health from a world view perspective through the application of three paradigms: epidemiology, demography, and anthropology. Epidemiological principles and methods are presented with emphasis on the health status and health needs of a population; on levels of prevention; on susceptibility, communicability, and modes of transmission; and on promotion of health using various strategies. The case study approach, which encourages the development of analytical and critical thinking skills, is one method used to address key concepts of the three paradigms. Statistical measures and findings from research are applied to describe the incidence and prevalence of disease; fertility rates; morbidity and mortality rates; health benefits and behaviors; socioeconomic, ethnic and racial disparities; causality of disease and disability; and risk factors for the purpose of evidence-based decision making in public health. Prerequisites: MTH 111.

**BIO 440. INSECT ECOLOGY (4).**
Insects outnumber all other species on this planet, and they have crucial roles in ecosystem structure and processes. This course explores the diversity of interactions between insects and other organisms in ecosystems, as well as insects’ impact on the non-living environment. Prerequisites
BIO 481. BIOCHEMISTRY I (3). See description for CHM 460.

BIO 482. BIOCHEMISTRY II (3). See course description for CHM 462.

BIO 471. PERSPECTIVES ON HUMAN LIFE (3). The meaning and implications of biological evolution, genetic engineering and population growth are considered in this course, with special reference to the consequences of the issues on human life. Prerequisites: BIO 191-192 or BIO 193. Three hours lecture/week. Carries biology major credit.

BIO 480. SEMINAR IN BIOLOGY (1-3). This seminar will offer advanced students the opportunity to further develop research and presentation skills required in graduate or medical school. Topics of the seminar will vary according to the expertise of the instructor. Students will select papers from the scientific literature for analysis and presentation. Students may be required to attend one scientific lecture off campus during the semester. Prerequisites: Junior or senior standing plus participation in biology or chemistry research for credit or permission of the instructor. One to three hours of lecture per week. Carries biology major credit.

BIO 469. RESEARCH IN BIOLOGY (1-3). The student conducts a laboratory investigation under the guidance of the faculty in the department. The course is for the above-average student whose interests and abilities go beyond normal course offerings. Proposals indicating credit sought, must have approval prior to registration. Written and oral presentations of the research are evaluated by the entire staff. Prerequisites: 15 credit hours in biology in addition to BIO 380. Three credit research in biology carries biology major credit.

BIO 495. BIOLOGICAL ELECTRON MICROSCOPY (4). This course centers on the importance of the electron microscope as an investigative tool in biological research. The theory, design and operation of the electron microscope is taken up, followed by sessions dealing with the preparation and viewing of specimens by transmission electron microscopy. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 218. Three credit laboratory per week. Carries biology major credit.

BIO 490. INTERNSHIP IN BIOLOGY (1-3). A limited number of students observe, study or participate in a learning experience in a setting relevant to their specific interests and needs. Students take an active role in finding internship opportunities. Prerequisite: 15 credit hours in biology and permission of the department. Counts as college free elective.

BIO 499. RESEARCH IN BIOLOGY (1-3). The student conducts a laboratory investigation under the guidance of the faculty in the department. This course is for above average students whose interests and abilities go beyond normal course offerings. Proposals, indicating credit sought, must have approval prior to registration. Written and oral presentations of the research are evaluated by the entire staff. Prerequisites and corequisites: 15 credit hours in biology in addition to BIO 380. Three credit research in biology carries biology major credit for the tenth biology course.

Note: A biology honors program is also available. A biology honors program is also

or corequisites: BIO 191-192 or BIO 193, BIO 218. Three hours lecture and three hours laboratory per week. Carries biology major credit.
CHEMISTRY AND PHYSICS

Chair: Theresa Beaty
Professors: David Bridges, Evelyn Monsay
Associate Professors: Beaty, Giunta, Masingale
Assistant Professor: Mullins
Adjunct Faculty: Clikeman, Horzempa, Leo, Sampere, Schiller, Sleezer
Senior Research Scientist: Sleezer
Emeritus: Durr, McCain, Pearse

CHEMISTRY

The chemistry program has been accredited by the American Chemical Society and closely follows the recommendations of that society in the design of its academic programs.

The minimum requirements in the field for the B.S. degree in chemistry include two semesters of each of the following areas (including appropriate laboratory work): general, organic, analytical and physical chemistry, an upper-division chemistry elective. A student completing the program is certified by the American Chemical Society.

There are two ways in which a B.S. in chemistry may be obtained at Le Moyne College, and both follow the guidelines proposed by the American Chemical Society, and thus carry accreditation by that society. Exceptions to American Chemical Society certification may be made by the department chair.

CHEMISTRY MAJOR - B.S.

This is the major sequence usually leading to advanced studies in the field.

Core Requirements:           Hours:
Philosophy                   9

Religious Studies            6
Philosophy or Rel Studies Seminar 3
English                       9
History                      6
English or History Seminar   3
Social Science               3
Natural Science (fulfilled by major requirements)

Major Requirements:
CHM 151-152 Chemical Principles 8
CHM 223-224 Organic Chemistry   8
CHM 311-312 Analytical Chemistry 8
CHM 327-328 Physical Chemistry  6
CHM 331-332 Physical Laboratory 2
CHM 435 Inorganic Chemistry    3
CHM 460 Biochemistry           3
Chemistry Elective (upper division) 3

Major support:
PHY 105-106 General Physics (recommended) or PHY 101-102  6
PHY 103-104 General Physics Lab 2
MTH 145-146 Calculus I and II or MTH 151-152 8
Foreign Language*              6

Free Electives                30

*Must be taken in the same language.

Each chemistry major will have the opportunity to participate in an original research project under the supervision of a faculty or an adjunct staff member. Among those staff members supervising students are senior research scientists who are retired from the pharmaceutical industry and conduct research projects in their areas of expertise. The department encourages all majors to become involved in the research program. An honors program in chemistry is also available.
CHEMISTRY MAJOR WITH
A MINOR IN BIOLOGY

A second way of achieving a B.S. degree in chemistry includes a simultaneous minor in biology. In addition to providing the student with the background required for a meaningful career in chemistry, this program is also designed to prepare the student for further studies in biochemistry, medicine, dentistry (including all requirements for admission to such programs), as well as graduate studies in these and related fields. The first two years of this program are nearly the same as those of majors in biology, and this permits students to defer their final choice of a major until the end of their freshman or sophomore year in college. A number of free electives are permitted, making this a very flexible program. A suggested form the program may take follows.

CHEMISTRY MAJOR B.S. WITH
A MINOR IN BIOLOGY
(Premedical, Dental, Veterinary, Biochemistry, Graduate)

Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Rel. Studies Seminar 3
English 9
History 6
English or History Seminar 3
Social Science 3
Natural Science (fulfilled by major requirements) Major Requirements:
CHM 151-152 Chemical Principles 8
CHM 223-224 Organic Chemistry 8
CHM 311-312 Analytical Chemistry 8
CHM 327-328 Physical Chemistry 6
CHM 331-332 Physical Chemistry Laboratory 2
CHM 435 Inorganic Chemistry 3
CHM 460 Biochemistry 3
Chemistry Elective (upper division) 3

Minor Requirements:
BIO 191-192 General Biology 8
BIO 218 Cell and Molecular Biology 4
Biology Elective 3

Major support:
PHY 105-106 (preferred) or PHY 101-102 General Physics 6
PHY 103-104 General Physics Lab 2
MTH 145-146 Calculus I and II 8 or MTH 151-152

Foreign Language* 6
Free Electives 15

*Must be taken in same language.

CHEMISTRY MINOR

The usual requirement of a minor is two years of chemistry including laboratory work. For students whose normal curriculum requires two years of chemistry, a minor will be given to students who successfully complete a minimum of an additional three credit hours of chemistry as an elective. A minor consisting of an additional four credit hours (a lecture course and its associated laboratory course) is, however, a highly recommended option.

An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs.
TYPICAL PROGRAM FOR CHEMISTRY MAJOR - B.S.

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 151</td>
<td>4</td>
<td>Chemistry 152</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 145</td>
<td>4</td>
<td>Mathematics 146</td>
<td>4</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

| English 200      | 3     | Social Science  | 3     |
| Philosophy 201/Rel Studies 200 | 3 | Religious Studies 200/ Philosophy 201 | 3 |
| Chemistry 223    | 4     | Chemistry 224   | 4     |
| Elective         | 3     | Elective        | 3     |
| Physics 105 & 103| 4     | Physics 106 & 104| 4    |

JUNIOR YEAR

| Philosophy/ English 300 | 3 | English 300/Philosophy | 3 |
| Religious Studies       | 3 | Elective               | 3 |
| Chemistry 311           | 4 | Chemistry 312          | 4 |
| Chemistry 327           | 3 | Chemistry 328          | 3 |
| Elective                | 3 | Elective               | 3 |

SENIOR YEAR

| Philosophy or Rel Studies Seminar | 3 | Elective               | 3 |
| Elective                          | 3 | Elective               | 3 |
| English or History Seminar        | 3 | Elective               | 3 |
| Chemistry 331                     | 1 | Chemistry 332          | 1 |
| Chemistry 435                     | 3 | Chemistry Elective     | 3 |
| Chemistry 460                     | 3 | Elective               | 3 |
### SUGGESTED PROGRAM FOR CHEMISTRY WITH MINOR IN BIOLOGY - B.S.  

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 151</td>
<td>4</td>
<td>Chemistry 152</td>
<td>4</td>
</tr>
<tr>
<td>Biology 191</td>
<td>4</td>
<td>Biology 192</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics 145</td>
<td>4</td>
<td>Mathematics 146</td>
<td>4</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 223</td>
<td>4</td>
<td>Chemistry 224</td>
<td>4</td>
</tr>
<tr>
<td>Physics 105</td>
<td>4</td>
<td>Physics 106</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201/Rel Studies 200</td>
<td>3</td>
<td>Rel Studies 200/Philosophy 201</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 327</td>
<td>3</td>
<td>Chemistry 328</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 311</td>
<td>4</td>
<td>Chemistry 312</td>
<td>4</td>
</tr>
<tr>
<td>Religious Studies/Philosophy</td>
<td>3</td>
<td>Rel Studies/Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Biology 218</td>
<td>4</td>
<td>Biology Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry 460</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 435</td>
<td>3</td>
<td>Chemistry Elective</td>
<td>3</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 331</td>
<td>1</td>
<td>Chemistry 332</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry Elective</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs.
No prerequisite required unless noted.

**CHM 111. ENERGY AND THE ENVIRONMENT: A CHEMICAL PERSPECTIVE (3).**

This course, intended for non-science majors, examines a range of environmental topics, which fall under the headings of energy and atmospheric chemistry. The treatment of energy examines several technologies in use and under development for generating energy and the effects of these technologies on the environment. Examination of the atmosphere considers topics such as the ozone layer, acid rain and the greenhouse effect. The primary focus of the course is scientific; however, social, economic and political considerations are also introduced. This course may not be used to fulfill chemistry major or minor requirements.

**CHM 113. SCIENTIFIC THOUGHT (3).**

What is the nature of scientific investigation and the scientific method? How do scientists reason? What counts as good evidence in the practice of science? How does one explanation win acceptance by the scientific community while others languish or are rejected? This course will examine the development of a number of scientific ideas (drawn mainly from chemistry) in an attempt to answer these questions. This course will treat these cases primarily from a scientific perspective, but some attention will also be paid to external factors (for example, social, economic or technological factors). This course may not be used to fulfill chemistry major or minor requirements.

**CHM 115. BIOTECHNOLOGY: WONDER DRUGS TO MUTANT BUGS (3).**

This course will introduce concepts important to the biotechnology revolution. Topics will include drug development, DNA fingerprinting, genetically engineered bacteria and recent technological developments. Social, ethical, legal and economic aspects of various technologies will be discussed. This course may not be used to fulfill chemistry major or minor requirements.

**CHM 117. SURVEY OF ENVIRONMENTAL CHEMISTRY (3).**

The course examines the fundamental scientific principles necessary to analyze, evaluate and understand human interaction with the environment. Understanding environmental chemistry requires integrating elements from chemistry, biochemistry, biology and statistics. The course addresses basic interactions between a variety of substances—including pesticides, plastics, metals and carcinogens—and the environment. In addition to scientific concepts, complex social and political implications associated with environmental decisions will be integrated into classroom discussions and assignments. This course may not be used to fulfill chemistry major or minor requirements.

**CHM 151-152. CHEMICAL PRINCIPLES (4) AND (4).**

An integrated approach to many of the major concepts of chemistry with approximately equal emphasis on general descriptive chemistry and introduction to theoretical chemistry. Includes laboratory exercises using a variety of techniques and modern equipment. Three lectures (3 credits) and one, three-hour laboratory (1 credit) per week. Lecture and laboratory are to be taken concurrently, except by permission of department chair.

**CHM 223-224. ORGANIC CHEMISTRY (4) AND (4).**

The nomenclature, structure, reactions, preparations and physical properties of organic compounds are studied. Extensive use of reaction mechanisms, resonance theory and conformational analysis is used to correlate a wide variety of reactions. Special emphasis is on natural products and substances of biological importance.
Prerequisites: CHM 151-152 or equivalent. Three lectures (3 credits) and one three and one half hour (1 credit) laboratory per week for one year. Lecture and laboratory are to be taken concurrently, except by permission of department chair.

**CHM 311. ANALYTICAL CHEMISTRY (4).**

An integrated lecture and laboratory study of the underlying principles of the quantitative determination of substances using both gravimetric and volumetric techniques. Prerequisites: CHM 223-224. Two hours lectures and six hours laboratory each week for one semester, four hours credit.

**CHM 312. INSTRUMENTAL METHODS OF ANALYSIS (4).**

A study of the instrumental methods of analysis most commonly employed in both quality control and research investigations. The laboratory introduces the student to a number of instrumental techniques and their application to analysis to include spectroscopic, potentiometric and electrolytic methods. Prerequisite: CHM 311 or permission of the instructor. Two lecture hours and six hours laboratory each week.

**CHM 327-328. PHYSICAL CHEMISTRY (3) AND (3).**

A survey of the physical properties of matter. The course includes a study of atomic and molecular structure and spectroscopy in the context of quantum mechanics; an examination of the properties of gases, solutions, and equilibria under the unifying principles of thermodynamics; and an exploration of such dynamical processes as chemical kinetics and transport properties. Prerequisites: CHM 224 and MTH 145-146 OR MTH 151-152; PHY 101-102 or PHY 105-106. Three lectures each week.

**CHM 331-332. PHYSICAL CHEMISTRY LABORATORY (1) AND (1).**

Laboratory investigations of thermodynamic, transport, chemical kinetic and molecular structural properties provide an introduction to experimental physical chemistry, with an emphasis on use of computers and electronic instrumentation. Must be taken with CHM 327-328. Three hours laboratory each week.

**CHM 380 (BIO 380/LIB 380). SCIENTIFIC LITERATURE (1).**

An introduction to the literature sources in the field of science, to include science citation index, abstracts, books, American and foreign journals, reference works and on-line computer searches of scientific literature. One lecture per week for one semester. If taken as a separate course, pass/fail grade only.

**CHM 390. INDEPENDENT STUDY IN CHEMISTRY (1-3).**

A student may pursue independent study in an area of chemistry of mutual interest to the student and a supervising faculty member. Any proposal for independent study must be approved by the department chair and the supervising faculty member prior to registration, and it must specify the number of credits sought, the topic to be studied, the methodology to be followed and the evaluation procedure. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean’s office. Prerequisite or corequisite: CHM 223-224.

**CHM 435. INORGANIC CHEMISTRY (3).**

A study of the principles that underlie the structures and reactivities of inorganic compounds. Included are the application of prominent bonding theories and symmetry to the study of the physical and chemical properties of chemical systems, and a survey of the chemistry of the elements. Prerequisite: CHM 327-328.

**CHM 436. ADVANCED ORGANIC CHEMISTRY (3).**

A study of the conformational, resonance and inductive effects on the rate and direction of organic reactions. Special emphasis is on the application of such effects to syn-
thetic organic reactions. Prerequisites: CHM 223-224, CHM 327-328 or permission of instructor.

CHM 460 (BIO 460). BIOCHEMISTRY I (3).
A lecture course in the chemistry of physiologically relevant compounds. These include proteins, nucleic acids, carbohydrates and lipids. The interactions, regulation and metabolism of these compounds will be introduced. Prerequisites or corequisites: CHM 223-224, BIO 218 or permission of instructor. Three hours of lecture per week. Carries biology major credit.

CHM 461 (BIO 461). BIOCHEMISTRY II (3).
This course is a continuation of CHM 460. Topics to be covered include cellular metabolism and energy production; synthesis and degradation of lipids, amino acids, nucleotides; and regulation of gene expression. Prerequisites or corequisites: CHM 460; BIO 218 recommended.

CHM 462 (BIO 462). BIOCHEMISTRY LABORATORY (1).
This laboratory will introduce techniques for studying proteins, nucleic acids and lipids. Prerequisites or corequisites: CHM 460; BIO 218 recommended.

CHM 490. INTERNSHIP (1-6).
This is to provide a student with research experience in the chemical industry or another academic institution. The student intern will report as required to the chemistry faculty member assigned to evaluate his/her research experience. Prerequisite: junior or senior status and prior approval by the department chair.

CHM 495. RESEARCH IN CHEMISTRY (1-3).
A student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the academic dean. It will be kept on file in the academic dean's office. The research report will be written in the style of a chemistry journal. A copy of this report will be kept on file in the office of the chair of the chemistry department. At the end of the semester each student will present a short (15 min.) oral presentation to interested faculty and peers. Students taking this course for the first time must also take CHM 380 for no credit as part of their research.

PHYSICS

Physics is the oldest and most encompassing of the natural sciences. Its development over the centuries has yielded a precise quantitative discipline that has served not only as a model for the younger sciences, but is also basic to a fuller understanding of chemical and biological phenomena and contemporary technological advances.

For students who wish to major in physics, two degrees are available: the Bachelor of Arts and the Bachelor of Science. The courses required for the Bachelor of Arts introduce students to a broad range of courses in physics and serve as a foundation for future careers in fields such as science writing, patent law, medicine, teaching, philosophy of science, technical marketing, technology management and computational science. Several specific variations of the Physics B.A. – the pre-Medical course of study, the Adolescence Education course of study, the Physics and Philosophy course of study, the Physics and Business course of study and the Physics and Computer Science course of study – are suggested.

The courses required for the Bachelor of Science are for students seeking a professional background in physics or pursuing the 3-2 Engineering Program. These courses provide advanced undergraduate physics and laboratory experience, including the option of independent research with a member of the physics faculty. The
first three years of the curriculum include the courses needed by students who plan to pursue dual physics and engineering bachelor degrees through one of the 3-2 Engineering Programs. The 3-2 Engineering Programs are fully described in the section of this catalog devoted to Undergraduate Transfer Programs.

The Physics Bachelor of Arts/Master of Science in Teaching (Physics BA/MST) course of study makes it possible to earn a physics B.S. and a Masters degree in secondary education, including preliminary certification, in five years. Further information about this course of study can be obtained from the Department of Chemistry and Physics or by email to physics@lemoyne.edu.

The physics department also offers courses for non-science majors. These courses convey an understanding of scientific method and intuition, an appreciation for the human effort to understand the physical world, and a sense of the beauty and economy that resides in nature's laws.

Further information on these courses of study can be found on the Department of Physics Web page, http://www.LeMoyne.edu/Physics/, or by email to physics@LeMoyne.edu.

**PHYSICS MAJOR B.A.**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
</tr>
</tbody>
</table>

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 105-106 General Physics for Scientists and Engineers I &amp; II (preferred) or PHY 101-102 Non-Calculus General Physics I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>PHY 103-104 Gen. Physics Lab I &amp; II</td>
<td>2</td>
</tr>
<tr>
<td>PHY 201 Topics in Classical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 203 Topics in Modern Physics</td>
<td>4</td>
</tr>
<tr>
<td>PHY 303 Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 307 Introductory Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321 Analytical Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331 Intermediate Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY/PHS Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

**Major Support:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151-152 Calculus I &amp; II</td>
<td>8</td>
</tr>
<tr>
<td>preferred for Physics/Math majors or MTH145-146 Calculus I &amp; II</td>
<td>4/4</td>
</tr>
<tr>
<td>MTH245 Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MTH 303 Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151-152 Chemical Principles</td>
<td>8</td>
</tr>
<tr>
<td>CSC 171 Introduction to Programming Methodology</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language (2 in one language)*</td>
<td>6</td>
</tr>
</tbody>
</table>

**Electives:**

Free electives 18

Total Credits: 121

*Students who are bilingual and can demonstrate proficiency in reading and writing a language other than English at a level comparable to that attained in a two-semester elementary foreign language course may replace the six credits of foreign language by six credits of free electives.

**PHYSICS MAJOR B.A./M.S.T.**

Please see department chair.
PHYSICS MAJOR B.S.

Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Religious Studies Seminar 3
English 9
History 6
English or History Seminar 3
Social Science 3
Natural Science (Fulfilled by major requirements)

Major Requirements:
PHY 105-106 General Physics for Scientists and Engineers I & II (preferred)
or
PHY 101-102 Non-Calculus General Physics I & II 6
PHY 103-104 Gen. Physics Lab I & II 2
PHY 201 Topics in Classical Physics 3
PHY 203 Topics in Modern Physics 4
PHY 303 Electricity & Magnetism I 3
PHY 304 Electricity & Magnetism II or
PHY 403 Physical Optics 3
PHY 307 Introductory Quantum Mechanics 3
PHY 321 Analytical Mechanics I 3
PHY 322 Analytical Mechanics II or
PHY 215 Statics 3
PHY 331 Intermediate Physics Lab 1
PHY 401 Mathematical Physics 3
PHY 405 Statistical Physics 3
PHY 431 Advanced Physics Lab or
PHY 441 Research Project 1-3

Major Support:
MTH 151-152 Calculus I & II for Physics/Math majors (preferred) 8
or
MTH 145-146 Calculus I & II
MTH 245 Calculus III 4

Electives:
Free electives 12

Total Credits: 122-124

*Students who are bilingual and can demonstrate proficiency in reading and writing a language other than English at a level comparable to that attained in a two-semester elementary foreign language course may replace the six credits of foreign language by six credits of free electives.

PHYSICS MINOR

Required courses for a minor in Physics include:
PHY 105-106 (preferred)
or
PHY 101-102
PHY 103-104
MTH 151-152 (preferred)
or
MTH 145-146
PHY 201
PHY 203

For a total of 8 courses with 23 credit hours.

MTH 303 Differential Equations 3
CHM 151-152 Chemical Principles 8
CSC 171 Introduction to Programming Methodology 4
Foreign Language (two courses in one language)* 6

*Students who are bilingual and can demonstrate proficiency in reading and writing a language other than English at a level comparable to that attained in a two-semester elementary foreign language course may replace the six credits of foreign language by six credits of free electives.
**TYPICAL PROGRAM FOR PHYSICS B.A.**

The following program would be followed by students who, for various reasons, delay General Physics I & II until the sophomore year. Others begin in the Freshman year as described in the typical program for the Physics B.S.

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151/Elective</td>
<td>4/3</td>
<td>CHM 152/Elective</td>
<td>4/3</td>
</tr>
<tr>
<td>PHS Elective</td>
<td>3</td>
<td>PHS Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200</td>
<td>3</td>
<td>PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>ENG 200</td>
<td>3</td>
</tr>
<tr>
<td>MTH 151+/145</td>
<td>4</td>
<td>MTH 152+/146</td>
<td>4</td>
</tr>
<tr>
<td>PHY 105</td>
<td>3</td>
<td>PHY 106</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103</td>
<td>1</td>
<td>PHY 104</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 300-399</td>
<td>3</td>
<td>PHL 301-303</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>PHY 201</td>
<td>3</td>
<td>PHY 203</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>MTH 303</td>
<td>3</td>
</tr>
<tr>
<td>Elective/CHM 151</td>
<td>3/4</td>
<td>Elective/CHM 152</td>
<td>3/4</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST Seminar</td>
<td>3</td>
<td>PHL/REL Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303</td>
<td>3</td>
<td>PHY 307</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331</td>
<td>1</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

+MTH 151-152 are preferred
**PHYSICS B.A.: PRE-MEDICAL COURSE OF STUDY**

Within this course of study it is possible to fulfill the requirements for minor in both biology and chemistry.

**TYPICAL PROGRAM FOR PHYSICS B.A.: PRE-MEDICAL COURSE OF STUDY**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>MTH 151+/145</td>
<td>4</td>
<td>MTH 152+/146</td>
<td>4</td>
</tr>
<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
<td>4</td>
</tr>
<tr>
<td>PHY 105</td>
<td>3</td>
<td>PHY 106</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103</td>
<td>1</td>
<td>PHY 104</td>
<td>1</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200</td>
<td>3</td>
<td>PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>ENG 200</td>
<td>3</td>
</tr>
<tr>
<td>CHM 223</td>
<td>4</td>
<td>CHM 224</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>BIO 191</td>
<td>4</td>
<td>BIO 192</td>
<td>4</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 300-399</td>
<td>3</td>
<td>PHL 301-303</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>PHY 201</td>
<td>3</td>
<td>PHY 203</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>MTH 303</td>
<td>3</td>
</tr>
<tr>
<td>BIO 218*/Elective</td>
<td>4/3</td>
<td>PHY/PHS Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST Seminar</td>
<td>3</td>
<td>PHL/REL Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303</td>
<td>3</td>
<td>PHY 307</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>PHY/PHS Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331</td>
<td>1</td>
<td>BIO 225/Elective**</td>
<td>3</td>
</tr>
<tr>
<td>CHM 460**/Elective</td>
<td>3</td>
<td>CHM 461/Elective**</td>
<td>3</td>
</tr>
<tr>
<td>CHM 462 ***</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* MTH 151-152 are preferred
* BIO 218 may be replaced by an elective unless seeking a minor in Biology or planning to take CHM 460 Biochemistry.
* Either BIO 225 or CHM 460 (Biochemistry), when taken with BIO 218, meet the requirements for a minor in Biology.
* CHM 462 Biochemistry Lab is not required for CHM 460 Biochemistry.
**TYPICAL PROGRAM FOR PHYSICS B.S.**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>MTH 151/145</td>
<td>4</td>
<td>MTH 152/146</td>
<td>4</td>
</tr>
<tr>
<td>PHY 105</td>
<td>3</td>
<td>PHY 106</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103</td>
<td>1</td>
<td>PHY 104</td>
<td>1</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200</td>
<td>3</td>
<td>PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>ENG 200</td>
<td>3</td>
</tr>
<tr>
<td>PHY 201</td>
<td>3</td>
<td>PHY 203</td>
<td>4</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>MTH 303</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 300-399</td>
<td>3</td>
<td>PHL 301-303</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303</td>
<td>3</td>
<td>PHY 307</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
<td>PHY 322/215</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
<td>4</td>
</tr>
<tr>
<td>PHY 331</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST Seminar</td>
<td>3</td>
<td>PHL/REL Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHY 405</td>
<td>3</td>
<td>PHY 304</td>
<td>3</td>
</tr>
<tr>
<td>PHY 431/441</td>
<td>1/3</td>
<td>PHY 401</td>
<td>3</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>3-6</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

+MTH 151-152 are preferred.
### TYPICAL PROGRAM FOR PHYSICS B.A./M.S.T.

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Writing</td>
<td>3</td>
<td>Phil. Foundations</td>
<td>3</td>
</tr>
<tr>
<td>West. Civ./World Civ.</td>
<td>3</td>
<td>West. Civ./World Civ.</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
<td>Foreign Language II</td>
<td>3</td>
</tr>
<tr>
<td>(Calculus I)</td>
<td>4</td>
<td>(Calculus II)</td>
<td>4</td>
</tr>
<tr>
<td>(Calculus General Physics I)</td>
<td>3</td>
<td>(Calculus General Physics II)</td>
<td>3</td>
</tr>
<tr>
<td>(General Physics Lab I)</td>
<td>1</td>
<td>(General Physics Lab II)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Perspectives</td>
<td>3</td>
<td>Phil. Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>Calculus III</td>
<td>4</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Classical Physics</td>
<td>3</td>
<td>Topics in Modern Physics w/lab</td>
<td>4</td>
</tr>
<tr>
<td>General Chemistry I w/lab</td>
<td>4</td>
<td>General Chemistry II w/lab</td>
<td>4</td>
</tr>
<tr>
<td>Perspectives in Literature</td>
<td>3</td>
<td>Analytical Mechanics I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion elective</td>
<td>3</td>
<td>Ethics course</td>
<td>3</td>
</tr>
<tr>
<td>Electromagnetic Theory I</td>
<td>3</td>
<td>Plays of Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Analytical Mechanics II</td>
<td>3</td>
<td>Physical Optics</td>
<td>3</td>
</tr>
<tr>
<td>Analog Electronics w/lab</td>
<td>4</td>
<td>Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Opt: Elective/Phys. Chem &amp; lab</td>
<td>0/3/4</td>
<td>Opt: Elective/Phys. Chem &amp; lab</td>
<td>0/3/4</td>
</tr>
<tr>
<td>Physical Optics Lab</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST senior seminar</td>
<td>3</td>
<td>T&amp;L Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>PHL/REL senior seminar</td>
<td>3</td>
<td>Intro Students w/ Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>Statistical Physics</td>
<td>3</td>
<td>Multicultural Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>Physics elective</td>
<td>3</td>
<td>Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Programming</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### POST GRADUATE

<table>
<thead>
<tr>
<th>Program</th>
<th>Hours</th>
<th>Program</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry into Educational Issues</td>
<td>3</td>
<td>Graduate Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>T&amp;A Content Specialist</td>
<td>3</td>
<td>Literacy Dev</td>
<td>3</td>
</tr>
<tr>
<td>First Semester Hours</td>
<td></td>
<td>Second Semester Hours</td>
<td></td>
</tr>
<tr>
<td>T&amp;A Content Specialist</td>
<td>3</td>
<td>Preservice 7-9</td>
<td>6</td>
</tr>
<tr>
<td>Home-Sch-Community Collab</td>
<td>3</td>
<td>Preservice 10-12</td>
<td>6</td>
</tr>
<tr>
<td>Sec Strat &amp; Tech in SCI</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Technology Lab</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical Content Knowledge</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHYSICS COURSES

No prerequisite required unless noted.

PHY 101. NON-CALCULUS GENERAL PHYSICS I (3).
An elementary course in physics with topics selected from mechanics of solids and fluids, kinetic theory, and heat. A thorough knowledge of high school algebra and trigonometry is a prerequisite. Because of the integration between PHY 101 and PHY 103, PHY 103 must be taken concurrently.

PHY 102. NON-CALCULUS GENERAL PHYSICS II (3).
A continuation of PHY 101 with topics selected from waves, electromagnetic theory, and optics. General Physics I (either PHY 101 or PHY 105) and PHY 103 are prerequisites. Because of the integration between PHY 102 and PHY 104, PHY 104 must be taken concurrently.

PHY 103-104. GENERAL PHYSICS LABORATORY (1) AND (1).
The activities of these laboratory courses are designed to give students taking PHY 101-102 and PHY 105-106 direct experience with the fundamental concepts that are the subjects of those courses, making these laboratory courses an integral part of PHY 101-102 and PHY 105-106. A thorough knowledge of high school algebra and trigonometry is a prerequisite. PHY 103 is a prerequisite for PHY 104. One two-hour laboratory period each full week of classes each semester.

PHY 105. GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS I (3).
An introduction to physics and the use of calculus in physical problems. Topics are selected from mechanics of solids and fluids, kinetic theory and heat. Previous experience with calculus, either in high school or college, or concurrent enrollment in college-level Calculus I is required. Because of the integration between PHY 105 and PHY 103, PHY 103 must be taken concurrently.

PHY 106. GENERAL PHYSICS FOR SCIENTISTS AND ENGINEERS II (3).
A continuation of PHY 105 with topics selected from waves, electromagnetic theory and optics. PHY 105 and PHY 103 are prerequisites. Because of the integration between PHY 106 and PHY 104, PHY 104 must be taken concurrently. Concurrent enrollment in college-level Calculus II is desirable but not required.

PHY 201. TOPICS IN CLASSICAL PHYSICS (3).
Topics are primarily selected from, but not limited to, classical mechanics, heat, kinetic theory, thermodynamics, waves, and wave optics. Prerequisites: Calculus II (either MTH 146 or MTH 152) and General Physics II (either PHY 102 or PHY 106).

PHY 203. TOPICS IN MODERN PHYSICS (4).
An introductory course in modern physics with laboratory. Three lecture hours and one three-hour laboratory period weekly. Prerequisites: Calculus II (MTH 146 or MTH 152); either General Physics II (PHY 102 or PHY 106). Prior completion of PHY 201 is desirable but not required.

PHY 215. STATICS (3).
A course in that branch of mechanics which deals with particles or bodies in equilibrium under the action of forces or torques. It embraces the composition and resolution of forces, the equilibrium of bodies under balanced forces and such properties of bodies as center of gravity and moment of inertia. Prerequisites: General Physics II (either PHY 102 or PHY 106) and Calculus II (either MTH 146 or MTH 152).

PHY 303-304. CLASSICAL ELECTROMAGNETIC THEORY (3) AND (3).
An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magnetostatics. PHY 304 is primarily devoted to electromagnetic dynamics and,
time allowing, applications. Prerequisites: A course in differential equations (MTH 303), PHY 201, and PHY 203. May be offered in conjunction with physics courses at Syracuse University.

**PHY 307. INTRODUCTORY QUANTUM MECHANICS (3).**
Topics are selected from, but not limited to, the quantum nature of reality, the Schroedinger equation, square-well potentials, the simple harmonic oscillator, tunneling, angular momentum, the hydrogen atom and the periodic table. Prerequisites: A course in differential equations (MTH 303), PHY 201, and PHY 203. May be offered in conjunction with physics courses at Syracuse University.

**PHY 311. ANALOG ELECTRONICS (4).**
A course in scientific (as opposed to consumer) analog electronics. Topics include use of electronic test equipment, circuit theory, analog applications of discrete passive and active devices and analog integrated circuits. Op-amp applications (amplifiers, adders, integrators, differentiators, active inductors, oscillators, active filters, etc.) are the primary interest. Other integrated circuits such as voltage regulators, function generators, multipliers and phase locked loops may be introduced as time allows. Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106). Three lecture hours and one three-hour laboratory period per week. May be offered in conjunction with physics courses at Syracuse University.

**PHY 312. DIGITAL ELECTRONICS (4).**
A course in scientific (as opposed to consumer) digital electronics. Topics include use of electronic test equipment, digital applications of discrete passive and active devices, digital integrated circuits (gates, decoders, flip-flops, counters, shift-registers, digital memory, clocks), and analog/digital hybrids such as comparators, analog switches and gates with Schmitt trigger inputs. Applications include bus interfacing, multiplexing, wave shaping, digital-to-analog conversion and analog-to-digital conversion. Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106). Three lecture hours and one three-hour laboratory period per week. May be offered in conjunction with physics courses at Syracuse University.

**PHY 321-322. ANALYTICAL MECHANICS (3) AND (3).**
An advanced undergraduate course treating mechanics in the Newtonian, Lagrangian and Hamiltonian formulations with applications. Prerequisites: A course in differential equations (MTH 303), PHY 201, and PHY 203. May be offered in conjunction with physics courses at Syracuse University.

**PHY 331. INTERMEDIATE PHYSICS LABORATORY (1).**
Experimental topics are drawn from, but not limited to, microwave optics and the physics of the nucleus. Prerequisite: PHY 203. One three-hour laboratory period each week for one semester. May be offered in conjunction with physics courses at Syracuse University.

**PHY 390-399. INDEPENDENT STUDY.**
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and science’s office.

**PHY 395. SCIENTIFIC LITERATURE (1).**
An introduction to literature sources in science, to include science citation index, abstracts, books, American and foreign journals, reference works and on-line search of scientific literature. This course is a prerequisite/corequisite for PHY 441. One lecture per week for one semester.
PHY 401. MATHEMATICAL PHYSICS (3).
Topics are selected from, but not limited to, matrix algebra, complex analysis, Fourier series and Fourier analysis, classical functions of mathematical physics (orthogonal polynomials, Bessel functions, gamma function, ...) and applications. Prerequisites: General Physics II (PHY 102 or PHY 106) and a course in differential equations (MTH 303). May be offered in conjunction with physics courses at Syracuse University.

PHY 403. PHYSICAL OPTICS (3).
An intermediate course in physical optics, designed for senior physics majors, treating interference, diffraction, absorption, polarization and other aspects of electromagnetic wave phenomena. Prerequisite: PHY 303. May be offered in conjunction with physics courses at Syracuse University.

PHY 405. STATISTICAL PHYSICS (3).
This course deals with statistical methods applied to systems of particles, statistical thermodynamics and the statistical treatment of quantized systems. Applications to diverse topics such as ideal and non-ideal gases, black body radiation, metallic conduction and magnetic effects are developed. Prerequisites: PHY 322, PHY 304 or PHY 403 and PHY 307. May be offered in conjunction with physics courses at Syracuse University.

PHY 407. SOLID STATE PHYSICS (3).
Structure and binding of solids, electrical, magnetic and optical properties. Prerequisite: PHY 307. May be offered in conjunction with physics courses at Syracuse University.

PHY 408. NUCLEAR PHYSICS (3).
Problems of nuclear forces, structure and stability, nuclear reactions. Prerequisite: PHY 307. May be offered in conjunction with physics courses at Syracuse University.

PHY 411. ADVANCED PHYSICS LABORATORY (1).
Experimental topics are selected from, but not limited to, x-ray physics and applications such as atomic shell structure and crystal structure. Prerequisite: PHY 203. One three-hour laboratory period each week for one semester. May be offered in conjunction with physics courses at Syracuse University.

PHY 441-442. RESEARCH PROJECTS IN PHYSICS (1-3) AND (1-3).
A laboratory course designed to apply the principles and techniques of experimental and/or theoretical physics to a senior project. The student engages in one or more research projects under the direction of one of the staff. One equivalent laboratory period per credit weekly for one year. Prerequisite/corequisite: PHY 395.

PHY 490-499. PHYSICS INTERNSHIP (1-6).
Participation in a field learning experience related to the area of physics. The student will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week for 14 weeks will be required to generate one credit. Prerequisites: junior standing and permission of the department chair.

PHYSICAL SCIENCE

PHS 115. SURVEY OF PHYSICAL SCIENCE (3).
A survey of physical science with topics selected from, but not limited to: energy, nature of matter, electricity, nuclear science, geology, astronomy, meteorology. Three lecture hours weekly.

PHS 120. ASTRONOMY (3).
A survey of modern astronomy. Planets, stars, galaxies and the present scientific view of the universe and its origin are discussed. Three lecture hours weekly.

PHS 122. INTRODUCTION TO GEOLOGY (3).
This course gives an overview of geology and the earth’s structure. Topics include: plate tectonics, volcanism, rock formation, hydrological forces, glaciers and ice ages, the earth’s interior, climatology, mineral resources and environmental issues. Satisfies the Natural Science core requirement.
PHS 128. COSMOLOGY: THE SCIENCE OF THE PHYSICAL UNIVERSE (3).
Participants in this course will engage in a tour of the universe as we presently understand it and gain a much broader understanding of where we live. They will consider the scientific evidence available regarding the origin and future of the universe. They will consider the implications of this knowledge, and they will consider the questions that this knowledge raises. They will also see the process by which scientific knowledge is established, and they will encounter the limitations of the present state of our knowledge.

PHS 130. EVERYDAY OPTICS: SEEING NATURE (3).
Principles of classical physics, especially optics, are used to understand why we see things the way we do. Light and color are understood from a fundamental physics perspective and then applied to examples from outdoors (skies, rainbows, light phenomena, shadows, etc.) and from interior scenarios (seeing three-dimensionally, color printing, and more). Relationships to other aspects of classical physics will be developed as needed.

PHS 135. SCIENCE FICTION AND CONTEMPORARY PHYSICS (3).
Taking its motivation from recent works in science fiction, this course asks what aspects of science fiction can be supported by classical physics, and what future inventions may be allowed by contemporary physics. Subjects covered include classical physics versus special effects, special and general relativity, black holes, and wormholes in space-time, matter and antimatter, holographic projection and more.

PHS 140 (WMS 322). WOMEN IN THE PHYSICAL SCIENCES (3).
Women are and have always been physicists and chemists. However, the participation of women in these fields of study has been very limited compared to that of men. This course will explore the nature of scientific investigation, attitudes toward and barriers against women’s participation in physical science and the actual lives and works of female physical scientists now and throughout history. Satisfies the natural science core requirement.

PHY 180. THE SCIENCE AND TECHNOLOGY OF DIGITAL IMAGING (3).
The technology of digital imaging and the science underlying that technology are the primary subjects of this course. Participants will become knowledgeable with respect to alternative technologies for digital image capture, digital image sensor technologies, lens optics technologies, color temperature and its consequences, tonal range and Dmax, digital encoding of tonal and color information, color calibration, digital noise and its visual consequences and correction, perspective and lens distortions and their correction, digital file formats, and fundamental principles and methods of manipulating digital image data, including masking techniques for adjustment of tone and color and for making composite images. To give practical, hands-on experience with the primary course content, beginning with the third week of the course all participants must have access to a camera for the purpose of completing a project in digital imaging. A digital camera is ideal, but any film or digital camera can be used, even inexpensive disposable cameras. Participants are responsible for their photographic supplies and, if appropriate, film processing. This course does not teach photography. Those with an interest in photography as an art form should either follow or precede this course with a class in photography from the department of visual and performing arts.

PHS 275. PHOTOGRAPHY AND PHOTOMETRY (3).
This course explores those aspects of physics which relate to photography. Photography and photometry cover the basic properties of light, ray optics, photographic films and the visible spectrum, light polarization, lens optics, and the relationship of color film to light source. It
also covers the camera and its components, film exposure and development and black and white printing. It is designed to provide students with an understanding of the relationship between physics and photography, as well as experience with basic black and white processes. Two lecture hours and two laboratory hours weekly. The student is required to have a 35-mm camera with manual control operations.

For information about the B.S. degree in Economics, see pages 259.

**ECONOMICS MAJOR**

<table>
<thead>
<tr>
<th>Core Requirements:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>(fulfilled by major requirements)</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bachelor of Arts Requirements:**

- ECO 113-114 Economic Principles 6
- STA 201-202 Statistics I and II 6
- ECO 250 Intermediate Microeconomic Theory 3
- ECO 252 Intermediate Macroeconomic Theory 3
- ECO 436 Senior Seminar 3

At least two courses selected from:

- ECO 313 Labor Economics 3
- ECO 228 Money, Credit & Banking 3
- ECO 405 International Economics 3
- ECO 427 Public Finance 3

At least one course from these two:

- ECO 330 Mathematical Economics 3
- ECO 325 Econometrics 3

**Economic Electives** 12

**Major support:**

- Mathematics* 6
- Computer Science/Accounting 3
- Foreign Language** 6

**Free Electives** 24
TYPICAL PROGRAM FOR B.A. IN ECONOMICS

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

| Philosophy 201       | 3     | Comp Science/Accounting | 3     |
| Statistics 201       | 3     | Statistics 202          | 3     |
| Natural Science      | 3     | Rel Studies 200         | 3     |
| Economics 250        | 3     | Economics 252          | 3     |
| English 200          | 3     | Elective               | 3     |

JUNIOR YEAR

| Phil/Rel Studies     | 3     | Phil/Rel Studies       | 3     |
| Labor Economics      | 3     | Economics 325          | 3     |
| Economics Elective   | 3     | Economics Elective     | 3     |
| English 300          | 3     | Elective               | 3     |
| Elective             | 3     | Elective               | 3     |

SENIOR YEAR

| Philosophy/Rel Studies Seminar | 3     | English/History Seminar | 3     |
| International Economics       | 3     | Economics Elective      | 3     |
| Economics 436                 | 3     | Elective                | 3     |
| Economics Elective            | 3     | Elective                | 3     |
| Elective                      | 3     | Elective                | 3     |

ECONOMICS MINOR

Minor Requirements: Hours:
- ECO 113-114: 6
- Intermediate Economics:
  - ECO 250 or ECO 355: 3
  - ECO 252 or ECO 228: 3
- Economics Electives: 6

* Any student planning to study economics at the graduate level should enroll in MTH 145-146.
** Must be taken in same language
COURSES

No prerequisite required unless noted.

ECONOMICS

ECO 113. PRINCIPLES OF MICROECONOMICS (3).
In this course the student pursues general understanding of the methodology used in economics. Topics studied emphasize models of behavior of consumers and producers as individual participants in the economic system.

ECO 114. PRINCIPLES OF MACROECONOMICS (3).
The course focuses on using economics methodology in the study of macroeconomic principles. Important topics for consideration include derivation of the GNP and the impact of fiscal and monetary policy on output, employment and the price level.

ECO 205. ECONOMICS OF PUBLIC POLICY ANALYSIS (3).
This course introduces basic concepts for public policy economics. These include opportunity cost, demand and supply analysis, market failure and formulations of equity. The three course components include cost-benefit analysis using examples from government programs and environmental regulations; macroeconomics topics such as fiscal and monetary policies to lower unemployment and inflation, international trade policy and policies to promote growth and financial stability; and microeconomic topics such as market issues such as the minimum wage and returns to education and training expenditures.

ECO 228 (FIN 302). MONEY, CREDIT AND BANKING (3).
This course includes monetary theory, price level determination, determination of the supply of money, foreign exchange rates, operations of the commercial banks and the Federal Reserve System and monetary policy. Prerequisites: ECO 113-114.

ECO 250. INTERMEDIATE MICROECONOMIC THEORY (3).
This course is an intensive investigation of the chief topics of pure microeconomics theory, such as the theory of demand, theory of production, price determination in various markets, factor pricing, indifference analysis, equilibrium, linear programming and welfare theory. Prerequisites: ECO 113-114.

ECO 252. INTERMEDIATE MACROECONOMIC THEORY (3).
This course includes an intensive treatment of the following topics: national income accounting, the classical theory of income, employment and the price level, Keynesian macroeconomic analysis, equilibrium, growth theory and similar points. Prerequisites: ECO 113-114.

ECO 313. LABOR ECONOMICS (3).
This is a course in specialized economic analysis. It treats theories of wage determination; the supply of, and demand for, labor; measurement of the labor force; the relationship between wage rates, costs and prices; the effects of trade union policies on employment and profits; labor and technological change; determination of labor’s share in national income. Prerequisites: ECO 113-114.

ECO 315 (HST 315). AMERICAN ECONOMIC HISTORY (3).
This course traces the development of the American economy, especially the impact of the two world wars and the Great Depression and the long run trajectory of economic growth and inequality. Basic economic theory is used to understand those events and changes and the evolution of industrial policy, capital markets, and fiscal and monetary policy and the causes and consequences of the rise of big business and big government, technological change, and education policy.
ECO 322 (SOC 322). ECONOMICS OF CRIME AND PUNISHMENT (3).
This course will present the economic approach to crime and punishment. There will be an emphasis upon both the economic cost borne by the economy in the aggregate and by individual households in the prevention of crime. The economic approach assumes that both criminals and victims are rational in the sense that they base their choices on the expected benefits and costs of alternative behaviors. Specific topics include economic assessments of the criminal justice system, perspectives on the punishment and reform of criminals, and analyses of the market for illegal drugs, gun control and capital punishment.

ECO 325. ECONOMETRICS (3).
A study of statistical estimation applied to linear models. Topics include multiple linear regression and simultaneous equations. Applications to economic problems such as estimation of demand relations, consumption functions and labor supply functions are emphasized. Prerequisites: STA 201-202 or equivalent; ECO 113-114.

ECO 330. MATHEMATICAL ECONOMICS (3).
A study of the application of mathematical concepts to economic analysis, with special reference to deterministic methods. Topics include comparative statistics, generalized La Grange multipliers and dynamic modeling. Prerequisites: MTH 122 or equivalent; ECO 250-252.

ECO 335 (SOC 335/URB 335). ECONOMICS OF POVERTY (3).
This course examines poverty in the United States from an economic perspective. Using the basic concepts of economic analysis, it considers several dimensions of poverty, including the U.S. income distribution, the measurement and incidence of poverty, the characteristics of the poor and the causes and consequences of poverty. It also provides an overview of the structure, history and effectiveness of public policy aimed at alleviating poverty.

ECO 340. ECONOMICS OF DEVELOPING COUNTRIES (3).
This course introduces the advanced student to the theories and problems of economic growth and development. Various economic and non-economic aspects of development and underdevelopment are placed in historical perspective. Other topics are the population issue, the human cost of development, barriers to development, industrialization versus agriculture, and domestic and international policy. Prerequisites: ECO 113-114.

ECO 345. INDUSTRIAL ORGANIZATION (3).
This course is designed to introduce students to the theoretical and empirical studies of how the structure and conduct of sellers and buyers affects economic performance and economic welfare. Among the subject areas included are product differentiation, merger practice and government regulation of firm behavior. Emphasis is placed on how well traditional theories of structure, conduct and performance provide a basis for market evaluation of intervening public policy. Prerequisites: ECO 113-114.

ECO 355. MANAGERIAL ECONOMICS (3).
Application of economic criteria in business decision making. Topics include demand analysis for forecasting, production decisions for multiproduct firms, pricing, capital budgeting and cost benefit analysis. Prerequisites: ECO 113-114; STA 201-202; MTH 120.

ECO 370 (CFM 413). COMPARATIVE MEDICAL CARE SYSTEMS: ECONOMIC DIMENSIONS (3).
See course description for CFM 413.

ECO 390-399. INDEPENDENT STUDY IN ECONOMICS.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the
methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the academic dean’s office.

ECO 402 (SOC 402/ACT 402/IRL 403/PSC 402). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).
See course description for SOC 402.

ECO 404. HISTORY OF ECONOMIC THOUGHT (3).
The purpose of this course is to acquaint the student with the historical development of economics. The chief figures in the history of the subject are studied and their doctrines are related to previous and subsequent doctrines. The course synthesizes much of economic theory, history, philosophy and theology. Prerequisites: ECO 113-114 or permission of instructor.

ECO 405. INTERNATIONAL ECONOMICS (3).
This course includes a description of the principles and practices of foreign trade; the mechanisms of international payments; the scope and significance of international investments; international cartels; commercial treaties and agreements; international trade policies, past and present; international trade and financial institutions; principles of economic integration; the European Common Market. Prerequisites: ECO 113-114 or permission of instructor.

ECO 413. TOPICS IN ECONOMIC HISTORY OF EUROPE (3).
A survey of problems in European economics from industrialization to the present. The emphasis is on economic institutions, policies and processes by which the European economies reached high levels of economic development.

ECO 415. COMPARATIVE ECONOMIC SYSTEMS (3).
This is a study of the principle structure and operations of the chief economic systems of the world, both present and past, together with an ethical evaluation of the same. It examines the norms that are used and should be used in determining economic institutions and policies. Relations between ethics and economics: principles of planning and welfare maximization are included. Prerequisites: ECO 113-114.

ECO 426 (CFM 426). REFORMING THE U.S. HEALTH CARE SYSTEMS (3).
See course description for CFM 426.

ECO 427. PUBLIC FINANCE (3).
This course aims to give the student a well-rounded understanding of the economics of taxation, governmental expenditure and budgeting. Much attention is paid to fiscal policies and their economic effects. Historical material relating to the development of the government sector of the economy is included. Prerequisites: ECO 113-114.

ECO 430. URBAN ECONOMICS (3).
This course is designed to introduce students to the theoretical models and empirical work which have attempted to explain the origins, development and growth of urban areas. Among the subject areas included are the location of cities, the location of activity within cities, residential land use, evaluation of the urban economic base and urban public finance. Emphasis is placed upon evaluating models for their ability to explain economic patterns within urban areas and assessing their policy prescriptions for problems such as urban sprawl, slums, poverty and fiscal difficulties. Prerequisites: ECO 113-114.

ECO 436. SEMINAR (3).
Topics for papers and discussions are determined by the instructor. Prerequisites: ECO 113-114 and permission of the instructor.
ECO 490-491. INTERNSHIP IN ECONOMICS (VARIABLE).
Participation in a field learning experience closely related to one area of economics. The student interns report as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit. Prerequisite: permission of the department chair.

ECO 498. HONORS RESEARCH (3).
This fulfills the requirement that honors students complete a research project. Subject matter to be arranged.
TYPICAL PROGRAM FOR DUAL CHILDHOOD/SPECIAL EDUCATION (1-6)

FRESHMAN YEAR

Fall or Spring

EDU 105 Teaching in a Diverse Society 3
10 hours of field experience

SOPHOMORE YEAR

Fall

EDU 205 Child Development and Special Needs 3
20 hours of field experience

Spring

EDU 225 Assessment & Decision Making for Equity & Inclusion 3
20 hours of field experience

JUNIOR YEAR

Fall

EDU 305 Principles & Methods of Multicultural Literacy Learning 3
EDU 315 Planning, Assessing & Managing Inclusive 3
20 hours of field experience

Spring

EDU 365 Adapting Literacy Learning for Students w/ Spe Needs 3
EDU 375 Strategies & Technology for the Inclusive Classroom 6
30 hours of field experience

SENIOR YEAR

Fall

EDU 120 Child Abuse, Drug & Violence Prevention Workshop 0
EDU 405 Preservice Clinical Teaching Seminar 3
EDU 430 Supervised Preservice Teaching (1-6) 6
EDU 431 Supervised Preservice Teaching (SPE 1-6) 6

Total Credits 39
**TYPICAL PROGRAM FOR MIDDLE CHILDHOOD SPECIALIST (5-9)**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 105</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 215</td>
<td>Learning Within a Sociocultural Context</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 305</td>
<td>Principles &amp; Methods of Multicultural Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 315</td>
<td>Planning, Assessing &amp; Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDU 335</td>
<td>Literacy Development in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 326</td>
<td>Teaching and Adapting Middle School Content</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 hours of field experience</td>
<td></td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>EDU 400</td>
<td>Middle School Strategies &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 400L</td>
<td>Technology Lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>EDU 120</td>
<td>Child Abuse, Drug &amp; Violence Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>EDU 405</td>
<td>Preservice Teaching Clinical Seminar</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EDU 440</td>
<td>Supervised Preservice Teaching (5-6)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>EDU 450</td>
<td>Supervised Preservice Teaching (7-9)</td>
<td>6</td>
</tr>
</tbody>
</table>

| Total Credits | 37 |

---

EDUCATION

DIVISION OF ARTS AND SCIENCES
TYPICAL PROGRAM FOR ADOLESCENT PROGRAM (7-12)

FRESHMAN YEAR
Fall or Spring
EDU 105 Teaching in a Diverse Society 3
10 hours of field experience

SOPHOMORE YEAR
Fall or Spring
EDU 215 Learning within a Sociocultural Context 3
20 hours of field experience

JUNIOR YEAR
Fall
EDU 303 Multicultural Literacy 3
EDU 315 Planning, Assessing & Managing Inclusive Classrooms 3
20 hours of field experience

Spring
EDU 325 Teaching & Adapting Curriculum for Context Specialists 3
EUD 335 Literacy Developing in the Content Area 3
20 hours of field experience

SENIOR YEAR
Fall
EDU 401 Secondary Strategies & Technology 3
EDU 401L Technology Lab 1
30 hours of field experience

Spring
EDU 120 Child Abuse, Drug & Violence Prevention Workshops 0
EDU 405 Preservice Teaching Clinical 3
EDU 450 Supervised Preservice Teaching (7-9) 6
EDU 460 Supervised Preservice Teaching (10-12) 6

Total Credits 37
## TYPICAL PROGRAM FOR DUAL ADOLESCENT AND SPECIAL EDUCATION (7-12)

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 105 Teaching in Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>10 hours of field experience</td>
<td></td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 215 Learning within a Sociocultural Context</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDU 225 Assessment &amp; Decision Making for Equity &amp; Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>20 hours of field experience</td>
<td></td>
</tr>
</tbody>
</table>

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 303 Multicultural Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 315 Planning, Assessing &amp; Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>20 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDU 325 Teaching &amp; Adapting Curriculum for Content Specialists</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335 Literacy Development in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td>20 hours of field experience</td>
<td></td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 401 Secondary Strategies &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 401L Technology Lab</td>
<td>1</td>
</tr>
<tr>
<td>EDU 345 Collaborating &amp; Transition Planning for Students</td>
<td>3</td>
</tr>
<tr>
<td>30 hours of field experience</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>EDU 120 Child Abuse, Drug &amp; Violence Prevention Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 405 Preservice Teaching Clinical Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 451 Supervised Preservice Teaching (SPE 7-9)</td>
<td>6</td>
</tr>
<tr>
<td>EDU 460 Supervised Preservice Teaching (10-12)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 43
TYPICAL PROGRAM FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

FRESHMAN YEAR

Fall or Spring
EDU 105 Teaching in a Diverse Society 3
10 hours of field experience

SOPHOMORE YEAR

Fall
EDU 215 Learning Within a Sociocultural Context 3
EDU 355 Cultural Perspectives for Teaching Language Acquisition 3
20 hours of field experience

Spring
ENG 301 Advanced Grammar and Usage 3
ANT 300 Anthropological Linguistics 3

JUNIOR YEAR

Fall
EDU 303 Multicultural Literacy 3
EDU 315 Planning, Assessing and Managing Inclusive 3
20 hours of field experience

Spring
EDU 305 Principles & Methods of Multicultural Literacy 3
20 hours of field experience

SENIOR YEAR

Fall
EDU 402 Methods of Teaching ESOL through Math, Science & Social Studies 3
EDU 402L Technology Lab 1
30 hours of field experience

Spring
EDU 120 Child Abuse, Drug & Violence Prevention Workshop 0
EDU 405 Preservice Clinical Teaching Seminar 3
EDU 430 Supervised Preservice Teaching (1-6) 6
EDU 450 Supervised Preservice Teaching (7-9) 6
or
EDU 460 Supervised Preservice Teaching (10-12) 6

Total Credits 43
No prerequisite required unless noted.

**EDU 105. TEACHING IN A DIVERSE SOCIETY (3).**
This course is required of all students seeking New York state teacher certification. This course will provide an introduction to education and the profession of teaching in a democratic society. It will explore teaching from a practical as well as a theoretical point of view. An introduction to the historical, philosophical and sociological approach to the study of education in the United States will be studied while examining cultural pluralism and its impact on the American system of education. Multicultural education, the teaching of English to speakers of other languages, teaching students with disabilities and other aspects of our diverse society will be discussed. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds.

**EDU 120. CHILD Abuse PREVENTION AND REPORTING AND VIOLENCE PREVENTION (0).**
This is a required course for anyone seeking New York state certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a “mandated reporter” of child abuse or maltreatment. Preservice teachers will learn to recognize signs of child abuse and maltreatment and the correct reporting procedures. The 2-hour violence prevention module will also be presented to students at this workshop. Open only to students enrolled in student teaching.

**EDU 205. CHILDHOOD LEARNING AND SPECIAL NEEDS (3).**
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. Students will view all children within a continuum of diversity for child learning, with acceptance for differences in learning styles and rates. A focus of the course will be on the history of special education within the larger context of American public schools. The course will also address characteristics and intervention strategies for students with special needs across the curriculum. Understanding family perspectives in child learning will be examined from an educational framework. Multiple intelligence theory will be explored. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 105.

**EDU 215. LEARNING IN A SOCIOCULTURAL CONTEXT (3).**
This is a required course for all teacher candidates preparing for the New York state certificate in Middle Childhood Specialist, T.E.S.O.L., Adolescence or Adolescence/Students with Disabilities. It involves students in examining, analyzing and developing theories of how students learn within a social, cultural and political context, with attention given to the education of students with disabilities. Students see the application of these ideas in a required field experience in a local school which will provide the setting to observe and work with students from diverse backgrounds in a local middle or high school. Prerequisite: EDU 105.

**EDU 225. ASSESSMENT & DECISION MAKING FOR EQUITY & INCLUSION (3).**
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities and Adolescence/Students with Disabilities. Teachers in inclusive classrooms constantly make decisions regarding curriculum and instruction. Methods of formal and informal assessments for the Committee on Special Education process and school-based intervention teams will be discussed in detail. A case study of a student will be completed through a
practicum. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite: EDU 205 or EDU 215.

EDU 303. MULTICULTURAL LITERACY (3).
This course is required of all students seeking New York state teacher certification in Adolescence, Adolescence/Students with Disabilities and T.E.S.O.L. This course is designed to help future teachers understand and appreciate students from diverse cultural and ethnic backgrounds, so that they will be prepared to support their students’ reading, writing, listening, speaking and viewing across the curriculum. As part of developing the cultural sensitivity and cultural responsiveness necessary for positive student literacy learning experiences, preservice teachers will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism and cultural conflicts. They will also study multicultural literacy teaching methods and events, gather a bibliography of multicultural literature, materials and resources, and develop plans for establishing classroom environments that connect home, school, and community for literacy learning. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisite or corequisite: EDU 315.

EDU 305. PRINCIPLES & METHODS OF MULTICULTURAL LITERACY LEARNING (3).
This course is required of all students seeking New York state teacher certification. Teacher candidates will become proficient in designing and analyzing curriculum, assessment techniques and curriculum materials with special emphasis on developing units of instruction and lesson plans. Students will learn to demonstrate effective instructional methods for students in inclusive settings. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Field work experience in a school is an integral part of this course and students are expected to spend time each week in a school setting. Successful demonstration of teaching skills on a final videotape is required for formal acceptance into the Dual Childhood/Special Education certification program. Prerequisites: EDU 205 or EDU 215. Prerequisite or corequisite: EDU 303 or EDU 305.
EDU 325. TEACHING AND ADAPTING CURRICULUM FOR CONTENT SPECIALISTS (3).

This course is required for all students seeking New York state certification in Adolescence and Dual Adolescence/Special Education. The focus of the course is on tools and strategies that can be used by special educators and general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this course is that strategies will be integrated so that the instructional needs of all students in both general and special education settings are met. Emphasis will be placed on cooperative planning with a multidisciplinary team and on developmentally appropriate teaching strategies that are consistent with a student's cultural and ethnic environment. Various types of special needs will be addressed including disabling conditions; gifted, talented and creative children; limited English-proficient children; and cultural and ethnic minority children. Specific teaching strategies that foster success along with strategies for management of behavior in inclusive classrooms will be presented. Attention will be given to working with parents and ancillary personnel and making appropriate referrals. Preservice teachers in this course will be placed in a field placement with an agency whose purpose is providing assistance to adolescents with special needs and their families. Prerequisite: EDU 315. Corequisite: EDU 335.

EDU 326. TEACHING AND ADAPTING MIDDLE LEVEL CURRICULUM (3).

This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist, Adolescence, Adolescence/Students with Disabilities. Teachers in today's content area classrooms not only prepare and guide their students to learn key concepts and information, through reading, writing, listening, speaking, and viewing, but also, lead their students toward independent learning. These content area classroom settings, based on the constructivist approach, encourage inquiry learning and cooperative learning. In this course, using the constructivist perspective, future content area teachers will learn how to encourage students to learn through literacy activities. They will analyze the processes of connecting known information to new information, formulating questions, discussing issues, and discovering unique perspectives in content areas.
EDU 345. COLLABORATING AND TRANSITION PLANNING FOR STUDENTS WITH SPECIAL NEEDS (3).
This is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescence/Students with Disabilities. The focus of the course is on the transition of individuals with mild and moderate disabilities to all aspects of adult life. Preservice teachers will be placed in a field placement with an agency whose purpose is providing assistance to adolescents with special needs and their families. Prerequisite: EDU 325 and EDU 335. Corequisite: EDU 401.

EDU 355. CULTURAL PERSPECTIVES FOR TEACHING LANGUAGE ACQUISITION (3).
This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. Using ethnographic research in education, preservice teachers will study classroom settings, (K-12), which are responsive to linguistically diverse groups of students. A major focus will be the observations, models and discussions of effective strategies for teaching the language arts to students learning English as a second language. Additionally, psychological, linguistic and cultural foundations for teaching linguistically diverse students will be examined in light of current trends in the education of language minority students. Finally, traditional materials and resources, as well as electronic texts and computer programs will be examined in light of their contributions to language acquisition. Prerequisite: EDU 315. Corequisite: EDU 402.

EDU 365. ADAPTING LITERACY LEARNING FOR STUDENTS WITH SPECIAL NEEDS (3).
This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. This course will offer some of the approaches to the instruction of reading for students with disabilities. Principles of reading development will be explored as a foundation for all students followed by a sequence of instructional techniques for students with disabilities. Assessment and diagnosis of reading will be included. Students will become familiar with current research and practices in the field of reading instruction. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisites: EDU 305, EDU 315. Corequisite: EDU 375.

EDU 375. STRATEGIES AND TECHNOLOGY FOR THE INCLUSIVE CLASSROOM (6).
This course is required of all students seeking dual New York state certification in Childhood/Students with Disabilities (1-6). In this course, students will learn to transform the core content knowledge in mathematics, science and social studies into teachable instructional units. Students will review and evaluate current materials used to teach these content areas at the elementary level. Students will learn to integrate curriculum and to incorporate skills such as writing and speaking within the instruction and assessment of the unit. Students will also learn to adapt instruction, materials and assessment for students with special needs. They will also demonstrate the ability to infuse technology, including adaptive technology, throughout their curricula. A practicum will introduce the students to the schools and teachers they will be student teaching with the following year. Prerequisite: EDU 315; Corequisite: EDU 365.
EDU 400. MIDDLE SCHOOL STRATEGIES
AND TECHNOLOGY (3).
This course is required of all students seeking New York state certification as a Middle Childhood Specialist teacher. The course is designed to cover curriculum, instruction and assessment for students in various middle school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum. Prerequisites: EDU 325 or EDU 326.

EDU 401. SECONDARY STRATEGIES &
TECHNOLOGY (3).
This course is required of all students seeking New York state certification in Adolescence or Dual Adolescence/Students with Disabilities. The course is designed to cover curriculum, instruction and assessment for students in various high school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum. Prerequisites: EDU 315, EDU 325.

EDU 401L. SECONDARY STRATEGIES &
TECHNOLOGY LAB (1).
Twenty hours of field experience.

EDU 402. METHODS OF TEACHING ESOL
THROUGH MATH, SCIENCE AND SOCIAL
STUDIES (3).
This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. This course is designed to help preservice teachers learn the theoretical foundations and methods of communication necessary for the teaching and learning of English to speakers of other languages in the major content areas of mathematics, science, and social studies. Preservice teachers will write units of study in the content areas as well as practice writing and presenting lessons. Finally they will compile materials and resources that include electronic texts and computer programs which assist in the learning of English through content area material. Prerequisite: EDU 315. Corequisite: EDU 355.

EDU 405. PRESERVICE CLINICAL
TEACHING SEMINAR (3).
This is a required course for all teacher candidates preparing for New York state teacher certification. The focus of this course is on reflection on field experiences prior to and during student teaching in order to raise tacit intuitive knowledge to a more conscious level. Classes will consist of discussions and group work, including analysis and discussion of case studies. Prerequisites: EDU 400 or EDU 401 or EDU 402. Corequisites: (EDU 430 and EDU 431) or (EDU 440 and EDU 450) or (EDU 450 and EDU 460) or (EDU 451 and either EDU 450 or EDU 460).

EDU 430. SUPERVISED PRESERVICE
TEACHING – GRADES 1-6 (6).
This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/Students with Disabilities and T.E.S.O.L. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be
completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 375. Corequisite: EDU 405.

**EDU 431. SUPERVISED PRESERVICE TEACHING – GRADES SPE 1-6 (6).**
This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/Students with Disabilities. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) special education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 375. Corequisite: EDU 405.

**EDU 440. SUPERVISED PRESERVICE TEACHING – GRADES 5-6 (6).**
This is a required course for all teacher candidates preparing for the New York State Middle Childhood Specialist Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area departmentalized upper elementary or middle school classes. Each teacher candidate will fulfill a teaching experience in a grade 5-6 position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 400. Corequisite: EDU 405.

**EDU 450. SUPERVISED PRESERVICE TEACHING – GRADES 7-9 (6).**
This is a required course for all teacher candidates preparing for the New York State Adolescence or Middle Childhood Specialist Certificate. Either this, or EDU 460, is a required course for all teacher candidates preparing for the New York State Dual Certificate in Adolescence/Special Education and T.E.S.O.L. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle school classes. Each teacher candidate will fulfill a teaching experience in a middle school (grades 7-9) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 400 or EDU 401. Corequisite: EDU 405.

**EDU 451. SUPERVISED PRESERVICE TEACHING – SPE 7-12 (6).**
This is a required course for all teacher candidates preparing for the New York Dual Certificate in Adolescence/Special Education Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle or secondary classes. Each teacher candidate will fulfill a teaching experience in a middle or secondary (grades 7-12) special education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 401. Corequisite: EDU 405.

**EDU 460. SUPERVISED PRESERVICE TEACHING – GRADES 10-12 (6).**
This is a required course for all teacher candidates preparing for the New York State Education Certificate. Either this, or EDU 450, is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescence/Special Education and T.E.S.O.L. Teacher candidates who have successfully com-
completed the prerequisite course and competencies will begin teaching full time in area secondary classes. Each teacher candidate will fulfill a teaching experience in a secondary school (grades 10-12) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDU 401. Corequisite: EDU 405.

**ENGLISH**

Chair: Julie Grossman
Associate Chair: Julie Olin-Ammentorp
Acting Director of Communication Program: Julie Grossman (fall), Michael Streissguth (spring)
Director of Creative Writing Program: David Lloyd
Director of Literature Program: Ann Ryan
Professors: Fischler, Lloyd, Lund, Maleski, Novelli, Olin-Ammentorp
Associate Professors: Cambell (on leave), Davis, Grossman, Hayes, Novak, Ryan, Streissguth, Warner
Assistant Professors: Brady, Costello-Sullivan, Munteanu, J. Roche, Taylor
Visiting Assistant Professors: Allen, Gurley, Mullally, D. Roche
Adjunct Faculty: M. Barbour, S. Barbour, Burns, Fitzgerald, Hutchinson, Lawler, Morris, Pennisi, West, Winet
Emeritus: Boudreau, Hogan, Ilacqua, Keane, Mullen

The department of English, which houses two majors, English and communication, bases its program on traditional concerns for the human values in language and literature. In particular, it proposes: 1) to involve students in enjoyable, illuminating, and enlarging encounters with works of literature; 2) to expand students’ awareness of the range, subtlety, and power of language; 3) to help students develop their own expressive powers in language, and 4) to bring them to increasingly mature syntheses of literature and communications with other life experiences.

**ENGLISH MAJOR**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel. Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English 100, 218 (in lieu of 200), 300</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements:**

- ENG 250 Introduction to Poetry 3
- ENG 300* Advanced Grammar & Usage 3
- ENG 305-306 Survey of British Lit. 6
- ENG 318 Shakespeare 3
- ENG 350 or ENG 351 American Lit. 3

**English or History seminar (core)**

**English Electives** 21

**Major Support:**

- Foreign Language ** 9
- Social Science (in addition to core) 3

**Free Electives** 30

* Required for English majors earning New York State Teaching Certification.

** The 9 hours must be in one language. If, however, after a minimum of 6 hours of language at the College level, a student has completed or advanced beyond the mid-intermediate level, he or she may substitute an English elective for the remaining hours.
English Majors Who Wish to Qualify for Teaching Certification

Students earning teaching certification must take, as two of their English electives:
1. One advanced writing course
2. One course in advanced grammar and usage (ENG 301)

Any upper-division course in writing satisfies the requirement for an advanced writing course: The Contemporary Essay (ENG 395), Magazine Article Writing (CMM 375), Creative Writing Workshop (CRW 385), or Fundamentals of Journalism (CMM 374), for example. In certain circumstances, with special permission, other communications and creative writing courses may satisfy the requirement. Students who wish to receive teaching certification are encouraged to see the chair of the education department as early as possible since fulfilling the requirements will demand careful planning in scheduling courses.

English majors must follow either the literature curriculum or the creative writing curriculum. They must declare a concentration in either literature or creative writing by the end of the junior year.

LITERATURE CURRICULUM
An English major may follow the literature curriculum by taking, as part of the major, 15 hours of upper-level literature electives (ENG 202-399, excluding major requirements). Chosen in consultation with the student's advisor, these courses must span a number of historical periods, including at least four of the following: ancient or medieval; Renaissance; 18th century; 19th century; 20th century. The major is listed on the student's transcript as "English (literature concentration)."

CREATIVE WRITING CURRICULUM
An English major may follow the creative writing curriculum by taking, as part of the major, 15 hours of courses. Three of the five courses required for a creative writing minor or concentration will be writing workshops (Creative Writing Workshop, Playwriting, Advanced Playwriting Scriptwriting, Advanced Fiction Workshop, Advanced Poetry Workshop; any workshop may be repeated once for credit). One of the required courses will be in nineteenth or twentieth century literature. One will be the "capstone course" for the minor/concentration: Creative Writing Tutorial (CRW 481), consisting of a semester in which the student works one-on-one with a Creative Writing Program faculty member to create a polished portfolio in poetry or fiction. The major is listed on the student's transcript as "English (Creative Writing concentration)." Course selection for the concentration must be made in consultation with the director of creative writing.

LITERATURE MINOR
Students desiring a minor in literature should consult with the literature program director. The usual requirements for a literature minor are 12 hours of core English courses plus nine hours of literature courses taken at the upper-division level. However, requirements for the minor will be determined on an individual basis.

CREATIVE WRITING MINOR
Non-English majors desiring a minor in creative writing should consult with the director of the creative writing program. The usual requirements for a minor are 15 hours in creative writing. Qualifications for the minor are determined on an individual basis. (Students who are English majors must follow the literature or the creative writing curriculum as part of their degree program.)

FILM MINOR
Housed within the English department, the film minor is an interdisciplinary program that not only leads students to explore the many relations among visual media and humanities disciplines but also encourages students to hone and apply their critical thinking and writing skills.
To complete a film minor, the following five courses are required: six are recommended:

1. History of Film, I (ENG/THR 372)
2. History of Film, II (ENG/THR 373)
3. Critical Approaches to Film (ENG/THR 371)
4. Film minors must take at least one course outside the English department. At present, these include Religion in Contemporary Film (REL 349), Movies, Remarriage and Unknowness (PHL 413), Politics in Film (PSC 354) and Modern East Asia (HST 406/PGS 406).
5. (and the recommended 6th) choose from the following:
   - Representations of the Media in Film (ENG358/CMM 358/WMS 358)
   - Any of the 400-level film courses we offer within the English department: American Film Noir and the Femme Fatale (ENG 414/WMS 414); Twelve American Films: A Socio-Historical Study of Auteurism (ENG 415/WMS 415); Film and Literature (ENG 416).
   - Acting (THR 304 or THR 305)
   - Scriptwriting (CRW 387/CMM 387/ENG 387)
   - Basic Studio Operations (CMM 305)

Questions should be directed to Julie Grossman, chair of the English department.

COMMUNICATION MAJOR

The communication major prepares students for careers in the mass communication industries or graduate school and supports Le Moyne College’s mission of educating the whole person by encouraging an appreciation of the social, cultural and ethical issues related to mass communication.

As part of a student’s course of study, he or she will pursue a concentration in advertising, print journalism, public relations or television/radio. Communication students will also choose a minor in another discipline in order to develop another mastery of some specific and substantive subject matter.

**Core Requirements:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel. Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English (ENG 100, 218, 300)</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 311 English Literature: Overview</td>
<td>3</td>
</tr>
<tr>
<td>ENG 350 or 351 American Literature Survey</td>
<td>3</td>
</tr>
<tr>
<td>English/Creative Writing Electives</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar (core)</td>
<td></td>
</tr>
<tr>
<td>CMM 201 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>CMM 250 Mass Media and Society I</td>
<td>3</td>
</tr>
<tr>
<td>CMM 251 Mass Media and Society II</td>
<td>3</td>
</tr>
<tr>
<td>CMM 350 Communication Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CMM Electives</td>
<td>9</td>
</tr>
<tr>
<td>CMM Concentration Courses</td>
<td>9</td>
</tr>
<tr>
<td>CMM 490 Communication Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

**Major Support**

- Foreign Language*                                           | 9     |

* Nine hours must be in one language. If, however, after a minimum of six hours of language at the College level, a student has completed or advanced beyond the intermediate level (i.e. 103), s/he may substitute a Communication elective for remaining hours.

**Free electives**                                            | 24    |

COMMUNICATION MINOR

Non-communication majors desiring a minor in communication should consult with the director of the Communication program. The requirements for a minor are 15 hours in communication. CMM 250 and CMM 251 are recommended.
COMMUNICATIONS INTERNSHIP

Eligibility:
1. The program is intended primarily for communication majors and minors. Interns receive practical, on-the-job training in such fields as radio, television, advertising, journalism, and public relations.
2. Students should prepare themselves for internships by taking the appropriate courses: a student who wants a newspaper internship should have taken the journalism course, just as a student interested in a production internship should have taken a studio operations course. However, specific requirements for each internship will be determined on a case-by-case basis by the internship director.
3. Students may take up to three 3-credit internships. Each new internship should involve a new placement.

Procedure:
1. Toward the end of each semester, applications to the program are screened by the internship director, who then refers each qualified student for an interview with the company or agency sponsoring the internship that the student seeks. Students must be accepted by the sponsoring agency by the end of the Drop/Add period in order to be admitted into the internship program for that semester.
2. All candidates are advised to register for a full course load. Successful candidates must fill out drop/add forms in the Registrar’s office after learning that their internships are secured. The internship counts as part of the student’s course load.

Program Structure:
1. Interns are expected to meet with the internship director for briefing immediately in the first week of the new semester.
2. Interns will be expected to devote 10 hours weekly to the program. The schedule for hours/days is worked out between the student and the cooperating agency. As soon as interns have knowledge of their schedule, they must inform the director of the schedule.
3. Interns must keep a detailed journal of activities. This journal is to be examined by the internship director at scheduled conferences.
4. Interns meet with the internship director according to a predetermined schedule.
5. The internship director will make on-the-spot visits during the semester.
6. Grades are assigned by the internship director on the basis of journals, individual conferences, student evaluation papers and end-of-term evaluations from the cooperating agencies. Interns will be assigned high pass, pass or fail grades for the course.

COURSES

ENGLISH

ENG 099. INTRODUCTION TO CRITICAL WRITING (3).
This 3-credit, pass/fail course will for some students be a prerequisite for ENG 100. Admission to ENG 099 will be based on a prior selection process. This course develops basic writing skills such as paper organization, paragraphing, thesis-building, and argumentation. It also focuses on fundamental issues of syntax and grammar. Students will be expected to compose and revise several papers and to participate in writing workshops. One of the primary functions of this class will be to prepare students for successful completion of ENG 100. Pass/fail only. Credits earned may not be applied to graduation requirements.

ENG 100. CRITICAL WRITING (3).
Practice in the skills of critical thinking, critical reading, and especially critical writing. Students will analyze selected essays and articles in conjunction with frequent writing assignments. Students will be expected to gain and demonstrate college-level proficiency in critical reading, critical writing, and standard English grammar and usage.
ENG 105 (THR 105). INTRODUCTION TO THEATRE (3).
See course description for THR 251.

ENG 200. PERSPECTIVES IN LITERATURE (3).
This course is intended to encourage the enjoyment and understanding of a variety of literary genres and individual works drawn from a range of world cultures. Students will read some selections from ancient, European and American literatures, among others, including works by women and minority writers, and they will write critical responses to the course texts during the semester. Prerequisite: ENG 100.

ENG 201 (CMM 201). FUNDAMENTALS OF SPEECH (3).
See course description for CMM 201.

ENG 203 (CLS 203). CLASSICAL MYTHOLOGY (3).
See course description for CLS 203. Prerequisite: ENG 100, ENG 218.

ENG 204 (CLS 204). CLASSICAL LITERATURE IN TRANSLATION (3).
See course description for CLS 204. Prerequisite: ENG 100, ENG 218.

ENG 215 (CLS 215). GREEK AND ROMAN COMEDY (3).
See course description for CLS 215. Prerequisite: ENG 100, ENG 218.

ENG 218. CRITICAL PERSPECTIVES ON LITERATURE (3).
Intensive critical writing about literature based on a close reading of texts. Students will discuss and write about fiction, poetry and drama from a variety of cultures and historical eras, including works by women and minority authors. Introduction of critical approaches and vocabulary. Primarily for English majors. Prerequisite: ENG 100.

ENG 220-239. SPECIAL TOPICS (3).
A course sequence that offers thematically focused elective courses of current interest to instructor and students. Such courses as Medieval Quests and Romances and African Women Writers are among those offered. Prerequisite: ENG 100, ENG 218.

ENG 250. INTRODUCTION TO POETRY (3).
A study of lyric poetry from across the ages and across cultures to understand how poems work in form and content. The course will develop some critical and aesthetic norms and discuss how a variety of critical approaches can unpack the riches of great poems. Prerequisite: ENG 100. Suggested prior course: ENG 218.

ENG 260-274. GENRE STUDIES (3).
A course sequence that develops historical and critical analyses of the traditional literary genres: tragedy, comedy, the epic, satire, the lyric, the novel and others. Prerequisites: ENG 100, ENG 218.

ENG 300. MAJOR AUTHORS (3).
These courses provide students with an intensive study of the work of a major author such as Shakespeare, Ovid, Twain, Woolf, Morrison, Dante, Homer or Dickens, as well as the cultural and historical context from which the work emerges. Students will be expected to develop a critical vocabulary for analyzing these texts and to demonstrate their mastery of the material through class discussions, presentations and critical writing. Prerequisites: ENG 100, ENG 200/218.

ENG 301. ADVANCED GRAMMAR AND USAGE (3).
A study of the nature and structure of language through a review of the traditional, structural, and transformational grammars and their specific applications to modern English, to language skills, and to teaching. Prerequisite: ENG 100.

ENG 302 (THR 302). THEATRE HISTORY I: GREEKS TO ELIZABETHANS (3).
See course description for THR 302.

ENG 303 (THR 303) THEATRE HISTORY II: RESTORATION TO CONTEMPORARY (3).
See course description for THR 303.
ENG 304. THE HISTORY OF CRITICISM (3).
An introduction to modern literary theory and the major movements in literary criticism. Readings include selections from Aristotle, Horace, Sidney, Coleridge, Arnold, Eliot, DeMan, Barthes, Fish and Eagleton. Prerequisites: ENG 100, ENG 218.

ENG 305. ENGLISH LITERATURE SURVEY I: BEGINNINGS THROUGH MILTON (3).
A survey of English literature of the Old English period, the Middle Ages, and the Renaissance, including the major work of Milton. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250. Required for English majors.

ENG 306. ENGLISH LITERATURE SURVEY II: RESTORATION TO THE PRESENT (3).
A survey of English literature from the Restoration, through the 18th and 19th centuries, to the present. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250. Required for English majors.

ENG 307. THE EPIC (3).
A study of selected epics and works in the epic tradition, e.g., “Iliad,” “Odyssey,” “Aeneid,” “Divine Comedy,” mock epics, with attention not only to literary forms but also to theories of epic and to cultural contexts. Prerequisites: ENG 100, ENG 218.

ENG 308. THE NAME OF THE ROSE AND MEDIEVAL ENGLISH LITERATURE (3).
Using the contemporary novel The Name of the Rose as a starting point, this course examines the major non-Chaucerian literature of medieval England, e.g., the works of Langland, the Pearl Poet, the Wakefield Master, Gower and Malory. Many readings are in Middle English, but no previous experience with the language is required. Prerequisites: ENG 100, ENG 218.

ENG 309 (THR 319). ELIZABETHAN AND JACOBEAN DRAMA (3).
See course description for THR 319.

ENG 310. MILTON (3).
A study of the poetry and prose of Milton from the early poems (“L’Allegro” and “Il Penseroso,” “Lycidas” and “Comus”) through the polemical prose of Milton’s public life (“Areopagitica” and “Of Education”), to the major works of his later years (“Paradise Lost,” “Samson Agonistes,” “Paradise Regained”). Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 311. ENGLISH LITERATURE: AN OVERVIEW (3).
This course provides an overview of the history of English literature. The course will address most literary periods, covering a variety of genres (drama, poetry, fiction and non-fiction prose). The main text for the course will be The Norton Anthology of English Literature: The Major Authors. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250. Required for Communication and Theatre Arts majors.

ENG 312. CHAUCER (3).
The study of the major works of Chaucer. No prior knowledge of Middle English needed. Prerequisites: ENG 100, ENG 218.

ENG 317. RENAISSANCE LITERATURE (3).
A study of selected major prose and poetry of the English Renaissance, with attention to continental influences and relevant contexts. This course will variously focus on the works of Sidney, Spenser, Shakespeare (the sonnets), More, Erasmus, Marlowe, Jonson, Donne, Herbert and/or Marvell. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 318. SHAKESPEARE (3).
A selection of Shakespeare’s plays will be read, viewed, and written about, and specific scenes will be produced in class, in order to develop a critical appreciation of Shakespeare as a dramatist. Primarily for English majors. Prerequisites: ENG 100, ENG 218.

ENG 319 (THR 319). ELIZABETHAN AND JACOBEAN DRAMA (3).
See course description for THR 319.

ENG 324. MILTON (3).
A study of the poetry and prose of Milton from the early poems (“L’Allegro” and “Il Penseroso,” “Lycidas” and “Comus”) through the polemical prose of Milton’s public life (“Areopagitica” and “Of Education”), to the major works of his later years (“Paradise Lost,” “Samson Agonistes,” “Paradise Regained”). Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 333. RESTORATION AND 18TH CENTURY LITERATURE (3).
Selected works of Restoration and eighteenth century literature, including works
by Congreve, Dryden, Pope, Swift, Johnson, Gray, Collins, Burke and Burns. Prerequisites: ENG 100, ENG 218.

ENG 336. THE EIGHTEENTH-CENTURY NOVEL (3).
An examination of themes and styles in significant novels by major authors (e.g. Defoe, Richardson, Fielding, Sterne and Austen) with selected critical readings. Prerequisites: ENG 100, ENG 218.

ENG 342. THE ROMANTIC PERIOD (3).
The works of the Romantic Period, with emphasis on the major poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Two themes interwoven with the poetic texts will also be important: the socio-political and imaginative responses to the energies unleashed by the French Revolution (Burke and Mary Wollstonecraft will be briefly discussed in this context) and the tension between the real and the ideal. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 346 (WMS 346). VICTORIAN PROSE AND POETRY (3).
This course examines the poetry and non-fiction prose of the Victorian period, which begins with the passage of the First Reform Bill in 1832 and runs concurrently with the reign of Queen Victoria from 1837 to 1901, a period that saw a general shift away from the Romantic emphasis on individualism and subjectivism to a new emphasis on social life and social concerns, including the role of women in both private and public life; that witnessed a comparable shift away from the sanctity of nature to new emphasis on the discoveries of natural science, including those of Charles Lyell and Charles Darwin; and that marked the unprecedented expansion of British industry and the utmost extension of the British Empire. The course will explore these developments as well as other developments in religion, art, culture and the Victorian imagination in the poetry of Tennyson, Arnold, the Brownings, the Rossettis, Swinburne, Meredith and Hardy, as well as the non-fiction prose of Carlyle, Hazlitt, Darwin, Marx, Mill, Arnold, Ruskin, Pater and Wilde, and/or others representative of the period.

ENG 347 (WMS 347). THE VICTORIAN NOVEL (3).
An examination of the Victorian novel, addressing the following issues: the ways in which Victorian novels recall and revise romanticism and look forward to modernity; the influences of science, evolution, and industry on the content and form of the novel; representations of domesticity and the attempts of women novelists to rewrite or redefine heroism and tragedy; and Victorian preoccupation with the past, as it affects narrative notions of character and conceptions of literary history. Authors treated include Charlotte Bronte, Emily Bronte, Charles Dickens, Thomas Hardy and George Eliot. Prerequisites: ENG 100, ENG 200/218.

ENG 350. AMERICAN LITERATURE SURVEY I: BEGINNINGS TO THE CIVIL WAR (3).
Significant works of the major figures in American literature from the Colonial period to the Civil War. Authors treated include Franklin, Irving, Emerson, Hawthorne, Poe, Thoreau, Melville and Whitman. Prerequisites: ENG 100, ENG 218.

ENG 351. AMERICAN LITERATURE SURVEY II: CIVIL WAR TO THE PRESENT (3).
Significant works of major American writers from 1860 to the present. Authors treated include Dickinson, James, Wharton, Faulkner, Hughes, Rich, Morrison and many others. Prerequisites: ENG 100, ENG 218.

ENG 355. TRANSCENDENTAL LITERATURE (3).
A study of the key writers and texts of the 19th-century American transcendental movement. Authors treated include Margaret Fuller, W. H. Channing, Emerson, Thoreau, Hawthorne, Melville, Whitman and Dickinson. Transcendentalism is seen as a partial reaction against 18th-century rationalism, the skeptical philosophy of
ENG 357 (THR 357). PERFORMING LITERATURE (3).
See course description for THR 357.

ENG 358 (CMM 358/WMS 358).
REPRESENTATIONS OF THE MEDIA IN FILM (3).
This course is designed to explore ways in which films present myriad images of the mass media when they take as their subject matter the news, documentaries, radio, television, and the film industry itself. The course will develop students’ understanding of the nature and function of mass media in American culture and the relationship between power structures and representations of gender in media industries. Prerequisites: ENG 100, ENG 200/218.

ENG 361. MODERN BRITISH FICTION (3).
A study of the fiction of Conrad, Lawrence, Woolf, Forster, Joyce and other major British authors from about 1900-1940. Prerequisites: ENG 100, ENG 218.

ENG 364 (WMS 354). MODERN AMERICAN FICTION (3).
A study of American fiction of the modernist period (roughly 1915-1950), including representative works by many of the major fiction writers, e.g. Wharton, Faulkner, Glasgow, Hemingway, Hurston, Fitzgerald, Wright. Prerequisites: ENG 100, ENG 200/218.

ENG 365. MODERN BRITISH AND AMERICAN POETRY (3).
A study of modern poetry from its earliest practitioners (Whitman, Dickinson, Hardy and Hopkins) through to contemporary poets. Emphasis is on the continuities and discontinuities between traditionalist and modernist values and techniques in the major British and American poetry of the 20th century. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 366. IRISH RENAISSANCE LITERATURE (3).
An exploration of the Celtic and Anglo-Irish traditions and the historical background of modern Irish literature. Emphasis is on Yeats, Synge, Joyce and O’Casey. Prerequisites: ENG 100, ENG 218.

ENG 367. YEATS (3).
This study of the work of William Butler Yeats places paramount emphasis on the poetry. Some knowledge of the historical and literary context will be required. Prerequisites: ENG 100, ENG 218. Suggested prior course: ENG 250.

ENG 368 (THR 368). MODERN AMERICAN DRAMA (3).
See course description for THR 368.

ENG 369 (THR 369). MODERN EUROPEAN DRAMA (3).
See course description for THR 369.

ENG 370 (THR 370). CONTEMPORARY AMERICAN AND EUROPEAN DRAMA (3).
See course description for THR 370.

ENG 371 (THR 371). CRITICAL APPROACHES TO FILM (3).
An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: ENG 100, ENG 200/218.

ENG 372 (THR 372). HISTORY OF FILM I (3).
A study of the development of film, from its beginnings through the 1930's. The course will examine social, technical and artistic aspects of important films by influential directors, addressing in particular experimental film, Eisensteinian montage, German expressionism and the birth of film genres in America (screwball comedy, the musical, gangster films and horror movies). Prerequisites: ENG 100, ENG 200/218.
ENG 373 (THR 373). HISTORY OF FILM II (3).
A study of the development of film since 1940. The course will examine social, technical and artistic aspects of important films by influential directors, addressing in particular the well-made Hollywood film, Italian neo-realism, French new wave and the rise of auteurism. Required for film minor. Prerequisites: ENG 100, ENG 200/218.

ENG 374 (CMM 374). FUNDAMENTALS OF JOURNALISM (3).
See course description for CMM 374.

ENG 375 (CMM 375). MAGAZINE ARTICLE WRITING (3).
See course description for CMM 375.

ENG 376 (CMM 376). THE ART AND FORMS OF ADVERTISING (3).
See course description for CMM 376.

ENG 377 (CMM 377). INTRODUCTION TO PUBLIC RELATIONS (3).
See course description for CMM 377.

ENG 379. PRACTICUM IN ENGLISH (3).
This course will provide the student who intends to pursue graduate study in English with an intensive review of some of the basic content areas in English literature while also advancing the student's research skills. The student will work closely with an instructor analyzing the pedagogical issues surrounding particular texts, discussing techniques for eliciting the most effective papers, and determining ways to make literary works both affecting and relevant. Not only will the student provide tutorial assistance to other students, her or she will also pursue a research project related to the content area of the class under the guidance of the instructor. This course is available only to English literature concentrators. Students will be assigned to professors teaching in the departments major requirement courses. Prerequisite: ENG 218 or ENG 250. the student will have to have taken the course in which they will be working. Pass/fail. Not open to EDU, CMM or THR students.

ENG 380 (WMS 380). LITERATURE BY WOMEN: 17TH-19TH CENTURIES (3).
The works of English and American women writers from the 17th through the 19th century. Covers a wide range of authors, including complete novels by Fanny Burney, Jane Austen, Charlotte Bronte and George Eliot. Prerequisites: ENG 100, ENG 200/218.

ENG 381 (WMS 381). LITERATURE BY WOMEN: 20TH CENTURY (3).
Poetry, fiction and non-fiction by a variety of American, British, and Canadian authors. Includes complete works by Virginia Woolf, Toni Morrison and others. Prerequisites: ENG 100, ENG 200/218.

ENG 382 (WMS 382). AFRICAN-AMERICAN LITERATURE (3).
An introduction to the wide range of African-American literature, from slave narratives to present-day authors. Issues include the relation of African-American culture to dominant Anglo culture; the influence of slavery on the lives of African-Americans; African-American self-perception; the roles of gender and economic status. Authors include Douglass, Jacobs, Chesnutt, Hurston, Hughes, Brooks, Wright, Morrison, Naylor and others. Prerequisites: ENG 100, ENG 200/218.

ENG 383 (WMS 383). AMERICAN ETHNIC LITERATURE (3).
Introduces students to native and immigrant voices in American literature, including Native American writers such as James Welch and Louise Erdrich; Asian-American writers such as Maxine Hong Kingston and Amy Tan; and writers from Latino/a, Arab-American, Jewish and other backgrounds. Prerequisites: ENG 100, ENG 200/218.

ENG 384 (WMS 384). CONTEMPORARY AMERICAN FICTION (3).
A study of short stories and novels by contemporary American writers representing
a variety of fictional modes. Particular attention will be paid to works about women and to gender issues. Readings include such authors as Carver, Erdrich, Kincaid, Morrison, Smiley and Wolff. Prerequisites: ENG 100, ENG 200/218.

ENG 385 (CRW 385). CREATIVE WRITING WORKSHOP (3).
See course description for CRW 385.

ENG 386 (CRW 386/THR 386). PLAYWRITING (3).
See course description for CRW 386.

ENG 387 (CRW 387). SCRIPTWRITING (3).
See course description for CRW 387.

ENG 389 (CRW 389/THR 389). ADVANCED PLAYWRITING (3).
See course description for CRW 389.

ENG 390. INDEPENDENT STUDY (1-3).
A student who wishes to pursue an independent project for academic credit must submit, prior to registration, a proposed plan that includes a description of the project and its goals, the methods to be followed, a schedule of work and supervision, an evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office.

ENG 391 (CRW 391). ADVANCED POETRY WORKSHOP (3).
See course description for CRW 391.

ENG 392 (CRW 392). ADVANCED FICTION WORKSHOP (3).
See course description for CRW 392.

This course examines what our most accomplished essayists are currently writing about the contemporary American experience. Students not only read widely in the current discourse of the contemporary but also either contribute to or contest that discourse with non-fiction essays of their own. In both reading and writing, the course attends equally to both content and style, all the while investigating the relationship between the two. Prerequisites: ENG 100, ENG 218.

ENG 400-439. SEMINARS IN LITERATURE, MEDIA OR RHETORIC (3).
A selection of interdisciplinary seminars centered on literature, media, or rhetoric but integrating other components of a Le Moyne education, thus helping students see the interconnectedness of disciplines. Designed to reach beyond the traditional limits of literary study, these seminars will also encourage students to enhance their speaking and writing skills. Prerequisites or corequisites: ENG 100, ENG 200/218, ENG 300.

ENG 401. EARLY MODERN LITERATURE OF TRAVEL AND COLONIZATION (3).
This course will introduce students to the European literature of travel and colonization of the 16th and 17th centuries. We will examine both early modern travel narratives classified as history (works by Columbus, John Smith, Sir Walter Raleigh) as well as more traditional “literary” texts (Shakespeare’s Tempest, More’s Utopia and selections from The Faerie Queene).

ENG 402. LITERARY UTOPIAS AND DYSTOPIAS (3).
This course encourages students to explore the relationships between imaginative literature and a variety of disciplines. Proceeding chronologically, we will begin with several western utopias and move into modern and contemporary dystopias—some of which address the “problem” of being non-western or female in an ostensibly perfect world.

ENG 403. WRITING AND SPEAKING IN THE PROFESSIONS (3).
A course designed to train students to write efficient business documents and to present effective oral briefings in an orga-
Students will consider ethical issues faced in careers, methods of persuasion, audience analysis and writing issues of clarity, conciseness and courtesy, among others. Literature about business will be a basis for presentations.

**ENG 404 (WMS 404). LITERATURE AND PSYCHOLOGY (3).**
A seminar employing psychological approaches in analyzing and writing about literary texts. In examining fiction, poetry and drama by writers from Sophocles to Toni Morrison, the course includes such topics as archetypes, defense mechanisms, psychological disorders, family dramas, therapeutic relationships, the psychology of women or the psychology of the artist. Contributions of selected psychological theorists provide a foundation for discussion of literary texts. Prior knowledge of psychology is not required.

**ENG 405 (WMS 408). GENDER AND LITERATURE (3).**
Students will explore issues of gender formation and gender identity (in the United States) as described in literature. The course covers a variety of eras as well as authors from various backgrounds.

**ENG 406. HAMLET: VIEWS AND VARIATIONS (3).**
Intensive study of Hamlet itself will be supplemented by consideration of interpretations of the play from a variety of perspectives (such as feminism, Marxism, and psychoanalysis). The course will also look at Shakespeare's sources, adaptations of Hamlet for other media (such as film and television), and artwork, music and other plays inspired by it.

**ENG 407. LITERATURE AND THE ENVIRONMENT (3).**
Examination of the views of nature and the environment as seen by selected writers, poets, and essayists of the nineteenth and twentieth centuries. The readings, discussions, and written assignments will explore the aesthetics, the socio-political climate and the prevailing attitudes toward the environment that formed the background for readings.

**ENG 408. LITERATURE OF THE HOLOCAUST (3).**
European and American writers whose pens bore witness to the horrors of the Nazi concentration camps. Through nonfictional memoirs and imaginative accounts, this course will document how survivors of the holocaust forged a resilient art out of the pain they endured. Films and guest speakers will supplement the reading materials.

**ENG 409. CELTIC LITERATURE (3).**
This course explores ancient and modern Irish and Welsh literary traditions with emphasis on the mythological, historical and political backgrounds of the literature.

**ENG 410. DRAMA IN PERFORMANCE (3).**
The primary aim of this course is to give students a close acquaintance with dramatic art as it is actually performed in contemporary theatre. Students will attend about ten theatrical performances in the Syracuse area, read scripts and other supplementary materials and bring to bear relevant materials from various disciplines. Note: Tickets for the semester will cost about $130. Students must be free to attend evening performances.

**ENG 411. CULTURAL PERSPECTIVES ON MEDICINE (3).**
Drawing on a combination of classic literary texts and modern meditations on the practice of medicine, this course explores the intersection of medicine and literature and seeks to understand our perceptions of disease as a cultural phenomenon.

**ENG 412 (WMS 412). AMERICAN OUTLAWS AND OUTCASTS (3).**
Exploration of American literature from a cultural perspective, particularly its fascination with characters who transgress, manipulate and confront the boundaries that demark American culture. We will focus on a variety of figures who are both
powerful and marginal: writers, criminals, clowns and lovers. We will compare America’s painted and tainted ladies with its masked lone rangers to see what difference gender makes in the terms and consequences of their isolation.

**ENG 413. CONTEMPORARY CATHOLIC FICTION (3).**

A close look at several major Catholic writers of the twentieth century, all of whom bring to their art a specifically Catholic perspective: “a conviction of the open-ended mystery of matter,” an appreciation of ritual, an understanding of paradox and a way of looking at the world that takes seriously the implications of believing in the Incarnation, i.e. that God has joined the human struggle. The course combines literary and theological methods with a broad cultural perspective to understand better what Catholicism means in the last half of the twentieth century.

**ENG 414 (WMS 414). AMERICAN FILM NOIR AND THE FEMME FATALE (3).**

This core course will trace the development of film noir and the femme fatale through the original cycle of noir films of the ‘40s and ‘50s to later noir and neo-noir films. We will look at the socio-historical contexts of these films in order to generate questions not only about the cultural origins and revisions of the genre, but also about the effectiveness and viability of contemporary representations of the femme fatale. Students will present submissions each week in response to films and assigned readings.

**ENG 415 (WMS 415). 12 AMERICAN FILMS: AUTEURISM (3).**

A socio-historical study of the works of six exceptional American film directors of the twentieth century. We will approach the films of Billy Wilder, Orson Welles, Alfred Hitchcock, Stanley Kubrick, Martin Scorsese and Woody Allen through the perspective of: 1) socio-historical context, 2) genre study, and 3) auteurism (film director as author/artist). The course will focus on the theme of viewing and being viewed, and the larger issues of performance raised by this theme, including the process of becoming a public image and the representation of the artist—figure and actor. Significant attention will be paid to the representation of women as objects of vision.

**ENG 416. LITERATURE, FILM, AND CULTURE (3).**

Examination of the cultural climates of various written texts and the films that are based on them. We will explore the social circumstances that have given rise to revisions of particular texts as we discuss the way in which the films studied are true or untrue to the earlier works on which they are based. We will also examine the literary nature of all the works, asking how we read film differently from the way we read written texts.

**ENG 417. ARTHURIAN LEGEND (3).**

This interdisciplinary course focuses on the medieval origins and later developments of the Arthurian legend in its varying forms, especially in English literature. Questioning why revitalizations of interest in Arthurian ideals occur when they do, class members will consider cultural and political contexts as well as the moral and psychological issues that writers such as Malory and Tennyson raise. Given the multiple translations and transformation involved, students will further challenge themselves to understand the nature of literary and other imitations.

**ENG 418. LITERATURE AND REVOLUTION (3).**

This interdisciplinary seminar explores a variety of interactions between literary texts and their socio political contexts, especially during periods of revolutionary turbulence. Focus is on the immediate historical settings in which particular creative works were written, the events by which they were affected and the events that they, in turn, helped to shape. Roughly equal attention is devoted to the aesthetic and the historical dimension.
ENG 419. CONTEMPORARY IRISH LITERATURE AND POLITICS (3).
This interdisciplinary core seminar will explore the major writers of post-Civil War Irish literature, focusing on the novelists, poets and playwrights who have responded to and helped shape an Ireland very different from that of the 1916 Rising. We shall read selectively in the fiction, poetry and drama of the period, with special attention to the intersection of politics and imagination in contemporary Irish culture.

ENG 420 (HST 420). RACE AND ETHNICITY IN EARLY AMERICA (3).
See course description for HST 420.

ENG 421. LITERATURE AND EDUCATION (3).
The focus of this 400-level course in Literature and Education will be the relationship that exists between the structures of education and the practice of educating as it appears in a variety of texts. We will explore the enterprise of education as it appears in literature as well as from historical, philosophical, sociological and educational theory perspectives. We will read from a wide variety of texts and will consider the aims of education, the relationship between student and teacher, the disconnect between educational theory and practice and education as instrument of change as it is presented in literary worlds.

ENG 422. LITERATURE AND SCIENCE (3).
This course explores the mutual influences of literature and science. We will study both literary texts that depict science and use scientific concepts (e.g., as part of plot/structure, as metaphor) to create meaning, and scientific texts that use literary and rhetorical devices (e.g., figurative language, voice, style) to create meaning. Readings include works of poetry, fiction, essays and scientific articles drawn from a variety of historical periods, but primarily from the 20th century: authors include Thomas Pynchon, James Watson and Stephen Jay Gould.

ENG 423. INTRODUCTION TO CULTURAL STUDIES (3).
This course introduces students to the theory and practice of cultural studies, which itself takes the theories and practices of textual analysis, combines them with the theories and practices of social analysis – especially those of psychoanalysis, anthropology, sociology, gender studies and feminism – and applies them to contemporary cultural objects, in the interest of demonstrating how such objects are formed at the intersection of various cultural forces and how they reproduce dominant cultural values, often problematic cultural values including cultural prejudices and structures of power. Cultural studies offers a valuable analysis for social progress and change. Prerequisites: ENG 100, 200/218, 300 or senior status.

ENG 424. LITERATURE AND MUSIC (3).
Works of literature have often been transformed and recreated in musical form, though the process has occasionally worked the opposite way. This course aims to study works in several literary forms (poetry, novels and drama) to consider what happens when they are transformed into a variety of musical forms (e.g., opera, popular musicals, rock and gospel) – or vice versa. We will focus particularly on the effect that the addition or deletion of music has on the tone, theme and characterization of each of these works, and thus try to sharpen our sense of how music creates meaning.

ENG 480. HONORS TUTORIAL (3).

COMMUNICATION

CMM 201 (ENG 201). FUNDAMENTALS OF SPEECH (3).
Essentials of voice production, oral interpretation, speech organization and use of supporting materials; preparation and delivery of speech materials; group and panel discussion.
CMM 219. VIDEO FIELD PRODUCTION (3).
This course provides students with an introduction to the principles and practices of single-camera field production. Students will work in small production teams and gain hands-on experience in planning and producing short television programs including news and documentaries, dramatic programs, commercials and music videos. The goal of the course is production. Weekly reading assignments, lectures and lab-based activities are designed to provide students with basic knowledge of the planning, production and post-production stages of television. Students will be charged a tape fee of $25.00 to cover the cost of digital videotapes for the course.

CMM 220-239. SPECIAL TOPICS IN COMMUNICATION (3).
Thematically focused elective courses of current interest to instructors and students. Sports Writing and Promotion, Women in Broadcasting and Environmental Journalism are possible special topics courses. Prerequisite: ENG 100.

CMM 250. MASS MEDIA AND SOCIETY I (3).
This course explores some of the ways in which the media form and reflect our society and culture. It examines the ways in which audiences use media and how, in turn, they are used by the media. It also considers how new technologies change both the form and the content of the media as well as how the government and other institutions affect media output. Prerequisite: ENG 100.

CMM 251. MASS MEDIA AND SOCIETY II (3).
Endeavors to help students understand the social and psychological effects of the mass media, including the effects of violence, pornography and the news agenda. In accomplishing this goal, students will study influential research and essays that have shaped thinking about the effects of the mass media. Mass communication theories and scientific method will also be discussed. Prerequisites: ENG 100, CMM 250.

CMM 301 (THR 301). TRAINING THE SPEAKING VOICE (3).
The theory and practice of vocal production and articulation, especially for public speaking and performance. Breathing for speech; voice projection; improving vocal quality and flexibility; the study of speech sounds and their production. Practical application through daily voice and diction exercises and frequent demonstration performances.

CMM 305. BASIC STUDIO OPERATIONS (3).
Basic operation of television facilities; fundamentals of TV scripting. Students write and direct their own productions. Both lectures and studio work are required for three hours credit.

CMM 306. ADVANCED STUDIO OPERATIONS (3).
Students develop more complex productions on topics of their own interest under faculty guidance. Both lectures and studio work are required for three hours credit.

CMM 307. COMMUNICATION PHOTOGRAPHY (3).
An introductory level course in photography as a communications medium. The course will include lectures, demonstrations, slide presentations, group critiques, a field trip and supervised darkroom work. Material covered will include: camera and components, film exposure and development, printing techniques, commercial studio lighting, electronic flash and digital photography. The work of various photojournalists and commercial photographers will be shown and discussed in class. Assignments will be geared toward the development of students’ awareness of photography as a medium of mass communication.

CMM 311. WRITING FOR THE ELECTRONIC MEDIA (3).
Trains students to write news copy for television, radio and the Internet. Many specific news writing formats will be studied: writing anchor copy, writing voice-
overs, writing for news packages, writing documentary scripts. In accomplishing the course’s overall objective, it will be necessary to distinguish between print writing and broadcast writing and to study and practice the news-collecting process. It is also important that students be able to critique electronic media writing and be knowledgeable of current events. Prerequisites: ENG 100, CMM 305 or CMM 318.

CMM 312. SPEECH FOR TELEVISION AND RADIO (3).
Skills training in vocal production for television and radio announcing. Focus is on precision and intentional production of specific pitch, rate, inflection, articulation, and other vocal qualities. Stress will be placed on rehearsal techniques, participation in group exercises and peer and instructor review of performances. Suggested prior course: CMM 301.

CMM 318. INTRODUCTION TO RADIO PRODUCTION (3).
This course introduces students to digital and analog radio production skills such as recording, editing and mixing. Critical analysis of audio productions and discussion of theories related to sound communication will provide underpinnings for the students as they engage in production activities.

CMM 319. SURVEY OF AMERICAN BROADCASTING (3).
Origin and growth of broadcasting; social control of broadcasting; influence of broadcasting; television as a cultural force. Research papers and media projects devoted to criticism of radio and television program content. Prerequisite: ENG 100.

CMM 350. COMMUNICATION ETHICS (3).
Prepares students to face the ethical dilemmas they will inevitably confront in their professional careers. This is a case study-based course which teaches the ability to recognize and analyze ethical problems, move beyond “gut reactions” by gathering relevant facts and considering the loyalties involved and reason one’s way to a defensible course of action. Prerequisite: ENG 100.

CMM 358 (ENG 358/WMS 358).
REPRESENTATIONS OF THE MEDIA IN FILM (3).
See course description for ENG 358.

CMM 373. PRACTICUM IN JOURNALISM (1).
This course will provide hands-on newspaper experience in the area of the student’s choice: editing, production, photography or writing/reporting. Students will make a semester-long commitment to work for The Dolphin, the weekly campus newspaper, under the supervision of the faculty advisor. The course will be graded pass/fail only and may be taken up to three times for credit.

CMM 374 (ENG 374). FUNDAMENTALS OF JOURNALISM (3).
Introduces students to the techniques of copy preparation, information gathering, organization and style used in newspaper journalism; asks students to apply these techniques to a variety of news and feature writing assignments. Prerequisite: ENG 100, ENG 218.

CMM 375 (ENG 375). MAGAZINE ARTICLE WRITING (3).
Writing and marketing the basic types of magazine articles; ideas, research, organization, dealing with editors. Students write one major article for publication. Prerequisite: ENG 100, ENG 218.

CMM 376 (ENG 376). THE ART AND FORMS OF ADVERTISING (3).
Promotional appeals and strategies. Special emphasis on copywriting and layout preparation. Course includes extensive study of word values (images, allusive qualities, psychological impact) and an investigation of the relationships between verbal and visual communications. Prerequisite: ENG 100, ENG 218.
CMM 377 (ENG 377). INTRODUCTION TO PUBLIC RELATIONS (3).
The theory and practice of public relations in the United States today. The class will define public relations and examine case studies. The class will also look at public relations and research, planning and creativity and the application of public relations to business, financial, government and non-profit sectors. Prerequisite: ENG 100, ENG 218.

CMM 390. INDEPENDENT STUDY (1-3).
A student who wishes to pursue an independent project for academic credit must submit, prior to registration, a proposed plan that includes a description of the project and its goals, the methods to be followed, a schedule of work and supervision, the end product, an evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office.

CMM 474. ADVANCED JOURNALISM (3).
While Fundamentals of Journalism focuses on the end product of the journalistic process (the story itself), this course aims to broaden students' perspectives on that process by focusing on the tasks that, respectively, precede and follow the writing of the story: reporting and editing. Prerequisites or corequisites: CMM 374.

CMM 476. ADVERTISING ISSUES AND PRACTICES (3).
Students will study ads in various media, applying current advertising theories. They will work in creative teams, conducting appropriate research prior to creating and presenting an advertising campaign. Students will learn to constructively criticize both current campaigns and other students' work. Prerequisite or corequisite: CMM 376.

CMM 477. ADVANCED PUBLIC RELATIONS (3).
Students will implement principles and practices of public relations introduced in CMM 377, Introduction to Public Relations. Specifically, students will work with a client – a non-profit organization in the Syracuse, New York area – to develop a public relations plan that supports the client's general mission. The plan will represent the core of the class work, around which discussion of PR issues (such as ethics, role in the organizational setting, crisis communication) will take place. By the end of the semester, it is expected that students will show the ability to strategically engage in public relations planning, produce public relations tools (press releases, op-eds, pitch letters), write effectively, and identify barriers to effective and credible public relations practice. Prerequisites or corequisites: CMM 377.

CMM 490-492. INTERNSHIP (3).
Participation in a field learning experience related to the area of communications. The student intern reports as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Enrollment by permission of the internship director.

CREATIVE WRITING

CRW 220-239. SPECIAL TOPICS (3).
A course sequence that offers thematically focused elective courses of current interest to instructors and students. Selections may include such topics as writing historical fiction, magical realism, children's stories, narrative poetry, the poem sequence and poetry in traditional forms.

CRW 385 (ENG 385). CREATIVE WRITING WORKSHOP (3).
Intensive practice in the writing and criticism of poetry and fiction. Associated readings geared to the needs of the individual participant. Prerequisites: ENG 100 and ENG 200/218.
CRW 386 (ENG 386/THR 386). PLAYWRITING (3).
A workshop that introduces students to the techniques of dramatic writing. In our explorations of structure, dialogue and methods of characterization, students begin by writing one- to two-page exercises, advance to outlines for plot and character and finally write a ten-minute play which is performed in class. Prerequisites: ENG100, ENG 200/218.

CRW 387 (ENG 387). SCRIPTWRITING (3).
This course provides study and practice in the special requirements of writing fictional works for television and film. This course will focus on: basic dramatic structures and story telling, the premise, the pitch, character development, writing the treatment, story outlines, writing the master scene and completing the script. At semester end, students are expected to produce full-length tele-plays, radio dramas or film scripts. Prerequisite: ENG 100, ENG 200/218.

CRW 389 (ENG 389/THR 389). ADVANCED PLAYWRITING (3).
The goal of this course is to write a one-act play. It is designed for students who have some experience with writing plays or with a strong creative writing background. We will explore structure, dialogue, methods of characterization, conflict, plot, subplot and theatrical components (movement, sound, visual effects) using discussion, examples and exercises. We will advance to plot outlines and character sketches, and finally the student will write a one-act play, which will be performed in class. Prerequisite: CRW 386 or permission of instructor.

CRW 391 (ENG 391). ADVANCED POETRY WORKSHOP (3).
A poetry writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced creative writing abilities. The course requires a close study of poems by major modern and contemporary authors and may include the composition of a long poem (narrative and/or philosophical) and exercises in traditional forms. Prerequisites: ENG 100, ENG 200/218, CRW 385.

CRW 392 (ENG 392). ADVANCED FICTION WORKSHOP (3).
A fiction writing workshop for students who have completed the introductory creative writing workshop or who can demonstrate advanced fiction writing ability. The course requires the reading of major modern and contemporary authors, weekly short writing assignments may include the writing of an extended work of prose fiction or a linked series of short stories. Prerequisites: ENG 100, ENG 200/218, CRW 385.

See course description for ENG 395.

CRW 481. CREATIVE WRITING TUTORIAL (3).
Creative Writing Tutorial, the “capstone course” for the creative writing concentration, consists of a semester (usually spring term of the senior year) in which the student works one-on-one with an English department faculty member to create a polished portfolio of poetry or fiction, including revisions of previous work and new writing. Prerequisites: three CRW workshop courses (CRW 385, 386, 387, 391, 392). Required for Creative Writing concentrators. Not a core course.
FOREIGN LANGUAGES AND LITERATURES

Chair: Orlando Ocampo
Professors: Romeu, Vetrano
Associate Professors: Marsh, McMahon, Ocampo
Assistant Professor: Dahlinger
Adjunct Faculty: Discenna, Goodisman, Gonzales, Leovey, Schwinge, Sisera, Walter, Wrinn
Emeritus: Wiley
Emerita: O'Leary

Foreign language studies at Le Moyne aim to acquaint students with a language, culture and civilization different from their own.

The department of foreign languages and literatures offers majors in French and Spanish (33 credit hours above the intermediate level). Students may fulfill 12 of these credit hours during their study abroad program. As part of their program of study, Spanish and French majors are required to spend a semester abroad. This study abroad requirement may be fulfilled through participation in the Dominican Republic consortium or another program with an established and recognized institution. It should be fulfilled no earlier than the fall semester of the student’s junior year and no later than the fall of his/her senior year. Summer programs should include two sessions. Whenever possible, students are required to live with a host family. Exceptions will be dealt with on an individual basis. Arrangements for credit for such study are made in advance in consultation with the department chair.

As part of their program of study, Spanish and French majors are required to take, sometime during their senior year, the Oral Proficiency Interview, a linguistic competence test developed by the American Council on the Teaching of Foreign Languages.

It is strongly recommended by the department that foreign language majors who plan to attend graduate school begin the study of a second foreign language as early as possible.

The French or Spanish major who plans to teach, can qualify for certification in New York State through the successful completion of the approved professional education program offered by the College’s department of education.

The department also offers a two- or three-year sequence of Greek, German, Japanese, Italian and Latin courses for students who require or desire college language credit.

FRENCH OR SPANISH MAJOR

Core Requirements: Hours:

- Philosophy: 9
- Religious Studies: 6
- Philosophy or Rel Studies Seminar: 3
- English: 9
- History: 6
- English or History Seminar: 3
- Natural Science: 3
- Social Science: 3

Major Requirements:
33 credit hours in French or Spanish language and literature to include:
French Major
FRN 301 Conversation 3
FRN 302 Advanced Grammar and Composition 3
Two literature courses at 300-level 6
FRN 330 French Civilization 3
Electives in French 15

Spanish Major
SPN 301 Advanced Conversation 3
SPN 302 Advanced Composition 3
SPN 311 Spanish Civilization* 3
SPN 312 Spanish-Amer Civilization* 3
Two literature courses at 300-level or higher 6
Electives in Spanish 12

Both French and Spanish majors must also complete Major Support:
Communications (CMM 201) 3
Social Science 3
Natural Science 3
Free Electives 39

*These and other advanced courses are not offered every year. A major program sequence should be planned in consultation with the student’s faculty adviser and the department chair.

French or Spanish Majors Who Wish to Qualify for NYS Provisional Certification in Middle/Secondary Education
In order to be eligible for the supervised pre-service teaching administered by the Le Moyne department of education, the major must, except under extraordinary circumstances, present a minimum average of 3.0 in all courses taken in the language specialty. No later than the fall of senior year, prospective teachers of foreign languages are required to take an oral proficiency examination.

Classical Humanities Minor
A minor in classical Humanities consists of 15 credit hours. It is offered to students who complete 6 semester hours in the same Classical language (Greek or Latin) at any level and 9 semester hours in classics courses at the 200 level, including Classical Mythology (CLS 203), Classical Literature in Translation (CLS 204), Women and Literature in Ancient Greece (CLS 205), the Roman history sequence (CLS 211, 212) and Greek and Roman Comedy (CLS 215).

French and Spanish Language and Literature Minor
The department also affords students majoring in other disciplines the opportunity to pursue a minor concentration in French or Spanish by successfully completing 15 credit hours in the same language beyond intermediate level. These 15 credit hours must include at least two courses at the 300 or higher level.

Japanese Minor
A Japanese minor is offered to students who complete 12 semester hours beyond Elementary Japanese. The pass/fail option may not be used to fulfill requirements for a minor.

Latin Minor
A Latin minor is offered to students who complete 12 semester hours of the language, but Elementary Latin (LAT 101-102) cannot count toward the Latin minor. The pass/fail option may not be used to fulfill requirements for a minor.
### TYPICAL PROGRAM FOR FRENCH OR SPANISH MAJOR

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103**</td>
<td>3</td>
<td>History 102/104**</td>
<td>3</td>
</tr>
<tr>
<td>Social Science**</td>
<td>3</td>
<td>Social Science*</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 101**/Communications 201*</td>
<td>3</td>
<td>Philosophy 101**/Communications 201*</td>
<td>3</td>
</tr>
<tr>
<td>English 100**</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 201/Religion 200**</td>
<td>3</td>
<td>Religion 200/Philosophy 201**</td>
<td>3</td>
</tr>
<tr>
<td>English 200**/Elective</td>
<td>3</td>
<td>Elective/English 200**</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Religion**</td>
<td>3</td>
<td>Religion/Philosophy**</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science**</td>
<td>3</td>
<td>Natural Science*</td>
<td>3</td>
</tr>
<tr>
<td>English 300**/Elective</td>
<td>3</td>
<td>Elective/English 300**</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR***

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History or Philosophy/Religious Studies Seminar**</td>
<td>3</td>
<td>English/History or Philosophy/Religious Studies Seminar**</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Department core requirement.

**College core requirement.

***Students in the supervised pre-service teaching program must complete all their other credit hours by the end of the fall semester of their senior year.
COURSES

No prerequisite required unless noted.

CLASSICS

CLS courses do not fulfill a foreign language requirement.

CLS 101. VERBAL VERSATILITY: BUILDING ENGLISH VOCABULARY FROM LATIN ELEMENTS (3).

This course consists of a systematic study of the Latin elements in the English language. It is designed to provide the student with a comprehensive understanding of English vocabulary and usage, with techniques for analyzing unfamiliar words, and with an overview of the principles of linguistic change. A portion of the course is devoted to the history of the English language and to the proper use of the dictionary. No prior knowledge of Latin is needed.

CLS 203 (ENG 203). CLASSICAL MYTHOLOGY (3).

No knowledge of Latin or Greek is required. The common repertory of myths from Greek and Roman sources is studied. Attention is also given to the influence of these myths in both ancient and later times, especially on literature and art.

CLS 204 (ENG 204). CLASSICAL LITERATURE IN TRANSLATION (3).

Selected readings and discussions of important works from ancient literatures.

CLS 205 (WMS 205). WOMEN AND LITERATURE IN ANCIENT GREECE (3).

This course surveys the chief genres of Ancient Greek literature and emphasizes the artistic representation of women in selected works of epic (Homer, Hesiod), lyric poetry (Sappho, Alcaeus, Archilochus), drama (Aeschylus, Sophocles, Euripides), comedy (Aristophanes), and ancient prose fiction (Longus). It also analyzes these texts from the viewpoint of recent developments in classics that apply feminist approaches to the study of ancient works.

CLS 211 (HST 311). HISTORY OF THE ROMAN REPUBLIC (3).

The rise of Rome; early monarchy and the transition to a republic; Roman expansion in Italy and the Mediterranean world; Roman social, political and economic life. The period of revolution, the rise of Caesar and the fall of the republic.

CLS 212 (HST 312). HISTORY OF THE ROMAN EMPIRE (3).

Transition from a republic to a principate; the Augustan Principate; the Silver Age: Julio-Claudian and Flavian periods; Trajan, Hadrian and the Antonines. Persecution of Christians. Beginnings of decline and the reforms of Diocletian. The age of Constantine.

CLS 215 (ENG 215). GREEK AND ROMAN COMEDY (3).

The origins and development of comic drama in Greece and Rome. Development of the comedy in Rome and the Roman theater. Readings of selected comedies of Aristophanes, Menander, Plautus and Terence in translation. No knowledge of Greek or Latin is required.

CLS 390-399. INDEPENDENT STUDY (1) TO (3).

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and the academic dean. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

FOREIGN LANGUAGE LITERATURE IN TRANSLATION

Language in translation courses do not fulfill a foreign language requirement.
FLL 205. NORTH EUROPEAN MYTHOLOGY (3).
Literary works treating the chief northern deities and associated mythological figures and heroes will be read in English translation and discussed. Their contribution to later literatures and cultures will be treated. Audio-visual materials, such as scenes from the Viking Age and recordings of Wagnerian operas, will be integrated into the course. No knowledge of Germanic or Scandinavian languages is required.

FLL 300. TWENTIETH-CENTURY GERMAN NOVEL IN TRANSLATION (3).
An intensive study and reading of the major German novelists of the present century, including historical, social and political criticism. In recognized English translations such authors as the following will be read: Thomas Mann, Erich Maria Remarque, Hermann Hesse, Gunter Grass, Franz Kafka, H. Boll, Franz Werfel, and Arnold Zweig. Problems of war, peace, Hitler and aftermath will be treated intensively.

FLL 310. SENIOR SEMINAR: WORLD LITERATURE IN TRANSLATION (3).
Great works of literature such as Dante's Divina Commedia, Cervantes' Don Quixote, Goethe's Faust and Racine's Andromache and Phaedra are read in English translation and discussed in a way that synthesizes historically and geographically the theological, philosophical, cultural and aesthetic tendencies that underlie their creation, genre and expression.

FLL 315 (SPN 315/WMS 315/PGS 315). LATIN AMERICAN WOMEN WRITERS (3).
The course introduces students to the narrative production by women writers of Spanish America & Brazil. It explores themes and subject matter relating to women's experience in the context of questions raised by feminist criticism. It examines issues such as the engendering of subjectivity and voice, and also the critical reception of these texts in the literary canon. Finally, it addresses more general issues such as the social construction of gender and the construction of a specific feminine identity.

FLL 316. JAPANESE LITERATURE AND CULTURE (3).
Broad survey of Japanese literature (in translation) with emphasis on cultural and social themes. Exposure to most major genres-novels, short stories, poetry (tanka, haiku), diaries, drama, etc.-from Ancient and Heian Periods through modern Japan. General introduction to the Japanese language-phonetics, word formation, and grammatical systems; reflection of cultural norms within the language; essential features of the Japanese writing system.

FLL 317 (SPN 317/WMS 317/PGS 318). CUBAN LITERATURE IN TRANSLATION. (3).
Readings of Cuban literature in translation with emphasis on women writers. Genres: essay, short stories, black poetry and two novels. Taught every other year. Not open to freshmen.

FLL 374 (WMS 340). MODERN AFRICAN LITERATURES (3).
Trends in African literatures written in or accessible through common European languages will be studied in English or in English translation. The course will focus primarily on Francophone literature of Africa and the Caribbean, but it will also draw on the literatures of other parts of the continent. Class conducted in English. (Majors in French may receive major credit for this course by doing the readings and the written assignments in French.)

FLL 390-399. INDEPENDENT STUDY.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and the
It will be kept on file in the dean of arts and sciences' office.

**FLL 440-459. SPECIAL TOPICS IN FOREIGN LANGUAGE/CULTURE (3).**
A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors, cultural or linguistic topics. Offered in accordance with current student and faculty interest.

**FRENCH**

**FRN 101-102. ELEMENTARY FRENCH (3) AND (3).**
This course is intended for students who have no previous knowledge of French. The instruction is planned to enable students to read ordinary French prose, to understand simple spoken French and to begin developing a fairly correct pronunciation. Reading and oral drill constitute a large part of the work of this course. A careful study of the essentials of grammar and syntax is included with the reading. Acquisition of a basic vocabulary is of primary importance. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

**FRN 103-104. INTERMEDIATE FRENCH (3) AND (3).**
This course includes a review of the essentials of grammar, further study of more complicated constructions, translation into French and the reading of moderately difficult modern prose and poetry. In Intermediate French, the accent is on reading, which consists chiefly of narrative texts or plays and simple poems. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: FRN 102 or two or three years of high-school French.

**FRN 105. COMMERCIAL FRENCH (3).**
For learners of French who would like an introduction to business in France and in Quebec. The course will deal with business vocabulary and custom in such areas as economic geography, government requirements for business, letter writing, transportation, insurance, accounting and labor relations. Prerequisite: students should have completed two years of college-level French or the equivalent, or permission of the instructor.

**FRN 201-202. INTERMEDIATE CONVERSATION AND COMPOSITION (3) AND (3).**
Intended either as an alternate or a complement to French 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for non-language majors. Prerequisite: FRN 104 or three or four years of high-school French.

**FRN 203-204. INTRODUCTION TO LITERATURE (3) AND (3).**
This course consists essentially of background lectures and the reading and discussion of edited selections from the masterpieces of representative modern French authors. Prerequisite: FRN 104 or three or four years of high-school French.

**FRN 206. FRENCH THROUGH FILM (3).**
Nine feature films produced in France for the general public constitute the “texts” of this course. Although they are examples of modern film fiction, their settings include a variety of historical periods and geographical locations, providing broad insights into French culture. With its written and oral assignments based on the films viewed, the course is intended to develop analytical, listening, speaking and writing skills. Prerequisite: FRN 104 or permission of the instructor.

**FRN 301. FRENCH CONVERSATION (3).**
Practice in oral French centering around topics of contemporary interest. Emphasis is placed on the development and improve-
ment of functional language skills needed for face-to-face communication. French phonetics will be studied with the aim of improving pronunciation. Required for major. Prerequisite: FRN 202 or 204, or permission of the instructor.

**FRN 302. ADVANCED FRENCH GRAMMAR AND COMPOSITION (3).**
A detailed study of French grammar and usage, leading toward a mastery of the written language. Required for major. Prerequisite: FRN 202 or 204, or permission of the instructor.

**FRN 306. THE AGE OF KINGS (3).**
The study of major French authors of the sixteenth and seventeenth centuries is complemented by an introduction to the cultural context of the period. Special attention is given to humanism, classicism, mannerism and the baroque aesthetic as they are represented in the literary, musical and visual arts. Prerequisite: any 200 level course.

**FRN 307. THE AGE OF REVOLUTION (3).**
The study of major French authors of the eighteenth and nineteenth centuries is complemented by an introduction to the cultural context of the period. Special attention is given to the esprit critique, pre-romanticism, romanticism and the rococo aesthetic as they are represented in the literary, musical and visual arts. Prerequisite: any FRN 200 level course.

**FRN 308. THE AGE OF UNREST (3).**
A survey of 20th century French literature, which is continually exploring new directions. Emphasis is on the most successful results of experimentation in the various genres. Prerequisite: any FRN 200 level course.

**FRN 314. TWENTIETH-CENTURY THEATER (3).**
A critical study of the contemporary theater from Giraudoux to the theater of the absurd involving an analysis of structure, style, technique and themes. Prerequisite: any FRN 200 level course.

**FRN 320. FRANCOPHONE LITERATURE ORIGINATING OUTSIDE OF FRANCE (3).**
New world and third-world Francophone literatures, offering insights into diverse cultures, will be studied primarily in representative authors from Africa and the Americas. Prerequisite: any FRN 200 level course.

**FRN 330. FRENCH CIVILIZATION (3).**
A study of French history and culture, emphasizing their influence on contemporary France and their contributions to Western civilization. Required for major. Prerequisites: FRN 202, 204, 301, or 302.

**FRN 390-399. INDEPENDENT STUDY.**
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and filed in the dean of arts and science's office.

**FRN 404. PERFECTIONNEMENT IN FRENCH CONVERSATION AND COMPOSITION (3).**
Refinement of written and oral expression, especially the latter. Newspapers and literary texts will be utilized. Strongly recommended for all French majors. Prerequisite: FRN 301-302.

**FRN 440-459. SPECIAL TOPICS IN FRENCH (3).**
A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors or linguistic topics. Offered in accordance with current student and faculty interest. Prerequisite: FRN 301-302 (formerly FRN 201-202).
GERMAN

GER 101-102. ELEMENTARY GERMAN (3) AND (3).
For students who are beginning the study of German. This course comprises the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse.

GER 103-104. INTERMEDIATE GERMAN (3) AND (3).
This course consists of a study of relevant sections of German literature, especially the novellas and/or a novel of the 20th century. The course serves as a bridge between audio-lingually and grammatically oriented prior work and more advanced literary readings. Prerequisite: GER 101-102 or two or three years of high-school German.

GER 201-202. INTERMEDIATE CONVERSATION AND COMPOSITION (3) AND (3).
Emphasis on pronunciation, intonation, correct expression, and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Prerequisite: GER 104 or 3 or 4 years of high school German.

GER 203-204.* INTRODUCTION TO LITERATURE (3) AND (3).
This course consists essentially of background lectures on the literary history of Germany and the reading and discussion of edited selections from the masterpieces of representative German authors. Prerequisite: GER 104 or four years of high-school German.

*If there is insufficient enrollment in this course, it will be replaced with GER 390-399 Independent Study.

GER 390-399. INDEPENDENT STUDY (3).
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office. Credit and hours by arrangement.

GREEK

GRK 101-102. ELEMENTARY CLASSICAL GREEK (3) AND (3).
This course is designed for students who are beginning the study of Classical Greek, and it requires no previous language experience. Its purpose is to introduce the student to the essentials of the grammar, syntax, and vocabulary of Greek, and to provide students with the skills necessary for the reading and comprehension of prose works in Classical Greek. Portions of the course are devoted to the historical, social and cultural contexts in which Ancient Greek developed and flourished as a literary language.

GRK 103-104. INTERMEDIATE CLASSICAL GREEK (3) AND (3).
Designed for continuing students of Classical Greek, this course sequence reviews the basics of elementary Classical Greek and introduces the student to the more advanced grammar and syntax necessary for the reading and comprehension of prose and verse works in both adapted and unaltered Classical Greek. Representative selections include Homer, Thucydides, Herodotus and Aristophanes. Throughout the sequence, an emphasis on attendant historical, social, literary and cultural contexts afford the student a comprehensive overview of Classical Greece and its legacy. Prerequisite: GRK 102 or permission of the instructor.
HEBREW

HBR 101-102. ELEMENTARY CLASSICAL HEBREW (3) AND (3).
This course is designed for those students who are beginning the study of Biblical Hebrew. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy prose selections from the Hebrew Bible. Offered according to student interest/need.

HBR 103-104. INTERMEDIATE CLASSICAL HEBREW (3) AND (3).
This course is designed for those students who are continuing the study of Biblical Hebrew. It includes a review of the essentials of grammar, further study of more complicated constructions, and the reading of prose and poetry from various books of the Hebrew Scriptures. Prerequisites: HBR 101-102 or the equivalent. Offered according to student interest/need.

HBR 111-112. HEBREW READINGS (3) AND (3).
The reading of texts of moderate difficulty and complexity in the Hebrew Bible, with particular attention to classical Hebrew syntax, especially the analysis of the tense sequence of verbs. Students are expected to have mastered an introductory Hebrew grammar such as T. Lambdin’s Introduction to Biblical Hebrew. Offered according to student interest/need.

ITALIAN

ITL 101-102. ELEMENTARY ITALIAN (3) AND (3).
This course is designed for those students who are beginning the study of Italian. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

ITL 103-104. INTERMEDIATE ITALIAN CONVERSATION AND COMPOSITION (3) AND (3).
After a rapid review of the essentials of grammar, students are introduced to an appreciation of the various forms of literary expression in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library. Prerequisite: ITL 102 or two or three years of high-school Italian.

ITL 201-202. INTERMEDIATE ITALIAN CONVERSATION AND COMPOSITION (3) AND (3).
Emphasis on correct expression and vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Prerequisites: ITL 104, three or four years of high-school Italian or permission of the instructor.

JAPANESE

JPN 101-102. ELEMENTARY JAPANESE (3) AND (3).
This course is designed for students who are beginning the study of Japanese. The instruction is planned to enable students to read the Japanese syllabaries, to understand simple spoken Japanese and to begin developing correct pronunciation. Oral drills and memorization of sentence patterns constitute a large part of the work of this course. Acquisition of a basic vocabulary is of primary importance. Preliminary study of grammar and syntax is undertaken. Classroom audio-lingual practice will be supplemented by audio-taped material in Media Services, located in the library.

JPN 103-104. INTERMEDIATE JAPANESE (3) AND (3).
This course will emphasize increased proficiency in Japanese conversation with special emphasis on speech styles and levels. Students will learn how to function linguistically in a wide variety of practical situations. Reading of simple texts will begin
as students learn up to 300-400 basic kanji (Chinese characters). Additional skills will be developed in composition writing and public speaking in Japanese. Students will be introduced to topics in intermediate to advanced grammar. Prerequisite: JPN 102 or the equivalent.

**JPN 201-202. INTERMEDIATE COMPOSITION AND CONVERSATION (3) AND (3).**

Third-year course designed to provide students with advanced conversational skill and intermediate skill in reading and writing Japanese. Topics in advanced grammar (clauses, conditional, passive, causative, additional speech levels) and expanded vocabulary study. Intensive study of 500 more kanji (Chinese characters) and reading of selected original materials. Training in use of Japanese dictionaries. Practice in Japanese composition and oral presentations. Prerequisite: JPN 104 or the equivalent.

**LATIN**

**LAT 101-102. ELEMENTARY LATIN (3) AND (3).**

This course presumes no previous study of Latin. It endeavors to prepare the student for continuing the language in college.

**LAT 103-104. INTERMEDIATE LATIN (3) AND (3).**

The objective of this course is to acquire a high level of comprehension and reasonable speed in interpreting the less difficult Latin authors. Prerequisites: LAT 101-102 or high-school equivalent.

**LAT 203. INTRODUCTION TO LATIN LITERATURE: PROSE (3).**

Designed as a general survey of the development of Latin prose and its historical and cultural backgrounds, this course introduces the student to selections from a number of representative authors, including Caesar, Cicero, Nepos, Livy and Sallust. The course also reviews the basic grammar and syntax of Latin prose and is suitable for students with four years of high school Latin.

**LAT 204. INTRODUCTION TO LATIN LITERATURE: POETRY (3).**

This course serves as an introduction to the reading and appreciation of Latin verse. Focusing primarily on epic and elegy, readings include selections from Vergil, Ovid, Tibullus, Propertius and Martial. The course introduces the student to the essentials of Latin meter and is suitable for students with four years of high school Latin.

**LAT 213. ROMAN LYRIC POETRY (3).**

Selected readings from the odes of Horace and Catullus. Prerequisite: LAT 103-104 or the equivalent.

**LAT 214. ROMAN SATIRE (3).**

The origin of Roman satire. Selected readings from the Roman satirists, especially Horace and Juvenal. Prerequisites or corequisite: LAT 103-104 or the equivalent.

**LAT 215. GOLDEN AGE PROSE (3).**

Selected readings designed to introduce the student to the prose literature of typical Golden Age authors, including: Caesar, Cicero, Livy, and Sallust. In any given semester, authors and selections read will be based on student interest and program needs. Prerequisite or corequisite: LAT 103-104 or the equivalent.

**LAT 216. SILVER AGE PROSE (3).**

Selected readings designed to introduce the student to the prose literature of typical Silver Age authors, including Suetonius, Seneca, Petronius, Tacitus, and Pliny. In any given semester, authors and selections read will be based on student interest and program needs. Prerequisite or corequisite: LAT 103-104 or the equivalent.

**LAT 217. ROMAN POETRY: THE AUGUSTAN AGE (3).**

Concentrating primarily on Vergil’s Aeneid, this course serves as an introduction to the development of the Roman national epic and to the incorporation of contemporary social and political themes into the litera-
ture of the late Republic and early Empire. Special emphasis is given the use of Augustan imagery and ideals in the works of Vergil and Horace. Prerequisite: LAT 103/104 or equivalent.

LAT 390-399. INDEPENDENT STUDY.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office. Credit and hours by arrangement.

SPANISH

SPN 101-102. ELEMENTARY SPANISH (3) AND (3).
This course is designed for students who are beginning the study of Spanish. It includes the essentials of grammar, vocabulary building and elementary composition, together with the reading of moderately difficult selections in Spanish prose. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

SPN 103-104. INTERMEDIATE SPANISH (3) AND (3).
Review and practice of basic grammatical structures. Emphasis on all four language skills. Introduction to selected Spanish readings. Classroom practice can be supplemented by taped material in Media Services, located in the library. Prerequisite: SPN 102 or two or three years of high-school Spanish.

SPN 105. SPANISH FOR BUSINESS (3).
Designed for Spanish and/or business students interested in serving a growing Spanish-speaking clientele in this country and abroad or in working for corporations and agencies that deal with Spanish or Latin American economics, this practical course will cover commerce, investments, marketing, banking, advertising, management and transportation. It will also cover commercial correspondence, including memos, resumes and business letters. Prerequisite: students should have completed two years of college Spanish or the equivalent, or permission of the instructor.

SPN 106. INTRODUCTION TO HISPANIC CULTURE AND CIVILIZATION (3).
The course is designed to improve and increase students' oral and written performance in the Spanish language, and to expose them to the variety and complexity of Hispanic culture in general, and to Latin American in particular. Prerequisite: SPN 104 or the equivalent.

SPN 200. SPANISH FOR NATIVE SPEAKERS (3).
A Spanish course designed to address the needs of Hispanic students who speak and understand the language but may not have studied it formally. The course is intended to strengthen students' abilities to speak, read, write and translate Spanish, thus providing an extra skill in any fields in which the students may choose to specialize. Prerequisite: Open only to native speakers of Spanish with some knowledge of the language.

SPN 201-202. INTERMEDIATE CONVERSATION AND COMPOSITION (3) AND (3).
Intended as an alternate to SPN 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for non-language majors. Prerequisite: SPN 104 or three or four years of high-school Spanish.
SPN 203-204. INTRODUCTION TO LITERATURE (3) AND (3).

Modern Spanish and Spanish-American readings in prose, poetry and drama. Discussion and written work focus on practice of the language (reinforcement of grammatical structures and broadening of vocabulary) and some basic principles of literary analysis. Prerequisite: SPN 104 or four years of high-school Spanish.

SPN 301. ADVANCED CONVERSATION (3).

Intensive practice in speaking Spanish about topics of personal and public interest. Emphasis is placed in the development and improvement of functional language skills needed for interpersonal communication and academic presentations. Required for majors. Prerequisite: SPN 200 or SPN 202.

SPN 302. ADVANCED COMPOSITION (3).

Systematic and intensive practice of written Spanish. Students are required to produce both personal and narratives and academic essays with the appropriate degree of accuracy. Required for majors. Prerequisite: SPN 200, SPN 201, SPN 204 or permission of the instructor.

SPN 303-304. SURVEY OF SPANISH LITERATURE (3) AND (3).

A survey course consisting of background lectures and readings of edited segments from the representative masterpieces of Spanish literature from the epic poem, Cantar de Mio Cid, to the 20th century. Prerequisite: SPN 301 or 302 or permission of the chair.

SPN 311. SPANISH CIVILIZATION (3).

A study of the Spanish character and of Spain’s contribution to world civilization through a tracing of its geographic, ethnic, social, political, economic and cultural characteristics. Readings in civilization, discussions and slide-lectures. Only Spanish is spoken in class. Prerequisite: SPN 204 or 302. Required for majors.

SPN 312. SPANISH AMERICAN CIVILIZATION (3).

The development of Spanish America through a study of its historical, social, political, economic and artistic institutions. Readings, discussions, oral and written reports and slide-lectures. Only Spanish is spoken in class. Prerequisite: SPN 204 or 302. Required for majors.

SPN 315 (FLL 315/WMS 315). LATIN AMERICAN WOMEN WRITERS (3).

See course description for FLL 315.

SPN 317 (FLL 317/WMS 317). CUBAN LITERATURE IN TRANSLATION (3).

See course description for FLL 317.

Students registering for credit in Spanish do readings and written work in Spanish.

SPN 374 (THR 374). LATIN AMERICAN AND US LATINO THEATRE (3).

See course description for THR 373.

SPN 390-399. INDEPENDENT STUDY.

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair (program director) and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office.

SPN 421. TWENTIETH-CENTURY SPANISH PROSE: GENERATION OF 1898 TO THE SPANISH CIVIL WAR (3).

Readings and discussion of essays and fiction by the most prominent writers of the period. The course attempts to give the student insight into the character and thought of twentieth-century Spain that led to the devastating Spanish Civil War. Prerequisite: SPN 302 or permission of the chair.
SPN 422. TWENTIETH-CENTURY SPANISH FICTION: FROM THE SPANISH CIVIL WAR TO THE PRESENT (3).
Selected readings and discussion of the fiction written after the Spanish Civil War. The course attempts to portray the scars of the war and give the student insight into the great changes that have occurred in Spain since then. Prerequisite: SPN 302 or permission of the chair.

SPN 423. TWENTIETH-CENTURY SPANISH DRAMA AND POETRY (3).
Selected readings and discussion of the most prominent playwrights and poets of twentieth-century Spain. Prerequisite: SPN 302 or permission of the chair.

SPN 431. TWENTIETH-CENTURY SPANISH-AMERICAN FICTION (3).
Selected novels and short stories from the most prominent of contemporary Spanish-American writers. These readings and discussion will attempt to give the student insight into the diversity of the Americas. Prerequisite: SPN 302 or permission of the chair.

SPN 432. TWENTIETH-CENTURY SPANISH-AMERICAN DRAMA AND POETRY (3).
Writings from selected poets and playwrights of this century that have had great impact in the Spanish-speaking world. Prerequisite: SPN 302 or permission of the chair.

SPN 440-459. SPECIAL TOPICS IN SPANISH (3).
A selection of courses to provide an opportunity for study of certain specific periods, themes, genres, authors or linguistic topics offered in accordance with current student and faculty interest. Prerequisite: SPN 302 or permission of the chair.

SPN 490-491. SPANISH INTERNSHIP (1-3).
Participation in a field learning experience closely related to one of the areas of Spanish. The student intern will report as required to the faculty member assigned to supervise this field experience and is expected to evaluate the experience and relate it to his or her academic program. Three hours of field work per week will be required to generate one credit.
HISTORY

Chair: Carolyn T. Bashaw
Professors: Bashaw, Blaszak, Egerton, Judge, Langdon
Associate Professor: Scully
Assistant Professors: Erickson, Terretta, Watenpaugh, Xu
Adjunct Faculty: Bach, Ball, Blanchfield, Dolan, Roache, Wheaton
Emeritus: Bosch, Curran, Jackson, Telesca

Those who wish to evaluate the complex and challenging issues of the present must seek the perspective conferred by a sound and critical knowledge of the past. History imparts this knowledge, thereby helping the student to understand contemporary affairs and to analyze and evaluate evidence. History also forms part of the foundation of a liberal education by providing essential background for the humanities, social sciences, natural sciences and pre-professional disciplines.

For its majors, the history department offers a broad program of courses designed to discipline and develop the mind. When combined with appropriate courses in other fields, this program prepares history majors for careers in law, government service, management and administration, library science, education and journalism. A departmental honors program offers special opportunities for independent work to advanced students.

For history majors who wish to become certified teachers, the department also offers special programs which incorporate courses in education.

HISTORY MAJOR
Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Religious Studies Seminar 3

English 9
English or History Seminar 3
History 6
Social Science 3
Natural Science 3

Major Requirements:
HST 101/103 or 102/104 6
HST 211-212 American History Survey 6
HST 301-302 Research Sequence 6
History of Religion* 3
History Electives* 18

Major Support:
Foreign Language 12
Social Science** 3

Free Electives 30

History majors who plan to become certified teachers must take six credits of the same foreign language. All other history majors must complete the intermediate level of a foreign language. Students who complete intermediate level in under 12 credit hours may substitute history electives for the remaining hours of their foreign language requirement. Students intending to pursue a Ph.D. in history should take 18 hours of a foreign language.

* For a list of HST and REL courses that qualify, please see the department chair.
** For the purposes of the HST major, EDU courses may not count as social science.

HISTORY MINOR
To obtain a minor in history a student must complete at least 18 hours of history, exclusive of advanced placement credits. Of this total, a minimum of six hours must be taken in each of two of the following areas: American, European, or non-Western. The pass/fail option may not be used to fulfill requirements for a minor.
INTERNERSHIP PROGRAM (HISTORY 490)
The history department offers a wide variety of internships with such organizations as the Library of Congress, the Smithsonian Institution, the United States Senate, the New York State Assembly, the Erie Canal Museum, the National Women’s Hall of Fame and Sainte Marie among the Iroquois living history museum. These internships integrate classroom learning with practical work experiences in non-academic settings; they sometimes lead to offers of employment following graduation.

TYPICAL PROGRAM FOR HISTORY MAJOR

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 101</td>
<td>3</td>
<td>History Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

| English 200   | 3     | Elective       | 3     |
| Philosophy 201/Religious Studies 200| 3| Religious Studies 200/Philosophy 201| 3|
| Foreign Language| 3    | Foreign Language| 3     |
| History Elective| 3    | History Elective| 3     |
| History 211   | 3     | History 212    | 3     |

JUNIOR YEAR

| Religious Studies/Philosophy | 3     | Philosophy/Religious Studies | 3     |
| English 300                | 3     | Elective                    | 3     |
| History 301                | 3     | History 302                 | 3     |
| History Elective           | 3     | Elective                    | 3     |
| Elective                  | 3     | Elective                    | 3     |

SENIOR YEAR

| Philosophy or Religious Studies Seminar | 3     | History of Religion       | 3     |
| History Elective                     | 3     | History Elective          | 3     |
| Elective                             | 3     | Elective                  | 3     |
| Elective                             | 3     | English or History Seminar| 3     |
| Elective                             | 3     | Elective                  | 3     |
COURSES

No prerequisite required unless noted.

HST 101. WESTERN CIVILIZATION TO THE FRENCH REVOLUTION (3).
A survey of the most important developments, issues, accomplishments and problems of Western civilization to the French Revolution (1789-1815), including the roles of women and minority cultures within that civilization. Although readings and emphasis may vary, each section will include discussions of Greco-Roman culture, the rise of Judaism and Christianity, Medieval culture, the Renaissance and Reformation, the Commercial and Scientific Revolutions, the Enlightenment, and the British and American Revolutions. A research project is required of all students.

HST 102. WESTERN CIVILIZATION, THE FRENCH REVOLUTION TO THE PRESENT (3).
A survey of the most important developments, issues, accomplishments and problems of Western civilization since the French Revolution (1789-1815), including the roles of women and minority cultures within that civilization. Although readings and emphasis may vary, each section will include discussions of the French Revolution, the industrialization of Europe and America, the unification of central Europe, imperialism, nationalism, socialism, communism, racism and anti-Semitism, militarism and fascism, the two World Wars, the Cold War, feminism and liberation movements. A research project is required of all students.

HST 103. WORLD CIVILIZATION I (3).
This course surveys the most important developments, issues, accomplishments and problems of Western civilization, provides an introduction to the study of African, Asian, Islamic, Native American and Latin American civilizations, and discusses the relationships among these civilizations through 1800. A research project is required of all students. Students may take this course as an alternative to HST 101, but they may not take both HST 101 and HST 103.

HST 104. WORLD CIVILIZATION II (3).
This course surveys the most important developments, issues, accomplishments and problems of Western civilization since 1800, discusses the impact of that civilization on major world civilizations, and examines the development of African, Asian, Islamic, Native American and Latin American civilizations since 1800. A research project is required of all students. Students may take this course as an alternative to HST 102, but they may not take both HST 102 and HST 104.

HST 211-212. AMERICAN HISTORY SURVEY (3) AND (3).
Development of the United States from colonial times to the Civil War (first semester). Aftermath of the Civil War to the 1970s (second semester). HST 211 is offered every fall and HST 212 every spring.

HST 270-289. SPECIAL TOPICS IN HISTORY (1-3).
A selection of courses designed to provide an opportunity for advanced study of certain specific historical periods or themes, offered in accordance with current student and faculty interest. Selections may include, but are not limited to, Democracy, Property and Revolution, History of Public Health, Alcohol and Alcoholism in American History, African-American History Since 1865 and other such courses.

HST 301. METHODS OF HISTORICAL RESEARCH (3).
A detailed analysis of historical methodology and techniques of research, required of all history majors in the junior year. The course will provide training in analytical reading, evaluation of evidence, interpretation of quantitative data, methods of avoiding historical fallacies and preparation of an outline and thesis statement to be used in HST 302.
HST 302. HISTORICAL RESEARCH AND WRITING (3).
A major research project done in seminar and private study under an instructor’s direction. Required of all history majors. Prerequisite: HST 301.

HST 303. MEDIEVAL EUROPE (3).
Concentrates on medieval developments that influenced Western culture and civilization in modern era. The categories of government, economics, religion and culture will be examined through the specific historical circumstances of medieval monarchy, feudalism, the papacy, monastic spirituality, the university and the arts. Emphasis will be on the appreciation of movements and events that have a unique identification with the spectacular achievements of Western civilization in modern history.

HST 310 (PSC 310). AMERICAN DIPLOMATIC HISTORY, 1900 TO THE PRESENT (3).
Emphasis is on the rise of the United States to world power and on its diplomacy before, during and after the two world wars. May be taken for history or political science credit.

HST 311 (CLS 211). HISTORY OF THE ROMAN REPUBLIC (3).
See course description for CLS 211.

HST 312 (CLS 212). HISTORY OF THE ROMAN EMPIRE (3).
See course description for CLS 212.

HST 313. HISTORIC ROOTS OF THE ANGLO-AMERICAN LEGAL SYSTEM (3).
This course will examine English constitutional and legal history through the medieval and early modern periods in order to trace the evolution of the Anglo-American tradition of the common law.

A survey of European history between the 14th and 17th centuries, the course examines the political situation in Western Europe, with special emphasis on the unique cultural achievements of the Renaissance and on the religious dimensions of the Reformation.

HST 315 (ECO 315). AMERICAN ECONOMIC HISTORY (3).
See course listing for ECO 315.

HST 316. HISTORY OF AMERICAN LAW (3).
This course will weave together the history of legal and constitutional thought with the history of law’s part in social and political change and in everyday life. It will consider a wide variety of texts and events but will concentrate on: colonial antecedents; revolution and constitution making; the golden age of American law; courts and the rise of industrial capitalism; Black slavery and freedom; achievements and limits of liberal legal reform; the experience of women’s labor and civil rights movements; and legal realism and the rise of the administrative state.

HST 318. UNITED STATES INTELLECTUAL AND CULTURAL HISTORY (3).
This course searches for the mind and heart of America by studying the development of American thought, mythology and attitudes from 1870 to the present. It will examine Victorianism and then its counter culture as seen in pragmatism, political liberalism and the cult of science. Twentieth century Modernism will be analyzed and presented in detail with its influence on the social, cultural, economic, political, literary and religious life of the nation. Special emphasis will be placed on examining how art and architecture reflect American thought and value. This changing American mind will also be studies through reading classic American novels.

HST 321. REVOLUTION AND REPUBLIC, 1763-1800 (3).
A survey of the history of the United States from the Peace of Paris of 1763 through the election of 1800. The course will focus on such topics as the causes of the Revolution, its impact on women, blacks and Native Americans, social
protest, diplomacy with Britain and France, the rise of the first party system, and early national society and culture. Readings, research and discussion.

**HST 322. ANTE-BELLUM AMERICA, 1800-1848 (3).**
A survey of society and culture from the Jeffersonian era through the Mexican War. The course will examine the causes of the War of 1812, the rise of the industrial order and the cotton kingdom, slave resistance, the changing American family and the nature of Jacksonian democracy and reform. Readings, research and discussion.

**HST 323. CIVIL WAR AND RECONSTRUCTION, 1848-1877 (3).**
Examines the causes of the conflict and the impact of the war on civilian populations, women and African-Americans. The course will also focus on diplomacy, civil liberties, the rise of the third party system, the crucial battles and the failure of Reconstruction. Readings, research and discussion.

**HST 324. ORIGINS OF MODERN AMERICA, 1877-1919 (3).**

**HST 325. THE UNITED STATES, 1920-1945 (3).**
Republican ascendancy of the 1920s, nativism and racism in the 1920s, flappers and Fundamentalists in the 1920s, causes and effects of the Great Depression, FDR and the New Deal, New Deal critics on the right and left, popular culture in the 1930s, U.S. isolationism in the 1930s, W.W. II in Europe and the Pacific, mobilization for war, status of women and minorities during W.W. II, May-August 1945.

**HST 326. MODERN AMERICA, 1945 TO THE PRESENT (3).**
Genesis of the Cold War, the Red Scare at home, popular culture in the 1950s, the fifties and civil rights, JFK and the New Frontier, 1963: Birmingham, DC, and Dallas, the 1964 election, the Civil Rights Movement of the 1960s, the counter culture and the student movement, 1968, Viet Nam and the fall of LBJ, Richard Nixon: foreign policy, revenue sharing, and Watergate, the women's movement of the 1970s, Jimmy Carter and the national malaise, the Reagan revolution, Reagonomics, the yuppie factor, Iran Contra, George Bush and beyond.

**HST 327. COLONIAL LATIN AMERICA, 1492-1825 (3).**
The course provides a detailed study of the political, economic and social history of Latin America under Spanish and Portuguese rule. Major subtopics include Native American cultures (Aztec, Inca, Maya), the Spanish conquest, Spanish colonial government and administration, social stratification in Spanish and Portuguese America, the colonization of Brazil and the independence movements of the early nineteenth century.

**HST 328 (PGS 328). LATIN AMERICA SINCE 1825 (3).**
A study of the nations of Latin America from the independence period to the present. Chief emphasis on Argentina, Brazil, Chile and Mexico; their struggle for political and economic stability, their progressive urbanization and modernization and their relations with each other and with the United States. The Cuban and Nicaraguan revolutions and the policy of the United States toward Central America are also covered.

**HST 331 (PGS 332). BRITAIN TO 1783 (3).**
This course covers the political, economic and social history of Britain from early times to the loss of the American colonies in 1783. Some of its major topics include
the emergence and development of the monarchy and parliamentary institutions in the Middle Ages, the Tudor and Stuart dynasties, the Civil War and Restoration, the Hanoverian succession, and the American Revolution.

**HST 332 (PGS 332). BRITAIN SINCE 1783 (3).**
This course covers the political, economic and social history of Britain from 1783 to the present. Some of its major topics include industrialization and urbanization, Victorian culture and the emergence of feminism, the workers’ movement and the development of the Labour Party, the impact of the world wars and the welfare state.

**HST 333 (PGS 333). HITLER’S GERMANY (3).**
An analysis and explanation of Hitler’s National Socialist Movement and its impact on Germany and the world. After a brief description of German history from 1870 through 1919, the course examines Hitler’s personality and political skills, his domestic and foreign policies, the Holocaust and the defeat of Germany in World War II.

**HST 334 (PGS 334). THE HOLOCAUST IN HISTORY (3).**
In the aftermath of the Enlightenment and the French Revolution, nationalism and racism became powerful forces in nineteenth century Europe. In Nazi Germany they fused to produce a radical form of anti-Semitism which resulted in the murder of millions of European Jews and the virtual destruction of their ancient civilization. This course examines the historical context of the Holocaust and provides a detailed examination of Nazi efforts to exterminate the Jews of Europe.

**HST 336. ORAL HISTORY (3).**
The oral history course integrates historical research with personal involvement by training in interview methods, techniques, procedures and ethics. First, a family history will be created through interviews with relations. Attention will be paid to the impact of major historical events upon individuals. Second, the students, after a careful preparation, will conduct interviews with persons involved in Le Moyne College history.

**HST 340 (REL 361). THE CHURCH IN HISTORY (3).**
An examination of major theological and political developments behind the institution of Christianity in Western civilization, this course covers church beginnings with Christ and the apostles, development of hierarchy and dogmas in the patristic and/or conciliar periods, the influence of the medieval papacy, the Protestant Reformation, the Catholic reform and the Catholic and Protestant responses to the modern world. Prerequisite: REL 200.

**HST 343 (REL 371). THE HISTORY AND SPIRITUALITY OF THE JESUITS (3).**
This course will acquaint students with the history and the distinctive, world-engaging spirituality of the Society of Jesus. In addition to presenting a chronological overview of Jesuit history, it will also examine the central themes of the Spiritual Exercises and the missionary strategies and philosophy of education of the Jesuits.

**HST 345 (PGS 345). WORLD WAR II (3).**
This is a detailed examination of the origins, events and consequences of World War II. The breakdown of collective security and the failure of appeasement are followed by a comprehensive study of the Atlantic and Pacific theaters. Military and political developments are complemented by analysis of economic, social and technological trends and changes.

**HST 353 (WMS 353). SOCIAL HISTORY OF AMERICAN WOMEN, 1820-1980 (3).**
This course presents an overview of the social history of women in the American past. The course will examine in some depth women’s roles in the family, work,
education, religion, social change, political reform and health, considering in each case ethnic and class differences.

**HST 356. THE GREAT WAR AND GLOBAL REVOLUTIONS, 1900-1920 (3).**
This course provides an in-depth global approach to the history of the world in the early 20th century, with special emphasis on the impact of western imperialism, the causes, conduct and consequences of the great war of 1914-1918, and the revolutions that occurred during this era in China, Russia, Germany, Ireland, eastern Europe and Mexico.

**HST 357. THE AGE OF ANXIETY AND GLOBAL WAR, 1920-1945 (3).**
This course provides an in-depth global approach to the history of the world from 1920 to 1945, with special emphasis on the cultural and political anxieties of the 1920s; the global impact of the Great Depression; the growth and influence of racism, nationalism, communism, fascism, militarism and Nazism; and the causes, conduct and consequences of World War II and the Holocaust.

**HST 358 (PSC 358/PGS 358). THE COLD WAR (3).**
An intensive study of superpower confrontations and conflicts from 1945 through 1991. Soviet and American attitudes and ideologies, the roots and origins of the Cold War, the nuclear arms race, crises and clashes in Europe and the Third World, social and cultural impacts.

**HST 361. RUSSIAN HISTORY TO 1900 (3).**
A survey of Russian history from ancient times through the end of the 19th century, including Kievan Rus, the Mongol Yoke, the rise of Moscow, and Imperial Russia from Peter the Great to Nicholas II. Emphasis will be placed on social, cultural and religious developments, as well as on the political history of the Russian state.

**HST 362 (PGS 362). RUSSIAN HISTORY SINCE 1900 (3).**
A study of Russian history from the reign of Nicholas II (1894-1917) to the present, including the revolutions of 1905 and 1917, the careers of Lenin and Stalin, the foreign and domestic policies of the Soviet Union, the disintegration of the USSR and life in post-Soviet Russia.

**HST 371. EAST ASIA TO 1600 (3).**
This course will introduce to students the history of East Asia from its Neolithic origins to 1600. It will examine the foundations of main East Asian nations, the important features of the classical East Asian civilization and further developments of East Asian cultures and societies prior to the arrival of the Westerners. Important East Asian classics, religious and ritual practices, such as Confucianism, Taoism, Shintoism and Buddhism, will also be introduced. Other topics to be studied include relations between East Asia and its nomadic neighbors, different political systems, literate and martial traditions, popular cultures, important technological innovations, commercial and urban developments, peasant revolts, local societies, gender relations, Christian missionaries and the early contacts with the West.

**HST 372. EAST ASIA SINCE 1600 (3).**
This course will introduce students to the history of East Asia from 1600 to its most recent developments. Topics covered include the developments and problems of traditional East Asian political systems and societies, the causes and consequences of clashes with the West as well as among East Asian nations, popular protests, important social, cultural, intellectual movements and domestic reforms, various forms of nationalism, major revolutions, modernization programs and political, social, economic and cultural transformations, the prospect of democracy and civil society, and the rebalance of world powers and its impacts on East Asia.
HST 375 (PSC 407). SOUTHERN AFRICAN POLITICS (3).
See course description for PSC 407.

HST 377. HISTORY OF THE MIDDLE EAST I, 600-1248: RISE OF ISLAM TO THE CRUSADES (3).
Beginning in Late Antiquity, this course follows the emergence of Islam as a religion and its influence on cultural practice; the formation of the first Islamic dynasties; the articulation of an Arab-Islamic high literary culture and the evolving role of women in Islam. The course will examine the complex relationships between different Middle Eastern ethnic and religious groups and conclude with an investigation of the impact of the Crusades.

This course traces the formation of the three great Islamic empires of the early modern era: the Ottoman Empire in the Middle East and Europe, the Safavid in Iran, and the Mughal in India. The political culture of each empire was shaped by the use of gunpowder, and all shared a common court culture based on the Persian language. Ottoman expansion in the Arab Middle East: the relationship between the Islamic-Turkic elite of each empire and their non-Muslim, primarily Christian and Hindu subjects; and the reproductive politics of the imperial harem will be among the issues addressed

The last two hundred years have been a period of profound and often troubling change for the people of the Middle East. Imperialism, colonialism and nationalism set in motion a series of events that transformed the region from a place where two great empires, the Ottoman and Qajar held sway, into a dozen independent states like Turkey, Egypt, Israel, Syria, Iraq, Jordan, and Iran. This course uses the words, art, literature and thought of local people to understand the way these changes interacted with the intellectual, social and cultural dimensions of Middle Eastern life.

HST 381 (CFM 401). HISTORICAL TRENDS IN FAMILY HEALTH CARE (3).
See course description for CFM 401.

HST 383. HISTORY OF AFRICA, C. 1400 – 1870 (3).
Africa has often been described by Westerners as a continent cut off from the rest of the world. In this history of Africa prior to European colonization, we will challenge the perception of Africa as an isolated continent, by exploring its varied interactions with the world around it. During this course, we will evaluate Africa’s role in world trading systems and its engagement with the world religions of Islam and Christianity. In so doing, we will focus our attention on the multiple dynamic systems of trade, government, and religion that existed within Africa. We will attempt to understand the interaction between Africa and the world, not only through the eyes of the outsiders who arrived, but especially through the eyes of the Africans who hosted them. We will also learn about Africans’ changing interactions with one another inside the continent during this new era of extraversion.

HST 390-399. INDEPENDENT STUDY (1-6).
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The
proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office.

**HST 400-420. SEMINARS IN HISTORY (3).**
A selection of seminars designed to enhance students’ understanding and appreciation of cultural diversity, to provide them with a bridge between their previous educational experience and the world after graduation and to help them improve their research, writing and speaking skills. Each seminar will focus either on a non-Western civilization or on a submerged group within Western civilization. Course selection will include topics such as African-American history, the history of American women, Latin American history, and East Asian history.

**HST 400. SEMINAR: WOMEN IN AMERICA (3).**
This course studies the roles and experiences of women in American history, society and culture, including women’s roles in the family, work, education, health, religion, political reform and social change. Not open to students who have taken HST 353 or WMS 353. Fulfills ENG/HST senior core requirements.

**HST 401. SEMINAR: AFRICAN-AMERICA TO 1877 (3).**
This course studies the history and culture of African-Americans from colonial times through Reconstruction, with emphasis on their social, cultural and religious experiences. Fulfills ENG/HST senior core requirement.

**HST 402. SEMINAR: AFRICAN-AMERICA SINCE 1877 (3).**
This course surveys the thoughts, ideas, and actions of African-Americans from the 1880s to the present. It focuses on major African-American figures, the Great Migration and development of urban black communities, social protest movements of the 1930s and 1940s, the civil rights movement and the black power movement. Race, class and gender are important elements of this course. African-American literature, film and music are also examined. Fulfills ENG/HST senior core requirement.

**HST 403 (PGS 401). SEMINAR: MEXICO (3).**
This course provides a detailed study of Mexico from pre-Columbian times to the present day. Themes include Maya and Aztec civilizations, the Spanish conquest, Mexico under Spanish colonial rule, the independence movements of 1810-1823, the era of the Great Reforms, the Mexican Revolution of 1910, and political, social and economic developments in contemporary Mexico. Fulfills ENG/HST senior core requirement.

**HST 404. SEMINAR: MEDIEVAL AND RENAISSANCE WOMEN (3).**
This course will explore the roles and perceptions of women in the medieval and early modern periods in Europe (300–1500). We will also consider the role of gender in history and examine how women saw themselves as wives, mothers, workers and spiritual and sexual beings. Open to seniors only. Fulfills ENG/HST senior core requirement.

**HST 405 (PGS 403). SEMINAR: COMPARATIVE GENOCIDE (3).**
This course examines the phenomenon of genocide through the lens of five thematic fields: Beginnings, Styles and Technologies, Remembering and Commemoration, Denial and Responsibility. Starting with a brief encounter with the genocidal destruction of the peoples of North America, we will then move through these thematic fields while exploring five genocidal moments of the 20th century: the Armenian genocide, the Holocaust, the Cambodian autogenocide, the Rwandan genocide and the ethnic cleansings of the Balkans. As we consider each, we will think about the links between modernity and genocide and the
steps that could be taken to prevent genocide in the future. This course fulfills the ENG/HST senior core requirement.

This course studies the history of China, Japan, Korea and Vietnam during the nineteenth and twentieth centuries, with emphasis on their customs and cultures and the impact on them of modernization, imperialism, revolution and war. A seminar project and oral report are required of all students. Fulfills ENG/HST senior core requirement.

HST 408 (WMS 308). SEMINAR: WOMEN AND PATRIARCHY IN WESTERN CIVILIZATION (3).
This course examines the history of the struggle of European women with the patriarchy that dominates Western civilization. It focuses on the recurrent themes of that struggle, including women's quest for a cultural voice and their demands for political rights as well as recognition of the value of their socio-economic contributions. Fulfills English and History senior core requirement.

HST 409. HISTORY AND MEMORY IN THE ISRAELI-PALESTINIAN CONFLICT (3).
This seminar explores the Palestinian-Israeli conflict through the lens of the linked concepts of history and memory. It uses as well, the rich literature generated by the conflict to explore the connections between historiography, commemoration, museology, archaeology and power; it takes a multidisciplinary approach to an understanding of how the history of the region has been written and how the past is made to live in the lives of contemporary Palestinians and Israelis. Likewise, it interrogates how history and memory are inscribed on national and diasporan identity and problematizes phenomena like "collective memory" "transgenerational trauma" and "national history." Fulfills ENG/HST senior core requirement.

HST 411 (ANT 411). SEMINAR: MEXICAN HISTORY AND CULTURE: FROM MAYA TO AZTEC (3).
This course offers an in-depth study of the history of the Maya and Aztec civilizations of ancient Mexico. It covers the period from the earliest inhabitants of Mexico to the conquest of the Maya and Aztec civilizations by Spanish conquistadors led by Hernan Cortes. We will study Mexico (pronounced Mee-shue-ka) history from political, military, literary, religious, philosophic, economic and social perspectives, utilizing traditional historical sources as well as anthropologic and archaeologic approaches. This course fulfills the core requirement for an English/History 400 Seminar.

HST 412 (ANT 412). SEMINAR: ETHNOHISTORICAL APPROACHES TO NATIVE NORTH AMERICAN HISTORY AND CULTURE (3).
See course description for ANT 412.

This course examines the history of a submerged minority group in Western culture: the Jews of Europe from their emancipation by Napoleon Bonaparte to their foundation of the state of Israel in the aftermath of the Holocaust. Topics to be covered include the failure of assimilation, the rise of Zionism, the transformation of religious into racial anti-Semitism, Nazi efforts first to exclude and then to exterminate their Jewish minority and the preservation of European Jewish culture in modern-day Israel. Extensive class participation and preparation of a formal seminar paper are required. Fulfills ENG/HST senior core requirement.

HST 415 (PGS 415). SEMINAR: ARGENTINA AND CHILE (3).
This course provides a detailed study of Argentina and Chile from earliest times to the present day. Themes include indigenous Argentine and Chilean civilizations, the Spanish conquest, the colonial history of the Southern Cone, independence move-
ments under San Martin and O'Higgins, the Argentine and Chilean republics, the regimes of Juan D. Peron and Salvador Allende, and political, social and economic developments in contemporary times. Fulfills ENG/HST senior core requirement.

**HST 416 (PGS 416). SEMINAR: BRAZIL (3).**
This course provides a detailed study of Brazil from earliest times to the present day. Themes include pre-Portuguese indigenous cultures, the Portuguese occupation, the colonial history of Brazil, the break with Portugal in 1821, the attempt to create a Brazilian Empire, Brazil’s military role in Latin America, and political, social and economic developments in contemporary Brazil. Fulfills ENG/HST senior core requirement.

**HST 417 (PGS 417). SEMINAR: AFRICAN HISTORY (3).**
This course introduces students to the development of African historiography. Students will interpret, analyze and critique different methodologies and have the opportunity to pursue their own specific research interests. In addition, this course will also examine the importance of the African oral tradition, European and Arabic travel literature, archeology and anthropology in the intellectual construction of Africa. This course is designed for upper-level history majors and other interested students (with the approval of the chair) and will fulfill the requirements of the senior core.

**HST 420. SEMINAR: RACE AND ETHNICITY IN EARLY AMERICA (3).**
This interdisciplinary course explores the fluctuating categories of racial identity from both historical and literary perspectives. Proceeding chronologically, we will utilize both fictional and nonfictional materials to investigate how ethnic and national identities were transformed into ever-shifting classifications of white, black and red. Readings, research and discussion. Fulfills ENG/HST senior core requirement.

**HST 490. INTERNSHIP (1-6).**
Participation in a field learning experience closely related to one of the areas of history. The student intern will report as required to the internship coordinator and will be expected to evaluate the experience and relate it to his or her academic program. Three hours per week will be required to generate one credit. Pass/fail only. Prerequisite: 2.50 G.P.A. or better, 60 credits earned, permission of internship coordinator.

**HST 495. HONORS PROJECT (3).**
To qualify for an honors degree in history, a student must be a declared history major, have a G.P.A. of at least 3.5 overall and 3.75 in history and must complete an honors project. The project will typically consist of a historical research paper, written under the direction of a history professor, department chair, and supplemented by a formal presentation, an audiovisual project or an oral defense. A preliminary thesis, outline and bibliography must be approved by the professor and department chair before the student may register. (Normally taken in first semester of senior year.)

**HST 601. HISTORIOGRAPHY AND METHODOLOGY (3).**
This course examines how Western historians from ancient times to the present have constructed historical narratives from primary sources. It shows students how to evaluate historical texts by teaching them to attend to the philosophical, cultural and political contexts which influence historians. It asks whether history is an art or a science; it raises questions about objectivity; it explores the phenomenon of causation and the illusion of progress; it examines distinctions between facts and interpretations; it demonstrates techniques for the verification of evidence; and it confronts the challenges of presentism, relativism and skepticism by introducing students to current trends and debates within the discipline. Not open to students who have taken HST 301 as undergraduates at Le Moyne College.
Chair: William Rinaman
Professors: Choi, Hsu, M. Miller, Rinaman
Associate Professors: W. Miller, Schramm
Assistant Professor: Vorhees
Adjunct Faculty: Chen, DiCaprio, Kleiner, Lienhard, Maravi
Emeritus: Baumgartner, Frank, J. Smith

The mathematics and computer science department serves two primary functions: 1) to offer students majoring in mathematics a well-rounded, career-oriented program in mathematics, and 2) to offer other students careful instruction in using the mathematical tools required by their disciplines. In keeping with the first objective, the department requires its majors to complete a common core of eight mathematics courses (including a senior research project—see below), to complete two courses in each of three cognate fields (foreign language, computer science and natural science) and to concentrate further in one of five areas (pure mathematics, operations research, statistics, actuarial science, secondary education) by completing a sequence of at least four additional mathematics courses and a variable number (depending on concentration—see below) of other courses. Majors must declare their area of concentration by the end of their sophomore year and have their concentration course sequence approved by the chair of the department.

**MATHEMATICS MAJOR**

**Core Requirements:**

- History 6
- English or History Seminar 3
- Social Science 3
- Natural Science (fulfilled by major support requirements)

**Major Requirements:**

- MTH 151-152 Calculus I and II 8
- MTH 245 Calculus III 4
- MTH 261 Linear Algebra 3
- MTH 311 Intro. Probability Theory 3
- MTH 332 Analysis I 4
- MTH 341 Algebraic Structures 3
- MTH 495 Senior Research Project 3
- CSC 171 Intro to Programming Methodology 4
- CSC 172 Data Structures and Program Development 4
- Concentration Requirements** 12-36

**Major Support:**

In addition, one of the following three science course sequences and one foreign language sequence are required:

- PHY 105-106 General Physics and Lab (103-104) 8
- CHM 151-152 Chemical Principles 8
- BIO 191-192 General Biology 8
- Foreign Language (intermediate or advanced level recommended)* 6

**Free Electives (Depends on concentration)** 3-27

* In any case, must be taken in the same language

** By the end of the second semester of the sophomore year, the student is expected to select a concentration. The concentrations, and their requirements, are as follows:

**Pure Mathematics:** Four additional mathematics courses approved by the department chair and nine free electives. Normally the four mathematics courses would come from among the following:
Operations Research: Four additional mathematics courses approved by the department chair, ECO 113-114, MIS 375, OPM 350, OPM 456, OPM 458, and four free electives. Normally the four mathematics courses would come from the following: MTH 303, MTH 312, MTH 313, MTH 351, MTH 421, MTH 473, MTH 474.

Statistics: Four additional mathematics courses approved by the departmental chair, a minor in a related field (anthropology, biology, chemistry, economics, education, physics, political science, psychology, sociology) and the number of free electives (normally four or five depending on minor field) necessary to bring the total number of courses completed to forty. Normally the four mathematics courses would come from the following: MTH 312, MTH 313, MTH 351, MTH 421, MTH 431 MTH 473.

Actuarial Science: Four additional mathematics courses approved by the department chair, ECO 113-114, ACT 203, LAW 200, MKT 301, FIN 301, and four free electives. Normally the four mathematics courses would come from the following: MTH 312, MTH 313, MTH 351, MTH 421, MTH 431 MTH 473.

Secondary Education: Four additional mathematics courses approved by the department chair, the courses required for secondary certification (EDU 105, EDU 120, EDU 215, EDU 303, EDU 315, EDU 325, EDU 335, EDU 401, EDU 401L, EDU 405, EDU 450, EDU 460), and one free elective. Normally the four mathematics courses would come from the following: MTH 303, MTH 306, MTH 307, MTH 312, MTH 361, MTH 370, MTH 470.

Students desiring an elementary education concentration must contact the department chair.

MATHEMATICS MINOR
To graduate with a minor in mathematics, a student must complete a program approved by the department chair consisting of at least five mathematics courses numbered 145 or higher. No course may be taken pass/fail.

COMPUTER SCIENCE MINOR
To graduate with a minor in computer science, a student must successfully complete the following courses. None of these courses may be taken pass/fail.

Requirements:  Hours:
CSC 171 Introduction to Programming Methodology  4
CSC 172 Data Structures and Program Development  4
CSC 372 Computing Environments  3

Computer Science Electives*  6

*CSC 151, CSC 385 and CSC 490 cannot be used to meet the requirements of a computer science minor.
# TYPICAL PROGRAM FOR PURE MATHEMATICS CONCENTRATION

## FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>4</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172</td>
<td>4</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

## SOPHOMORE YEAR

| MTH 245                | 4     | Concentration Course   | 3     |
| MTH 261                | 3     | MTH 332                | 4     |
| ENG 200                | 3     | REL 200                | 3     |
| PHL 201                | 3     | Social Science         | 3     |
| Elective               | 3     | Elective               | 3     |

## JUNIOR YEAR

| MTH 311                | 3     | Concentration Course   | 3     |
| Science Elective       | 4     | Science Elective       | 4     |
| MTH 341                | 3     | Religious Studies      | 3     |
| ENG 300                | 3     | Philosophy             | 3     |
| Elective               | 3     | Elective               | 3     |

## SENIOR YEAR

| MTH 495                | 3     | Philosophy or Rel Studies Seminar | 3     |
| English or History Seminar | 3     | Concentration Course            | 3     |
| Concentration Course   | 3     | Elective                         | 3     |
| Elective               | 3     | Elective                         | 3     |
| Elective               | 3     | Elective                         | 3     |
**TYPICAL PROGRAM FOR OPERATIONS RESEARCH**

**CONCENTRATION**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>4</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172</td>
<td>4</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Concentration Course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>MTH 332</td>
<td>4</td>
</tr>
<tr>
<td>MTH 261</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>ECO 114</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Concentration Course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 311</td>
<td>3</td>
<td>Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>MTH 341</td>
<td>3</td>
<td>Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>OPM 350</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Concentration Course</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 495</td>
<td>3</td>
<td>OPM 458</td>
<td>3</td>
</tr>
<tr>
<td>MIS 375</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OPM 456</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
## Typical Program for Statistics Concentration

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>4</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172</td>
<td>4</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sophomore Year

| MTH 245        | 4     | Concentration Course | 3 |
| MTH 261        | 3     | MTH 332              | 4 |
| ENG 200        | 3     | REL 200              | 3 |
| PHL 201        | 3     | Social Science       | 3 |
| Elective       | 3     | Minor Elective       | 3 |

### Junior Year

| MTH 311        | 3     | Concentration Course | 3 |
| MTH 341        | 3     | Science Elective     | 4 |
| Science Elective | 4 | Religious Studies    | 3 |
| ENG 300        | 3     | Philosophy           | 3 |
| Minor Elective | 3     | Minor Elective       | 3 |

### Senior Year

| MTH 495        | 3     | Philosophy or Rel Studies Seminar | 3 |
| English or History Seminar | 3 | Concentration Course | 3 |
| Concentration Course | 3 | Elective | 3 |
| Minor Elective | 3     | Minor Elective       | 3 |
| Elective       | 3     | Elective             | 3 |
# Typical Program for Actuarial Science Concentration

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 151</td>
<td>4</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172</td>
<td>4</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

## Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 245</td>
<td>4</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>MTH 261</td>
<td>3</td>
<td>MTH 332</td>
<td>4</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>ECO 113</td>
<td>3</td>
<td>ECO 114</td>
<td>3</td>
</tr>
</tbody>
</table>

## Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 341</td>
<td>3</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>MTH 311</td>
<td>3</td>
<td>Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>4</td>
<td>Science Elective</td>
<td>4</td>
</tr>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>ACT 203</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

## Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 495</td>
<td>3</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>LAW 200</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course</td>
<td>3</td>
<td>MKT 301</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>
## Typical Program for Secondary Education Concentration

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Math 151</td>
<td>4</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172**</td>
<td>4</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>4</td>
<td>Science Elective**</td>
<td>4</td>
</tr>
<tr>
<td>MTH 261</td>
<td>3</td>
<td>Math Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Math 245</td>
<td>4</td>
<td>MTH 332</td>
<td>4</td>
</tr>
<tr>
<td>Education 105</td>
<td>3</td>
<td>Education 215</td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200</td>
<td>3</td>
<td>English 300</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy*</td>
<td>3</td>
<td>Religious Studies*</td>
<td>3</td>
</tr>
<tr>
<td>MTH 311</td>
<td>3</td>
<td>Math Concentration**</td>
<td>3</td>
</tr>
<tr>
<td>Math 341</td>
<td>3</td>
<td>Math Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Education 303</td>
<td>3</td>
<td>Education 325</td>
<td>3</td>
</tr>
<tr>
<td>Education 315</td>
<td>3</td>
<td>Education 335</td>
<td>3</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 495</td>
<td>3</td>
<td>Education 120</td>
<td>0</td>
</tr>
<tr>
<td>Math Concentration</td>
<td>3</td>
<td>Education 405</td>
<td>3</td>
</tr>
<tr>
<td>English or History Sem*</td>
<td>3</td>
<td>Education 450</td>
<td>6</td>
</tr>
<tr>
<td>Philos or Rel St’d’s Sem*</td>
<td>3</td>
<td>Education 460</td>
<td>6</td>
</tr>
<tr>
<td>Education 400</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* One of these can be waived
** One of these can be waived
### TYPICAL PROGRAM FOR ADOLESCENCE EDUCATION CONCENTRATION

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Math 151</td>
<td>4</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>MTH 152</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
<td>CSC 172**</td>
<td>4</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

| PHL 201                | 3     | REL 200               | 3     |
| Science Elective       | 4     | Science Elective**    | 4     |
| MTH 261                | 3     | Math Concentration    | 3     |
| Math 245               | 4     | MTH 332               | 4     |
| Education 105          | 3     | Education 215         | 3     |

#### JUNIOR YEAR

| English 200            | 3     | English 300           | 3     |
| Philosophy*            | 3     | Religious Studies*    | 3     |
| MTH 311                | 3     | Math Concentration**  | 3     |
| Math 341               | 3     | Math Concentration    | 3     |
| Education 305          | 3     | Education 325         | 3     |
| Education 315          | 3     | Education 335         | 3     |

#### SENIOR YEAR

| Math 495               | 3     | Education 120         | 0     |
| Math Concentration     | 3     | Education 405         | 3     |
| English or History Sem*| 3     | Education 440         | 6     |
| Philos or Rel St'd's Sem*| 3     | Education 450         | 6     |
| Education 401          | 4     |                       |       |

* One of these can be waived
** One of these can be waived
## TYPICAL PROGRAM FOR CHILDHOOD EDUCATION CONCENTRATION

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Math 151 or MTH 145</td>
<td>4</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>MTH 152 or MTH 146</td>
<td>4</td>
</tr>
<tr>
<td>CSC 171 or CSC 151</td>
<td>4</td>
<td>CSC 172**</td>
<td>4</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>Science Elective</td>
<td>4</td>
<td>Science Elective**</td>
<td>4</td>
</tr>
<tr>
<td>MTH 261</td>
<td>3</td>
<td>Math Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Math 245</td>
<td>4</td>
<td>MTH 332</td>
<td>4</td>
</tr>
<tr>
<td>Education 105</td>
<td>3</td>
<td>Education 225</td>
<td>3</td>
</tr>
</tbody>
</table>

### JUNIOR YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 200</td>
<td>3</td>
<td>English 300</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy*</td>
<td>3</td>
<td>Math Concentration</td>
<td>3</td>
</tr>
<tr>
<td>MTH 311</td>
<td>3</td>
<td>Math Concentration**</td>
<td>3</td>
</tr>
<tr>
<td>Math Concentration</td>
<td>3</td>
<td>Education 365</td>
<td>3</td>
</tr>
<tr>
<td>Education 305</td>
<td>3</td>
<td>Education 375</td>
<td>3</td>
</tr>
<tr>
<td>Education 315</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 120</td>
<td>0</td>
<td>Religious Studies*</td>
<td>3</td>
</tr>
<tr>
<td>Education 405</td>
<td>3</td>
<td>Math 495</td>
<td>3</td>
</tr>
<tr>
<td>Education 430</td>
<td>6</td>
<td>Math Concentration</td>
<td>3</td>
</tr>
<tr>
<td>Education 431</td>
<td>6</td>
<td>English or History Sem*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philos or Rel St’d’s Sem*</td>
<td>3</td>
</tr>
</tbody>
</table>

* One of these can be waived
** One of these can be waived
COURSES

No prerequisite required unless noted.

**MTH 007. INTERMEDIATE ALGEBRA (0).**
A non-credit, pre-college course in intermediate algebra stressing graphing and equation solving, algebraic manipulation, laws of exponents functions, and logarithms.

**MTH 102. MATHEMATICS FOR ELEMENTARY TEACHERS (3).**
A problem-solving oriented course for prospective elementary school teachers. Topics will include some of the following: properties of number systems, place value and scales of notation, elementary number theory, geometry and measurement, statistics probability. Open only to students in the elementary education program. Prerequisite: Three units of high-school mathematics or MTH 007.

**MTH 110. STATISTICAL METHODS FOR PSYCHOLOGY MAJORS (3).**
A data-oriented, applied introduction to statistics. Topics include descriptive statistics, data distributions, random sampling, relationships, confidence intervals and hypothesis testing. Prerequisite: Three years of Regents-level mathematics.

**MTH 111. INTRODUCTION TO STATISTICS I (4).**
A data-oriented, applied introduction to statistics; includes a two hour per week lab. Topics include descriptive statistics, distributions, hypothesis testing, confidence intervals and an introduction to multivariate statistics. Prerequisite: Three years of Regents-level mathematics.

**MTH 112. INTRODUCTION TO STATISTICS II (3).**
This course is a continuation of MTH 110 and MTH 111. Further methods of statistics and their use in life will be covered. It includes: inference for one and two populations, means, inference for two proportions and two variances, inference for simple and multiple regression, categorical data analysis, analysis of variance, nonparametric tests and logistic regression. Minitab statistical program will be used throughout this course. Prerequisites: MTH 110, MTH 111 or equivalent.

**MTH 120. MATHEMATICS FOR BUSINESS MAJORS (3).**
This course includes the following topics: exponential functions and models, mathematics of finance, linear systems and matrices, linear programming, derivatives. There is particular emphasis on applied problems. Prerequisite: three units of high-school mathematics or MTH 007.

**MTH 122. CALCULUS FOR BUSINESS MAJORS (3).**
Elementary functions, exponential and logarithmic functions, continuity, derivatives, max-min methods and applications. Primarily for students in economics and accounting. Prerequisite: three units of high-school mathematics including intermediate algebra.

**MTH 123. MATHEMATICS FOR ACCOUNTING MAJORS (3).**
An introduction to various contemporary applications of mathematics drawn from the following topics: linear algebra, combinatorics, graph theory, probability, modern algebra. The emphasis is on the interplay between theory and application in mathematics. Prerequisite: Four years of high school mathematics.

**MTH 145-146. CALCULUS I, II (4) AND (4).**
A study of differential and integral calculus of one variable and applications. Prerequisite: four units of high school mathematics or permission of department. MTH 145 or its equivalent is a prerequisite for MTH 146.

**MTH 151-152. CALCULUS I, II FOR MATHEMATICS AND PHYSICS MAJORS (4) AND (4).**
Standard topics of calculus (derivatives, integrals, sequences and series) taught
with use of computers (MAPLE software). The emphasis is on deep understanding of the basic concepts. Prerequisite: four units of high-school mathematics. MTH 151 is a prerequisite for MTH 152.

**MTH 202. INTRODUCTION TO CONTEMPORARY MATHEMATICS (3).**
An introduction to topics in contemporary mathematics emphasizing practicality as well as beauty. Topics include management science, statistics, social choice, geometry and topology.

**MTH 245. CALCULUS III (4).**
Multi-variate calculus with vectors. Line integrals and Green’s theorem. Prerequisite: MTH 146 or MTH 152.

**MTH 261. LINEAR ALGEBRA (3).**
Systems of linear equations, matrix algebra, vectors and vector spaces, linear transformations, inner product spaces, determinants, characteristic values and vectors. Prerequisites: MTH 145-146 or MTH 151-152.

**MTH 303. DIFFERENTIAL EQUATIONS (3).**
Linear differential operators and equations. Existence and uniqueness of solutions: initial-value problems. The Wronskian, homogeneous equations and non homogeneous equations: variation of parameters, the method of undetermined coefficients. The Euler equation, the Laplace transform, normal systems, eigen values and eigenvectors. Series solutions. Prerequisite: MTH 245.

**MTH 306. TOPICS IN NUMBER THEORY (3).**
Elementary properties of integers, divisibility and related concepts, methods of representing integers, functions of number theory, simple diophantine equations, special sequences and series. Prerequisite: three semesters of mathematics or permission of the department chair.

**MTH 307. COMBINATORIAL MATHEMATICS AND GRAPH THEORY (3).**
Some classical puzzles of recreational mathematics; enumeration techniques; combinatorial designs; graph theory and network flows. Prerequisite: three semesters of mathematics or permission of the department chair.

**MTH 311. INTRODUCTION TO PROBABILITY THEORY (3).**
Basic probability theory, combinatorial analysis, independence and dependence. Discrete and continuous distributions, random variables, random vectors, multivariate distributions. Expectations and moment generating functions. Binomial, normal, Poisson and related distributions. Sums and sequences of random variables. Central Limit Theorem. Prerequisites: MTH 245 or permission of department.

**MTH 312. MATHEMATICAL STATISTICS (3).**

**MTH 313. APPLIED STATISTICS (3).**
Linear models and analysis of variance. Least squares theory. Regression and correlation. Design of experiments. Some applications of regression analysis in practical research. Prerequisite: MTH 312.

**MTH 332. REAL ANALYSIS (4).**
An introduction to techniques of mathematical proof, with emphasis on the recognition and evaluation of problem structures common to all areas of mathematics. Application of these techniques to a detailed description of the Real Number system. Examination of the algebraic, set-theoretic and topological structures of the Real Number system (completeness, compactness, connectedness) and real sequences. Prerequisites: MTH 245, MTH 261.
MTH 341. ALGEBRAIC STRUCTURES I (3).
Fundamental structures of semigroups, groups, rings, integral domains and fields and their morphisms. Prerequisite: MTH 261 or permission of the department chair.

MTH 351. LINEAR AND MATHEMATICAL PROGRAMMING (3).

MTH 361. MODERN GEOMETRY (3).
Topics from the foundations of geometry, non-Euclidean geometry, transformation theory, dissection theory, convexity. Prerequisite: three semesters of mathematics or permission of the department chair.

MTH 370. INTERMEDIATE PROBLEM SOLVING (3).
A working introduction to general heuristic reasoning (including specialization, generalization, analogy and induction) useful in solving mathematical problems. Prerequisite: MTH 245 or permission of the department chair.

MTH 390-399. INDEPENDENT STUDY.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean’s office.

MTH 421. NUMERICAL ANALYSIS (3).
The development of algorithms for and error analysis of: solutions of equations, interpolation and approximation, numerical differentiation and integration, numerical solutions of differential equations. Prerequisites: MTH 245; MTH 261 also, knowledge of a high level programming language or permission of the department chair.

MTH 431. INTRODUCTION TO COMPLEX ANALYSIS (3).
The complex number system. Differentiability and the Cauchy-Riemann conditions. The exponential, trigonometric and logarithm functions. Complex integration; the Cauchy integral theorem and its implications. Consequences of the Cauchy integral formula. Taylor and Laurent series, singularities. Prerequisite: MTH 245 or permission of the department chair.

MTH 470-479. TOPICS IN MATHEMATICS (3).
These courses will vary in content and will be offered irregularly depending on student interest and faculty availability. The following titles apply for MTH 470-475:

MTH 481. TOPOLOGY (3).
Topological spaces; separation and countability properties. Mappings and continuity. Compactness and connectedness of various types. Product and quotient spaces. Prerequisite: MTH 332 or permission of the department chair.

MTH 490. INTERNSHIP (3).
A limited number of internships are available to students to provide them with practical experience in the applications of mathematics in business. Prerequisites: Senior standing in mathematics and prior consultation with department chair.

MTH 495. SENIOR RESEARCH PROJECT (3).
This course, exclusively for senior mathematics majors, involves the completion and presentation of a research project in the student’s area of concentration. Prior to registration for the course, a student must submit a proposal and have it approved by the department chair. Students may work in teams of two or three on projects; however, team projects will
require commensurably greater scope than individual projects.

MTH 496-499. RESEARCH.
An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office.

COMPUTER SCIENCE

CSC 151. INTRODUCTION TO INFORMATION PROCESSING I (3).
An overview of past, present and future computing and its applications in the business setting. Topics include a brief history of modern computers and computer languages, an introduction to the hardware components of computer systems and their functions, information storage and organization, data communications and networks, and system and application software. Special features of microcomputer hardware and software will be considered. The course will include introductory concepts and applications of electronic spreadsheets, with practical experience in using standard spreadsheet software.

CSC 171. INTRODUCTION TO PROGRAMMING METHODOLOGY (4).
After an introduction to the basic concepts of computer systems (hardware and software), this course deals with the general topic of problem solving and algorithm development, as implemented with the C++ programming language. The following aspects of programming are treated: data types (scalar and structured); program structures (control structures and subprograms, block structure of the language); introduction to program development (design, coding, testing, documentation).

CSC 172. DATA STRUCTURES AND PROGRAM DEVELOPMENT (4).
This course extends the study of programming methodology introduced in CSC 171 (specification, design, coding, verification). Concepts and implementations of standard data structures are studied: linear structures (lists, including stacks and queues) and nonlinear structures (trees, sets). Other topics include: recursion, the implementation and analysis of algorithms for internal searching and sorting, file merging as an external sort technique. Prerequisite: CSC 171 or CSC 252. Corequisite: MIS 385 or CSC 253/MIS 325.

CSC 203. COBOL PROGRAMMING (3).
This course is a study of the COBOL programming language, with application of its features for table handling, sorting, sequential and random access file handling and modular programming. Prerequisite: prior experience with a high-level programming language.

CSC 252 (MIS 385). PROGRAMMING IN VISUAL BASIC (3).
This class covers the basics of structured programming using Visual Basic. The theory and practice of structured programming, logic, systems development, and object-oriented analysis and design are covered in a series of interactive hands-on assignments. A term project involving the development and documentation of a Visual Basic program is required. Oral, written and technical communications are required in this course. Prerequisite: MIS 301.

CSC 253 (MIS 325). PROGRAMMING WITH JAVA (3).
See course description for MIS 325.

CSC 355. PROGRAMMING DU JOUR (3)
This course covers advanced programming topics relevant to today’s programmer. Topics may include event-driven programming, concurrent programming, using application programming interfaces
(APIs), programming language design, software design patterns, compilers versus translators, graphics and visual programming. Included will be the study of two to four programming languages, used to illustrate the various programming concepts. The specific programming topics and languages covered are based on instructor preferences, market demands and current programming language research. Prerequisite: CSC 172.

**CSC 372. COMPUTING ENVIRONMENTS (3).**
Computing hardware architecture and software operating systems are studied in this course. Popular computing implementations are compared and contrasted with a historical perspective provided to better understand the evolution of computing environments. Architecture topics include: digital logic and digital systems; machine level representation of data; assembly level machine organization; memory system organization; I/O and communication; and CPU implementation. Operating system topics include: operating system principles; concurrency; scheduling and dispatch; virtual memory; device management; security and protection; and file systems and naming. Prerequisite: CSC 172.

**CSC 385. CONSULTING (1).**
This course is a program of informal instruction in the total environment of the College's academic computer system hardware, operating system, system utilities, compilers, run-time systems, software packages and in the application of the student's consequent knowledge to assisting other students, as well as faculty members, in their use of this computer system. To be taken on a pass/fail basis only. Prerequisites: sophomore standing and permission of the department chair.

**CSC 390-399. INDEPENDENT STUDY.**
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. The proposal will be kept on file in the dean of arts and sciences' office.

**CSC 490. INTERNSHIP IN COMPUTER SCIENCE.**
Participation in a field learning experience in some area of computer science. The student intern reports as required to a supervising faculty member, who will evaluate the internship and its relationship to the student's academic program. Prerequisites: a minimum of four computer science courses; junior or senior standing; and approval of the department. May be taken pass/fail only.
Director: Susan B. Bastable, R.N., Ed.D.

As the fastest growing field in health care, nursing offers exciting, rewarding, and challenging career options. This program of study prepares nurses to function as generalists in practice when assuming the many excellent and ever-expanding employment opportunities available nationwide.

This 65-credit upper-division bachelor's degree nursing education program is open to registered nurses interested in pursuing a higher level of education for professional nursing practice. Graduates of associate degree or diploma programs in nursing are eligible upon admission to transfer in 60 credits of pre-requisite course work to earn a B.S. degree in nursing on a full-time or part-time basis. The pre-admission requirements have been determined to allow most prospective R.N. students a seamless transition to the upper-division program.

The centerpiece of this curriculum, which includes a combination of primarily classroom study and selected clinical nursing courses, is designed for the education and development of the professional nurse. Simultaneously, this curriculum consists of a comprehensive set of core liberal arts and science courses in religion, philosophy, history, and literature, which are required of all students regardless of major and serve as the underpinnings for the education of the whole person. This unique program of study in nursing is truly a “thinking” curriculum that affords students the necessary perspectives and skills to form their beliefs, value systems, and commitments to positions of leadership and service in their personal and professional lives.

Students seeking admission to the nursing major may enter in either the fall or spring semesters. The curriculum is designed to be completed in two years by a full-time student or within four to five years by a part-time student. To facilitate completion of the curriculum in a timely fashion, all core courses are offered both semesters, with many of them also available in the summer sessions. Both nursing and core courses are provided in three-hour blocks of time in a flexible scheduling mode of day and evening classes to accommodate the needs of the adult learner.

Students will be admitted to junior and senior years of this program as transfer students for the bachelor’s degree. Students admitted to this program must meet the Le Moyne College standards for transfer admission. Because there is an option for part-time study, required courses for junior and senior years are listed by category rather than by semester.

Prerequisites for students with associate degrees and diplomas in a nursing program, seeking the B.S. degree in nursing, are:

- Biology, 9 credits (microbiology 3-4 credits; anatomy and physiology 6-8 credits)
- Nursing, 30 credits
- Math, 0-3 credits (three years of high school Regents, a non-credit intermediate algebra, or 3 credits of college math)
- Electives/LAS, 6-9 credits
- English, 6 credits (3 credits must be in composition)
- Social Sciences, 6 credit (3 credits must be in psychology).
# TYPICAL PROGRAM FOR NURSING MAJOR – B.S.

## JUNIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 315 Health Assessment (lab)</td>
<td>3</td>
<td>NSG 350 Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 330 Professional Socialization</td>
<td>3</td>
<td>NSG 375 Health Promotion and Protection</td>
<td>3</td>
</tr>
<tr>
<td>BIO 345 Pathophysiology</td>
<td>3</td>
<td>MTH 111 Introduction to Statistics</td>
<td>4</td>
</tr>
<tr>
<td>ENG 403 Writing &amp; Speaking in the Professions (core)</td>
<td>3</td>
<td>HST 102/104 Western/World Civilizations (core)</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103 Western/World Civilizations (core)</td>
<td>3</td>
<td>PHL 201 Philosophical Perspectives of the Human Situation (core)</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101 Philosophical Foundations of Western Thought (core)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SENIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSG 410 Management/Leadership*</td>
<td>3</td>
<td>BIO 435 Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 420 Family Health</td>
<td>3</td>
<td>NSG 440 Community Health*</td>
<td>4</td>
</tr>
<tr>
<td>REL 200 Religious Perspectives of the Human Situation (core)</td>
<td>3</td>
<td>NSG 505 Principles of Teaching/ Learning</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300 Major Authors</td>
<td>3</td>
<td>REL 300 Religion and Healing (core)</td>
<td>3</td>
</tr>
<tr>
<td>PHL 304/305 Ethics (core)</td>
<td>3</td>
<td>PHL/REL 400 Senior Seminar (core)**</td>
<td>3</td>
</tr>
</tbody>
</table>

* Denotes clinical

** Recommend PHL 401, 405, 406, 410, 411 or REL 405, 412 or selected CCM courses: 403, 452 or CFM 402, 413, 416, 425, 429.

NSG courses are offered by St. Joseph's College of Nursing.
PHILOSOPHY

Chair: Thomas Brockelman
Professors: Sáenz, Schonsheck
Associate Professors: Arnault, Brockelman, Flower, Kagan, MacKendrick
Assistant Professors: Lee, Marcano
Visiting Assistant Professor: Fisher
Adjunct Faculty: Arentz, Daly, Giegengack-Jureller, Madigan, Mooney, Radcliffe, Zammiello
Emerita: Hanley
Emeritus: Curley, C. Kelly

The goal of Le Moyne's department of philosophy is to orient students in the development of critical and speculative thought, under conditions of intellectual and affective freedom, and with a sense of openness towards alternative visions of life-experience. The study of philosophy at Le Moyne is pluralistic in approach. As such, it allows majors and non-majors alike to focus on those philosophical themes that best respond to their individual concerns and vocational aspirations. These include graduate study in philosophy or related disciplines (e.g., religious studies; women's studies; critical, literary and film theory; etc.), professional studies (in law, medicine or the ministry), and other career studies (in civil rights, ecology, etc.)

CORE PROGRAM

The core program of studies is meant to serve not only specialists, but all students, to the extent that questions proper to philosophy are common to everyone and should be thematically studied by every liberally educated person. The core program is intended to clarify philosophic questions about human life and reality generally and to help them develop a philosophic understanding of their world and a method for enlarging that understanding in the future. See page 33 for regulations concerning sequence of core courses.

MAJOR PROGRAM

The philosophy curriculum for majors emphasizes the study of the history of philosophy and provides the opportunity to reflect on principal thematic clusters. These include: (A) Social, Political, and Legal Philosophy; (B) Philosophy and Culture; (C) Histories and Genres of Philosophy; (D) Philosophy of religion; and (E) Logic, Epistemology, and Philosophy of Science. A student who majors in philosophy must take (1) the requirements of the core, (2) a course in logic (PHL 217 or PHL 312), (3) two courses in the history of philosophy (to be chosen from PHL 313, PHL 314, PHL 315, and PHL 318), and (4) five additional major elective courses.

PHILOSOPHY MAJOR

Core Requirements: Hours:

PHL 101 3
PHL 201 3
PHL 301-303 3
PHL 400 or REL 400 3
REL 200, REL 300-399 6
ENG 100, 200 and 300 3
ENG 400-419 or HST 400-419 3
History 6
Social Science 3
Natural Science 3

Major Requirements:

History of Philosophy
(two from the following):
PHL 313, PHL 314, PHL 315
and PHL 318 6
Logic (PHL 217 or PHL 312
or PHL 317) 3
Major Electives 15

Major Support:

Foreign Language* 6
Mathematics or Comp Science 3
Natural Science (in addition to core) 3
Social Science (in addition to core) 3
Visual Arts 3
Electives:
Non-major Electives 12
Free Electives 24

*Intermediate level in a foreign language is required. For those students who require the introductory course, 12 hours will be necessary to achieve this level.

PHILOSOPHY MINOR
A student wishing to minor in philosophy must complete five courses in philosophy, at least one of which must be a philosophy elective. All philosophy electives except PHL 490-499 are open to non-majors. Most electives in philosophy may be taken as soon as PHL 201 has been completed.

COURSES
No prerequisite required unless noted.

CORE COURSES

PHL 101. PHILOSOPHICAL FOUNDATIONS OF WESTERN THOUGHT (3).
This course explores the nature of philosophical inquiry through a consideration of the writings of major figures in the history of Western thought up to 1650. Philosophers to be considered will include Plato, Aristotle, Aquinas and Descartes. Some effort will be made to reflect on the world views these philosophers represent, the cultural assumptions and values (e.g., ethnocentrism, gender and racial biases) operative in these world views and the effects of these assumptions on philosophical thinking.

PHL 201. PHILOSOPHICAL PERSPECTIVES ON THE HUMAN SITUATION (3).
This course examines a variety of interpretations of the human situation, drawn from the following categories: (1) the Western intellectual tradition since 1650; (2) contemporary thought; and (3) non-Western thought (e.g., Eastern, African, Latin American). Issues pertaining to (a) gender and the human situation and (b) race and the human situation will also be considered.

PHL 301-303. ETHICS (3).
These courses investigate the philosophical foundations of normative ethics in an effort to clarify the status of moral values in human life. The topics considered in these courses include the study of moral concepts, the characteristics of moral reasoning and the nature of moral responsibility. (Any one of these courses satisfies the third year core requirement in ethics.)

PHL 301. GENERAL ETHICS (3).
This course investigates the nature and kinds of values that affect the quality of human life. It examines the basis of moral responsibility, the notions of good, right and ought, as well as the special characteristics of moral reasoning. Within the time available, specific types of conduct are examined as morally good or bad, in the light of the grounds of goodness discovered and the method of reasoning found appropriate to moral judgment. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.

PHL 302. ISSUES IN ETHICS (3).
This course attempts to investigate the ethical dimension of the human condition by focusing on a specific set of ethical problems or by focusing on a particular perspective of special interest to those carrying on the investigation. This course might well include such issues as capital punishment, euthanasia and the quality of the environment. It might also study various questions and problems that arise when one considers issues of gender and race. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.
PHL 303. GREAT TRADITIONS IN ETHICS (3).
This course aims at an understanding of the activity of making moral judgments or affirming one value or set of values over another. At issue are, typically, the meaning of the words spoken when people make ethical assertions, the possibility of justifying or proving the truth of such assertions and the implications of discovering situations in which the ethical dimension is problematic. Integral to this course is a study of these questions in the light of the great traditions of ethical thinking as they have come to light in the various wisdom literatures. Prior to registration, faculty teaching sections of this course will publish an appropriate syllabus to help guide students in their choice of courses. Prerequisites: PHL 101, 201.

PHL 304. ISSUES IN MEDICAL ETHICS (3).
Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues debated in the health professions. Specific topics will vary, but may include some of the following: death and dying, the medicines, choices in reproduction, presymptomatic testing for genetic disease, AIDS and social justice, allocation of medical resources and access to health care. Open only to students in the Physician Assistant Program.

PHL 305. ETHICS AND THE NURSE (3).
Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues in nursing. Specific topics will vary. Open only to students in the Bachelor's of Science in Nursing.

PHL 400-419. SEMINARS IN PHILOSOPHY (3).
A selection of integrative seminars designed to investigate the presuppositions, structures and images that underlie the human attempt to understand and participate in the world. Each seminar will focus on a theme of general scope and significance and, in so doing, will enable students to come to a reflective understanding of their own assumptions and values in the context of what they have encountered in their previous years of study. Emphasis will be placed on student discussion and active integration of material through written work and class presentations.

PHL 401. PHILOSOPHY SEMINAR: DUALISMS WHICH HAVE SHAPED OUR CULTURE (3).
The structuring of reality as a duality or opposition—self/other, mind/body, reason/emotion, male/female, limitation/transcendence, spirituality/materiality,—is a dominant theme in Western philosophical thought. Such structures have also powerfully affected our social and personal realities: the way we treat those who are different from us, which human qualities we see as valuable and which we deem inferior, the way we interpret our own experiences, the way we perceive and evaluate the world around us. This course will examine the philosophical sources and continuing contemporary expression of some of the central dualisms that have shaped our culture. Particular attention will be paid to the ways in which dualisms have shaped the development of Western ideas about objectivity, medical technology, health, disease, disability, the female body, aging, death and dying. Prerequisites: PHL 101, 201, 301, or 302 or 303.

PHL 402. PHILOSOPHY SEMINAR: ROMANCE, MYTH AND LOGOS: A PHILOSOPHICAL STUDY OF THE STRUCTURES OF MEANING (3).
Whether through a poem, a philosophical reflection, a piece of music or work of art, whether through falling in love, the power and challenge of one's life's vocation or a meandering boat ride up the Merrimac River, each of us has experienced the sub-
lime state of meaningfulness. Some may have also experienced, in the evaporation of such meaning, the specter of meaningless. This course brings the tools of philosophical analysis to bear upon the phenomenon of meaning or meaningfulness. Through careful phenomenological study of the richly varied “family” of meaning-structures, each participant is provided with an opportunity for a critical understanding of the nature of human-kind’s engagement with meaningfulness. The course is predicated upon a presumed intimacy between our concern with meaning and the phenomenon romance. Thus, the distinctive but intertwined roles of mythos and logos in the creation of romance will serve as thematic threads into the investigation of meaning. The purpose of this experience is to afford each participant a greater appreciation of the birth and death of meaning, the manner in which it sustains us and the full-blown range of its opportunity.

**PHL 403. PHILOSOPHY SEMINAR: HEROISM AND THE HUMAN SPIRIT (3).**

This seminar will involve varied readings from world literature, augmented by some extra readings from philosophy and psychology in search of responses to the question, “What makes a person great?” Of central concern will be the issue of the nature of the heroic; we will also be concerned with some other philosophical problems which arise in connection with this question (such as: the problem of evil; personal identity; determinism, free will and fatalism; death; the mind-body problem and the problem of other minds; philosophical anthropology and philosophical psychology as well as some philosophy of psychology; philosophical analysis of religious experience).

**PHL 405. PHILOSOPHY SEMINAR: EXPLORING KNOWING AND LEARNING (3).**

This course focuses on an interdisciplinary exploration of human knowing as exemplified in the various majors of students in the course. After some discussion of basic philosophical issues regarding human knowing, students will engage in a critical examination of their own major fields of study through research and interviews with their professors in an effort to understand the key elements in that discipline’s approach to knowing. After sharing the results of their investigation with the class, students will develop learning strategies appropriate for their own discipline.

**PHL 406. PHILOSOPHY SEMINAR: LIMITATION AND TRANSCENDENCE IN THE HUMAN CONDITION (3).**

We can learn a great deal about the human condition from the struggles of human beings coping with the loss (or threat of loss) of aspects of experience that many of us take for granted most of the time: personal freedom, health and well-being, integrity and dignity, mobility, cultural stability, economic security. Looking at diverse cultural, historical and personal contexts (colonial Africa, American slavery, the Holocaust, the current AIDS crisis, physical disability), this course will explore the human being’s struggle to find new sources of meaning and strength under conditions of profound challenge and limitation. An encounter with human differences as well as an exploration of what human beings have in common, the course also hopes to provide students with an opportunity to reflect philosophically on their own lives and the challenges they have met or will be faced with in the future. Assigned material will consist of short stories, novels, auto biographies and films.

**PHL 407. PHILOSOPHY SEMINAR: ETHICS, ART AND LITERATURE (3).**

Investigations into questions concerning the relations between philosophical theories of ethics and actual works of art, including novels, paintings, plays, poetry and films, have recently been increasing. This course explores the thesis that philosophical theories of ethics, which state their case at a high level of generality, must be complemented and/or completed by detailed, individual case studies. It chal-
PHILOSOPHY

PHIL 201. PHILOSOPHY: CHALLENGES TO THE ETHOS (3).
This course challenges students to bring human actions, their own and others, into relief through casting the lights of rival theories of ethics upon them. It works to reveal the differing social consequences of the adoption and/or truth of this or that theory of ethics for everyday life. Selected works of art are studied to determine what is gained and what is sacrificed in particular lives by putting trust in this or that theory. Finally, the course explores various philosophical questions concerning the expression of values in art and in literature. Electives in philosophy may be taken upon completion of PHL 201 unless otherwise noted.

PHL 408. PHILOSOPHY SEMINAR: PHILOSOPHY AND REVOLUTION (3).
This course will examine some of the connections that have been made between philosophical discourse and radical transformative practices in politics, culture, the economy and society. It will consider whether and how philosophical discourse contributes to the enlightenment necessary for revolutionary and liberatory transformations of the established order, or, alternatively, whether and how it becomes an obstacle to those transformations. Some of the ideas studied will include Plato’s conception of philosophy as liberation from the imprisonment of the cave, modern and post-modern conceptions of social revolution and its likelihood, desirability, relation to human liberation and, finally, contemporary treatments of the relation between revolution, on the one hand, and neocolonialism, violence, patriarchal society, racial oppression and class exploitation, on the other hand.

PHL 409. PHILOSOPHY SEMINAR: PHILOSOPHY, FAITH AND MYSTIC UNION (3).
This seminar explores the concept of divinity developed in a contemporary project in philosophical theology. It then moves on to a consideration of the notion of religious faith as expressed by various authors in a biblical tradition. Finally, it investigates what it means to directly experience God by analyzing the several states of mystic union articulated by some of the great mystics.

PHL 410. PHILOSOPHY SEMINAR: HEALTH, SOCIETY AND THE LAW (3).
The historical development of western ideas of health, disease and illness will be studied from the perspective not only of philosophy, but also of medicine and psychiatry, psychology, religion, sociology, economics and the law. The seminar will explore the development of concepts of mental illness, dementia and mental “retardation”, as well as the definition of sexual preferences and “perversions” as diseases, and the role of international groups, such as the World Health Organization, in the social construction of definitions of human health. Prerequisites or corequisites: PHL 101, 201, 302.

PHL 412 (URB 412). PHILOSOPHY SEMINAR: PHILOSOPHY AND ARCHITECTURE (3).
This course will examine philosophical issues raised by the practice of architecture—the relationship between space and place, the concept of “home,” the boundary between “art” and “science,” the demand that art reflect “our time,” and the nature of the city. Beginning from some basic background in the history and language of architecture, the seminar will examine how philosophical questions arise from the everyday concerns of the architect. The course is taught concurrently with a seminar in the architecture school at Syracuse University and will involve weekly interaction with architecture students.

PHL 413. PHILOSOPHY SEMINAR: MOVIES, REMARRIAGE AND UNKNOWNNESS (3).
This course seeks to shed light on three great human questions – How should I live? What is marriage? What is it to be unknown? – through the study of movies. In particular, by tracing a series of Hollywood comedies and melodramas as well as some recent foreign films, the course explores how such movies, and perhaps movies in general, can teach us about three related concerns: (1) what it means
to take an interest in our own experience, and what might lead us to take that interest; (2) how our relation to intimate others (as in marriage) is bound up with an ideal of conversation; (3) what responses are open to us when others fail to acknowledge us. The work of the course will draw from philosophical and literary texts (by John Milton, Ralph Waldo Emerson, George Bernard Shaw, Stanley Cavell and others) as well as from classic and recent Hollywood and foreign films and either PHL 301 or PHL 303.

**PHL 414. EXISTENTIALISM: PLAYWRIGHT PHILOSOPHER G. MARCEL (3).**

This seminar integrates philosophy and drama by concentrating on the plays and philosophical essays of French existential thinker Gabriel Marcel. Marcel inquired into the meaning of life by appealing to the dramatic imagination; and his philosophical reflection clarified questions and themes that his theater first brought to light – e.g. I-Thou, interpersonal relationships, commitment, belonging, being and having, creative fidelity and hope vs. despair. Prerequisites: PHL 101, PHL 102 and either PHL 301, 302 or 303.

**PHL 415 (REL 415). PHILOSOPHY SEMINAR: THEOLOGIES AND PHILOSOPHIES OF LIBERATION (3).**

This seminar will provide the opportunity for students to examine philosophical and theological traditions of social and political liberation in the Americas. Special consideration will be given to reflections on gender, race, and class that occur in the theological and philosophical works we read. The convergence of theory and social praxis in ecclesial based communities, as well as the politicization of Latin American philosophical thought as a response to the Cuban Revolution challenge will be studied. Prerequisites or corequisites: REL 200, REL 300, PHL 101, PHL 201 and PHL 301.

**PHL 419. PHILOSOPHY AND THE ENVIRONMENT (3).**

This course provides a broad perspective on environmental ethics. Many theories of environmental ethics will be considered, including animal rights, biocentric, eco-centric, deep ecologist and religion-based theories. Special emphasis will be placed on environmental ethics as a critique of the anthropocentrism in traditional ethics. Various methods of extending moral consideration to nonhuman organisms, species and ecosystems will be examined. An important topic will be the nature and extent of value, particularly intrinsic value, in the natural world. Several important environmental issues will also be discussed, including obligations to future generations, population problems, and economics versus the environment.

**PHILOSOPHY ELECTIVES* **

*The letters in parentheses at the end of each course description refer to thematic clusters described under “Major Program” on page 160.

**PHL 217. INTRODUCTION TO FORMAL LOGIC (3).**

Students will have the opportunity of discovering and exploring the structure and interrelations of the various kinds of propositions that occur in deductive reasoning. Logic will be presented as applying to the actual world incidentally, but to possible types of order explicitly. Propositional logic, predicated logic, classes and relations will be part of its content. Quantified expressions will be studied. Some attention will also be given to the non-deductive processes of the scientific method and the analysis of probabilities. Throughout the course there will be a wide selection of problem-solving challenges. (E)

**PHL 309. ART AND POLITICS (3).**

This course uses art manifestos and a variety of current works in both the art and philosophy to examine and question the
relation between art and politics. We will ask whether this relationship is necessary, desirable, or detrimental to art, or for that matter, politics. (A)

**PHL 310. AESTHETICS (3).**
Beginning with the fact of aesthetic experience, this course proposes to investigate the main problems that develop from an attempt to understand such experience. It aims at a philosophical interpretation of the processes of aesthetic creation and response and of their characteristic objects, both natural and human-made. (B)

**PHL 311. PHILOSOPHY IN THE UNITED STATES (3).**
This course examines the development of philosophical thought in the United States from the colonial period to the middle of the twentieth century. The main emphasis falls upon the rise of pragmatic philosophy, as exemplified in the writings of Charles Sanders Pierce, William James and John Dewey. Other traditions such as Puritanism and Transcendentalism are considered, along with readings dealing with race and gender issues. (B,C,D)

**PHL 312. INFORMAL LOGIC (3).**
An introduction to critical thinking, this course focuses on developing skills in evaluating and constructing arguments. Fallacy detection and analysis will be of central concern. The influence and importance of gender and culture on argument, both as product and as process, will also be stressed. (A,E)

**PHL 313. SURVEY OF ANCIENT PHILOSOPHY (3).**
A study of the development of Greek and Roman philosophy. This course aims at the formation of a sympathetic insight into the foundations of Western thought. Major items include the reflection of ancient philosophers upon the nature of the physical universe, the role of human beings in society and the nature of morality. (C)

**PHL 314. PHILOSOPHIC THOUGHT OF THE MIDDLE AGES (3).**
A survey course in the development of the philosophic foundations of medieval humanism. The major thinkers from Augustine to William of Ockham will be examined through both primary and secondary sources with special emphasis on the themes that unify the speculative thought of this rich period. (C,D)

**PHL 315. HISTORY OF MODERN PHILOSOPHY (3).**
A survey of Western philosophical thought from Descartes to Kant. The course traces the main lines of development of continental rationalism and Anglo-Saxon empiricism, culminating in the attempt at a synthesis in the transcendental philosophy of Kant. (C)

**PHL 316 (WMS 316). PHILOSOPHY OF THE BODY (3).**
Examining both classical and contemporary texts, this course will present a variety of perspectives-metaphysical, phenomenological and cultural-on the body as a subject of philosophical exploration. Particular attention will be paid to the relationship between culture and body, contemporary attitudes toward the body and various dimensions of the experience of embodiment. Prerequisite: PHL 301 or 302 or 303. (A,B)

**PHL 317. SYMBOLIC LOGIC (3).**
Building upon a foundation of an introductory course in logic, this course will examine the construction and comparison of axiomatic systems. It will study the propositional calculus that is developed in Principia Mathematica and the axioms and theorem of Boolean class calculus. Duals, paradoxes, multivalue logic and modal logic will be included in the content of this course. It will included opportunities for developing problem-solving skills. Prerequisite: PHL 217 or permission of the instructor. (E)
PHL 318. NINETEENTH-CENTURY EUROPEAN PHILOSOPHY (3).
A survey of European thought after Kant. This course will focus on the rise and fall of idealism, the rise of positivism, and historicist-materialist as well as existential reflections on culture, society and the human sciences. Figures studied may include Fichte, Schelling, Hegel, Feuerbach, Marx, Comte, J. S. Mill, Dostoevsky, Schopenhauer, Kierkegaard and Nietzsche. (C)

PHL 319. THEORY OF KNOWLEDGE (3).
The adequate appreciation and mastery of any intellectual discipline demands that the individual have a firm grasp of scope, operation, structure and limitations of human knowledge. This course intends to provide the student with a grasp of what knowledge is, how it is acquired, how it is evaluated, what distinguishes valid from invalid knowledge, evidence, theory construction, etc. Special attention is given to the theory of cognitive paradigms, i.e., the position that different theoretical models generate different sets of facts and different descriptions of reality. The course is recommended for philosophy and psychology majors and should be of particular interest to students majoring in the natural or social sciences. (E)

PHL 321 (WMS 321). THE ANATOMY OF CRUELTY (3).
Drawing on a combination of philosophical texts and other genres (e.g., novels, films, TV shows), this course seeks to provide students with an opportunity to study contemporary constructions of cruelty and criminal violence. We will probe the central images and tropes that permeate contemporary depictions of cruelty and criminal violence, with an eye to discerning the philosophical sources, the socio-political contexts, and the political uses of these representations. Particular attention will be paid to the structure of torture, the philosophy of emotion and cruelty, the paradoxes of cruelty, the Gothic imagination, and the impact of social hierarchies on contemporary constructions of cruelty and criminal violence. Prerequisites or corequisites: PHL 101, 201 or the permission of the instructor.

PHL 326. ANALYTIC PHILOSOPHY (3).
A presentation and examination of selected texts in the analytic tradition from J. S. Mill and Frege to Kripke. Focus is on topics such as reference, naming, predication, necessity and truth with an emphasis on their import for questions concerning the meaning of existence. (C,E)

PHL 328. EXISTENTIALISM (3).
An examination of existentialist views on human choice, personal commitment and subjectivity. This course will study the relationship between self and world as well as the existentialist notion that the meaning of that relationship is always open; it will explore the existentialist view that the gap between self and world is unbridgeable. The ambiguity and/or the absurdity of human life will be considered by means of a sustained reflection on existentialist philosophical, literary and cinematic works. (B,C,D)

See course description for ANT 329. (B,E)

PHL 330. POSTMODERN THOUGHT (3).
This course concentrates on European thinkers from 1870 to present. Themes include the role of the unconscious, the imagination, and desire in the creation of values and the presentation of knowledge. (C)

PHL 331. CONTEMPORARY CONTINENTAL THOUGHT (3).
An exploration of developments in German, French and North American continental philosophy since the 1950s, with an emphasis on current issues and debates. Topics discussed may include the critique of humanism, deconstructionism, psychoanalysis,
PHILOSOPHY

DIVISION OF ARTS AND SCIENCES

post-structuralism, European feminism and critical theory. (B,C)

PHL 334. QUESTIONING THE EXISTENCE OF GOD (3).
An inquiry in a rational way into the things human reason can disclose concerning God. The course examines the logical and methodological issues involved in various arguments for the existence of God as well as objections raised to the whole enterprise of theistic proofs. (D)

PHL 335 (REL 383). PHILOSOPHIES OF JUDAISM (3).
An examination of a variety of Jewish philosophical tendencies as responses to fundamental crises and challenges. The course will focus on several paradigmatic philosophies of Judaism in terms of the following: (a) the human person (philosophical anthropology); (b) revelation and obligation; (c) theology; and (d) Jewish identity and existence. The influence and importance of gender and culture in the development of these philosophies will also be stressed. (D)

PHL 336 (PGS 335). ASIAN PHILOSOPHY (3).
An examination of the main philosophical traditions of India and the Far East: Hinduism, Buddhism, Taoism and Confucianism. This course will focus upon mysticism as a primary determinant of Eastern thought and will seek to place these philosophies in their historical and cultural setting. (C,D)

PHL 339. EVIL, FREEDOM, AND GOD (3).
This course focuses on various classical and contemporary treatments of the problems that the existence of evil and human freedom pose for the recognition and intelligibility of an underlying omnibenevolent, omnipotent and omniscient agency. (D)

PHL 341. VALUES IN TRANSITION (3).
This course examines the shift in values affecting contemporary cultures. Philosophic analysis of the nature of values and the conditions of possibility for their continuity, growth or stalling blends with analysis of social science findings on the relativity of mores and institutions in the study of this timely question. (B)

PHL 342 (PGS 342/WMS 343). U.S. LATINA THOUGHT (3).
U.S. Third World women in general and Latinas in particular have raised important philosophical questions that have enriched philosophical and feminist considerations about the nature of the self, reality, knowledge and politics. This course will involve a close reading of a number of philosophical and literary text by U.S. Latinas from a number of different social locations.

PHL 349. SOCIAL AND POLITICAL PHILOSOPHY: HISTORICAL (3).
This course investigates central issues in social and political philosophy from ancient times through the 19th century. Specific issues may vary, but will include some of the following: attempts to design the ideal state, attempts to provide a moral justification for the actions of states (the problem of power vs. authority), philosophical foundations of individual property rights, principles limiting the scope of legitimate governmental actions, principles of just revolution. (A,C)

PHL 350. SOCIAL AND POLITICAL PHILOSOPHY: CONTEMPORARY (3).
An examination of methodological and substantive issues in contemporary social and political philosophy. Methodological issues center around the question: “What sort(s) of arguments (if any) justify the existence of states?” Substantive issues center around the questions: “What state functions are morally permissible? Morally obligatory?” Some current social issues are examined in light of the theories discussed; e.g., moral limits (if any) on political dissent, income redistribution, covert non-compliance with laws. Prerequisite: PHL 301 or 302 or 303. (A,C)
PHL 351. PHILOSOPHY OF LAW (3).
This is not a course in the study of law. It is a course designed to afford students who have an interest in the law (not necessarily professional) an opportunity to reflect on the philosophical presuppositions of the law and the philosophical problems that arise within the general domain of jurisprudence. Based on readings (historical and contemporary) written by both philosophers and jurists, the course typically addresses general theories of law, law and morality, judicial reasoning and crime and punishment. Students should expect to do a great deal of linguistic analysis as well as some case study. (A)

PHL 353 (PGS 353). LATIN AMERICAN SOCIAL PHILOSOPHY (3).
This course will study some of the major philosophical trends in Latin America in the light of both the search for cultural identity and the discovery of difference in the heart of sameness. Therefore, it will also consider those philosophies of social change which (a) provide a critique of hegemonic ideologies, (b) try to rediscover the submerged validity of pre-conquest and non-Western world views and (c) seek a dialogical integration of the diversity of voices in Latin America. (A,C)

PHL 354. CRITICAL THEORY AND TECHNOLOGICAL SOCIETY (3).
An examination of modernity, rationality and technological society through the lens of the twentieth century critical theory movement (also known as the Frankfurt School). Emphasis will be upon (a) critical theory’s relation to Hegelian and Marxist theories, (b) its reflections on the rise of positivism and “scientism” in epistemology, and (c) the distinction between instrumental reason and communicative rationality. Figures studied may include Adorno, Horkheimer, Benjamin, Marcuse and Habermas. (A,B,C)

PHL 355 (WMS 355). PHILOSOPHY OF SCIENCE (3).
This is a meta-mathematical/meta-scientific course in philosophical analysis. The concepts to be investigated are drawn from the fields of mathematics, physics and cosmology (e.g., number, shape, gravity, force, energy, matter, space, time, infinity, singularity). Focused attention will be given to the traditional “paradoxes” associated with the attempt to understand these concepts as well as to the more contemporary “anomalies” brought to light in the investigations of physics and astrophysics. (E)

PHL 356. PHILOSOPHY AND THE SOCIAL SCIENCES (3).
A critical examination of certain assumptions, methods and goals of the social sciences, particularly with reference to ways of observing, describing and explaining human behavior. Issues raised are whether the social sciences can be sciences; the meaning and possibility of “value-free” inquiry (the fact-value distinction); whether one can understand human activity without moral categories; the relation of the philosophical enterprise to that of the social sciences. These issues are studied as they present themselves in sociology, psychology, political science and anthropology. (A)

PHL 357 (CFM 408). ETHICS AND THE HEALTH PROFESSIONS (3).
See course description for CFM 408. (B)

PHL 359. FREUD AND PHILOSOPHY (3).
An investigation of Freud’s contributions to philosophy. The course will be divided between an intensive examination of texts from the founder of psychoanalysis (The Interpretation of Dreams, Beyond the Pleasure Principle, Moses and Monotheism, etc.) and readings of philosophical interpretations and evaluations of Freud. Topics covered may include the therapeutic claims of psychoanalysis, Freud and politics, psychoanalysis and the arts (literature, etc.) and psychoanalysis and feminist theory. (B,E)
PHL 362. PHILOSOPHY AND LITERATURE (3).
This course will explore the various literary and philosophical dimensions of the imagination in order to appreciate how poets, novelists and philosophers have interpreted the world we live in through the ages. Representative works from the English Renaissance to the present will be analyzed and discussed. (B)

PHL 363. MOVIES AND MORAL CONVERSATION (3).
This course will present and examine a tradition of moral thinking, present from Plato and Augustine to Emerson and Nietzsche, and recently traced in a series of Hollywood comedies and melodramas. This tradition is concerned with (1) ideas of conversation (between citizens, friends, husband and wife) and (2) discovering an interest in one's own experience (both reflectively and self-critically) as prerequisites to independent moral thinking. The work of the course will draw from philosophical and literary texts (by Plato, Milton, Emerson, Mill, Ibsen, Rawls, Cavell and others) as well as from classic and recent American films (Adam's Rib, Now Voyage, Moonstruck and others). Guided discussions and weekly film screenings. Prerequisites or corequisites: PHL 101 and PHL 201. (B)

PHL 364. PHILOSOPHY OF RACE (3).
This course is designed to familiarize the student with the historical discourse and contemporary debates concerning race, racial identity and racism in philosophy. The discipline of philosophy has traditionally viewed the philosophical enterprise as an investigation into a universal human condition. To this extent, the philosophical salience of race and thinkers whose main concern was to understand race and racism has been obscured within the tradition. This course will examine the history of the concept of the race, discussions of race and race consciousness, as well as the formation and viability, or lack thereof, of racial identities. These discussions bring to the forefront the need for a critical perspective on how we understand race and racialized identities today. Prerequisites: PHL 101, 201 unless given permission from instructor.

PHL 365-369. SPECIAL TOPICS IN PHILOSOPHY AND CULTURE (3).
Courses in this series provide an in-depth study in the area of philosophy and culture. The specific thematic focus and approach of each course, as well as the genre of texts and cultural materials employed, will vary according to interest and faculty expertise.

PHL 370-379. SPECIAL TOPICS IN FEMINISM (3).
These courses will allow students to pursue the philosophical study of gender through a focused examination of feminist writings, historically organized or on a particular topic or theme. Among those topics which may be offered under this rubric: gender, knowledge and science; gender, race and the law; gender, culture and reproduction; history of feminist thought through the nineteenth century; twentieth-century feminist thought; French feminist thought; contemporary feminist theory. (A,B,C)

PHL 380-385. SPECIAL TOPICS IN PHILOSOPHICAL ETHICS (3).
These courses provide an opportunity for in-depth study in the area of philosophical ethics. The specific content and approach taken will vary according to faculty expertise. Selections may include, but are not limited to, ethics and social policy, economic justice, morality and discrimination, and AIDS and social justice. (A)

PHL 390-399. INDEPENDENT STUDY.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of
supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the academic vice president and dean. It will be kept on file in the dean of arts and science’s office. (F)

PHL 490-499. RESEARCH IN PHILOSOPHY.
An upper-class philosophy major who wishes to write a substantial philosophical essay on a topic already studied in a philosophy elective should submit a proposal to this effect prior to registration. The proposal, indicating the topic to be researched, the number of credits sought and the schedule of supervision, must be approved by the research director, the department chair and the dean of arts and sciences. The proposal will be kept on file in the dean of arts and sciences’ office. (F)

The physician assistant is trained to manage more than 80% of the problems presenting in outpatient settings. Employment opportunities are excellent nationwide. The physician assistant profession is one of the fastest growing careers in medicine.

The physician assistant curriculum consists of both classroom and clinical course work. Students attend clinical rotations and classroom courses throughout the full-time, two year curriculum. The basic science courses include anatomy and physiology, microbiology and biochemistry. Medical courses include instruction in the areas of internal medicine, pediatrics, family practice, psychiatry, emergency medicine, surgery, obstetrics/gynecology and pharmacology. Clinical rotations are completed in various hospitals, clinics and private practice settings in the greater Syracuse area, the Southern Tier, North Country and other approved sites.

While a college degree is not a requirement for admission to the program, applicants should have completed the required prerequisite courses by the end of the
spring semester prior to entering the program. In addition, competitive applicants will have a minimum of 750 hours of hands-on patient care experience and must demonstrate computer proficiency.

Students entering the program without a college degree must have completed 21 prerequisite courses. Upon completion of two years in the PA program, a Bachelor of Science degree in biology with a concentration in physician assistant studies is awarded.

Students entering the program who have already earned a bachelor’s degree (any major, any accredited institution) will earn a Certificate of Completion in the Physician Assistant program. These students must have completed 9 prerequisite courses, which, in turn, satisfy the prerequisites of all courses in the program.

**Accreditation:**
The Le Moyne College Physician Assistant Program is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Education Department of the State of New York. Graduates are eligible to sit for the national certification examination administered by the National Commission on Certification of Physician Assistants.

**Prerequisite courses for those seeking the Certificate of Completion include the following:**

- BIO 191-192 Biology for science majors with laboratory
- BIO 312 Mammalian anatomy with laboratory or 2 semesters cat anatomy and physiology or equivalent with laboratory
- BIO 325 Microbiology for science majors with laboratory
- CHM 101-102 General chemistry for science majors with laboratory
- PSY 101 Introductory Psychology

Quantitative requirement: Two semesters of statistics or calculus, or one semester of statistics/calculus plus one semester of computer science.

**Prerequisite courses for those seeking the Bachelor of Science degree include all of those listed above as well as:**

- BIO 218 Cell and Molecular Biology
- CHM 223-224 Organic Chemistry with laboratory
- HST 101/103 and HST 102/104 Western/World Civilization
- ENG 100 Critical Writing
- ENG 200 Perspectives in Literature
- ENG 300 Plays of Shakespeare
- PHL 101 Philosophical Foundations
- PHL 201 Philosophical Perspectives
- PHL 300 General Ethics
- REL 200 Religious Perspectives
TYPICAL COURSE OF STUDY FOR PHYSICIAN ASSISTANT PROGRAM

SUMMER I

PAS 300 Medical Terminology Exam

ACADEMIC YEAR I

First Semester | Second Semester
--- | ---
BIO 305 Human A & P I | 4 BIO 306 Human A & P II | 4
PAS 310 Clinical Medicine I | 5 PAS 311 Clinical Medicine II | 5
PHL/REL Senior Seminar | 3 REL 300 Religion and Healing | 3
BIO 310 Medical Biochemistry | 3 PAS 304 Pharmacology II | 3
PAS 303 Pharmacology I | 3 PSY 285 Abnormal/Normal Psy. | 3

SUMMER II

ENG 411 Cult. Persp. on Medicine | 3 BIO 400 Medical Microbiology | 4
PAS 402 Couns. & Public Health | 3 PAS 400 Professional Skills Seminar | 2
PAS 312 Clinical Medicine III | 10

ACADEMIC YEAR II

PAS 411-418 Clinical Rotations I – VIII

Primary Care – Adult | 3
Primary Care – Children | 3
Primary Care – Women | 3
Primary Care – Elective | 3
General Surgery | 3
Emergency Medicine | 3
Surgery Elective | 3
Psychiatry | 3

Total credits to complete the program: 82

Additional Academic Criteria for PA Students

1. PA students, whether seeking a degree or a certificate, must maintain a C or better grade in each course in the two-year program.

2. Any course for which a grade below C was earned must be repeated. When this situation arises, the student will automatically be placed on probation as a PA student. A student will be allowed to repeat a course only once.

3. A special problem arises in those courses of a sequential nature. For example, a student must pass Human A & P I before taking Human A & P II. The same would hold for the sequential Clinical Medicine courses. No one can advance to the second sequential course until he/she has completed the first course with a final grade of C or better.

4. If a student receives a final grade below C in any two courses, he/she will be dropped from the PA Program.

5. No student will be allowed to begin the clinical rotations (year two) until all didactic courses have been completed with a C or better grade.

6. For additional policies specifically related to the PA Program, please reference the Physician Assistant Program Student Handbook (available at student orientation).
COURSES

No prerequisite required unless noted.

BIOLOGY REQUIREMENTS FOR PHYSICIAN ASSISTANT PROGRAM

BIO 305. HUMAN ANATOMY AND PHYSIOLOGY I (4).
This is an advanced course which presents the basic applied and functional human anatomy and physiology, utilizing a system approach. This course includes both lecture and lab sessions in order for the student to develop an understanding of the integral workings of the human body. Lab sessions will use models, computer simulated software and prosected human cadavers. Body systems covered in this semester are the nervous, special sense, endocrine and musculoskeletal. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and current registration in PAS 303 and PAS 310.

BIO 306. HUMAN ANATOMY AND PHYSIOLOGY II (4).
This is a continuation of BIO 305. This course utilizes a system approach to learning and includes both lecture and lab sessions in order for the student to develop an understanding of the integral workings of the human body. Lab sessions will use models, computer simulated software and prosected human cadavers. Body systems covered in this semester are the renal, reproductive, respiratory, cardiovascular and digestive. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and successful completion of BIO 305, PAS 303 and PAS 310. Current registration in PAS 304 and PAS 311.

BIO 310. MEDICAL BIOCHEMISTRY (3).
A course designed to introduce physician assistant students to basic biochemical principles in the context of human physiology and pharmacology. Prerequisites or corequisites: Acceptance into the Physician Assistant Program; BIO 191, 192; CHM 101, 102. CHM 223, 224 recommended.

BIO 400. MEDICAL MICROBIOLOGY (4).
Lectures will discuss the immune response and the role played in host defense and pathogen invasion processes. Basic concepts of immunology and a study of selected diseases will also be covered. Techniques in the laboratory exercises will include the use of rapid slide and tube tests for serologic testing, current methods for urine screening and rapid identification procedures in bacteriology. Prerequisites or corequisites: Acceptance into the Physician Assistant Program; BIO 191, 192, 325; CHM 101, 102. CHM 223, 224 recommended.

PHYSICIAN ASSISTANT REQUIREMENTS

PAS 300. MEDICAL TERMINOLOGY EXAM (0).
The medical terminology self-study course is to be completed prior to the start of the Physician Assistant Program. A satisfactory level of proficiency in medical terminology will be demonstrated by passing a written examination during the first two weeks of the Physician Assistant Program. Prerequisites: Acceptance into the Physician Assistant Program. This is a pass/fail course.

PAS 301. MEDICINE SEMINAR (0).
This course will use a problem-focused approach to help students develop self-directed learning, self-assessment, and clinical thinking skills. Students will integrate concepts from other courses, applying that knowledge to the fundamentals of history taking and physical examination, diagnosis and patient management. The course involves study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures and therapeutic measures involved in treating medical problems. This course may be repeated up to three times in order to fulfill identified student needs. Prerequisites: Acceptance into the PA program.
and permission of the program director. This course is required for any student who has been decelerated or has an identified academic need for this course.

**PAS 303. PHARMACOLOGY I (3).**
This is an advanced course which will present the principles of pharmacology as they pertain to therapeutic agents. The principal mechanisms of action of the major groups of therapeutic agents will be discussed. The absorption, metabolism, distribution, uses, side effects, and toxicities of representative drugs will be presented. This course is closely integrated with the clinical medicine course – as major body systems are studied, their disease states and medical management will be presented. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and current registration in PAS 303 and BIO 305.

**PAS 304. PHARMACOLOGY II (3).**
This is the continuation of the PAS 303 course which will present the principles of pharmacology as they pertain to therapeutic agents. The absorption, side effects, and toxicities of representative drugs will be presented. This course is closely integrated with the clinical medicine course – as major body systems are studied, their disease states and medical management will be presented. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and successful completion of PAS 303 and current registration in PAS 303 and BIO 305.

**PAS 310. CLINICAL MEDICINE I (5).**
This is an advanced course which will introduce the student to fundamentals of history taking and physical examination. It is a comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures and therapeutic measures involved in treating medical problems. Appropriate medicine lectures in patient communications, neurology, endocrinology, preventive medicine, otolaryngology and rheumatology will be presented. This course will utilize a system approach and will be closely integrated with the anatomy and physiology and pharmacology courses. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and current registration in PAS 303 and BIO 305.

**PAS 311. CLINICAL MEDICINE II (5).**
This is a continuation of PAS 310 which will continue with the study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures and therapeutic measures involved in treating medical problems. Appropriate medicine lectures dermatology, pulmonology, cardiology, male and female genitourinary systems and peripheral vascular disease will be presented. This course will utilize a system approach and will be closely integrated with the anatomy and physiology and pharmacology courses. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and successful completion of BIO 305, PAS 303 and PAS 310. Current registration in BIO 306 and PAS 304 also required.

**PAS 312. CLINICAL MEDICINE III (10).**
This is a continuation of PAS 311 which will continue with the study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures and therapeutic measures involved in treating medical problems. Appropriate medicine lectures will be presented by medical doctors, physician assistants and other health professionals. The final weeks of this course will consist of pre-clerkship evaluations of each physician assistant student to assure they are prepared for the clinical phase of the program. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and successful completion of BIO 305, BIO 306, PAS 303, PAS 304, PAS 310, and PAS 311.
PAS 400. PROFESSIONAL SKILLS SEMINAR (2).
This course is designed to instruct the classroom prepared physician assistant student in skills that are basic to the medical community. Components of different physical examinations will be combined to learn how to perform one complete exam. The student will learn how to perform “problem-based physical examinations,” how to assess patients’ problems and how to document a treatment plan. These skills will be practiced on patients at a local health care facility. Students will learn and practice medically-based writing/documentation skills which are used in various medical settings; the student will learn how to conduct an appropriate verbal communication about a patient to other health care providers and how to present a “case study” to a large group of medical providers (grand rounds). Prerequisites or Corequisites: Acceptance into the Physician Assistant Program and successful completion of PAS 310 and 311.

PAS 402. COUNSELING AND PUBLIC HEALTH (3).
This is an advanced course offered to physician assistant students which will instill in the student the importance of compassion and communication in the health care field. Health appraisal, patient education and intervention counseling will be covered. Relevant public health topics and an introduction to available community and public health resources will be presented in order to familiarize the students with current psychosocial issues. Prerequisites or corequisites: Acceptance into the Physician Assistant Program and successful completion of PHL 302, ENG 411 and PSY 285.

PAS 411-418 CLINICAL ROTATIONS I-VIII (3 EACH).
Clinical rotations are six-week rotations spent full time in the clinical setting. Students are assigned to complete rotations such that they acquire clinical experiences that will prepare them to practice as mid-level primary care providers. Students complete rotations in 1. surgery, 2. emergency medicine, 3. surgical elective (such as orthopedics, neurosurgery, cardiovascular surgery, others), 4. psychiatry and 5 –8. four primary care rotations (including pediatrics, adult medicine/geriatrics, women’s health and electives). Each rotation emphasizes cultural sensitivity, understanding of health in relationship to the predominant culture and the role of the health care provider in the setting. Prerequisites: Completion of all first year physician assistant courses.

PHYSICIAN ASSISTANT
CORE REQUIREMENTS

ENG 411. CULTURAL PERSPECTIVES ON MEDICINE (3).
See course description for ENG 411. Prerequisite: Participation in the Physician Assistant Program or all core courses in prior three years.

REL 300. RELIGION AND HEALING (3).
This study of healing in several religious traditions first of all introduces students to the study of religion. Then it guides them in exploring the plurality of healing cultures represented by both patients and practitioners. Students discuss the understandings which religions and healing systems have of the human condition, of health, and of acceptable ways of restoring health. They explore how religious commitments and practices both facilitate and inhibit processes of healing. The course is designed to make students more aware of faith positions, both explicit and implicit, which medical practitioners and patients bring to healing interactions. Prerequisite: Participation in the Physician Assistant Program or REL 200.
Physician assistant students will also take a 400 level philosophy seminar. Seminars likely to be offered are listed below. Descriptions are found in the philosophy listings. In the future, religious studies seminars will also be available.

**PHL 401. PHILOSOPHY SEMINAR: DUALISMS THAT HAVE SHAPED OUR CULTURE (3).**

**PHL 410. PHILOSOPHY SEMINAR: HEALTH, SOCIETY AND THE LAW (3).**

**PHL 411. PHILOSOPHY SEMINAR: METAPHYSICAL ROMANCES OF THE PERSON: ISSUES OF IDENTITY AND ISSUES OF DIGNITY (3).**

**OTHER PHYSICIAN ASSISTANT REQUIREMENTS**

**PSY 285. ABNORMAL PSYCHOLOGY FOR THE HEALTH PROFESSIONS (3).**

See course description for PSY 285.

---

**Political Science**

Chair: Behuniak

Professors: Behuniak, Boyd, Freie

Associate Professor: Shefrin

Assistant Professors: Ferraioli, Pulver

The Department of Political Science has as its main objective educating students to the political concerns of society. The coursework covers the wide range of topics associated with the discipline, and provides solid preparation for such career choices as graduate school, law school, business, journalism, education and public service. Whatever career path is chosen, however, the department’s primary mission is to prepare students for a life of active and informed citizenship.

In keeping with Le Moyne’s Jesuit heritage and our nation’s democratic creed, the faculty of the department is committed in our various courses, classes and pedagogical methods to the following goals: (1) development of critical thinking skills, (2) growth in values awareness, (3) development of decision-making skills, (4) sensitizing of students to the role of power and pervasiveness of politics, (5) development of political skills and (6) the combined use of these skills for possible future public service, whether local, state, national or international. As part of our commitment to these objectives the department requires that majors complete two (2) credit hours of service learning. These experiences are designed to link the students’ academic learning with real world experiences of citizenship.

For those students who wish to gain hands-on experience, the department offers a wide variety of internships in Syracuse, Albany and Washington D.C. These are temporary positions in government or in the private sector. They last for one semester and are graded on a modified pass/fail basis. Internships are successful at stim-
ulating student interest and applying academic knowledge to the “real world.” Many internships have, in fact, led to permanent positions after graduation. Further information may be obtained from the internship director.

**POLITICAL SCIENCE MAJOR**

Core Requirements: Hours:

- Philosophy: 9
- Religious Studies: 6
- Philosophy or Rel Studies Seminar: 3
- English: 9
- History: 6
- English or History Seminar: 3
- Social Science
  (fulfilled by major requirements)
- Natural Science: 3

Major requirements:

- PSC 101 American National Politics: 3
- PSC 201-202 Scope and Methods of Political Science: 6
- Service Learning*: 2
- Political Science Electives: 21

Major Support:

- Social Science (sociology, anthropology, criminal justice, psychology, economics, education): 9
- HST 211-212 Am. History Survey: 6
- MTH 111 Introduction to Statistics: 4
- Foreign Language**: 6

Free Electives: 24

*Each semester some courses are identified as containing service learning experiences. Each service learning experience is worth one credit hour. Majors must take two such courses to fulfill the requirement. Majors should take the PSC 101 section that includes service learning.

**Political science majors are required either to take two semesters of the same language at the introductory or intermediate level or to complete one course past the intermediate level.

**POLITICAL SCIENCE MINOR**

A political science minor is recommended for students who major in another field (e.g. business, accounting, etc.) but wish to broaden their career possibilities. For a minor in political science, 15 semester hours of political science courses, including American National Politics (PSC 101), are required.
### TYPICAL PROGRAM FOR POLITICAL SCIENCE MAJOR

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
<td>Language</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>PSC 101</td>
<td>3</td>
<td>PSC elective</td>
<td>3</td>
</tr>
<tr>
<td>PSC Service Learning</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>PSC elective</td>
<td>3</td>
</tr>
<tr>
<td>PSC 201</td>
<td>3</td>
<td>PSC 202</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>REL 300</td>
<td>3</td>
</tr>
<tr>
<td>PHL 301</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>HST 211</td>
<td>3</td>
<td>HST 212</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>PSC elective</td>
<td>3</td>
</tr>
<tr>
<td>PSC elective</td>
<td>3</td>
<td>PSC elective</td>
<td>3</td>
</tr>
<tr>
<td>Service Learning</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST 400</td>
<td>3</td>
<td>PHL/REL 400</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>PSC elective</td>
<td>3</td>
</tr>
<tr>
<td>PSC elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSES

No prerequisite required unless noted.

**PSC 100. CONTEMPORARY ISSUES IN AMERICAN POLITICS (3).**
A study of several important issues in contemporary American society and of the manner in which they are being handled by our political system. Among the issues covered are: the energy crisis, nuclear energy, toxic wastes, inflation, recession, government spending, crime, military spending, the arms race and the new religious right. This course does not fulfill requirements for a major in political science; it will carry credit toward a minor.

**PSC 101. AMERICAN NATIONAL POLITICS (3).**
A study of the institutions, culture, ideologies and political processes that go into the making of government and politics in the United States on the national level. A one-credit service learning experience is offered in conjunction for majors. This course, and the service learning experience integrated into it, are required of all political science majors.

**PSC 101S. AMERICAN NATIONAL POLITICS (1).**
Service learning experience.

**PSC 105 (PGS 105). COMPARATIVE GOVERNMENT (3).**
A comparative analysis of the political systems of Western Europe, their legal institutions, political processes, cultures and ideologies. Emphasis on the United Kingdom, France, Germany and the Western community.

**PSC 201. SCOPE OF POLITICAL SCIENCE (3).**
An introduction to the philosophy and methodology of the scientific study of politics and a survey of the various approaches to political science and their utility. Required of all political science majors.

**PSC 202 (SOC 201/CJS 201). METHODS OF POLITICAL SCIENCE (3).**
Research methodology, the analysis of political data, survey research methods. Required of all political science majors.

**PSC 206. MODERN POLITICAL THEORY (3).**
A study of European political thought in modern times, including Machiavelli, Hobbes, Locke, Rousseau, J. S. Mill, Burke, Hegel and Marx; the impact of these men on their own and subsequent ages, movements and other political philosophers.

**PSC 221. STATE AND LOCAL GOVERNMENT (3).**
The structure, function and politics of local and state governments with emphasis on practical problems of combining democratic control with efficient administration.

**PSC 221S. STATE AND LOCAL GOVERNMENT (1).**
Service learning experience.

**PSC 223. THE PRESIDENCY (3).**
A study of the legal and political powers and responsibilities of the presidency, especially as influenced by trends in national and international life. The task of chief executive receives major attention.

**PSC 243. LAW AND POLITICS (3).**
A study of the relationship between legal and political norms, actors and institutions. Through analysis of contemporary controversies the following questions are examined: How is law political? Can or should judging be value free? What are the alternatives to going to court? What values does the legal system maintain? Can law change an unwilling society?

**PSC 301. THE U.S. SUPREME COURT (3).**
An examination of the personalities, politics, processes, decision-making and impact of the United States Supreme Court.
PSC 305. ANCIENT AND MEDIEVAL POLITICAL THEORY (3).
An examination of the foundation of political thinking from the early philosophers to the end of the Middle Ages. Among the works studied are those of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, Dante and Marsiglio of Padua.

PSC 307. AMERICAN POLITICAL THEORY (3).
A survey of political thought in the United States from colonial times to the present. Includes political thought of the Puritans, the Revolution, the Confederation, the Constitution, the Federalist, Jefferson, Madison, Marshall, Calhoun, Lincoln, Progressivism, Wilson, F.D. Roosevelt, current concepts.

PSC 310 (HST 310). AMERICAN DIPLOMATIC HISTORY, 1900 TO PRESENT (3).
See course description for HST 310.

PSC 312 (WMS 312). WOMEN AND POLITICS (3).
The goal of this course is to make women visible and their voices audible in the study of American politics. “Politics” is broadly construed to include the politics of everyday life as well as that of national institutions. While gender politics is stressed, we will also study how race, ethnicity, class, sexual orientation, religion, disability and age affect a person’s place and role in American society, culture and politics.

PSC 314. CHURCH AND STATE IN THE UNITED STATES (3).
An overview of church-state relations from colonial times to the present. It includes judicial decisions on the establishment of religion and the freedom of religious practice; the power of religious groups in the political process; church-state relationships in other nations.

PSC 314S. CHURCH AND STATE IN THE UNITED STATES (1).
Service learning experience.

PSC 322. URBAN POLITICS (3).
A study of the effects on the government and politics of urban areas due to the trends that have made America predominantly urbanized. Questions treated include the political effects of population changes, metropolitan governmental structures and the federal system’s dynamics concerning urban areas.

PSC 324. LEGISLATIVE PROCESS (3).
Congress, its structure and processes, is the prime focus, but similarities to other legislative systems are examined. The relationship between individual and institutional goals is studied as it is influenced by political demands and opportunities.

PSC 331. PUBLIC ADMINISTRATION (3).
The history, background and terminology of the administrative process; the function of the administrator; the theory of organization and its practice; personnel administration; financial administration and the budgetary process; administrative law; traditional branches of government as they relate to administration; current trends and problems.

PSC 331S. PUBLIC ADMINISTRATION (1).
Service learning experience.

PSC 332. PUBLIC POLICY (3).
An examination of the public policy making process with emphasis on policy planning, decision making, policy impact and policy evaluation. Focuses on specific program areas such as education, the environment, health care, crime and punishment. A one-credit integrated service learning experience may be offered with this course.

PSC 332S. PUBLIC POLICY (1).
Service learning experience.
PSC 333. ENVIRONMENTAL POLITICS (3).
A study of the political institutions, actors, laws and policies affecting the environment. The course deals with value choices underlying public policies in areas such as air and water pollution, waste disposal, ozone depletion and the like. The course examines how such policies are made and implemented, as well as what actions, both individually and collectively, can be taken to alleviate such problems.

PSC 333S. ENVIRONMENTAL POLITICS (1).
Service learning experience.

PSC 336 (CFM 423). HEALTH CARE POLICY (3).
See course description for CFM 423.

PSC 345. GOVERNMENT AND BUSINESS: BALANCING POWER, POLICY AND THE PUBLIC GOOD (3).
This course first explores the impact of business goals, strategies and power on government decisions. It then focuses on the politics of government policies and their influence on business behavior. Our participation as informed citizens and potential leaders in the political process and as moral agents and potential leaders in our economic dealings requires that we understand the interconnectedness of these two areas of knowledge. Central to the course is the normative question: What is the proper government-business relationship that would best promote our culture’s values and the public good?

PSC 351. POLITICAL PARTIES (3).
An experiential and reflective study of the activity of the political parties, especially regarding elections, with some attention to the structure and functions of parties in different nations and their promotion of democratic participation.

PSC 351S. POLITICAL PARTIES (1).
Service learning experience.

PSC 352. PUBLIC OPINION AND VOTING (3).
The use of public opinion surveys and their application during election campaigns. The techniques of conducting surveys. Analysis of voting behavior. A consideration of whether the findings of such studies support or detract from the notion of open and responsive democratic politics in America.

PSC 353. GOVERNMENT AND THE MASS MEDIA (3).
The interaction between the United States government and the “Fourth Estate” will be studied through an examination of theoretical works, descriptive narratives, empirical studies and current events. Issues studied will include how the government attempts to control and regulate the media.

PSC 354. POLITICS IN FILM (3).
An examination of the political messages and implications of contemporary films. This course examines both how films portray politicians and the political system, as well as the more subtle political messages embedded in films which have to do with socialization orientations toward power, authority, participation and the like.

PSC 358 (HST 358). THE COLD WAR (3).
See course description for HST 358.

PSC 361. INTERNATIONAL POLITICS (3).
A survey of some major problems associated with international politics. Special attention also is given to the study of nationalism, the nation-state, international organization (especially the United Nations), comparative foreign policies of selected nations.

PSC 361S. INTERNATIONAL POLITICS (1).
Service learning experience.

PSC 362 (PGS 362). INTERNATIONAL LEGAL SYSTEMS (3).
A study of the general principles of the international legal system, the historical development of international norms of con-
duct, cases in international law and the current state of the international legal system.

**PSC 363 (PGS 363). U.S. FOREIGN POLICY (3).**
This course will examine how the foreign policy of the United States is made. It will look at the sources of foreign policy, the factors which influence its formation, and the substance of past and present U.S. policies.

**PSC 363S. U.S. FOREIGN POLICY (1).**
Service learning experience.

**PSC 366. INTERNATIONAL POLITICAL ECONOMY (3).**
This course focuses on the power relationships behind contemporary international economic events. Among the issues that will be addressed: trade and protectionism, multinational corporations, international debt, the opening of investment markets in Eastern Europe and Western-Third World economic relations. The basic principles of macroeconomics and international finance will be covered.

**PSC 374 (HST 374). HISTORY AND POLITICS OF THE MIDDLE EAST (3).**
See course description for HST 374.

**PSC 390-399. INDEPENDENT STUDY.**
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office.

**PSC 402 (SOC 402/ACT 402/ECO 402/IRL 403). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).**
See course description for SOC 402.

**PSC 405 (WMS 405/PGS 405). INTERNATIONAL HUMAN RIGHTS (3).**
This course will examine the development of human right in the international system. It will explore the content of the current international human right regime —the “blue” social and political rights and the “red” economic rights, as well as “green” rights to development, a clean environment, and peace. It will explore how rights develop and are propagated and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women’s rights over the last twenty years.

**PSC 405S (WMS 405S/PGS 405S). INTERNATIONAL HUMAN RIGHTS (1).**
Service learning experience.

**PSC 407 (HST 375/PGS 407). SOUTHERN AFRICAN POLITICS (3).**
A study of political problems and dynamics in the region of Southern Africa. Focus is on the domestic politics of the Republic of South Africa, relations among the black-ruled states and between the black-ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems.

**PSC 420. EMPIRICAL FIELD RESEARCH.**
Practical field research in any topic agreed on by both the students and the professor. Open to any social science major who has completed one or more semesters of research methodology, at the discretion of the professor. (See SOC 495.) Hours to vary with project.

**PSC 440-449. SPECIAL TOPICS IN POLITICAL SCIENCE (3).**
Courses in this series offer an in-depth exploration of specific issues within the various subfields of political science as well as topics of current interest to instructor
The major objective of the psychology department is to familiarize students with the basic methods and theories utilized to study the behavior of humans and animals. Through an offering of lecture, discussion, laboratory and field experiences, the department provides students with a comprehensive overview of the various approaches employed by psychologists while enabling individuals to pursue specific interests in greater depth.

MAJOR PROGRAMS
The department offers three programs. One program leads to a bachelor of arts degree and is designed for students who wish to pursue a major in psychology that emphasizes general studies, or who wish to develop secondary concentrations, e.g., in one of the social sciences or in the business area. The second program leads to a bachelor of science degree and is designed for students who wish to pursue a major in psychology that emphasizes the natural sciences. This program is well-suited for those who want a dual major or minor in biology, chemistry or physics, or for those who intend to do graduate work in areas of psychology where a strong background in science is advantageous. The third program also leads to a Bachelor of Science degree and is designed for students who are seeking New York state certification.

PSYCHOLOGY MAJOR  B.A
Core Requirements:  Hours:
Philosophy  9
Religious Studies  6
Philosophy or Rel Studies Seminar 3
English 9
History 6
English or History Seminar 3
Social Science (fulfilled by major requirements)
Natural Science (fulfilled by major support requirements)

**Major Requirements:**
PSY 101 Introductory Psychology 3
PSY 201 Intro to Research Methods 4
Psychology Electives* 24

**Major Support:**
MTH 110 or 111 and 112
Intro to Statistics 6
BIO 103, BIO 191 or PSY 340 3-4
Natural Science Elective 3
Foreign Language** 6
Social Science*** 9
Visual Arts 3
Free Electives 23-24
Total Credits 122

*At least 15 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

**Must be taken in same language

***Sociology, anthropology, political science, economics, education; courses must be taken in at least two disciplines.

**Psychology Major B.S.**

Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Rel Studies Seminar 3
English 9
History 6
English or History Seminar 3
Social Science (fulfilled by major support requirements)
Natural Science (fulfilled by major support requirements)

**Major Requirements:**
PSY 101 Introductory Psychology 3
PSY 201 Intro to Research Methods 4
PSY 270 Learning or PSY 340* Brain and Behavior 3
Psychology Electives** 21

**Major Support:**
BIO 103, BIO 191 or PSY 340 3-4
MTH 110 or 111 and 112
Intro to Statistics 6
Science Electives*** 12
Math or Computer Science Electives 3
Foreign Language+ 6
Visual Arts 3
Free Electives 20-21

*Although students may take either PSY 270 or PSY 340, they are strongly advised to take both.

**At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.) At least one course must be chosen from the following group: PSY 401-449 or PSY 499.

***Science electives are restricted to courses offered by the biology, chemistry and physics departments. Courses offered by these departments that are designed for non-science majors cannot be taken as science electives. Science electives may be taken in only one discipline (e.g., they may all be in biology) or they may be taken in two or more disciplines (e.g., one in biology, one in chemistry and one in physics). The needs of each student will determine the exact distribution of science electives in the natural sciences.

+Must be taken in same language.
PSYCHOLOGY MINOR

Minor Requirements: Hours:
PSY 101 Introductory Psychology 3
PSY 201 Intro to Research Methods 4
Psychology Electives 9

B.S. IN PSYCHOLOGY WITH TEACHER CERTIFICATION (CONCENTRATION IN CHILD EDUCATION)

Core Requirements: Hours:
Philosophy 9
Religious Studies 6
Philosophy or Rel Studies Seminar 3
English 9
History 6
English or History Seminar 3

Major Requirements: Hours:
PSY 101 Introductory Psychology 3
PSY 201 Intro to Research Methods 4
PSY 215 Child and Adolescent Psychology 3
PSY 250 Cognition 3
or
PSY 270 Learning\textsuperscript{1} 3
PSY 301 Psychological Testing 3
PSY 315 Childhood Disorders 3
PSY 401-449, 499 3
Psychology Electives\textsuperscript{2} 9

MTH 110 or 111 and 112
Intro to Statistics 6
BIO 103 Human Physiological Processes 4
Foreign Language\textsuperscript{3} 6
EDU 105 Teaching in a Diverse Society 3
EDU 120 Child/Subst. Abuse Wkshp\textsuperscript{4} 0
EDU 205 Childhood Learning & Special Needs 3
EDU 225 Assessment & Decision Making 3

EDU 305 Literacy Learning 3
EDU 315 Planning, Assessing, Managing\textsuperscript{3} 3
EDU 365 Adapting Literacy/Students Sp Needs\textsuperscript{3} 3
EDU 375 Strategies & Technology 3
EDU 405 Preservice Clinical Teaching\textsuperscript{4} 3
EDU 430 Supervised Teaching Gr 1-6\textsuperscript{4} 6
EDU 431 Supervised Teaching Sp Ed Gr 1-6\textsuperscript{4} 6

1. Although students may take either PSY 250 or PSY 270, both are strongly encouraged.
2. PSY 340 Brain and Behavior is strongly recommended.
3. Must be taken in the same language.
4. Coursework done during “Student Teaching” semester in the fall of senior year.

\textsuperscript{1} Must have junior status to take

COURSES

No prerequisite required unless noted.

PSY 101. INTRODUCTORY PSYCHOLOGY (3).

A one semester broad overview of contemporary psychology—its diverse approaches to the understanding of behavior and the basic principles and research findings associated with each of these approaches. Specific areas of psychological inquiry discussed include physiological, cognitive and social psychology; learning, sensation and perception; emotion and motivation; personality and psychopathology. This course is a prerequisite for most psychology courses.

PSY 201. INTRODUCTION TO RESEARCH METHODS (4).

An introduction to major correlational and experimental methods employed by
research psychologists in the study of behavior. Topics include methods of data collection, instrumentation, experimental designs and their corresponding statistical tests and research evaluation. Laboratory experience is also provided. Suitable for both majors and non-majors. Prerequisites: MTH 110 or MTH 111, PSY 101. Prerequisites or corequisites: MTH 112.

**PSY 215. CHILD AND ADOLESCENT PSYCHOLOGY (3).**
An examination of the emergence of basic competencies (e.g., language, cognitive abilities, interpersonal skills) from birth to adolescence, and the integration of these competencies in the person of the growing child at successive life-stages. Various theoretical and experimental approaches to the study of human development are investigated. The practical implications of developmental processes will be explored in selected areas. Prerequisite: PSY 101 or permission of the instructor.

**PSY 220. HUMAN LIFE SPAN DEVELOPMENT (3).**
This course is a general introduction to human development. The study of human development is a scientific analysis of patterns of change and growth across the entire lifespan from conception through very old age. The course will include the investigation of essential questions of human experience including inherited factors, attachment to caregivers, mastery of the human body and the environment, meaningful social relationships, achievement, occupational choice, impact of societal expectations, the formulation of values and goals, the concept of generativity and death and dying. The course will analyze human development from a biopsychosocial perspective looking closely at basic patterns of normal development. Prerequisite: PSY 101.

**PSY 230. MOTIVATION AND EMOTION (3).**
A survey of the major theories concerned with the motivation of behavior. Individual and environmental determinants are examined. Emphasis is on the role of emotional and cognitive factors as motivational variables. Related research is presented and critically analyzed. Theories and research are applied to practical situations. Prerequisite: PSY 101 or permission of the instructor.

**PSY 250. COGNITION (3).**
A study of contemporary issues in human behavior. Specific topics include attention, memory, concept attainment, problem solving, the interaction of language with these processes and the disorders experienced by those with deficiencies in these areas. Research on these topics and various theoretical models designed to explain human information processing are examined. Prerequisite: PSY 101 or permission of the instructor.

**PSY 260. SOCIAL PSYCHOLOGY (3).**
Introduction to the theoretical and empirical investigations of how interaction with others influences the thoughts, emotions and behavior of the individual. Topics include person perception (e.g., impression formation, liking and loving), attitude formation and change (e.g., persuasion, conformity), aggression, helping behavior and group process (e.g., leadership, group decision making). Prerequisite: PSY 101 or permission of the instructor.

**PSY 270. LEARNING (3).**
A general survey covering principles of animal and human learning, theories of learning and application of learning principles. Topics include the basic learning processes of classical and instructional conditioning, discrimination and generalization, and escape and avoidance learning, as well as more complex processes of verbal learning, retention and transfer. Applications of basic learning principals such as behavior modification, with emphasis on helping those with learning disabilities, are presented. Prerequisite: PSY 101 or permission of the instructor.
PSY 275 (WMS 275). THE PSYCHOLOGY OF WOMEN (3).
This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender; and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Prerequisite: PSY 101 or permission of the instructor.

PSY 280. ABNORMAL/NORMAL PSYCHOLOGY (3).
An introduction to the issues and problems associated with defining, understanding and relating to maladaptive behavior. Historical and philosophical perspectives on the subject covered briefly. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions related to diagnosis, treatment, and research are raised, and societal issues concerning maladaptive behavior are examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 285. ABNORMAL/NORMAL PSYCHOLOGY FOR HEALTH PROFESSIONS (3).
An introduction to the issues and problems associated with defining, understanding, and relating to maladaptive behavior for individuals planning careers in one of the health professions. Historical and philosophical perspectives on the subject covered briefly. The major schools of thought and systems of classifying abnormal behavior are presented and discussed. Questions related to diagnosis, treatment, and research are raised with illustrative examples and discussion materials drawn primarily from clinical medical or psychological settings. Societal issues concerning maladaptive behavior are also examined. Prerequisite: PSY 101 or permission of the instructor.

PSY 295 (IRL 295). ENVIRONMENTAL PSYCHOLOGY (3).
This course is an examination of the, often subtle, interrelationship between the built and natural environments and human behavior. Although we don’t always realize it, our behavior is affected by the physical world in many ways. Environmental factors such as lighting, crowding, privacy invasion, weather, architecture and pollution can each play a role in determining our thoughts and actions. These thought and actions, in turn, help determine the positive and negative impact we make on the environment. Students will examine the theories, research methods and practical applications of this important field to develop a better understanding of how environmental psychology applies to their everyday lives. Prerequisite: PSY 101.

PSY 300. HISTORY AND SYSTEMS OF PSYCHOLOGY (3).
A historical survey of the evolution of particular schools of thought and systematic approaches in psychology. Theories and systems such as Gestalt, psycho dynamic and behavioristic psychology are examined in terms of their antecedents, the problems on which they focused and their contributions to contemporary psychology (e.g., James, Freud and Skinner) are studied within the context of the theories with which they are associated. Prerequisite: PSY 101 or permission of the instructor.

PSY 301. PSYCHOLOGICAL TESTING (3).
This course surveys the major psychological tests used in schools, clinics, industry, government and psychological research. This course covers how such tests are constructed, administered, interpreted and validated, and outlines current issues and controversies of the field. Topics include the history and ethics of testing; tests of achievement, interests and special abilities; personality assessment; the use of
these tests in identifying exceptionality; and the controversy surrounding intelligence tests. Prerequisites: PSY 101 and MTH 110 or MTH 111 (or an equivalent semester of Statistics I) or permission of the instructor.

**PSY 302. PERSONALITY (3).**
Introduction to the theoretical and empirical investigations of the development, maintenance and modification of the unique thoughts, emotions and behaviors characteristic of the individual. Topics include theoretical perspectives based primarily upon the concepts of conflict (e.g., Freud, Jung), fulfillment (e.g., Rogers, Maslow), consistency (e.g., Kelley), trait (e.g., Allport, Cattell) and learning (e.g., Skinner, Bandura) and empirical investigations of self-esteem, anxiety and defense mechanisms. Prerequisite: PSY 101 or permission of the instructor.

**PSY 303 (BIO 303). ANIMAL BEHAVIOR (4).**
See BIO 303 for description. Prerequisite: PSY 101 and eight hours of biology or permission of the instructor. Three lectures and two hours laboratory per week for one semester.

**PSY 309 (CFM 409). CULTURE AND MENTAL DISORDER (3).**
See course description for CFM 409.

**PSY 315. CHILDHOOD DISORDERS (3).**
This general introduction to the field of childhood psycho-pathology will consider basic issues in the etiology, diagnosis and treatment of common behavioral disorders and developmental deviations. Topics included are: childhood schizophrenia and autism, phobias and psychosomatic disorders, mental retardation and specific learning disabilities, hyperactivity and antisocial behavior. Prerequisites: PSY 101 and 215 or 280 or permission of the instructor.

**PSY 320. AGING AND ADULT DEVELOPMENT (3).**
This course will examine the psychological development of young adults through late adulthood. The primary focus of this course will be on the development of intelligence, memory and dementia, personality, interpersonal relationships and sexuality in older adults. This course will challenge popular stereotypes of older adults and discuss how culture influences adult development. Students will be required to write a term paper on a topic related to psychology and adult development. Prerequisite/Corequisite: PSY 201 or permission of the instructor.

**PSY 325. SENSATION AND PERCEPTION (3).**
The study of the physical structures and psychological processes involved in sensory systems. Topics include how people see, hear, smell, taste and touch, as well as methods for studying both the senses and the way that people make use of sensory information. Various theoretical and philosophical questions about sensation and perception are also addressed. Prerequisite: PSY 101 or permission of the instructor.

**PSY 330 (PGS 330). CROSS-CULTURAL PSYCHOLOGY (3).**
Cross-cultural psychology is an approach emphasizing evaluation of psychological knowledge in the context of culture. Do the discoveries psychologists have made apply to all people from all cultures or only to some people, depending on culture? This course explores the impact of society and culture on human behavior, identity and personality development, social interaction norms, and even perceptual tendencies. We will examine what it means to say that humans are socio-cultural in nature. We will also examine those areas where humans differ, due to varied cultural experiences. Areas of interest will include education and development, views on intelligence, perceptual and cognitive processes, motivation, sex and gender and aggression. The examination of these issues will aid students in developing the ability to understand and interact with individuals and groups in other countries and in our own.
heterogeneous nation. Prerequisites or corequisites: PSY 101 (prerequisite), PSY 201 (corequisite), or equivalent social sciences research methods course.

**PSY 335 (CJS 335). PSYCHOLOGY AND THE LAW (3).**

The legal system is a pervasive and important part of our lives. The goal of this course is to help students develop an understanding of the psychological aspects of the functioning of the system and the effects of the legal system on us. This course will address the social psychological aspects that impact and are impacted by the legal system. Students will develop an understanding of many issues, including how psychologists contribute to the law and the legal system, psychological theories of crime, psychological issues related to the selection and performance of police officers, the dynamics of eyewitness testimony, jury selection and performance and confessions. Prerequisite: PSY 260 or permission of instructor.

**PSY 340. BRAIN AND BEHAVIOR (3).**

A study of the relationship of the brain and body to behavior. Emphasis is on the central nervous system. Topics include neuroanatomy, neural cell processes, hemispheric functions, hormonal regulation of behavior, physiological mechanisms involved in attention, arousal and sleep, and the neural bases of emotions learning and memory and psychological disorders. Prerequisites: PSY 101 or permission of the instructor.

**PSY 350. HEALTH PSYCHOLOGY (3).**

Health psychology is a survey course exploring the relationship between behavior and health. All topics will be covered from a bio-psychosocial perspective, illustrating the interaction among variables within an individual’s environment. Topics discussed within the course include: psycho-neuroimmunology, anger/hostility and health, smoking cessation, weight control, health care systems, heart disease, cancer, AIDS, psychosomatic illness, gender and socio-cultural differences, stress, pain management and alternative treatments. Prerequisite: PSY 101.

**PSY 360. HUMAN SEXUALITY (3).**

An examination of the behavioral, emotional and cognitive components of human sexuality. An emphasis will be placed on psychological, social, health and legal aspects of behavior that define our human sexuality. This course intends to help students clarify their attitude toward their own and others’ sexuality. Areas to be investigated include sexual values, intimacy, sexual anatomy, gender identity, STDs and sexual variance. Prerequisite: PSY 101 or permission of the instructor.

**PSY 370 (IRL 370). ORGANIZATIONAL PSYCHOLOGY (3).**

See course description for IRL 370.

**PSY 380. COUNSELING AND PSYCHOTHERAPY (3).**

An introduction to techniques and theories of counseling and psychotherapy. Components, which are believed to underlie effective counseling and therapy regardless of theoretical orientation and which are applicable to a variety of interpersonal situations, are studied in some detail. The major theoretical approaches to counseling are covered, and students are introduced to research on the process and effectiveness of psychotherapy. One area in which such skills are applied—the treatment of persons with emotional problems—will be examined. This course does not attempt to train professional counselors, but to provide a framework and a basis for understanding and evaluating the counseling process from which students can, after further training and experience, become effective counselors. Prerequisites: PSY 101 and 280 or 302 or permission of the instructor.

**PSY 390-399. INDEPENDENT STUDY.**

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a pro-
posed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office. Three hours work per week for each credit. Hours and credit to be determined by the instructor and student. Experiential course.

**PSY 401. ADVANCED RESEARCH METHODS (3).**

Students carry out an independent research project on the topic of their choice with the advice and supervision of a faculty member. The course is designed to give the student an opportunity to use the skills acquired in Introduction to Research Methods (PSY-201) and to examine an area of interest through designing and conducting an experiment. Prerequisites: PSY 101, 201.

**PSY 404. THE PSYCHOLOGY OF DECISION MAKING (3).**

Following a seminar format, this course explores theoretical approaches to the process of decision making and relates theory and data to applied situations. The course addresses issues relevant to decisions made on both an individual and a group level. Discussions cover a range of settings including business, medicine and matters of personal relevance. A variety of factors is considered, including cognitive, perceptual and subjective value judgments. Prerequisite: PSY 101.

**PSY 440-449. ADVANCED TOPICS IN PSYCHOLOGY (3).**

Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of psychology. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic course offered in areas such as clinical, cognitive, developmental and social psychology. Problems of academic and social significance are chosen for study. Topics will be changed each semester. Prerequisites: PSY 101 and either a basic course in psychology subspecialty in which an advanced topics course is being offered or permission of the instructor.

**PSY 440 (CFM 417). MEDICAL SOCIAL PSYCHOLOGY (3).**

Organized around the problem of “medical noncompliance,” this course views patients as decision makers who decide whether or not to follow medical advice. Intra- and interpersonal factors that affect these decision are studied. Topics include health care as an interpersonal process, models of patient decision making and behavior, how patients make sense out of physical symptoms and patient-provider communication.

**PSY 441 (CFM 402). STAGES OF LIFE AND HEALTH CARE (3).**

See course description for CFM 402.

**PSY 442. INFANCY (3).**

A comprehensive overview of growth and development during the first three years of life. Topics covered will include how infants gather information from the world around them, what we know about infants’ relationships with other people, and about the uniqueness of their personalities. A concerted effort will be made to achieve a balance between theory, research and practical information.

**PSY 443 (PGS 443). INTEGRATING EASTERN AND WESTERN APPROACHES TO PSYCHOLOGY (3).**

The purpose of this course is to familiarize students with orientations from both Eastern and Western psychology. This includes focus on theory and research, along with experiential classroom exercises in various healing approaches, such as Buddhism, Sufism, Morita therapy, psychoanalysis, behavior therapy and cognitive therapy, among others. Emphasis will be upon

expanding one's thinking by integrating Eastern and Western approaches, toward enlarging the view of possibilities in understanding ourselves and others, and in promoting healing and growth. Prerequisite: PSY 101.

**PSY 444. NARRATIVE PSYCHOLOGY (3).**
Employing a pro-seminar format, we explore how stories and story construction serve as an increasingly influential and integrating paradigm by which to understand human behavior. We will look at the historical and conceptual foundations of the narrative perspective and compare this approach with more traditional models of human psychological functioning. We will pay particular attention to autobiographical memory, self-narrative and identity development in the contemporary world as well as narrative approaches to psychotherapy and health care as examples of the perspective’s score. We will consider recent advances in narrative research methodologies, particularly those qualitative approaches which focus upon interview and other autobiographical sources of data. Students will be expected to prepare an individual presentation on a topic of their choosing and personal interest. Prerequisites: PSY 101, PSY 201 or equivalent and at least one major Psychology subspecialty course at the 200-300-level. Limited to juniors and seniors.

**PSY 445. THE PSYCHOLOGY OF GRIEF: CURRENT UNDERSTANDINGS AND INTERVENTIONS (3).**
Psychology 445 will examine grief processes that take place within individuals and families as they experience loss. The course will focus on the nature and causes of grief as well as strategies for effective counseling interventions. There will be an emphasis on loss due to death, however, other types of psychosocial and physical losses will also be considered. Accordingly, we will explore a variety of factors that facilitate and/or impede the ability to function after loss.

The course will initially trace the development of dominant models of grief and their historical and theoretical underpinnings. Considerable emphasis will be on examining the grief process as it is played out in the context of family. The family is seen as an interactive system, with a complex mix of actions, perceptions and expectations that influences relationships and the experience of grief among family members. This course will also consider a postmodern view of bereavement as a complex phenomenon embedded in a unique context involving social, cultural, philosophical and psychological factors.

**PSY 446. COGNITION AND AGING (3).**
This course will examine the normal cognitive changes that our growing senior population faces. We will discuss and distinguish between the types of cognition that remain stable with age and those that tend to decline with age. Specifically, this course will focus on how attention, memory, language processing and problem solving change are affected by the aging process. The course will also question whether intelligence changes with age and will examine how creativity and wisdom contribute to definitions of intelligence. Students will be required to write a term paper in APA style on a topic related to cognition and aging. Prerequisite or corequisite: Senior psychology major or permission of instructor.

**PSY 447 (WMS 447). PSYCHOLOGY OF STEREOTYPE, PREJUDICE AND DISCRIMINATION (3).**
This course is designed to enhance the understanding of the development and persistence of stereotypes. The psychology of social cognition with regard to the accuracy and inaccuracy of those stereotypes will be addressed as well as how the inaccuracies may lead to prejudice and discrimination. We will explore how this affects our social interactions; specifically addressing the areas of race, class and gender. Students will read book chapters and journal
articles and are expected to contribute to classroom discussions of these materials. Students will also complete a writing project. Prerequisites or corequisites: PSY 101 and PSY 201 or permission from instructor. SENIORS ONLY.

**PSY 448. CLINICAL NEUROPSYCHOLOGY (3).**

Clinical neuropsychology studies human behavior following damage to or dysfunction of the nervous system. Such study seeks to establish both (a) the accurate assessment and remediation of damage or dysfunction and (b) a more complete understanding of the intact nervous system. Utilizing a pro-seminar format, this course is designed to introduce the advanced undergraduate student of psychology to the research findings and clinical applications of this developing subfield within psychology. Both case studies and laboratory-based research will be reviewed. Topics will include general principles of the brain-behavior relationship, basic and higher cognitive functions of the cerebral cortex, neuropsychological testing and assessment and processes of rehabilitation. Prerequisites: PSY 101 and BIO 103 or equivalent, or permission of the instructor.

**PSY 449. THE PSYCHOLOGY OF DISABILITY (3).**

This course explores in-depth some of the major psychological issues relevant to the field of disabilities. Following a seminar format, topics to be discussed include: autism, cerebral palsy, mental retardation, deafness, blindness, dual diagnosis, housing alternatives, self advocacy, sibling relationships, the social meaning of disabled, deinstitutionalization and human relationships. The perspective of the person with a disability and/or their family and support systems will be considered. Prerequisites: PSY 101; PSY 315 recommended.

**PSY 471. PROJECTS IN PSYCHOLOGY (1-3).**

Under faculty supervision, students who are especially interested and qualified may assist faculty members in research. Requirements to be determined by the student and faculty member. Prerequisite: permission of the instructor. Hours and credit to be determined by the instructor and student. Experiential course.

**PSY 490-491. FIELD EXPERIENCE IN PSYCHOLOGY (3) AND (3).**

This course offers students an opportunity to synthesize and integrate their academic knowledge within a field setting in psychology. Students are placed in a mental health or other human service agency in which psychologists work or psychological concepts and principles significantly inform the goals and practices of the organization. Each student receives close supervision within the agency setting. Students also meet weekly in a group with the course instructor to discuss issues and problems related to their experience. Offered on a high pass/pass/fail basis only. Eight hours field experience and one hour classwork per week for two semesters. Only open to senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

**PSY 499. RESEARCH IN PSYCHOLOGY.**

An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the dean of arts and sciences. It will be kept on file, along with the research report, in the dean of arts and sciences’ office. Three hours work per week for each credit. Hours and credit to be determined by the instructor and student. Experiential course.
RELIGIOUS STUDIES

Chair: Fred Glennon
Professors: Glancy, Glennon, Kirby, MacDonald
Associate Professors: Barnett, Nash
Assistant Professor: Maldari, Shukla-Bhatt
Visiting Assistant Professor: Makuja
Adjunct Faculty: Bartlett, Beall, Beritela, Hill, Jezek, Kobeisy, Krisher, Lawson, Snow
Emerita: Ring

Le Moyne recognizes that the study of the religious dimension of the person is essential to a liberal education. The faculty of the department of religious studies, therefore, proceeds on the principle that inquiry into the nature and function of religion will help students develop a richer understanding of men, women and the world in which they live and work.

To achieve this goal and to relate religious values and commitment to contemporary culture, each Le Moyne student is required to take two courses in religious studies as part of the core requirement of the College. In addition, seniors have the option to select either a philosophy or religious studies seminar. The first of these courses introduces students to the basic concepts and methods necessary for the study of religion and to basic modes of religious experience and expression as manifested in Judaism and Christianity as well as other world and local religions. Students may choose the second course from any of the five areas included in the program of religious studies: the interpretation of religious texts, religion and culture, religious ethics, the history of religions and religious thought. Students are also invited to select additional courses in religious studies beyond those taken to fulfill the core requirement. Finally, the department offers both major and minor programs of study.

RELIGION AND EDUCATION PROGRAMS

The Religious Studies Department in collaboration with the Education Department offers a major program for those who plan a career in teaching religion. The program consists of a major in religious studies with a minor in education. A student’s program is designed after consultation with the respective chairs of both departments.

Students who plan a career in elementary education, special education or teaching English as a second language, may receive New York state certification with a major in religious studies and a minor in education.

RELIGIOUS STUDIES MAJOR

A student who majors in religious studies must take, in addition to core requirements, two courses in the interpretation of religious texts, two courses in one of the other four areas of the department’s curriculum, one course in each of the remaining areas, plus one course in religious studies at the 400 level; five major support courses and 39 credit hours of electives.

Core Requirements: Hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>REL 300-399</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Philosophy or Rel Studies Sem</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Religious Texts</td>
<td>6</td>
</tr>
</tbody>
</table>
| Six hours in one of the following areas and at least 3 hours in the remaining areas.  
Religion and Culture           |       |
Religious Ethics               |       |
History of Religion            |       |
Religious Thought              |       |
REL 400-499                    | 3     |
Major Support:
Mathematics 3
Psychology 3
Visual Arts 3
Foreign Language* (at least) 6
Electives** 39

*Chosen after consultation with the student’s faculty adviser and department chair; intermediate level of competence required.

**Twelve hours of the electives must be core cognate electives. A core cognate elective stresses a particular area, problem or period related to the religious studies program but is taken in a different discipline, selected in each case in consultation with the student’s faculty adviser and the department chair.

**MINOR IN RELIGIOUS STUDIES**

Minor Requirements: Hours:
REL 200 3
Interpretation of Rel Texts 3
Rel Studies Electives 9
Senior Seminar in Religion 3

**MINOR IN CATHOLIC STUDIES**

The minor in Catholic studies is open to students who wish either to increase their knowledge of Catholicism, or to deepen their understanding of the same. Although the religious studies department is the primary sponsoring department for the program, the departments of history and philosophy also offer courses that can fulfill some of the requirements of the minor. In order to complete the minor, the student must take:

Rel 200 Religious Perspectives
Rel 375 Understanding Catholicism

Four other courses selected in consultation with the student’s adviser from among those courses appearing in the catalog which are pertinent to the topic.
## Typical Program for Religious Studies Major With an Education Minor

### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200 or PHL 101</td>
<td>3</td>
<td>REL 200 or PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>EDU 105</td>
<td>3</td>
<td>PSY 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>Mathematics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 205</td>
<td>3</td>
<td>PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>REL 301</td>
<td>3</td>
</tr>
<tr>
<td>REL 309</td>
<td>3</td>
<td>EDU 223</td>
<td>3</td>
</tr>
<tr>
<td>REL History</td>
<td>3</td>
<td>REL Culture</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 305</td>
<td>4</td>
<td>EDU 365</td>
<td>3</td>
</tr>
<tr>
<td>EDU 315</td>
<td>3</td>
<td>EDU 375</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>Religion (Religious Thought)</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy (any 300 level)</td>
<td>3</td>
<td>REL Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Religion Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 120</td>
<td>0</td>
<td>Religion Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 405</td>
<td>3</td>
<td>English Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 430</td>
<td>6</td>
<td>Religion Elective</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>6</td>
<td>Religion Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective (any department)</td>
<td>3</td>
</tr>
</tbody>
</table>
TYPICAL PROGRAM FOR A RELIGIOUS STUDIES MINOR WITH A BUSINESS MAJOR

Another possibility for pursuing an interest in the study of religion is to major in another academic major or pre-professional program and declare a minor in Religious Studies. The following schedule is an example of how one might combine a major in Business Administration with a minor in Religious Studies.

<table>
<thead>
<tr>
<th>FRESHMAN YEAR</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>ECO 113</td>
<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>BUS 101</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>HST 101</td>
<td>HST 102</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 203</td>
<td>ACT 204</td>
<td>3</td>
</tr>
<tr>
<td>STA 201</td>
<td>STA 202</td>
<td>3</td>
</tr>
<tr>
<td>REL 200</td>
<td>PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>MIS 301</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>LAW 200</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUNIOR YEAR</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 301</td>
<td>OPM 301</td>
<td>3</td>
</tr>
<tr>
<td>Law Elective</td>
<td>FIN 301</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301</td>
<td>PHL 301/302/303</td>
<td>3</td>
</tr>
<tr>
<td>REL 301/312</td>
<td>ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>Rel Studies Elective</td>
<td>Rel Studies Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SENIOR YEAR</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG or HST Seminar</td>
<td>PHL or REL Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ECO 355</td>
<td>MGT 470</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>Rel Studies Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSES

No prerequisite required unless noted.

REL 200. RELIGIOUS PERSPECTIVES ON THE HUMAN SITUATION (3).
An introduction to religion as a dimension of human experience which affects all aspects of life. Students will be introduced to the basic concepts and methods necessary for the study of religion and will be exposed to the basic modes of religious experience and expression as found in the world’s religions. Special emphasis will be placed on the Jewish and Christian religious traditions. Prerequisite: Sophomore standing or permission of the chair.

REL 300. RELIGION AND HEALING (3).
This study of healing in several religious traditions first of all introduces students to the study of religion. Then it guides them in exploring the plurality of healing cultures represented by both patients and practitioners. Students discuss the understandings which religions and healing systems have of the human condition, of health, and of acceptable ways of restoring health. They explore how religious commitments and practices both facilitate and inhibit processes of healing. The course is designed to make students more aware of faith positions, both explicit and implicit, which medical practitioners and patients bring to healing interactions. Exclusively for students in the Physician Assistant Program.

INTERPRETATION OF RELIGIOUS TEXTS

REL 301. LITERATURE OF ANCIENT ISRAEL (3).
A general introduction to the literature of the Hebrew Bible (the Christian Old Testament). The course will consider different approaches to this material, such as historical criticism, rhetorical analysis, etc. Students will also explore the history of biblical Israel within the context of the ancient Near East. Selections of the Torah (Pentateuch), the prophets and the writings will be studied. Prerequisites: REL 200 and senior standing.

REL 303. THE PROPHETS OF ISRAEL (3).
This course concerns the prophetic writings of the Hebrew Bible. The class will study the phenomenon of prophecy in the ancient Near East in general and in biblical Israel in particular. Using the work of anthropologists and social scientists, the class will also consider briefly prophecy in contemporary tribal societies in order to understand the role of prophecy in Israelite society. The class will meet the prophetic books on their own terms, as the works of theologians and thinkers, influenced by their social contexts, with specific notions about God, history, the future and the role of human choice and behavior in shaping national and personal destiny. Prerequisite: REL 200.

REL 308. BIBLICAL NARRATIVE AND BIBLICAL POETRY: THE ART OF READING (3).
This course will explore the art of biblical narrative and poetry by means of a close reading of the text. Students will develop expertise in rhetorical analysis through attention to such literary devices as word play, characterization and character development, ambiguity, irony, plot development, ellipsis, dialogue and silence within the text. The emphasis will be on uncovering the multiple interpretive possibilities available to the careful reader. Prerequisite: REL 200.

REL 309. INTRODUCTION TO THE NEW TESTAMENT (3).
An introduction to the literature of the New Testament in the context of the history and religion of its times. After an overview of Hellenistic Judaism and the larger Greco-Roman world, the focus will be on the New Testament documents themselves: their history, literary structure and features, their theological stances, and the insight they may give into early Christian communities. Prerequisite: REL 200.
REL 310. SYNOPTIC GOSPELS (3).
An in-depth examination of Matthew, Mark and Luke. This course will examine what is common to the first three Gospels, including, but not limited to, parables, healing stories, controversy stories and accounts of the passion and resurrection. Questions of methodology and background will be treated as necessary. The emphasis will then shift to close readings of each Gospel in order to gain an appreciation for the distinctive theology and literary structure of the three. Prerequisite: REL 200.

REL 311. THE JOHANNINE LITERATURE (3).
An in-depth examination of the fourth Gospel and Johannine epistles. The distinctive Johannine theology will be assessed, with some attention to the differences (literary and theological) between John and the synoptic Gospels. The course will also discuss theories of the history of the Johannine community, with consideration for how the community’s situation may have affected its theology. Prerequisite: REL 200.

REL 312. THE APOSTLE PAUL AND HIS EPISTLES (3).
The course has two main purposes: (1) to answer the question, “What gospel does Paul preach?”—that is, to come to an understanding of Paul’s rich theology; and (2) to learn, through the epistles, more about the milieu in which Paul worked: the social conditions, competing theological movements within early Christianity, issues of community life. As time permits, the course may also include an overview of the images of Paul preserved by other writings such as Acts of the Apostles and the deutero-Pauline letters. Prerequisite: REL 200.

REL 313. ORAL TRADITION AND RELIGION (3).
An analysis of selected texts which have been transmitted orally through storytelling and association with ritual. Students will discuss the relationship of texts to cultural and religious traditions and explore the interpretations they offer of the human situation. Prerequisite: REL 200.

REL 460-465. TOPICS IN THE INTERPRETATION OF RELIGIOUS TEXTS (3).
These courses provide an opportunity for advanced study in the area of interpretation of religious texts. The specific content of the courses and the approach taken will vary according to faculty expertise. Various topics will be offered as student interest and faculty availability permit.

RELIGION AND CULTURE

REL 315 (ANT 315). TEMPLES, SHRINES, AND TELLS: ANCIENT NEAR EASTERN ARCHAEOLOGY (3).
Archaeology opens one window on the past. With its data we can create a theoretical reconstruction of life in antiquity: city size and design; types of economy; agricultural methods; industrial and military technologies; cult centers and artifacts. This particular course focuses on the archaeology of Syro-Palestine, especially on Jordan and Israel. It features a practical overview of an archaeological excavation set in the Middle East, from field work and record keeping to preservation of artifacts and analysis of data. It provides an overview of historical and cultural developments in the Middle East from the Paleolithic to late Islamic periods. It also develops the skills to interpret and evaluate critically a variety of archaeological publications and data. Prerequisite for Religious Studies credit: REL 200.

REL 318. RELIGION AND SCIENCE (3).
This course explores the intersection of religious thought and practice, on the one hand, and the natural sciences, on the other, as human attempts to understand and interpret both natural and human environments. The course will examine different models for conceiving the relationship between religion and the sciences as well as the meaning and function of specific concepts, theories, and paradigms in science and religion. Although the primary focus will be methodological, atten-
tion will also be devoted to particular questions of ethics and public policy that pertain to science and religion. Prerequisite or corequisite: REL 200.

REL 320 (WMS 320). WOMEN AND RELIGION (3).

In view of the rapidly changing self-concepts and roles of women, both in the churches and in society as well as the discussion about the nature of our images of God and our use of God language, this course explores some of the implications of these changes for modern women and men. Historical, archetypal and contemporary material is used in a seminar format. The course will use prescriptive passages in religious texts, rituals of women and women’s writings as loci for exploring women’s experiences in various religious communities of the world. One focus of the course will be the responses of women through writings or otherwise to the prescriptions of gender roles in their tradition. Prerequisite: REL 200.

REL 321 (ANT 311/PGS 321). LOCAL RELIGIONS OF NATIVE AMERICA, AFRICA, OCEANIA (3).

Religions function within particular geographical and cultural settings. That is, they have a local aspect. While some religions, those referred to as “world religions,” have extended beyond their original locations, others have maintained a primarily local orientation. Among these are religions of Aboriginal Australia, Melanesia, Black Africa and Native America which will be studied in this course. Although the traditions are very different from each other, they are grouped together because of their strong identification with their local cultures. Prerequisite: REL 200.

REL 322. RITUAL PERFORMANCE (3).

An analysis of ritual performance in a number of religious traditions. Attention will be given to the orchestration of symbols and to the location of rituals within religio-cultural contexts. Each student will be expected to analyze a ritual in which he or she has participated and another which will be presented via documentary film in the course. Prerequisite: REL 200.

REL 323 (ANT 312). NATIVE AMERICAN RELIGIONS (3).

A study of selected Native American traditions from historical and comparative perspectives. Particular attention will be given to the Iroquois and will include discussion of Iroquois-Christian interaction. Prerequisite: REL 200.

REL 325. RELIGION AND ECOLOGY (3).

Religion and Ecology explores the ways that religious traditions understand and interact with their environments. The course asks how religious communities think about “nature” and “life” and how they define a human relationship to, and responsibility for, the earth. Students will develop skills in identifying the religious underpinnings of contemporary attitudes and practices regarding the environment. Prerequisite: REL 200.

REL 346. RELIGION AND LIFE STORIES (3).

One way in which humans carry out their quest for meaning in life is by attending to the lives of others. Such a quest involves the religious dimensions (broadly understood) of human existence. This course investigates such a quest for meaning in the life stories of significant individuals in history. Prerequisite: REL 200.

REL 347. CHRISTIAN LIFE AND SYMBOL (3).

This course will explore various components of Christian life as it is contemporaneously experienced and symbolized. To achieve this, the topics of religious experience, faith, belief and conversion will be treated in the context of various modes of symbolization: scripture, sacrament and liturgy, doctrine and literature. Prerequisite: REL 200.

REL 348. THE SPIRITUAL JOURNEY (3).

This course will provide the student with an overview of Christian spirituality. It
will consider the biblical foundations of Christian spirituality and its historical development through the centuries. A major portion of the course will look at the contemporary practice of Christian spirituality, including prayer, discernment, spiritual direction and the usefulness of insights from psychology regarding dreams, personality and gender. Students will be introduced in-class to various methods of Christian meditation.

**REL 349. RELIGION IN CONTEMPORARY FILMS (3).**

This core course is a writing-intensive critical analysis of contemporary European and American films from the perspective of concerns and questions associated with a critical study of religion: freedom, violence, gender and sexuality, grace, eros, reconciliation, sacrifice, the other, redemption. Visual texts or films for the course include, but are not limited to, Amadeus, Kundun, Little Buddha, Smoke Signals, Unforgiven, Aliens, Babette’s Feast and Breaking the Waves. Course readings are (1) primary religious texts from indigenous traditions, Asian religions, Judaism, Christianity, and Islam; and (2) film criticism incorporating feminist, literary, biblical, and theological methodologies. Class style: short lectures, guided discussion (led by students and instructor), screening of films. There are weekly papers or electronic postings, a course project and short presentation on that project. Fulfills REL 300 core requirement. Prerequisite: REL 200.

**REL 359 (PGS 359). MUSLIM COMMUNITIES IN TRANSITION (3).**

This course offers an original understanding of the role of religion in the Muslim societies. It will study the way in which Islam interacts with cultures and covers a multitude of forms and practices which are woven into daily existence in complex and invisible ways. The impact of colonialism on the Muslim world will be discussed. It will analyze both radical and reformist Islamic movements and their influence on Islamic societies and on the understanding of the religion. Islamic values in the United States will also be explored. Prerequisite or corequisite: REL 200.

**REL 360 (ANT 360). ANTHROPOLOGY EXAMINES TRADITIONAL RELIGIONS: WITCHCRAFT, ORACLES AND MAGIC (3).**

See course description for ANT 360.

**REL 369 (SOC 369). SOCIOLOGY OF RELIGION (3).**

See course description for SOC 369.

**REL 377. COMMUNITY IN CHRIST: THE CHURCH (3).**

An exploration of the community of Jesus’ disciples which developed into a worldwide, multi-faceted and structure communion of communions. This study will consider the scriptural roots of this communion and its subsequent theological development. It will also propose and critique contemporary concepts of the church. Prerequisite: REL 200.

**REL 470-475. TOPICS IN RELIGION AND CULTURE (3).**

These courses provide an opportunity for advanced study in the area of religion and culture. The specific content and approach taken will vary according to faculty expertise. Topics included, for example, might be religion and literature, religion and science, religion and psychology, religion and sociology/anthropology. Various topics will be offered on an irregular basis as student interest and faculty availability permit.

**RELIGIOUS ETHICS**

**REL 331. INTRODUCTION TO RELIGIOUS ETHICS (3).**

An introduction to significant approaches to religious ethics and the study of particular personal and social problems from religious perspectives. Examples of topics included might be marriage, abortion, homosexuality, nuclear warfare and world hunger. Prerequisite: REL 200.
REL 332. CATHOLIC SOCIAL TEACHING (3).
This course aims to help students clarify their unexpressed values as a step toward developing a value system. It seeks to develop habits of re-examining the student's purposes, aspirations, attitudes and feelings to find an intelligent relationship between his or her life and the world. The course begins with a consideration of the viability of Christian ethics as applied to the personal and social aspects of life. It evaluates the value presuppositions of both students and leaders and applies these values to case studies.

REL 336 (PGS 336). COMPARATIVE RELIGIOUS ETHICS AND SOCIAL CONCERNS (3).
The course is a study in comparative religious ethics. The course will guide students through the ethical perspectives that eastern, western, and indigenous religious traditions have developed on four social issues facing our world: the construction of sexuality and gender, social justice, violence and the environment. Prerequisite: REL 200.

REL 337. CHRISTIAN SOCIAL ETHICS (3).
This course offers an approach to contemporary social issues and underscores the importance of the Christian ethical dimension in these issues and in character formation. Students will be introduced to the methods and resources for ethical analysis and decision making. Issues addressed will include the family, liberation, violence, non-violence, the environment, sexuality, the economy, life and death and medicine. Prerequisite: REL 200.

REL 420-429. TOPICS IN RELIGIOUS ETHICS (3).
These courses provide an opportunity for advanced study in the area of religious ethics. The specific content and approach taken will vary according to faculty expertise. Topics included, for example, would be methods in religious ethics, specific problems in personal and social ethics and comparative studies in religious ethics. Various topics will be offered on an irregular basis as student interest and faculty availability permit.

HISTORY OF RELIGION
REL 361 (HST 340). THE CHURCH IN HISTORY (3).
See course description for HST 340.

REL 362. THE DEVELOPMENT OF JEWISH THOUGHT (3).
The general purpose of this course is to provide a historical survey of Jewish religious thought from its biblical origins through the post-biblical era to the present. An overview of the major ideas that influenced Jewish history is followed by an analysis of the outstanding theological concepts. Consideration is given to the life cycle that affects Jewish personal existence. This course also indicates the ethical and moral precepts that characterize Judaism throughout the ages. Course sponsored by the Jewish Chautauqua Society. Prerequisite: REL 200.

REL 363 (PGS 365). RELIGIONS OF ASIA (3).
The practices, beliefs and history of Hinduism, Buddhism (including Japanese developments) and Taoism will be examined in this course. Particular attention will be given to the relationship of each tradition to its cultural context in the course of history and to problems confronting each tradition in the modern world. Prerequisite: REL 200.

REL 364. RELIGION IN AMERICA (3).
From a religious point of view, major historians have described America variously as a righteous empire, a lively experiment in pluralism and a nation with the soul of a church. As these descriptions, taken together hint, American religious history is colored by the existence of three distinct and often conflicting forces: evangelical piety, a political pluralism and a distinctive form of civil religion. This course will attempt to trace and to celebrate the enduring vitality of each of these forces.
throughout the history of the republic and
to make the student aware of the tensions
which have arisen and which continue to
arise as a result of the divided pedigree of
American religion. Topics to be covered
will include the New England way, immi-
gration and nativism, Manifest Destiny
and the rise of indigenous American reli-
gious communities. Prerequisite: REL 200.

REL 365. ISLAM (3).
This course will study the life and person-
ality of the Prophet Muhammad, the form
and doctrines of the Qur'an, the growth of
tradition and the development of Islamic
law. Special attention will be given to
Sufism, the mystical current in Islam, its
teachings, practices, major figures and the
impact of the Sufi Orders on the spread of
Islam. The course will examine various
expressions of Muslim piety, particularly as
reflected in art and poetry. Finally, the
course will consider the pre-modernist
reform movements and modern develop-
ments, especially the rise of fundamental-
ism. Prerequisite: REL 200.

REL 367. AMERICAN CATHOLICISM: THE
HISTORY OF MULTIPLE LOYALTIES (3).
This course will introduce the student to
the history of American Catholicism from
colonial days to the present. Special
emphasis will be placed upon a considera-
tion of the problems which the church faced
as it tried simultaneously to be American
eough to please a frequently skeptical and
sometimes hostile American culture; con-
spicuously Catholic enough to please
Rome and Catholic enough in the forms of
piety and governance to please the diverse
ethnic groups that comprised its member-
ship. Topics covered will include Catholic
patriotism, Americanization, the Ameri-
canist crisis, nativism and American
Catholic intellectual life. Prerequisite:
REL 200.

REL 371 (HST 343). THE HISTORY AND
SPIRITUALITY OF THE JESUITS (3).
See course description for HST 343.

REL 372. JUDAISM IN THE SECOND
TEMPLE PERIOD (3).
An investigation of a critical period in
Jewish history. The approach will be pri-
marily historical, emphasizing the period
between Maccabean times and the fall of
the Second Temple, as well as reactions to
the loss of the Temple through the Bar
Kockba revolt. Within the historical fram-
ework, a number of topics will receive spe-
cial attention: the growth of the wisdom
tradition, the emergence of apocalyptic,
Judaism in the diaspora, the literature and
history of Qumran, Jewish sects, messianic
hopes and movements, the emergence of
Christianity and the beginnings of the rab-
binic movement. Prerequisite: REL 200.

REL 445-449. TOPICS IN THE HISTORY
OF RELIGION (3).
These courses provide an opportunity for
advanced study in the area of the history
of religion. The specific content and
approach taken will vary according to fac-
ulty expertise. Topics included, for exam-
pole, would be method in the history of
religion, the history of religious thought
and institutions in various periods and cul-
tures. Various topics will be offered on an
irregular basis as student interest and fac-
ulty availability permit.

REL 368 (PGS 368). RELIGIOUS THOUGHT
AND CULTURE IN LATIN AMERICA (3).
This course offers a thematic examination
of religious thought and culture in Latin
America from the time of conquest to the
present. From the perspective of cultural
studies, this course explores the pervasive
influence of religion in the formation of
Latin America identity, culture, politics
and material history. Particular attention
will be given to the diversity and syn-
cretization of religious traditions, as well as
to the continuing importance and influ-
ence of pre-conquest religious ideas, val-
ues, and traditions. Topics considered
include: colonialism and missionary his-
tory; influence and effects of Spanish and
REL 375. UNDERSTANDING CATHOLICISM (3).
This course will introduce the student to contemporary understandings of Catholicism. The development of the church’s tradition will be traced from its foundations in Scripture and the Councils of the Church to the present day. Topics to be covered include Christology, ecclesiology, morality and sacramental theology. Prerequisite: REL 200.

REL 376. THE THEOLOGICAL VENTURE (3).
The purpose of this course is threefold: to introduce the student to various traditional and contemporary understandings of the theological task, to show how theology is undertaken by theologians representing a variety of historical and anthropological periods, and to assist students in developing their personal skill in theologizing. Prerequisite: REL 200.

REL 377. COMMUNITY IN CHRIST: THE CHURCH (3).
An exploration of the community of Jesus’ disciples which developed into a worldwide, multi-faceted and structure communion of communions. This study will consider the scriptural roots of this communion and its subsequent theological development. It will also propose and critique contemporary concepts of the church. Prerequisite: REL 200.

REL 378. JESUS CHRIST THROUGH HISTORY (3).
From the time of the historical Jesus until the present, the figure of Jesus has undergone significant changes in interpretation. This course will trace these changes and assess the reasons for them. The course will also allow students to assess contemporary interpretations of Jesus. Prerequisite: REL 200.

REL 380 (PGS 380). CHRISTIAN THEOLOGIES OF THE THIRD WORLD (3).
This course studies Christian theologies developed in Africa, Asia and Latin America. There will be consideration of problems such as the inculturation of Christianity, revolution and violence and the national security state. A variety of viewpoints are treated, ranging from official church teachings to their radical critiques by contemporary Third World theologians.

REL 381 (PGS 381). CHRISTIANITY IN DIALOGUE WITH WORLD RELIGIONS (3).
This course will explore contemporary dialogue between Christianity and other world religions, with the aim of helping students address basic questions that arise in the course of such inter-religious relationships. Students will explore some of the basic attitudes that Christian thinkers have taken toward respectful engagement of other faiths, as well as addressing the obstacles that hinder dialogue. Furthermore, Christian approaches to interfaith dialogue will be explored intensively with respect to one particular world religion or family of traditions, which may vary as the course is offered from year to year. We will enter into the contemporary dialogue between Christianity and Hinduism. Our study will focus on Hindu-Christian dialogue as it has been enacted in both personal and communal contexts. A further focus will address the performance of dialogue through the cross-cultural interpretation of canonical texts. Prerequisite/Corequisite: REL 200.

REL 382. BUDDHISM AND CATHOLICISM IN DIALOGUE (3).
This course will enter into the contemporary dialogue between Catholicism and Buddhism, exploring both the fundamental differences and the possible affinities between them. In addition to becoming acquainted with another major world religion, students will be presented with fresh perspectives for approaching Catholicism’s...
own rich heritage of mysticism, monasticism and social service. Students will pursue comparative study of such topics as the relation between religious language and experience, concepts of the self and ultimate reality, the causes of and remedies for human suffering and the meaning of spirituality as an engagement with the world, not a flight from it. Prerequisite: REL 200.

REL 383 (PHL 335). PHILOSOPHIES OF JUDAISM (3).
See course description for PHL 335.

REL 384. MYSTERY AND SYMBOL: THE CHRISTIAN CREED (3).
An exploration and critique of the beliefs of Christianity through an examination of its expression in the ancient creeds of the church. The course will relate the Nicene Creed common to nearly all Christians to its roots in the Bible and then develop a commentary of the contents of the creed from a contemporary perspective. Prerequisite: REL 200.

REL 385-389. SPECIAL TOPICS IN RELIGION (3).
This course provides the opportunity to teach a course one time only. This provides professors and students the opportunity to explore a course of mutual interest. Prerequisite: REL 200.

SPECIAL STUDY

REL 390-394. INDEPENDENT STUDY.
A student who wishes to pursue independent study for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied, the goal to be achieved, the methodology to be followed, the schedule of supervision, the end product, the evaluation procedure and the number of credits sought. All proposals must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. They will be kept on file in the dean of arts and sciences’ office. Prerequisite: REL 200.

REL 395-399. STUDENT-INITIATED COURSE IN RELIGIOUS STUDIES (3).
The department of religious studies recognizes that students often have interests that are not covered in the scheduled course offerings. REL 395-399 provides a structure by which a group of students may petition the department to offer a course in a subject matter of particular interest to the students. The following conditions must be met in order for such a course to be offered: (1) A group of at least 10 students must agree on an area of inquiry and submit formal petition to the chair of the department; (2) the petition normally must be filed with the chair by Oct. 15 for a spring semester course and by March 1 for a fall semester course; (3) necessary resources among faculty and library must be available; and (4) the petition must be reviewed and approved by the curriculum committee of the department of religious studies. Prerequisite: REL 200.

SENIOR STUDIES

REL 400-419. SENIOR SEMINARS IN RELIGIOUS STUDIES (3).
These courses are designed to investigate the presuppositions, structures and images that underlie the human attempt to understand basic religious issues. Through various unifying foci (such as the question of God, theory and praxis, faith and justice, etc.), students will be enabled to come to a reflective understanding of their own religious assumptions and values in the context of their previous years of study. The courses will have a seminar format, with an emphasis on student discussion and active integration of material through class presentations and written work.

REL 401. CORPORATE RESPONSIBILITY (3).
Corporations (public and private) play important roles in the lives and livelihoods of individuals; in fact, they seem to envelope, if not replace, persons as the loci of power and responsibility. Corporate Responsibility is an integrative and interdisciplinary senior capstone course which
REL 405. ETHICS FROM THE PERSPECTIVE OF THE OPPRESSED (3).

This senior seminar will study ethics from the perspective of social groups in American society whose voices have too often been muted because of oppression and marginalization. Those groups include the poor, women, people of color (African-American, Native American and Latino) and gays/lesbians. The focus will be to allow these groups to voice the nature of their oppression (its causes and extent), to challenge the inadequacies of traditional morality and to identify the moral resources to promote social change. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 408 (SOC 408). ADVANCED STUDIES OF CONTEMPORARY AMERICAN CATHOLICISM: HISTORICAL AND SOCIAL SCIENTIFIC PERSPECTIVES AND APPLICATIONS (3).

This is an advanced, interdisciplinary seminar and research practicum that employs the theoretical frameworks and methodologies of religious studies and social science to study recent changes and the current conditions of the American Catholic community in light of historical trends. Students conduct an original research project using data from Contemporary Catholic Trends, a semi-annual, longitudinal, national survey of American Catholics. Prerequisites or co-requisites: REL 200 and one other 300-level course in religious studies, and MTH 111 or STA 201 and completion of the one-course social science core requirement, or permission of the instructors. The course may be taken to satisfy the PHL/REL 400 senior seminar core requirement.

REL 409. CULTS AND CULTURAL CONFLICTS (3).

A common feature of the experience of religious cults, which have emerged in all major religious traditions, is some degree of conflict with the surrounding culture. This course will explore the dynamics of cultural conflict experienced by cults. We will explore the following questions: What do we mean by the terms cult, new religious movement, alternative religion and minority religion? Why does conflict between cults and the surrounding culture occur? What forms does it take? What factors exacerbate or mitigate conflict? What strategies have various cults employed to deal with conflict? Which strategies have been most successful? Why? What strategies have various cultures employed to deal with conflict with cults? Which strategies have been most successful? Why? Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 410. APOCALYPTIC WORLDVIEWS, RELIGION AND POLITICS (3).

This senior seminar provides an opportunity to study and analyze the alignments and agendas, and their apocalyptic and millennial worldviews. In the first half of the course, a close, critical reading of primary texts and secondary commentary introduces students to components of apocalyptic myths, the appropriation of this material by 19th century groups in the United States (e.g., the Millerites, the Oneida Community, and the Church of the Latter Day Saints), and its 20th century “Americanization” by Hal Lindsay, Jack van Impe and Pat Robertson. We also consider the function of apocalyptic myth among the 19th and 20th century marginalized groups: Wovoka’s Ghost Dance, Nat
Turner’s Rebellion and the Nation of Islam. In the second half of the course, students analyze the Christian Identity Movement, neo-Nazi groups, skinhead gangs, and militia movements, from the perspectives of each group’s construction of Christianity, gender, sexual orientation, and race; its appeal to religion to further its political agenda; and its tolerance of violence to draw attention to itself or to accomplish its goals. At the same time, students will also be presenting their research on other contemporary Christian and non-Christian religion-based political movements with apocalyptic and millennial worldviews. Prerequisites or corequisites: Successful completion of REL 200 and REL 300. This course is open to students with senior standing and fulfills the Core Senior PHL/REL Seminar requirement. The department chair may admit other students at his/her discretion.

REL 411. PUBLIC RELIGION AND THE SOCIAL ORDER (3).
This seminar will study the religious dimensions of secular, social behavior by uncovering the experiences of ultimacy or sacrality in political, economic and social institutions, myths and behavior. Students will investigate a variety of ways that religious persons and groups have used historically both to interpret and to interact with the social order. In addition, the effect of changes in the political and social order upon religious communities and traditions will also be examined. Primary attention will be devoted to religion and the social order in the United States of America. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 412 (WMS 416). RELIGION, SEX AND GENDER (3).
This seminar will study the religious understandings of sex and sexuality, and the role which religion plays in establishing and reinforcing gender roles. Students will explore the attitudes toward sex and sexuality found in religious art, music and literature. The course will treat the dualisms which prevail in all cultures and academic disciplines that assign different tasks and qualities to men and women. Students will also discuss the gender expectations of different religious traditions to assess the impact that such expectations have on the pursuit of knowledge. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 413. RELIGION AND IMAGINATION (3).
In this seminar, students will be asked to examine patterns of symbols in literature, in the visual and performing arts, including religious myths, texts and rituals. The purpose of this study will be to appreciate the role of the imagination in the creation and interpretation of various cultural expressions. The seminar will also discuss the limitations which post-Enlightenment efforts at demystification impose on understanding the human condition. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 414. CHRISTIAN THEOLOGY IN A POST-MODERN AGE (3).
In this seminar, students will be asked to explore the mutual influence of theology and culture. Post-modernity critiques the Enlightenment mentality, but there are several strands of such criticism, some congenial to theology, others that are not. Within this context, attention will be paid to postmodern expressions of culture in art, literature and philosophy; the questions raised for and by theology; and the responses of various theologies to these questions. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 415 (PHL 415). THEOLOGIES AND PHILOSOPHIES OF LIBERATION (3).
See course description for PHL 415.

REL 417. WOMEN AND RELIGION IN THE GRECO-ROMAN WORLD (3).
An investigation of women in the religious sphere of the Greco-Roman world. Topics
include a general discussion of women's functions in antiquity, women's roles in various religious communities, religious attitudes toward women, gender and deities. Although a variety of cults will be discussed, the primary focus of the course will be on women within early Jewish and Christian communities. The course will rely largely on readings from primary sources, including deuterocanonical and New Testament texts. Senior core seminar. Prerequisite: REL 200.

REL 419. HISTORY OF THE STUDY OF RELIGION (3).
A survey of the development of the modern study of religion, of the approaches which it has taken and the issues which it has addressed. Attention will be given to the definition of the field of study, to the work of significant figures, to the relationship of religious studies to other disciplines and to problems of cross-cultural interpretation. Prerequisites: REL 200, a REL 300-level course in religious studies and senior standing.

REL 455-459. TOPICS IN RELIGIOUS THOUGHT (3).
These courses provide an opportunity for advanced study in the area of religious thought. The specific content and approach taken will vary according to faculty expertise. Topics included, for example, would be specific problems in contemporary religious thought, individual religious thinkers, doctrines and method in religious thought. Various topics will be offered on an irregular basis as student interest and faculty availability permit.

REL 490-499. RESEARCH.
An upper-class student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal should specify the number of credits sought. All proposals must be approved by the research director, the department chair and the dean of arts and sciences. They will be kept on file in the dean of arts and sciences' office. Prerequisite: REL 200. May be used to fulfill the second religious studies course required by the core curriculum.
The Department of Sociology and Anthropology offers a major in sociology with four concentrations (human services, criminology and criminal justice, theory and research, dual childhood and special education) an interdisciplinary major, criminology and crime & justice studies, as well as minors in anthropology, sociology and criminology and criminal justice. The department also administers an interdisciplinary minor in Urban Studies.

**SOCIOLGY MAJOR**

The curriculum for the sociology major integrates the basic principles of a liberal arts education with skills specific to the critical analysis of social structure and processes. The major provides training in both sociological theory and social science research methods, as well as a thorough understanding of substantive areas such as crime and deviance, marriage and families, law, formal organizations and institutions such as the mass media and industry. Practical application of classroom knowledge is afforded through the department’s internship program.

Each of the department’s four concentrations provides rigorous sociological training with emphasis on the skills needed to prepare for careers after graduation. The human services concentration prepares the student for work in direct-assistance orga-
PROGRAM A: HUMAN SERVICES CONCENTRATION

Major Requirements: Hours:
SOC 101 Introductory Sociology 3
SOC 200 Careers, Practice and Professional Computing for Sociology 3
SOC 201 Research Methods in the Social and Political Sciences 3
SOC 240 Social Welfare 3
SOC 303 Social Theory in Anthropology and Sociology 3
SOC 341 Human Services Case Management: Theory and Service Learning 3
SOC 402 Program Evaluation Research Methodology and Policy Analysis 3
SOC 490 Internship in Sociology 3
Three of the following: 9
ANT 101 Intro to Anthropology 3
ANT 200 Cultural Myths and Cultural Realities 3
SOC 231 Marriage and Families 3
SOC 233 Sociology of the City 3
SOC 241 Social Inequality 3
SOC 265 Population/Demography 3
SOC 335 Economics of Poverty 3
SOC 344 Gender and Society 3
SOC 401 Sociological Perspectives in Social Psychology 3
SOC 403 Group Dynamics and Interpersonal Communications 3
SOC 406 Race/Ethnicity, Gender, Class 3
SOC 425 Sociology of Oppression 3
Sociology or Anthropology Electives 6

Major Support:
PSY 101 Introductory Psychology 3
Foreign Language 1-4 6
MTH 111 Introduction to Statistics I 4

Two of the following: 6
ECO 113 Prin of Microeconomics
ECO 114 Prin of Macroeconomics
PSC 331 Intro to Public Administration
PSC 332 Public Policy
Free Electives 24
(See notes at end of Program E.)

PROGRAM B: CONCENTRATION IN RESEARCH AND THEORY

Major Requirements: Hours:
SOC 101 Introductory Sociology 3
SOC 200 Careers, Practice and Professional Computing for Sociology 3
SOC 201 Research Methods in the Social and Political Sciences 3
SOC 303 Social Theory in Anthropology and Sociology 3
One of the following: 3
SOC 495 Empirical Research Project
SOC 499 Research in Sociology
Two of the following: 6
SOC 241 Social Inequality
SOC 265 Population/Demography
SOC 390 Independent Study in Sociology
SOC 401 Sociological Perspectives in Social Psychology
Sociology or Anthropology Electives 12
Three Cognate Social Science Electives 9

Major Support:
MTH 111 Introduction to Statistics I 4
Foreign Language 1-4 6
Free Electives 30
(See notes at end of Program E.)
PROGRAM C: CONCENTRATION IN CRIMINOLOGY AND CRIMINAL JUSTICE

Major Requirements: Hours:
SOC 101 Introductory Sociology 3
SOC 121 Deviance 3
SOC 200 Careers, Practice and Professional Computing for Sociology 3
SOC 201 Research Methods in the Social and Political Sciences 3
SOC 221 Criminology 3
SOC 222 The Criminal Justice System 3
SOC 303 Social Theory in Ant & Soc 3
SOC 321 Law, Society and Social Sciences 3
SOC 323 Juvenile Delinquency 3
SOC 490 Internship in Sociology or alternative as approved by Department Chair

Three of the following: 9
ANT 101 Introductory to Anthropology
SOC 241 Social Inequality
SOC 344 Gender and Society
SOC 406 Race/Ethnicity, Gender, Class
SOC 425 Sociology of Oppression

Major Support:
MTH 111 Intro to Statistics I 4
Foreign Language \(^{1,5,6}\) 6

Two of the following: 6
HST 316 History of American Law
PHL 351 Philosophy of Law
PSC 243 Law and Politics
PSC 331 Public Administration
PSC 451 Constitutional Law I
PSC 452 Constitutional Law II
SOC 231 Marriage and Families
SOC 233 Sociology of the City
SOC 331 Soc of Work and Families
SOC 403 Group Dynamics and Interpersonal Communication

Sociology or Anthropology Electives 6
Free Electives 21

NOTES
1. With permission of the chair, other ECO or PSC courses may be substituted.
2. Cognate social sciences are economics, political science and psychology.
3. Must be taken in same language.
4. Students in this concentration are strongly encouraged to pursue foreign language training in Spanish.

Students majoring in sociology must choose a concentration in the first semester of enrollment at Le Moyne subsequent to the first year. One selects a concentration or switches to a different concentration with the advice and consent of the departmental adviser. A form which indicates such changes is available from the chair of the department and must be filed with the registrar. Upper-level SOC electives are selected with the advice and consent of one’s departmental adviser on the basis of their relevance to one’s academic interests and career objectives. Upper-level SOC electives are offered subject to demand. Consult the department chair about course offerings.

An internship in sociology is developed by a student in consultation with department’s faculty according to the supervisor’s internship guidelines. Normally, no more than three credit hours of internship may be counted toward a major in sociology.
SOCIOLOGY MINOR
A minor in sociology involves 15 credit hours of sociology courses. Selection of particular courses is based upon each student's needs and interests and is made with the approval of the department chair. These courses normally begin with Introductory Sociology (SOC 101). At least nine of the 15 credit hours must be at the upper level.

Students who seek a minor in sociology should contact the department chair as early in their career at Le Moyne as possible and prior to their enrolling in any upper-level sociology course.

CRIMINOLOGY AND CRIMINAL JUSTICE
MINOR
Students who wish to minor in criminology and criminal justice should contact the chair of the department as early as possible, but no later than the beginning of the junior year to discuss student interests and the best timing of courses to fit those interests. A prospectus will be submitted at that time which includes a statement outlining the student's interests in the area and a schedule which will allow successful completion of the course requirements. Post facto completion of the minor may not be approved.

The minor program in criminology and criminal justice requires the five courses, 15 credit hours, listed below. The courses should be taken in the following sequence.

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101 Intro. to Criminology and Crime &amp; Justice Studies</td>
<td>3</td>
</tr>
<tr>
<td>CJS 121/SOC 121 Deviance</td>
<td>3</td>
</tr>
<tr>
<td>CJS 221/SOC 221 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 321/SOC 321 Law, Society and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CJS 323/SOC 323 Juvenile Delinquency</td>
<td>3</td>
</tr>
</tbody>
</table>
# Typical Program for Human Services Concentration

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>3</td>
<td>SOC group*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100/PSY 101</td>
<td>3</td>
<td>PSY 101/ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3-4</td>
</tr>
</tbody>
</table>

## Sophomore Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 200</td>
<td>3</td>
<td>SOC 201</td>
<td>3</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>SOC 240</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200/SOC group*</td>
<td>3</td>
<td>ENG 200/SOC group*</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201/SOC/ANT Elective</td>
<td>3</td>
<td>PHL 201/Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>REL 200/Free Elective</td>
<td>3</td>
<td>REL 200/SOC/ANT Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

## Junior Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 303</td>
<td>3</td>
<td>SOC group*</td>
<td>3</td>
</tr>
<tr>
<td>ECO 113 or PSC 331</td>
<td>3</td>
<td>ECO 114 or PSC 332</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300/SOC/ANT Elective</td>
<td>3</td>
<td>ENG 300/SOC/ANT Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL 300-303/SOC 341</td>
<td>3</td>
<td>PHL 300-303/SOC 341</td>
<td>3</td>
</tr>
<tr>
<td>REL 301-399/Free Elective</td>
<td>3</td>
<td>REL 301-399/Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

## Senior Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 490 or alternative</td>
<td>3</td>
<td>SOC 402</td>
<td>3</td>
</tr>
<tr>
<td>as approved by Department Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG/HST 400-419/Free Elective</td>
<td>3</td>
<td>ENG/HST 400-419/Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL/REL 400-419/Free Elective</td>
<td>3</td>
<td>PHL/REL 400-419/Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*SOC group = 3 of ANT 101, ANT 200, SOC 231, SOC 265, SOC 233, SOC 241, SOC 331, SOC 335, SOC 340, SOC 344, SOC 401, SOC 403, SOC 406, SOC 425*
**TYPICAL PROGRAM FOR RESEARCH AND THEORY CONCENTRATION**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>3</td>
<td>SOC group*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100/Cognate Social Science</td>
<td>3</td>
<td>Cognate Social Science/ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 200</td>
<td>3</td>
<td>SOC 201</td>
<td>3</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>SOC/ANT Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200/SOC/ANT Elective</td>
<td>3</td>
<td>ENG 200/SOC/ANT Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201/Cognate Social Science</td>
<td>3</td>
<td>Cognate Social Science/PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>REL 200/Free Elective</td>
<td>3</td>
<td>Free Elective/REL 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 303</td>
<td>3</td>
<td>SOC group*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300/Free Elective</td>
<td>3</td>
<td>Free Elective/ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>PHL 300-303/Free Elective</td>
<td>3</td>
<td>Free Elective/PHL 300-303</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>REL 301-399/SOC/ANT Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>SOC/ANT Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**(SENIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 495/499</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG/HST 400-419/Free Elective</td>
<td>3</td>
<td>Free Elective/ENG/HST 400-419</td>
<td>3</td>
</tr>
<tr>
<td>PHL/REL 400/Free Elective</td>
<td>3</td>
<td>Free Elective/PHL/REL 400</td>
<td>3</td>
</tr>
<tr>
<td>Cognate Social Science/Free Elective</td>
<td>3</td>
<td>Free Elective/Cognate Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

* SOC group = 2 of SOC 241, SOC 265, SOC 390, SOC 401
TYPICAL PROGRAM FOR CRIMINOLOGY AND CRIMINAL JUSTICE CONCENTRATION

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101</td>
<td>3</td>
<td>CJS 101</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100/PHL 101</td>
<td>3</td>
<td>PHL 101/ENG 100</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3-4</td>
<td>SOC Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 200</td>
<td>3</td>
<td>SOC 201</td>
<td>3</td>
</tr>
<tr>
<td>SOC 121</td>
<td>3</td>
<td>SOC 221</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201/ENG 200</td>
<td>3</td>
<td>EN 200/PHL 201</td>
<td>3</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>SOC Elective</td>
<td>2-3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 303</td>
<td>3</td>
<td>SOC 321</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300/SOC/ANT group*</td>
<td>3</td>
<td>SOC/ANT group*/ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>PHL 301-303/Free Elective</td>
<td>3</td>
<td>Free Elective/PHL 301-303</td>
<td>3</td>
</tr>
<tr>
<td>REL 301-399/Free Elective</td>
<td>3</td>
<td>Free Elective/REL 301-399</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 490 or alternative as approved by Department Chair</td>
<td>3</td>
<td>SOC/ANT group*</td>
<td>3</td>
</tr>
<tr>
<td>ENG or HST 400-419/Free Elective</td>
<td>3</td>
<td>Free Elective/ENG or HST 400-419</td>
<td>3</td>
</tr>
<tr>
<td>PHL or REL 400-419/Free Elective</td>
<td>3</td>
<td>Free Elective/PHL or REL 400-419</td>
<td>3</td>
</tr>
<tr>
<td>SOC/ANT group*</td>
<td>3</td>
<td>SOC/ANT Elective</td>
<td>3</td>
</tr>
<tr>
<td>Soc Sci cognate group**</td>
<td>3</td>
<td>Soc Sci cognate group**</td>
<td>3</td>
</tr>
</tbody>
</table>

*SOC/ANT group. Three of the following: ANT 101, SOC 241, SOC 344, SOC 406 and SOC 425.

**Social Science Cognate group. Two of the following: HST 316, PHL 351, PSC 243, PSC 331, PSC 451, PSC 452, SOC 231, SOC 233, SOC 331, SOC 403.
# Typical Program for Criminology and Crime & Justice Studies Major

## Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101</td>
<td>3</td>
<td>CJS 121/SOC 121</td>
<td>3</td>
</tr>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>Foreign Language 1</td>
<td>3</td>
<td>Foreign Language 2</td>
<td>3</td>
</tr>
</tbody>
</table>

## Sophomore Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201</td>
<td>3</td>
<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>CJS 200/SOC 200</td>
<td>3</td>
<td>CJS 201/SOC 201</td>
<td>3</td>
</tr>
<tr>
<td>SOC 221</td>
<td>3</td>
<td>Support</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language 3</td>
<td>3</td>
<td>Foreign Language 4</td>
<td>3</td>
</tr>
</tbody>
</table>

## Junior Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 301</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHL 301-303</td>
<td>3</td>
<td>REL 301-399</td>
<td>3</td>
</tr>
<tr>
<td>CJS 321/SOC 321</td>
<td>3</td>
<td>Support</td>
<td>3</td>
</tr>
<tr>
<td>Support</td>
<td>3</td>
<td>Support</td>
<td>3</td>
</tr>
</tbody>
</table>

## Senior Year

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 401</td>
<td>3</td>
<td>PHL/REL seminar</td>
<td>3</td>
</tr>
<tr>
<td>ENG/HST seminar</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Support</td>
<td>3</td>
<td>Support</td>
<td>3</td>
</tr>
<tr>
<td>Support</td>
<td>3</td>
<td>Support</td>
<td>3</td>
</tr>
</tbody>
</table>
No prerequisite required unless noted.

**SOC 101. INTRODUCTORY SOCIOLOGY (3).**
An introduction to sociology’s contributions toward an understanding of men and women and their social world. The course examines social interaction as the basis of social behavior and the foundation of social groups. Sociological concepts and methodology are used to provide meaning and understanding of such phenomena as gender roles, the development of the self, the family, social class and stratification, deviant behavior, behavior in organizations and bureaucracies, urban life, power and politics and social change. Required of all sociology majors.

**SOC 121 (CJS 121). DEVIANCE (3).**
This course is a thematic introduction to sociology; it presents basic concepts and principles of sociological and criminological analysis. Different types of deviant behaviors are examined and explained using both individualistic and social structural theories. Students will acquire the tools needed to conduct a critical analysis of any social behaviors, including deviance.

**SOC 150. INDUSTRIAL SOCIOLOGY (3).**
The course examines many forms of work and their meaning in modern society from a sociological perspective. Both the social aspects of work in contemporary settings and how work affects other, non-work aspects of life are explored. Attention is also paid to the various sociologically relevant aspects of the work environment and how they are manipulated to affect such factors as production, worker motivation, plant management, employment, the role of unions, formal and informal worker relations. The impact of technology, politics and changing attitudes toward work and leisure is shown. Reference is made to a variety of sociological theories to explain the processes and changes in industrial relations.

**SOC 171 (URB 101). INTRODUCTION TO URBAN STUDIES (3).**
See course description for URB 101.

**SOC 181-199. MINI-COURSES IN SOCIAL PROBLEMS (1 EACH).**
A mini-course treats one area of sociological concern for one-third of a semester. Courses are offered each year, and students may elect one, two or three.

The following mini-courses are offered:

**SOC 184. PROBLEMS OF WORK (1).**
**SOC 185. TECHNOLOGY AND SOCIETY (1).**
**SOC 190. CAREER PATHS (1).**
**SOC 193. AIDS AS A SOCIAL PROBLEM (1).**
**SOC 194. ORGANIZATIONAL DEVIANCE (1).**
**SOC 195. EFFECTS OF UNEMPLOYMENT (1).**
**SOC 196. HOMELESSNESS (1).**
**SOC 197. POVERTY, CHILDREN AND PUBLIC POLICY (1).**
**SOC 198 (WMS 198). WOMEN’S HEALTH AND HEALTH CARE (1).**
**SOC 199. CONSUMER SOCIETY (1).**

**SOC 200 (CJS 200). CAREERS, PRACTICE AND PROFESSIONAL COMPUTING IN SOCIOLOGY AND CRIMINOLOGY (3).**
This course focuses on: (1) the discipline and profession of sociology/criminology; (2) career exploration and career development skills for undergraduate sociology/criminology majors; (3) professional writing skills; (4) graduate and professional school exploration and advising; (5) applied sociology and action anthropology; (6) professional socialization; (7) computer literacy in research and presentation of self both in person and on the Internet; and (8) professional ethics.
SOC 201 (CJS 201/PSC 202). RESEARCH METHODS IN THE SOCIAL AND POLITICAL SCIENCES (3).
This course is an introduction to the research methodologies employed by social scientists. Major analytic issues covered in the course include measurement validity and reliability, the grounds for making causal inferences, sampling and research ethics. Major techniques to be studied include participant observation, survey research, experimentation, intensive interviewing and evaluation research. Required of all sociology/criminology majors. Prerequisites: SOC 101, CJS 101 or PSC 101 and MTH 111 or in progress.

SOC 220 (CJS 220). THE CRIMINAL JUSTICE SYSTEM (3).
This course examines the criminal justice system and its effects on individuals within the system. It also considers the criminal justice systems effects on individuals both inside and outside the system with respect to the commission of crime. Prerequisite: SOC 221 recommended.

SOC 221 (CJS 221). CRIMINOLOGY (3).
Criminology is the sociological analysis of crime in American society. Different types of crime are examined: street crime, white-collar crime, victimless crime, corporate crime and political crime. By critically examining theories of crime causation, the student gains an understanding of the social forces which contribute to the commission of crime.

SOC 231. MARRIAGE AND FAMILIES (3).
A social scientific study of contemporary and historical forms of marriage and family life in America. We will compare different types of American families with family structures in other parts of the world and other historical periods. We will study interactions between family systems and work, education, health care and legal systems and focus on their public policy implications.

SOC 232. FAMILY VIOLENCE (3).
Using sociological perspectives, this course will examine family violence including the abuse of partners, children and elders. It will focus on understanding the origins and the larger forces leading to and reinforcing family violence, and as well as on the microdynamics of violence within families. It will also examine how family violence varies across differences such as race/ethnicity, sexual orientation and disability.

SOC 233 (URB 233). SOCIOLOGY OF THE CITY (3).
A consideration of both the dynamic character and the organizational structural aspects of the city. Social change as it is manifest in urbanization, with particular emphasis on problems of the inner city.

SOC 240. SOCIAL WELFARE (3).
This course will provide an historical overview of social welfare policy, both public and private, as it has evolved from medieval alms-giving to modern welfare statism. Welfare's costs and benefits, structure and relationship to other parts of society will be examined. Relevant sociological theories will be reviewed, with particular attention to the way they have been applied to problems of social welfare. The social work profession will be examined sociologically.

SOC 241. SOCIAL INEQUALITY (3).
An analysis of contemporary developments in stratification theory from both the conflict and structural-functional perspectives. Differences between and among social groups are examined in detail as they are manifested in socialization, educational opportunities, occupational status, lifestyles, income and health. Special emphasis is placed on the concept of class and the changing American class structure, female status attainment and poverty. Prerequisite: SOC 101 or its equivalent.
SOC 245. CONFLICT RESOLUTION (3).
This course will introduce students to the field of conflict resolution. It will include an overview of the history and theories of the field and some of the major critiques of present theories and practices. The course also will provide students with an understanding of the spectrum of role professionals in conflict resolution undertake. 

Students will gain selected conflict resolution skills and come to understand conflict experientially by participating in three role plays demonstrating issues associated with inter-personal, inter-group and organizational conflict.

SOC 265. POPULATION/DEMOGRAPHY (3).
A sub-discipline of sociology, demography is the scientific study of populations. This course treats elementary demographic measures and techniques. Within a sociologically and historically grounded framework, it examines the components of population change (natality, mortality and migration) as well as the effects of the size and composition of a population upon institutions and social problems. The course might examine, for instance, the effects of population stability or change upon the family, housing, education, markets for various products and/or the quality of the environment. Policy making to shape population conditions will also be considered.

SOC 303 (ANT 303). SOCIAL THEORY IN ANTHROPOLOGY AND SOCIOLOGY (3).
This course explores sociological and anthropological theory by studying a number of the classical thinkers in the disciplines. We study the origins of and interrelationships among these theories in their particular social and historical milieus, as well as their relevance to sociology and anthropology today. The student is expected to gain both a competence in the historical development of social scientific theory and an ability to theorize about social phenomena.

SOC 310. AGING AND SOCIETY (3).
This course will examine aging as an individual and a social process. The focus will be on the social process of growing old in America. Students will be exposed to the effects society exerts on its aging population. Topics will include the demographic structure, current theories of aging, the effects of economic, political and psychological considerations on aging.

SOC 321 (CJS 321). LAW, SOCIETY AND SOCIAL SCIENCE (3).
The structure and functions of law as an institution are analyzed from the perspectives of classical and contemporary social scientific theories. The legal processes of the assignment of responsibility, the resolution of disputes, the distribution of social rewards and the imposition of sanctions are studied in cross-cultural perspective. Attention is also focused on the use of social scientific knowledge by legal institutions.

SOC 322 (ECO 322). ECONOMICS OF CRIME AND PUNISHMENT (3).
See course description for ECO 322.

SOC 323 (CJS 323). JUVENILE DELINQUENCY (3).
After examining the causes of delinquency among juveniles and the various ways of treating delinquents, the second part of the course focuses on juvenile court: the history of the juvenile court movement, current procedures employed by the juvenile court and its relationship with other community agencies that deal with delinquents.

SOC 324 (CJS 324). WHITE COLLAR CRIME (3).
See course description for CJS 324.

SOC 331. SOCIOLOGY OF WORK AND FAMILIES (3).
This course will consider two central spheres of social life, work and family, looking at them as both creations of the participants and products of social forces within society. First, we will look at the organization and experience of work and
families from both developmental and cross-cultural perspectives. Next, we will study the dynamics of families and work in America’s history; emphasis will be on how people organize their work lives, as well as their intimate relationships in response to social forces such as economic or technological change, and social conditions such as immigrant status, class status, and racial, ethnic, gender and age status. Finally, we will analyze some problems of the integration of the economy, work and family in today’s world.

SOC 335 (ECO 335/URB 335). ECONOMICS OF POVERTY (3).
See course description for ECO 335.

SOC 341. HUMAN SERVICES CASELOAD MANAGEMENT: THEORY AND SERVICE LEARNING (3).
This course explores the field of human services caseload management, as well as the processes, skill base and understandings involved in the human services workplace. This involves surveying the many community needs that human services agencies fulfill within society, with particular attention to the organizational processes and strategies that such agencies employ toward their stated missions. Service learning is an integral part of this exploration. Building on a foundation of Human Services theory and an awareness of contemporary socio-economic and demographic trends, the field experience of our class members will become the vehicle for refining our understanding of the many nuances involved in caseload management of today’s profession. Prerequisite or corequisite: SOC 240 or two completed social science courses or permission of the instructor. Not open to first year students.

SOC 344 (WMS 344). GENDER AND SOCIETY (3).
This course examines the processes and institutions through which gender is constructed and operates in society. It analyzes how gender serves to organize everyday life as well as how such institutions as work, education and marriage take their form according to historically variable contexts of gender relations. Gender will be considered in a cross-cultural context, as well as in interaction with race/ethnicity and class. Students will employ a variety of theoretical perspectives to examine these relationships.

SOC 365. DEATH AND DYING (3).
An interdisciplinary approach to understanding the process of dying and death. The course presents the findings of social science on when, where and under what conditions people die in modern society, how these situational factors have changed, and how they influence the experience of dying. It attempts a sociocultural and religious understanding of the meaning of death and bereavement, and their impact on family members and friends, as well as on society. The theological meaning of death will be treated.

SOC 369 (REL 369). SOCIOLOGY OF RELIGION (3).
The relationship between religion and society is complex, dynamic and ever-changing. It has been at the root of sociology itself since the discipline began and was central to the work of many of its founders. In this course, you will use a sociological perspective to examine this relationship between religion and society. Much of the class will deal with American forms of religion, but we will also consider examples of religion outside of the U.S. context. Prerequisite: REL 200.

SOC 390. INDEPENDENT STUDY IN SOCIOLOGY (1-3).
A student who wishes to pursue an independent study project in sociology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising
faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office.

SOC 391-399. SPECIAL TOPICS SEMINAR IN SOCIOLOGY (1-3).
Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of sociology in which the department faculty specialize as well as topics of current interest to instructors or students. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic courses offered in the regular curriculum. Prerequisite: SOC 101.

SOC 401. SOCIOLOGICAL PERSPECTIVES IN SOCIAL PSYCHOLOGY (3).
This is an advanced course in social psychology from the sociological perspective. It is the study of the relationship between individuals and the society in which they live. The student explores the effect of social forces on individuals in areas such as attitudes and behavior, attitude change, social influence, conformity and deviance, attraction, prejudice and discrimination and socialization within the framework of a sociological social psychology. Also thoroughly examined and compared are the theories and methods of both psychological and sociological social psychologies.

SOC 402 (ACT 402/ ECO 402/ IRL 403/ PSC 402). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).
The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process. Prerequisites: SOC 201 or PSY 201 or PSC 202 or IRL 441-442 or ECO 325 and STA 201 or MTH 111 or permission of instructor.

SOC 403. GROUP DYNAMICS AND INTERPERSONAL COMMUNICATION (3).
In this course, students integrate sociological and social psychological theory and research with experiential learning on the dynamics of groups and the behavior of individuals in those groups. The focus is on how individuals can facilitate interpersonal communication to enhance their own effectiveness and that of the group. The goal is to create a learning laboratory where students become participants in learning how to make a group work.

SOC 404 (WMS 406). RACE/ETHNICITY, GENDER, CLASS (3).
This course focuses on the intergroup dynamics which define how individuals operate as members of groups, specifically race/ethnicity, gender and social class, and the relationships between these groups. We will discuss how to utilize diversity as a positive factor in organizational and personal growth.

See course description for CFM 407.

SOC 408 (REL 408). ADVANCED STUDIES OF CONTEMPORARY AMERICAN CATHOLICISM: HISTORICAL AND SOCIAL SCIENTIFIC PERSPECTIVES AND APPLICATIONS (3).
See course description for REL 408.

SOC 415 (CFM 415). MEDICAL MODELS FOR SOCIAL PROBLEMS (3).
See course description for CFM 415.

SOC 421 (CFM 421). SOCIOLOGY OF THE BODY (3).
See course description for CFM 421.

SOC 425 (WMS 425). SOCIOLOGY OF OPPRESSION (3).
As a dimension of stratification processes in a society, oppression refers to a situation in which one or more segments within a...
society successfully, and over a long period, bar access by another or other segments to scarce or valued system resources on the basis of systematic social arrangements that permit exploitation and subordination of one group and privilege to another or others. This course will analyze the structure and process of oppression. It will draw upon both historical and comparative examples to examine how social, educational, political, legal and economic structures are developed that institutionalize oppression in a society. The class will also examine how both individual and group behavior of oppressors and of the oppressed is affected and maintained.

**SOC 490. INTERNSHIP IN SOCIOLOGY (1-6).**
Participation in a field learning experience closely related to one of the areas of sociology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted for prior to registration. Prerequisite: SOC 200 Students must complete an application, available from the Chair.

**SOC 495. EMPIRICAL RESEARCH PROJECT (3-6).**
A team of senior students designs and carries out an empirical research project. The actual experience of planning and doing research provides students with an opportunity to review and integrate major sectors of what they have learned in their coursework. Responsibility for planning and carrying out the project rests with the students. The instructor serves as a resource person, available to offer advice or teach what is needed to solve technical problems. It is the instructor’s responsibility to see that the project can be completed with the available resources and within the time constraints of a semester. The instructor also evaluates the work of students. While a student’s work load in this kind of project varies from week to week, he or she is required to budget an average of nine hours per week for independent/group/class work on the project.

**SOC 496. HONORS PROJECT IN SOCIOLOGY (3-6).**
The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted for prior to registration.

**SOC 499. RESEARCH IN SOCIOLOGY (3-6).**
An upper-class student who wishes to undertake a sociological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the dean of arts and sciences. The proposal will be kept on file in the dean of arts and sciences’ office.

**CRIMINOLOGY AND CRIME & JUSTICE STUDIES**

Director: Lisa M. McCartan

Criminology is the scientific study of crime and its causes. The major in criminology and crime & justice studies is designed for the student interested in understanding crime and who appreciates approaches to crime and justice that are consistent with a liberal arts environment in the
Jesuit tradition. The program is interdisciplinary, drawing on the social and natural sciences, humanities, and relevant professional disciplines.

The program of study is tailored to the individual interests and career aspirations of each student. All students complete the core curriculum; students in this program also complete the coursework required for the major as well as additional "major support" courses.

**CJS 101. INTRODUCTION TO CRIMINOLOGY AND CRIME & JUSTICE STUDIES (3).**
This course offers an interdisciplinary exploration of crime, its causes and notions of justice. The concepts of crime and justice will be explored drawing on writings from the humanities (English literature, philosophy, religious studies, history) and research from the social sciences (sociology, anthropology, economics, political science and psychology).

**CJS 121 (SOC 121). DEVIANCE (3).**
See course description for SOC 121.

**CJS 200. (SOC 200). CAREERS, PRACTICE AND PROFESSIONAL COMPUTING IN SOCIOLOGY (3).**
See course description for SOC 200.

**CJS 201 (SOC 201/PSC 202). RESEARCH METHODS IN THE SOCIAL AND POLITICAL SCIENCES (3).**
See course description for SOC 201.

**CJS 220 (SOC 220). THE CRIMINAL JUSTICE SYSTEM (3).**
See course description for SOC 220.

**CJS 221 (SOC 221). CRIMINOLOGY (3).**
See course description for SOC 221.

**CJS 301. CRIME AND PUNISHMENT IN COMPARATIVE PERSPECTIVE (3).**
This course examines crime and societies' attempts to confront it using many different cultural and cross-cultural perspectives. The focus of the course is on different American cultural perspectives on crime and punishment as well as perspectives from other cultures. Prerequisite: CJS 101.

**CJS 321 (SOC 321). LAW, SOCIETY AND SOCIAL SCIENCE (3).**
See course description for SOC 321.

**CJS 323 (SOC 323). JUVENILE DELINQUENCY (3).**
See course description for SOC 323.

**CJS 324 (SOC 324). WHITE COLLAR CRIME (3).**
This course is designed to introduce students to the problem of white collar offending. Through the course, students will investigate the pervasiveness of white collar offending, the motivations behind white collar offending and the damages accrued through white collar offending. In addition, students will juxtapose the information they have learned about white collar offending against what they know about criminal offending. Students will use this comparison to discuss the dual system of justice that exists within the United States. The ramifications of white collar offense will then be highlighted through case studies.

**CJS 335 (PSY 335). PSYCHOLOGY AND THE LAW (3).**
See course description for PSY 335.

**CJS 390. INDEPENDENT STUDY IN CRIMINOLOGY (1-3).**
A student who wishes to pursue an independent study project in criminology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences' office.
CJS 401. ADVANCED SEMINAR IN CRIMINOLOGY (3).
This course is designed to advance the students' understanding of criminological thought. Students will be introduced to the classics of criminology through an examination of the original works. Building upon prior classes in criminological theory, the current class discusses the theoretical importance, empirical status and policy implications for a range of theories ranging from structural theories to trait theories. Prerequisites: SOC 221 or SOC 323 or permission of instructor.

CJS 490. INTERNSHIP IN CRIMINOLOGY (1-6).
Participation in a field learning experience closely related to one of the areas of criminology or sociology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted for prior to registration.

CJS 495. EMPIRICAL RESEARCH (3-6).
A team of senior students designs and carries out an empirical research project. The actual experience of planning and doing research provides students with an opportunity to review and integrate major sectors of what they have learned in their coursework. Responsibility for planning and carrying out the project rests with the students. The instructor serves as a resource person, available to offer advice or teach what is needed to solve technical problems. It is the instructor's responsibility to see that the project can be completed with the available resources and within the time constraints of a semester. The instructor also evaluates the work of students. While a student's work load in this kind of project varies from week to week, he or she is required to budget an average of nine hours per week for independent/group/class work on the project.

CJS 496. HONORS PROJECT IN CRIMINOLOGY (3-6).
The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted for prior to registration.

CJS 499. RESEARCH IN CRIMINOLOGY (3-6).
An upperclass student who wishes to undertake a criminological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the dean of arts and sciences. The proposal will be kept on file in the dean of arts and sciences' office.

ANTHROPOLOGY
Director: Deborah Tooker
Anthropology takes a holistic approach to the study of humankind by examining its cultural, social, linguistic, biological-evolutionary, environmental and historical dimensions. It is an interdisciplinary field that draws on the methods and theories of both the social sciences and the humanities. Its core concept is 'culture' and its hallmark methodology is long-term participant observational fieldwork. Study in anthropology not only develops within students an understanding and appreciation of societies and cultures different than their own, but also provides a critical understanding of how Western societies have viewed and interacted with other societies.
Because of its focus on cross-cultural and international issues and analysis, study in anthropology is particularly useful for students considering careers in fields such as college teaching and research, international business and law, foreign service and diplomacy, private and governmental development and foreign aid programs, missions, and human rights. Anthropology also provides valuable training for students considering careers in human service fields such as social work, counseling, health care delivery and education.

MINOR PROGRAM

The minor in anthropology provides students with knowledge of the field of anthropology that significantly goes beyond that gained in the introductory course. Students gain substantial exposure to at least two of the four sub-fields of anthropology (sociocultural, biological, archeological, and linguistic) and to a particular ethnographic area, as well as to other topical areas.

This minor readily complements majors in other social sciences, the humanities, business and management and the natural sciences (especially biology), and broadens students’ knowledge of cultures other than their own.

Students who wish to minor in anthropology should contact the program director as early as possible in their career at Le Moyne.

The minor requires 15 credit hours to include:

1. ANT 101 Introduction to Anthropology
2. One course in an anthropological sub-field other than socio-cultural, to be selected from among:
   ANT 109 (BIO 109) Human Evolution
   ANT 300 Anthropological Linguistics
   ANT 315 (REL 315) Temples, Shrines and Tells: Near Eastern Archaeology
3. One course in an ethnographic area, from among:
   ANT 212 Native American History & Cultures
   ANT 213 Peoples and Cultures of Southeast Asia
   ANT 411 (HST 411) Mexican History and Culture: From Maya to Aztec
   ANT 412 (HST 412) Ethnohistorical Approaches to Native American History and Culture
4. Two other topical anthropology courses. In this group, we highly recommend
   ANT 303 (SOC 303) Social Theory in Anthropology and Sociology. Other anthropology courses meeting this requirement include:
   ANT 200 Cultural Myths and Cultural Realities: Perspectives in Socio-Cultural Anthropology
   ANT 212 Native American History and Cultures
   ANT 213 Peoples and Cultures of Southeast Asia: A Topical Approach
   ANT 222 Cultures and Cures
   ANT 223 Cultural Selves
   ANT 300 Anthropological Linguistics
   ANT 303 (SOC 303) Social Theory in Anthropology and Sociology
   ANT 305 (ART 305) Museums and Social Science
   ANT 311 (REL 321) Local Religions of Native America, Asia, and Oceania
   ANT 312 (REL 323) Native American Religions
   ANT 329 (PHL 329) Constructing the Primitive: Philosophical, Anthropological and Local Perspectives
   ANT 360 Anthropology Examines Traditional Religion: Witchcraft, Oracles and Magic
   ANT 391-399 Special Topics in Anthropology
   ANT 412 (HST 412) Ethnohistorical Approaches to Native American History and Culture
NOTE: A student majoring in sociology who chooses to minor in anthropology must complete the anthropology minor requirements separately from the sociology major requirements with the exception of ANT 303 (SOC 303) Social Theory in Anthropology and Sociology, which may be counted toward the major in sociology and the minor in anthropology.

COURSES

No prerequisite required unless noted.

ANT 101 (PGS 101). INTRODUCTION TO ANTHROPOLOGY (3).
This course introduces students to the basic concepts, theories and methodologies in anthropology by focusing on the classic four fields of the discipline: physical anthropology, archaeology, linguistics and cultural anthropology. This course focuses on the evolution of the human species and theories of early culture, the reconstruction of the past through archaeological analysis, the structure and usage of language as part of culture, and the description and analysis of societies and cultures utilizing comparative theories and methodologies in cultural anthropology.

ANT 109 (BIO 109). HUMAN EVOLUTION (3).
See course description for BIO 109.

ANT 200 (WMS 200, PGS 200). CULTURAL MYTHS AND CULTURAL REALITIES (3).
This course focuses on how we study other, especially non-western, cultures. In it, we look at recent critical debates on the nature of anthropological inquiry and the representations of other cultures that anthropologists have constructed. We will consider questions such as: Is anthropology a science or a humanity? Why do anthropologists studying the same culture come up with very different pictures of the culture? What kinds of methodologies do anthropologists use, and what are their limitations? How accurate are the anthropologists’ representations of other cultures? How much of the anthropologist’s own personal and cultural biases are revealed in the way other cultures are described? How much does the anthropologist’s own theoretical perspective affect the way the data are interpreted? Is the nature of anthropological inquiry such that we can never escape biases? How can re-studies enable us to refine our methods and generate more complex comparative categories to use in the understanding of other cultures? We focus on two basic case studies: that of Samoa and that of the Muslim Bedouins of North Africa with an optional case study on Bali. We read classic ethnographies on these societies along with recent re-studies in order to answer the questions posed above. The student is introduced to 1) classic ethnographies of non-western cultures; 2) revelatory re-studies of cultures; 3) basic questions of methodology in the discipline of anthropology; 4) theoretical anthropological inquiry and the representation of other cultures.

ANT 212. NATIVE AMERICAN HISTORY AND CULTURES (3).
This course examines how Western social science has studied and understood nature and development of the many different cultures in North America encountered at contact with Europeans. We will examine the history of Indian-white contact with a focus on its effects on both native and Euro-American cultures. We also investigate the features of native American cultures in the “ethnographic present,” the remembered era before contact with Europeans. Finally, we will examine contemporary issues involving both native and Euro-Americans.

An anthropological and topical introduction to the region of Southeast Asia and
the various societies and cultures found there. Topics to be discussed are: regional definition and intra-regional variation, ecology and economic systems, history and prehistory, social organization including politico-territorial systems and concepts of hierarchy and power, kinship and alliance systems, patron-client systems, ethnic groups and ethnicity, religions, gender systems, personality and communicative systems such as language and other conceptual and symbolic systems. The focus of the course will be on analyses that contrast with western views and that have provided a source of debate on western theories of society and culture.

**ANT 222. CULTURES AND CURES (3).**

This course examines various understandings of and responses to disease in cross-cultural perspectives. By looking at the various ways cultures define disease and prescribe cures both within Western society and in other societies, the course works towards an appreciation of the interplay of disease and cultural responses to this universal phenomena. The concept of disease as used in this class encompasses not only biological phenomena but also social, psychological and spiritual realms. The course will begin with epidemics and their repercussions: social, economic and religious. A study of the Black Death in Europe and the devastation of European diseases in North America will show contrasting responses to similar phenomena. The course will also examine the role of nutrition and ecology in the health of various groups. Curing will be a major focus of the course, with a stress on African, native North American and European modes of diagnosis and curing receiving the closest study. The course will also examine contemporary healing rituals and combinations of Western and other curing practices. Each student will choose a particular culture area and group within that region to focus on for the semester. The role of health and disease in these cultures will be the focus of short presentations and a major paper by each participant.

**ANT 223. CULTURAL SELVES (3).**

In this course, we deconstruct the classical approaches to the anthropology of the self or person by viewing them as an attempt to apply an historically derived western concept of a bounded individual to non-western societies. Instead, we take the approach that cultures universally make a distinction between an internal and external self, but relate them differently. The main contrast will be that between those societies/cultures which emphasize a continuity between the internal and external self and those societies/cultures which emphasize a discontinuity. We look at western attempts to create a unified self by focusing on tropes of interiority and linking the interior to the exterior. We look at some non-western cases where a clear distinction between an internal and external self is emphasized, and where maintaining that distinction is viewed positively, not pathologically. Hopefully, this approach will provide a more complex contrast than that provided by the application of a singular concept of the self cross-culturally.

**ANT 300 (PGS 300). ANTHROPOLOGICAL LINGUISTICS (3).**

An introduction to the science of linguistics, focusing on the social and cultural aspects of language. Topics to be considered are: 1) language and human nature; 2) linguistic and non-linguistic forms of communication; 3) literate and oral cultures; 4) the basic components of language; 5) meaning in language and speech; 6) language differentiation along sociological lines (race, class, gender, etc.); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures.

**ANT 303 (SOC 303). SOCIAL THEORY IN ANTHROPOLOGY AND SOCIOLOGY (3).**

See course description for SOC 303.
ANT 305 (ART 305). MUSEUMS AND SOCIAL SCIENCE (3).
This course examines the science and art of museums from the perspective of social science. The seminar will have two elements: First, we will explore how social theory has shaped the conception and arrangement of cultural properties from the curio cabinets of Victorian gentlemen to virtual museums accessible on the internet. Museums are themselves a cultural artifact, produced in specific milieus. We will examine how Europeans’ conceptions of other peoples and their theories concerning the similarities and differences of these peoples have shaped museum collections and displays of artifacts over time. We will also consider issues such as ethics, cultural sensitivity, funding, methods of collecting, and the return of cultural properties to their original owners in light of contemporary political and social movements.
Secondly, we will visit physical museums in the Syracuse area as well as virtual museums throughout the world (via computer) as a way of investigating the philosophies and purposes of the museum from their curators. We will be examining the collections first-hand in order to produce a critical analysis of each collection. Please note that this course involves field work at museum sites. This will usually be done on Saturday mornings. Students who take this course will be expected to be available at these times. Initial computer competence is not necessary for this course.

ANT 311 (REL 321). LOCAL RELIGIONS OF NATIVE AMERICA, AFRICA AND OCEANIA (3).
See course description for REL 321.

ANT 312 (REL 323). NATIVE AMERICAN RELIGIONS (3).
See course description for REL 323.

ANT 315 (REL 315). TEMPLES, SHRINES AND TELLS: ANCIENT NEAR EAST ARCHAEOLOGY (3).
See course description for REL 315.

This course takes its inspiration from the anthropologist Paul Radin’s work *Primitive Man as Philosopher*. In this course we examine several issues: 1) the western historical, philosophical and ethnographic roots of the creation, definition and portrait of the primitive; 2) the use of the primitive to critique western culture; 3) the systematization of the concept of primitive in the paradigm of evolutionary anthropology and its philosophical, historical and colonial consequences; 4) the anthropological move to historic particularism grounded in the philosophy of the German Enlightenment and further constructions of the primitive; 5) native texts describing particular philosophical perspectives.

ANT 360 (REL 360/PGS 360). ANTHROPOLOGY EXAMINES TRADITIONAL RELIGION: WITCHCRAFT, ORACLES AND MAGIC (3).
This course takes its subtitle from E. E. Evans-Pritchard’s classic monograph on religion among the Azande of East Africa. We will concern ourselves with the variety of ways in which anthropology understands and interprets religious phenomena. Our focus will be on the phenomenon of religion within the context of specific cultures and the theoretical understandings of religion provided by anthropology in analyzing what have been characterized as "primitive" (read primary) cultures. We will also examine how Western science and society have utilized the religions of non-Western societies to both understand, and, in the contemporary era, redefine themselves. We begin the course with examining anthropological theories con-
cerning religion and end with an intensive case study of the Azande of East Africa, applying what we have learned to Evans-Prichard’s data and analysis.

ANT 390. INDEPENDENT STUDY IN ANTHROPOLOGY (1-3).
A student who wishes to pursue an independent study project in anthropology for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office.

ANT 391-399. SPECIAL TOPICS IN ANTHROPOLOGY (3).
Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of anthropology in which the department’s faculty specialize as well as topics of current interest to instructors or students. These courses are intended for students who wish to pursue their studies in a particular field beyond the basic courses offered in the regular curriculum.

ANT 411 (HST 411). SEMINAR: MEXICAN HISTORY AND CULTURE: FROM MAYA TO AZTEC (3).
See course description for HST 411.

ANT 412 (HST 412). ETHNOHISTORICAL APPROACHES TO NATIVE AMERICAN HISTORY AND CULTURE (3).
This course deals with the history, culture, and image of Native North Americans. The approach is ethnohistorical, combining the disciplines of history and anthropology in order to obtain multiple perspectives on the interactions of native and non-native cultures. We will examine historic events and their meanings using a multicultural mode of analysis and, through examining the records of anthropology, history and literature gain insight into the production of images and histories on the part of both Native Americans and Euro-Americans. This course satisfies the senior core curriculum requirement.

ANT 422 (CFM 416). MEDICAL ANTHROPOLOGY (3).
See course description for CFM 416.

ANT 490. INTERNSHIP IN ANTHROPOLOGY (1-6).
Participation in a field learning experience closely related to one of the areas of anthropology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted prior to registration.

ANT 496. HONORS PROJECT IN ANTHROPOLOGY (3-6).
The nature of the project is determined by the mentor and the student. The due dates for each draft as well as the number of credit hours the student is to receive is contracted prior to registration.

ANT 499. RESEARCH IN ANTHROPOLOGY (3-6).
An upper-level student who wishes to undertake an anthropological research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal must be approved by the research director, the department chair and the dean of arts and sciences. The proposal will be kept on file in the dean of arts and sciences’ office.
VISUAL AND PERFORMING ARTS

Chair, Visual Arts: Jacqueline Belfort-Chalat
Chair, Theatre Arts: Karel Blakeley
Director of Performing Arts: William S. Morris
Professor: Belfort-Chalat
Associate Professor: Blakeley
Assistant Professor: Nadkarni
Adjunct Faculty: M. Barbour, S. Barbour, Braddock, Craven, Darling, Exline, Fitzgerald, M. Hutchinson, K. Hutchinson, Monsour-Nixdorf, Moore, Morris, Spillet, West

The visual and performing arts department offers students opportunities in a wide range of creative expression and arts appreciation. The department includes a theatre arts major, a drama minor, a visual arts minor and a music minor. Each program presents an array of classroom, studio and applied courses designed to encourage the education of the whole person.

VISUAL ARTS MINOR

Minor Requirements: Hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 109 Survey of Art and Music</td>
<td>3</td>
</tr>
<tr>
<td>ART 220 Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 226 Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART 231 Graphics</td>
<td>3</td>
</tr>
<tr>
<td>ART 236 Painting</td>
<td>3</td>
</tr>
</tbody>
</table>

Attendance in studio courses is mandatory. Students interested in a visual arts minor should inform the chair during the freshman year or early part of the sophomore year so that the best possible individual sequence can be arranged.

COURSES

No prerequisite required unless noted.

ART 109 (MUS 109). SURVEY OF ART AND MUSIC (3).

In every nation and throughout history human beings have attempted to give expression to their lives through a variety of symbols, such as those found in music, painting, sculpture and architecture. Using multinational examples, this course studies these symbols in three key historical periods: the late Middle Ages and early Renaissance; late Renaissance and Baroque; and the Modern, the period of change from 19th- to 20th-century expression.

ART 113. AMERICAN ARTS (3).

This course will trace the development of the arts in America from colonial times to the present. Music as well as the plastic arts will be considered in terms of aesthetic value and significance as social documents.

ART 114. REVOLUTION AND ROMANTICISM: THE ARTS FROM 1750 TO 1850 (3).

The years from 1750 to 1850 saw a revolution in the arts as well as in government and society. The Romantic revolution in art, music and literature (with particular
emphasis on the visual arts) will be investigated, with attention to the effects of political and social revolution and the Napoleonic era on the major artists, musicians and writers of the time. Among those included will be David, Delacroix, Gericault, Goya, Beethoven, Berlioz and Wordsworth.

**ART 115 (MUS 115). INTRODUCTION TO MUSICAL STYLE (3).**

Introduction to the art and science of music. Investigation into the nature of sound and the components of music: melody, rhythm, timbre and form. The skills of reading musical notation, sight reading and dictation will be practiced throughout the semester. Musical examples analyzed will be drawn from many different periods and traditions, including the present. No previous musical experience necessary.

**ART 116 (MUS 116). INTRODUCTION TO MUSIC THEORY (3).**

An introduction to diatonic and simple chromatic harmony; basic compositional skills. Chord progressions, inversions, cadences, seventh chords and secondary dominants will be among the topics treated. Frequent assignments in composing short musical exercises. Students must be able to read musical notation. Some familiarity with a keyboard instrument is helpful.

**ART 150. THE BUSINESS OF THE ARTS (3).**

This course presents the visual arts, music and theatre as a multi-billion dollar worldwide and interconnected business enterprise that involves additionally the resources and energies of many allied businesses and state and national governments. Drawing upon the combined expertise of the College’s departments of business administration, visual arts and theatre, the following topics will be examined: the role of the arts in society; the nature of the arts as a business enterprise; copyright and the arts; agents, managers and attorneys; advertising and promotion; museums, concerts, recital halls and theatres; media/communications; pre-production, production and post-production issues; fund raising and grants; government support for the arts; and related legal issues. Prerequisites: ART 109 and BUS 101.

**ART 220-223. DRAWING (3).**

A studio course stressing drawing from life. The relationships of forms are demonstrated and mastered by the student through individualized instruction. Each student competes only with himself or herself as he or she strives to improve perceptual ability. Goal is creation and mastery of skills needed to analyze and administer data and individual production. Work in pencil, charcoal, pen and ink and pastel. May be repeated for credit.

**ART 226-227. SCULPTURE (3) AND (3).**

A studio course using stringent methods to enable students to enlarge their ability to perceive reality. Two studies in clay done from life and an opportunity to carve in stone provide the scope for rigorous individual instruction. Goal is creation and mastery of skills needed to analyze and administer data and individual production. May be repeated for credit.

**ART 231-232. GRAPHICS (3) AND (3).**

An introduction to the visual expression of graphic arts. Individual instruction in the studio workshop in relief printing, lithography, serigraphy and woodcuts. Technical skills are encouraged in order to develop the student’s capacity for personal expression and individual style. May be repeated for credit.

**ART 236-237. PAINTING (3) AND (3).**

Acrylic or oil paint. Using a variety of approaches, students are instructed in the skills and techniques needed to produce a finished painting. The basic steps of stretcher-making and canvas stretching begin a process that includes instruction in such important components as composition, tonal values and design. May be repeated for credit.
ART 245. PHOTOGRAPHY (3).
A studio course, in which black and white photography will be the primary emphasis, but color photography will be introduced as well. The course will include lectures, demonstrations, slide presentations, group critiques of student work, a field trip and supervised darkroom work. Shooting assignments will be geared towards expanding students creative vision and developing personal expression. A 35 mm camera with manual settings is required.

ART 246. PHOTOGRAPHY II. (3).
A secondary level course in photography in which digital photography, both black & white and color, will be the primary emphasis, but film photography and black & white darkroom processes will be included as well. The course will include lecture-demonstrations, visual presentations, discussion and critiques, lab and fieldwork. Assignments will be structured to reinforce foundations, to introduce specialized techniques and to develop a personal way of seeing and responding to the world. Prerequisites: ART 245 or CMM 307 or permission of instructor.

ART 305 (ANT 305). MUSEUMS AND SOCIAL SCIENCE (3).
See course description for ANT 305.

ART 317 (PGS 317). THE ART AND POLITICS IN NAZI GERMANY AND SOVIET RUSSIA (3).
A musician and a historian present an intensive study of those political and societal forces that led to the creation of totalitarian states and societies in Germany and Russia. The roles played by music, art, dance and film in promoting the Nazi worldview and the Soviet doctrine of dialectical materialism will be examined. Slides, cuts from films and recorded and live performances of musical pieces will animate the course, set within the context of historical events of the twentieth century.

ART 390-399. VISUAL ARTS INDEPENDENT STUDY (3).
A course of advanced study for individual students whom the director of the visual arts program considers qualified. The proposed study requires approval from the supervising faculty member, the department chair and the dean of arts and sciences. A copy of the proposal is kept on file in the dean of arts and sciences’ office. Prerequisite: permission of the program chair prior to registration.

MUSIC

MUSIC MINOR
Students of all majors can deepen their understanding of the musical language and performance through the music minor program. The requirements for a music minor are MUS/ART 109 and MUS/ART 115 plus 9 credit hours earned in either MUS elective courses, participation in designated performance ensembles, private studies or combination of the three. Arrangements should be made through the director of performing arts.

Minor requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 109 (ART 109)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 115 (ART 115)</td>
<td>3</td>
</tr>
</tbody>
</table>

Suggested electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 116 (ART 116)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 231 (THR 231)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 220-239 Special Topics</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied music (may be repeated for credit up to four credits):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 390 half hour lesson per week for 14 weeks</td>
<td>1</td>
</tr>
<tr>
<td>MUS 391 one hour lesson per week for 14 weeks</td>
<td>2</td>
</tr>
</tbody>
</table>
Performance ensembles (may be repeated for credit up to six credits):

**MUS 394 Le Moyne Singers**
(14 week semester) 1

**MUS 395 Jazz Ensemble**
(14 week semester) 1

### COURSES

**MUS 109 (ART 109). SURVEY OF ART AND MUSIC (3).**
See course description for ART 109.

**MUS 115 (ART 115). INTRODUCTION TO MUSICAL STYLE (3).**
See course description for ART 115.

**MUS 116 (ART 116). INTRODUCTION TO MUSIC THEORY (3).**
See course description for ART 116.

**MUS 220-239. SPECIAL TOPICS (3).**
A course sequence that offers thematically focused elective courses of interest to instructors and students. Selections may include courses in music history, instrumental technique and musical genres.

**MUS 312 (THR 312). FUNDAMENTALS OF SINGING (3).**
An introduction to the basic components of singing: respiration, phonation, res- onation, registration, articulation and interpretation. Instruction includes studio exercises, lecture, student presentation and individual coaching.

**MUS 390. APPLIED MUSIC I (3).**
The study of musical performance techniques through private lessons in either voice or an instrument. One hour-long tutorial per week with expectation of individual practice of four hours per week. This is a pass/fail course that may be repeated for up to four credits.

**MUS 391. APPLIED MUSIC II (3).**
The study of musical performance techniques through private lessons in either voice or an instrument. One hour-long tutorial per week with expectation of individual practice of four hours per week. This is a pass/fail course that may be repeated for up to four credits.

**MUS 394. CHORAL ENSEMBLES (1).**
Participation in professionally directed co-curricular college choral organizations performing a broad variety of musical literature appropriate to the particular ensemble. Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This is a pass/fail course that may be repeated for up to six credits.

**MUS 395. INSTRUMENTAL ENSEMBLES (1).**
Participation in professionally directed co-curricular college instrumental organizations performing a broad variety of musical literature appropriate to the particular ensemble. Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This is a pass/fail course that may be repeated for up to six credits.

### THEATRE ARTS

**THEATRE ARTS MAJOR**
The Theatre Arts program is based on a liberal arts curriculum that requires majors to participate in the full undergraduate core, read extensively in the field, and acquire a solid and broad-based knowledge of the fundamental principles of the art form.

Theatre is a collaborative art and, while majors may specialize in one area of the theatre arts (design, performance, literature, etc.), we believe that our students are best served by understanding all aspects of creative production. Designers who also act have a better sense of what the actor requires on the stage; actors who have studied design can better appreciate the production as a whole and more clearly understand their contribution to it.
THEATRE ARTS MINOR
Nonmajors are welcome to study theatre arts as a minor. The requirement for a theatre arts minor is 15 hours of theatre courses, chosen in consultation with the director of theatre arts.

COURSES

THR 105 (ENG 105). INTRODUCTION TO THEATRE (3).
A survey of theatre art, past and present, with a behind-the-scenes examination of the concepts and personnel involved in its creation. Class projects are intended to give students introductory experience with playwriting, acting, directing, design and theatre criticism.

THR 110. STAGECRAFT (3).
This course offers a practical introduction to the backstage workings of technical theatre including principles, methods and materials. Areas of study include scene construction, scenic artistry, lighting, sound and costuming.

THR 205. ACTING I (3).
An introduction to the fundamentals of the acting process. The course includes exercises to enhance physical and vocal expression plus instruction in basic text analysis and role preparation for actors. Instruction is based on student participation in a studio atmosphere. Prerequisite: ENG 100. Prerequisite or corequisite: ENG 200/218 or permission of instructor.

THR 210. FUNDAMENTALS OF DESIGN FOR THEATRE (3).
A survey of the visual elements and techniques necessary for designing in the theatre. Projects are intended to introduce basic skills in perspective and figure drawing, drafting and painting as well as to explore aesthetic and practical problems in design.
THR 220-239. SPECIAL TOPICS (3).
A course sequence that offers thematically focused elective courses of current interest to instructors and students. Selections may include acting and auditioning, design and technical theatre, period theatre and production.

THR 250. STAGE MANAGEMENT WORKSHOP (2).
An introduction to the basics of theatrical stage management. Topics covered are preparation for rehearsal process, tech rehearsal procedures and performance management. This workshop meets in four full-day sessions and includes both lecture and practical exercises. Participants will also have an opportunity to observe professional stage managers in their working environment. Pass/fail only.

THR 260. THEATRE PRACTICUM (3).
Theatre majors are required to accumulate a total of three credit hours of production experience working backstage on a variety of events. The amount of credit varies depending on the complexity of each position’s responsibility and is typically spread over six semesters. Positions include but are not limited to scenery and costume construction, stage lighting, audio, run crew and assistant stage management. Pass/fail grades only.

THR 301 (CMM 301). TRAINING THE SPEAKING VOICE (3).
See course description for CMM 301.

THR 302 (ENG 302). THEATRE HISTORY I: GREEKS TO ELIZABETHANS (3).
A study of major periods of theatrical development from the Greeks to the Elizabethans, with a focus on dramatic literature in relationship to performance conditions and cultural backgrounds. Prerequisite: ENG 100. Prerequisite or corequisite: ENG 200/218.

THR 303 (ENG 303). THEATRE HISTORY II: RESTORATION TO CONTEMPORARY (3).
A study of major periods of theatrical development from Restoration to contemporary, with emphasis on dramatic literature in relationship to performance conditions and cultural backgrounds. Prerequisite: ENG 100. Prerequisite or corequisite: ENG 200/218.

THR 305. ACTING II (3).
A scene study course which introduces students to the basic elements of acting styles, such as realism, lyric and classic, gestural and mannered comedy. Instruction is studio-based with students presenting scenes for criticism and discussion. Prerequisite: THR 205 or permission of instructor.

THR 306. ACTING III (3)
An in-depth scene study course dedicated to the examination of one particular acting style. Topics may include either genres or playwrights. Examples are performance studies in the style of: Bertolt Brecht, William Inge, Oscar Wilde, Restoration Comedy, Greek Tragedy, Victorian Melodrama and others. Prerequisites: THR 305 or permission of instructor.

THR 314. COSTUME DESIGN (3).
An introduction to costume design and production techniques, this course provides a basic understanding of the elements of costume design, research methods, rendering and presentation, as well as practicum experience. Prerequisites: ENG 100, ENG 200/218 or permission of instructor.

THR 315. SCENE DESIGN (3).
This course examines the procedures and practices of contemporary set designers, from initial concept to finished scenic environment. Students develop theoretical stage designs to gain experience in the design process using historical research, script analysis, collage, sketches and scenic models. Prerequisites: ENG 100, ENG 200/218 or permission of instructor.
THR 317. LIGHTING DESIGN (3).
A study of the technology and aesthetics of designing light for the stage. Students receive hands-on experience with the fundamentals of electricity and wiring, theatrical lighting equipment and procedures. Assignments involve designing lights for performances in theatre and dance. Prerequisites: ENG 100, ENG 200/218 or permission of instructor.

THR 319 (ENG 319). ELIZABETHAN AND JACOBEAN DRAMA (3).
The course will focus on popular non-Shakespearean plays written and performed in England during the late 16th and early 17th centuries. Special attention will be given to comedic and tragic traditions and to issues of class, politics and gender. Prerequisites: ENG 100, ENG 200/218.

THR 340. DIRECTING (3).
An introduction to the art and craft of directing for the theatre. Students will study the history, technique and methodology of directing through readings, in-class discussion, scene study and studio work. Prerequisites: THR 205 plus six hours of theatre courses, junior or senior standing or permission of the instructor.

THR 357 (ENG 357). PERFORMING LITERATURE (3).
This is a basic course in the reading of imaginative literature as an art of solo performance. It is also a course in the study and appreciation of literature—a study aimed at making possible a full sharing of that literature with an audience. Working with three forms of literature—poetry, narrative prose and drama—students will study, workshop and perform short selections in each genre. Prerequisite: ENG 100.

THR 368 (ENG 368). MODERN AMERICAN DRAMA (3).
A survey of the major playwrights beginning with O’Neill and normally including Maxwell Anderson, Rice, Odets, Miller, Albee, Wilder, Saroyan and Williams. Prerequisites: ENG 100, ENG 200/218.

THR 369 (ENG 369). MODERN EUROPEAN DRAMA (3).
A study of representative plays of European dramatists from the mid 19th century to the mid 20th centuries. Prerequisites: ENG 100, ENG 200/218.

THR 370 (ENG 370). CONTEMPORARY AMERICAN AND EUROPEAN DRAMA (3).
This course covers some of the major dramatists since World War II, including Pinter, Stoppard, Weiss, Bond, Beckett, Albee, Rabe, Shepard and Storey. Also covered is the “non-matrixed” theater of Grotowski, Schechner and others. Prerequisites: ENG 100, ENG 200/218.

THR 371 (ENG 371). CRITICAL APPROACHES TO FILM (3).
See course description for ENG 371.

THR 372 (ENG 372). HISTORY OF FILM I (3).
See course description for ENG 372.

THR 373 (ENG 373). HISTORY OF FILM II (3).
See course description for ENG 373.

THR 374 (SPN 374). LATIN AMERICAN AND US LATINO THEATRE (3).

THR 375. MODERN DANCE TECHNIQUE I (3).
An introduction to modern dance technique as an individually expressive and creative art form. Focusing on the Horton/Dunham approach, the course will include study of modern dance history and the process of aesthetic decision making within the discipline.
THR 376. MODERN DANCE TECHNIQUE II (3).
An extension of Modern Dance Technique 1, emphasizing individual dance technique. Prerequisite: THR 375 or permission of instructor.

THR 382. CREATIVE DRAMA FOR THE CLASSROOM (3).
Creative drama games and exercises have been used for years as a means to develop awareness, self-esteem and cooperative skills in young people. Usage and implementation of these exercises for young people in a drama setting will be explored. Building on the theory of multiple intelligences and addressing the New York state learning standards, students will adapt creative drama exercises for elementary classroom curricula and implement them on-site under the guidance of classroom teachers. Prerequisites: ENG 100, ENG 200/218.

THR 386 (ENG 386/CRW 386).
PLAYWRITING (3).
See course description for CRW 386.

THR 389 (CRW 389/ENG 389). ADVANCED PLAYWRITING (3).
See course description for CRW 389.

THR 390-399. INDEPENDENT STUDY (3).
A student who wishes to pursue a theatre project in acting, directing, dramatic literature, design or stage management for academic credit must submit, prior to registration: a proposed plan that includes a description of the project and its goals, the methods to be followed, schedule of work and supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences’ office, where they are kept on file. The usual prerequisite is one or more courses in Theatre Arts, along with considerable practical experience in productions.

THR 440. THEATRE CONTEXT (3).
An advanced exploration of the theatrical production process. Students assume the roles of directors and designers as they prepare several theoretical productions. Projects focus on collaborative procedure and “mise en scene,” including text analysis, performance theory, creative and historical research and period and stylistic choices in scenic and costume design. Prerequisite: nine hours of drama courses or consent of instructor. This course does not fulfill college core requirements.
The undergraduate transfer programs result in one undergraduate degree: a bachelor's degree from the affiliated institution. After completing the appropriate course work at Le Moyne, students must transfer to the affiliated institution to fulfill further program requirements before receiving their degree.

This program allows students to pursue course work at Le Moyne and then transfer to an institution to obtain a degree in a field of study not offered at Le Moyne.

**Pre-Environmental Science and Forestry**

*Affiliated Institution:* The State University of New York (SUNY) College of Environmental Science and Forestry (ESF)

*Degree Awarded:* Bachelor of Science degrees in environmental and forest biology, environmental studies, dual program in environmental and forest biology/environmental studies, forest engineering, resource management-general forestry, paper science and engineering, wood products engineering or chemistry; bachelor of landscape architecture in landscape architecture; associate of applied science in forest technology

*Length of Program:* Usually two years at Le Moyne and two years at ESF (the A.A.S. degree requires only one year at Le Moyne, and most of the B.S. degrees require two years)

*Contact:* Dr. David L. Smith, Department of Biology

**Articulation Programs**

*Articulatory Institution:* Upstate Medical University

Through an articulation agreement presently under development with the Upstate Medical University, qualified Le Moyne students may be able to transfer into a variety of programs offered at Upstate (e.g. cytotechnology, medical technology, respiratory care, physical therapy). Under this agreement, most Upstate programs would begin after students had completed their sophomore year at Le Moyne, would be approximately two years in length, and would lead to a bachelor of science degree. Students accepted into the physical therapy program will attend Le Moyne for three years and Upstate for three additional years, earning both a B.A. degree in Biology from Le Moyne and a doctoral degree in physical therapy (D.P.T.) from Upstate upon successful completion of this six year program. For all programs, students would have to complete certain academic and non-academic prerequisites, and have achieved certain minimum grade point averages in order to be able to transfer to Upstate.

*Contact:* Chair of the Health Professions Advisory Committee

**Combination Undergraduate Degree Programs**

The combination degree programs result in more than one undergraduate degree: a bachelor's degree from Le Moyne and a bachelor's degree from the affiliated institution. After completing the appropriate course work at Le Moyne, students must transfer to the affiliated institution to fulfill further program requirements.

*Three-Two Engineering Program with Clarkson University.*

*Affiliated Institution:* Clarkson University

*Eligible Le Moyne Students:* Those meeting requirements.
Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Clarkson

Length of Program: Three years at Le Moyne and two years at Clarkson

Contact: Chair of the physics department or physics@lemoyne.edu

Three-Two Engineering Program with Detroit-Mercy University

Affiliated Institution: Detroit Mercy University

Eligible Le Moyne Students: Those meeting requirements.

Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Detroit

Length of Program: Three years at Le Moyne and two years at Detroit

Contact: Chair of the physics department or physics@lemoyne.edu

Three-Two Engineering Program with Manhattan College

Affiliated Institution: Manhattan College

Eligible Le Moyne Students: Those meeting requirements.

Degrees Awarded: Bachelor of Science degree from Le Moyne and Bachelor of Engineering degree from Manhattan

Length of Program: Three years at Le Moyne and two years at Manhattan

Contact: Chair of the physics department or physics@lemoyne.edu

Le Moyne Requirements for Three-Two Engineering Candidates*

Core Requirements: Hours:
- Philosophy 9
- Religious Studies 6
- English 9
- History 6
- Social Science 3

Natural Science (fulfilled by major requirements)

Major Requirements: Hours:
- PHY 105-106 (preferred) 6
- PHY 101-102 3
- PHY 103-104 2
- PHY 201 3
- PHY 203 4
- PHY 303 3
- PHY 321 3
- PHY 331 1
- Physics Elective** 3

Major Support:
- MTH 151-152 (preferred) 8
- MTH 145-146 4
- MTH 245 4
- MTH 303 3
- CHM 151-152 8
- CSC 171 4
- Foreign Language*** 6
- Free Elective 3

*For more information, see the description of the physics major in this catalog. These requirements do not apply to chemical engineering. For information about chemical engineering, see the chair of the Department of Chemistry.

**Typically fulfilled by either PHY 322 or PHY 215.

***Not required of students who are bilingual and can demonstrate proficiency in reading and writing a language other than English at a level comparable to that attained in a two-semester elementary foreign language course.

Pre-Professional/Graduate Combination Degree Programs

The pre-professional/graduate combination degree programs result in more than one degree: an undergraduate degree from
Le Moyne and a graduate degree from the affiliated institution. After completing the appropriate undergraduate course work at Le Moyne, students gain admission to the affiliated institution to fulfill professional and graduate-level requirements before receiving their degrees.

This program allows students to obtain their undergraduate and graduate degrees in less time than normally required.

Three-Four Pre-Optometry Program with the Pennsylvania College of Optometry

**Affiliated Institution:** Pennsylvania College of Optometry

**Eligible Le Moyne Students:** Those who meet requirements and wish to pursue optometry studies. (These students are usually accepted into the program at the time of their acceptance to freshman year at Le Moyne.)

**Degrees Awarded:** Bachelor of Science degree in Biology from Le Moyne (after first year of optometry school) and Doctor of Optometry degree from Pennsylvania

**Length of Program:** Three years at Le Moyne and four years at Pennsylvania

**Contact:** Chair of the Health Professions Advisory Committee

Le Moyne/State University of New York (SUNY) at Buffalo School of Dental Medicine Joint Degree Program

**Affiliated Institution:** SUNY at Buffalo School of Dental Medicine

**Eligible Le Moyne Students:** Those who meet requirements and wish to pursue studies in dentistry. (Students are usually accepted to the program before beginning their freshman year at Le Moyne.)

**Degrees Awarded:** Bachelor's degree in biology from Le Moyne and Doctor of Dental Surgery degree from SUNY at Buffalo School of Dental Medicine

**Length of Program:** Three years at Le Moyne and four years at SUNY at Buffalo School of Dental Medicine

**Contact:** Chair of the Health Professions Advisory Committee
EARLY ASSURANCE PROGRAMS
The early assurance programs allow students to apply for early admission to an affiliated graduate school, usually at the end of their sophomore year at Le Moyne. The program allows students to diversify their educational experiences during their remaining years at Le Moyne with the confidence that they are guaranteed admission to the affiliated graduate program after receiving a bachelor’s degree from Le Moyne.

Le Moyne/State University of New York (SUNY) at Buffalo School of Dental Medicine Early Assurance Program
Affiliated Institution: SUNY at Buffalo School of Dental Medicine Program
Eligible Le Moyne Students: Qualified sophomores
Degrees Awarded: Bachelor’s degree from Le Moyne and Doctor of Dental Surgery degree from SUNY at Buffalo School of Dental Medicine Program
Length of Program: Four years at Le Moyne and four years at SUNY at Buffalo School of Dental Medicine Program
Contact: Chair of the Health Professions Advisory Committee

Early Assurance Program with the School of Medicine at the State University of New York (SUNY) at Buffalo
Affiliated Institution: SUNY at Buffalo School of Medicine
Eligible Le Moyne Students: Qualified sophomores
Degrees Awarded: Bachelor’s degree from Le Moyne and Doctor of Medicine degree from SUNY at Buffalo
Length of Program: Four years at Le Moyne and four years at SUNY at Buffalo
Contact: Chair of the Health Professions Advisory Committee

Early Assurance Program with Upstate Medical University
Program Name: Early Assurance Program with Upstate Medical University
Affiliated Institution: Upstate Medical University
Eligible Le Moyne Students: Qualified sophomores
Degrees Awarded: Bachelor’s degree from Le Moyne and Doctor of Medicine degree from Upstate Medical University
Length of Program: Four years at Le Moyne and four years at Upstate Medical University
Contact: Chair of the Health Professions Advisory Committee
ACCOUNTING

Chair: Robert Kawa
Professor: Gaffney
Associate Professors: Collins, Krause, Myers
Assistant Professors: Kawa
Adjunct Faculty: Kosko, Mahalick
Emeritus: Fernandez

Accounting, as the primary financial information system in all organizations, is often described as the language of business. Accounting professionals are expected to be proficient in accounting, to possess a well-rounded business background and to have excellent oral and written communications skills. The Department of Accounting seeks to prepare graduates with the skills necessary to meet these expectations. Accounting education at Le Moyne College provides a strong foundation in the liberal arts, a body of knowledge in general business and an extensive preparation in accounting. Students completing the program find opportunities in public accounting, the private sector, not-for-profit organizations and the government.

The accounting program is registered with the New York State Department of Education and meets the educational requirements for admission to the CPA examination and, in general, to corresponding examinations in other states.

The Department of Accounting offers two degree programs:

1. A Four-Year Undergraduate Program leading to the degree of B.S. in Accounting. Graduates from this program are eligible to sit for the C.P.A. examination in the State of New York until August 1, 2009. In addition, graduates of this program are prepared to assume positions in the private sector, not-for-profit organizations and the government.

2. A 150-Hour Program leading to the degree of B.S. in Accounting and an M.B.A., with both degrees being conferred at the end of the fifth year. In the event that a student begins the 150-hour Program and does not complete it, that student can receive the B.S. in Accounting alone by completing the requirements of the Four-Year Undergraduate Program. The 150-Hour Program is designed to satisfy the requirements of the American Institute of Certified Public Accountants (AICPA). These requirements call for the completion of a 150-hour program of study for membership in the AICPA. After August 1, 2009 candidates must have completed the requirements of the 150-Hour Program for admission to the CPA examination.

FOUR-YEAR UNDERGRADUATE PROGRAM

The four-year undergraduate program will lead to a Bachelor of Science in Accounting degree. Graduates of this program are eligible to sit for the CPA examination until July 31, 2009. This program also has been structured to qualify students for graduate study or to provide them with the comprehensive outlook that will prepare them for entry into the business world. In this program, students take 62 hours in business and accounting and 60 hours in liberal arts and science courses.

Currently, a registered undergraduate curriculum in accountancy shall offer courses distributed as to subject matter of no fewer than the following semester hours or their equivalent: 24 semester hours of accounting principles, cost accounting, tax accounting and auditing; six semester hours of commercial law; six semester hours of finance; three semester hours of business statistics; 21 semester hours of
business and accounting electives; and 60 semester hours of liberal arts and sciences courses. The total of 122 semester hours must include at least six semester hours of economic principles which may be used to satisfy either the business electives or liberal arts requirements.

**REQUIREMENTS OF THE FOUR-YEAR UNDERGRADUATE PROGRAM**

Students majoring in accounting are required to enroll in the following courses:

**Core Requirements:**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 9</td>
</tr>
<tr>
<td>Religious Studies 6</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Seminar 3</td>
</tr>
<tr>
<td>English 9</td>
</tr>
<tr>
<td>History 6</td>
</tr>
<tr>
<td>English or History Seminar 3</td>
</tr>
<tr>
<td>Social Science (fulfilled by major requirements)</td>
</tr>
<tr>
<td>Natural Science 3</td>
</tr>
</tbody>
</table>

**Major Requirements:**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201-202 Introductory Accounting 6</td>
</tr>
<tr>
<td>ACT 301-302 Intermediate Accounting 8</td>
</tr>
<tr>
<td>ACT 310 Federal Income Tax 3</td>
</tr>
<tr>
<td>ACT 401 Advanced Accounting 3</td>
</tr>
<tr>
<td>ACT 405 Auditing 3</td>
</tr>
<tr>
<td>LAW 200 Legal Environment of Business 3</td>
</tr>
<tr>
<td>LAW 310 Business Law for Accountants 3</td>
</tr>
</tbody>
</table>

**Major Support:**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 228 Money, Credit and Banking 3</td>
</tr>
<tr>
<td>FIN 301 Managerial Finance 3</td>
</tr>
<tr>
<td>STA 201-202 Business Applications of Statistics 6</td>
</tr>
<tr>
<td>ECO 113-114 Introduction to Economic Principles 6</td>
</tr>
<tr>
<td>CSC 151 Introduction to Information Processing I 3</td>
</tr>
<tr>
<td>MGT 301 Organization and Management 3</td>
</tr>
<tr>
<td>OPM 301 Operations Management 3</td>
</tr>
<tr>
<td>MGT 470 Business Policy 3</td>
</tr>
<tr>
<td>MKT 301 Marketing Principles 3</td>
</tr>
<tr>
<td>MTH 122-123 Introduction to Optimization Methods and Math for ACT majors 6</td>
</tr>
<tr>
<td>or MTH 145-146 Calculus I and II 8</td>
</tr>
<tr>
<td>Accounting/Business electives* 6</td>
</tr>
</tbody>
</table>

**Electives:**

| Liberal arts electives 6 |

*Note: Accounting/business electives may not be taken pass/fail.

**ACCOUNTING MINOR**

**Minor Requirements:**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201-202 Introductory Accounting 6</td>
</tr>
<tr>
<td>or ACT 203-204 Financial and Managerial Accounting 6</td>
</tr>
<tr>
<td>ACT 301-302 Intermediate Accounting 8</td>
</tr>
<tr>
<td>Accounting elective 3</td>
</tr>
</tbody>
</table>

Note: Courses for minor credit may not be taken pass/fail.

**150-HOUR PROGRAM**

The 150-hour program in Accounting leads to the simultaneous conferring of a Bachelor of Science in Accounting and an M.B.A. at the completion of all program requirements. The program is structured to meet the requirements of the New York State Education Department for admission to the CPA examination after August 1, 2009.

**150-HOUR CURRICULUM**

**Bachelor of Science in Accounting (122 hours)**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 9</td>
</tr>
<tr>
<td>Religious Studies 6</td>
</tr>
<tr>
<td>Philosophy or Religious Studies Seminar 3</td>
</tr>
<tr>
<td>English 9</td>
</tr>
<tr>
<td>MGT 470 Business Policy 3</td>
</tr>
<tr>
<td>MTH 122-123 Introduction to Optimization Methods and Math for ACT majors 6</td>
</tr>
<tr>
<td>or MTH 145-146 Calculus I and II 8</td>
</tr>
<tr>
<td>Accounting/Business electives* 6</td>
</tr>
</tbody>
</table>

*Note: Accounting/business electives may not be taken pass/fail.
ACCOUNTING

Major Requirements:
ACT 201-202 Introductory Accounting 6
ACT 301-302 Intermediate Accounting 8
ACT 303 Cost Accounting 3
ACT 310 Federal Income Tax 3
ACT 401 Advanced Accounting 3
ACT 405 Auditing 3
ACT 406 Advanced Auditing 3
ACT 470 Accounting Theory and Research 3
One of the Following Accounting Courses: 3
ACT 304 Advanced Cost Accounting
ACT 390-399 Independent Study
ACT 410 Advanced Federal Income Tax I
ACT 420 Advanced Federal Income Tax II
ACT 480-489 Special Topics in Accounting

Major Support:
ECO 228 Money, Credit and Banking 3
FIN 301 Managerial Finance 3
STA 201-202 Business Applications of Statistics 6
ECO 113-114 Introduction to Economic Principles 6
CSC 151 Introduction to Information Processing I* 3
MIS 301 Management Information Systems 3
MGT 301 Organization and Management 3
LAW 200 Legal Environment of Business 3
LAW 310 Business Law for Accountants 3
MTH 122-123 Introduction to Optimization Methods and Math for ACT majors 6
Or
MTH 145-146 Calculus I and II 8

Electives:
Liberal arts electives 3
Free electives* 6
*NOTE: Students waiving out of CSC 151 must substitute a liberal arts elective in its' place. Free electives may be from either the liberal arts or the business/accounting areas.

M.B.A (30 – 33* HOURS)

Foundation Courses: *3 hours
Because these requirements are satisfied by the undergraduate curriculum, these courses will be waived.
*If ENG 403 is not completed at the undergraduate level, CMM 501 is required at the graduate level, adding 3 hours to the MBA degree.

Core Courses: 21 hours
BUS 601 Business Ethics
BUS 602 Environmental Influences in Business
FIN 601 Financial Management
HRM 601 Human Resources Management
MGT 602 Self Assessment and Career Development
MKT 601 Marketing Management
OPM 601 Operations Management

Elective Courses: 6 hours
Choice from MBA Elective Courses list.

Capstone Course: 3 hours
BUS 750 Strategic Management

Total 30 or 33 hours
**TYPICAL PROGRAM FOR ACCOUNTING MAJOR***

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 122/145</td>
<td>3/4</td>
<td>Mathematics 123/146</td>
<td>3/4</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 201</td>
<td>3</td>
<td>Accounting 202</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
<td>Statistics 202</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201/Religious Studies 200</td>
<td>3</td>
<td>Religious Studies 200/Philosophy 201</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>Law 200</td>
<td>3</td>
</tr>
<tr>
<td>Economics 228</td>
<td>3</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 301</td>
<td>4</td>
<td>Accounting 302</td>
<td>4</td>
</tr>
<tr>
<td>Accounting 303</td>
<td>3</td>
<td>Accounting/Business Elective</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies/Philosophy</td>
<td>3</td>
<td>Philosophy/Religious Studies</td>
<td>3</td>
</tr>
<tr>
<td>Law 310</td>
<td>3</td>
<td>Finance 301</td>
<td>3</td>
</tr>
<tr>
<td>Management 301/Marketing 301</td>
<td>3</td>
<td>English 300</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Operations Management 301</td>
<td>3</td>
</tr>
<tr>
<td>Management 470</td>
<td>3</td>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 401</td>
<td>3</td>
<td>Accounting 405</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 301/Management 301</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 310</td>
<td>3</td>
<td>Accounting/Business Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Electives must be chosen so that accounting and business courses total 62 hours and liberal arts and sciences courses total 60 hours. A program adjustment may be required to meet the constraints of limited offerings or limited class sizes in the service courses, which include all courses except those offered by the department of accounting. The department of accounting will accommodate the courses in the year specified.
### TYPICAL SCHEDULE FOR THE 150-HOUR PROGRAM

#### Bachelor of Science in Accounting (122 hours)

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td></td>
<td>Philosophy 101</td>
<td></td>
</tr>
<tr>
<td>Mathematics 122/145</td>
<td></td>
<td>Mathematics 123/146</td>
<td></td>
</tr>
<tr>
<td>History 101/103</td>
<td></td>
<td>History 102/104</td>
<td></td>
</tr>
<tr>
<td>Economics 113</td>
<td></td>
<td>Economics 114</td>
<td></td>
</tr>
<tr>
<td>Computer Science 151</td>
<td></td>
<td>Natural Science (any 3 credit hour)</td>
<td></td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

| Accounting 201- Introductory I | Accounting 202- Introductory II |
| Statistics 201 | Statistics 202 |
| Philosophy 201/Religious Studies 200 | Philosophy 201/Religious Studies 200 |
| English 200 | Law 200 |
| Economics 228 | Management Information Systems 301 |

**JUNIOR YEAR**

| Accounting 301- Intermediate I | Accounting 302- Intermediate II |
| Accounting 303- Cost | Accounting or Business Elective |
| Religious Studies/Philosophy 300 | Philosophy/Religious Studies 300 |
| Law 310 Finance 301 | Management 301 English 300 |

**SENIOR YEAR**

| English or History Seminar (English 403*) | Philosophy or Rel. Studies Seminar |
| Accounting or Business Elective | Liberal Arts Elective |
| Accounting 401-Advanced | Accounting 470-Theory and Research |
| Accounting 405-Auditing | Accounting 406-Advanced Auditing |
| Accounting 310- Tax (individual) | Accounting Elective |

*Either ENG 403-Writing and Speaking in the Professions or CMM 501-Business Communications must be completed prior to completion of the fifth year.

**M.B.A (30-33* hours)**

**FIFTH YEAR**

| Business Communications (CMM 501*) | Self Assessment and Career Devel. (MGT 602) |
| Financial Management (FIN 601) | Environmental Influences in Business (BUS 602) |
| Operations Management (OPM 601) | Elective Course |
| Human Resources Management (HRM 601) | Elective Course |
| Marketing Management (MKT 601) | Strategic Management (BUS 750) |
| Business Ethics (BUS 601) | |

* Required if ENG 403 is not completed at the undergraduate level.
COURSES

No prerequisite required unless noted.

**ACT 201-202. INTRODUCTORY ACCOUNTING (3) AND (3).**
A study of the basic concepts and principles of accounting and of the theory on which they are based. The topics covered are the steps in the accounting cycle for the accumulation of financial information for the preparation of financial statements; valuation procedures for assets and liabilities; the special problems of proprietorship, partnership and corporate accounting, and the use, evaluation and interpretation of accounting information.

**ACT 203. FINANCIAL ACCOUNTING (3).**
An introduction to the fundamentals of financial accounting involving the communication of relevant financial information to external parties. Includes interpretation and effective use of financial statements through study of accounting model, the measurement processes, data classification and terminology. Discussions emphasize concepts, standards and generally accepted accounting principles as the rationale for accounting procedures.

**ACT 204. MANAGERIAL ACCOUNTING (3).**
An introduction to the fundamentals of management accounting emphasizing the use of accounting information in decision-making processes of managers with responsibilities inside the organization. Includes relationship of cost accounting to generally accepted accounting principles, the managerial approach and responsibility accounting concerning assets, revenues and costs. Prerequisite: ACT 203.

**ACT 301. INTERMEDIATE ACCOUNTING (4).**
An extension of study of accounting theory applied to corporate accounting and the preparation and interpretation of financial statements. Topics include a review of the accounting process; structure and content of the basic financial statements; and coverage of theory, practice and procedures related to current assets, current liabilities and long-lived assets, tangible and intangible. Prerequisite: a grade of C or above in ACT 202 or permission of department chair.

**ACT 302. INTERMEDIATE ACCOUNTING (4).**
A continuation of coverage of theory, practice and procedure relative to long-term liabilities and equities. Additional topics are income and revenue recognition, accounting for leases, pensions and income taxes, price-level accounting, statement of cash flow and analysis of financial statements. Prerequisite: a grade of C or above in ACT 301.

**ACT 303. COST ACCOUNTING (3).**
Basic cost accounting concepts and the cost accumulation process are presented. These are related to the process of inventory valuation and internal use for planning and control. Topics include cost accumulation, budgets, standards, responsibility accounting, relevant costing, direct costing and cost-volume-profit analysis. Prerequisites: ACT 201-202.

**ACT 304. ADVANCED COST ACCOUNTING (3).**
Cost concepts and cost information systems are presented in relation to managerial decision making and control. The course emphasizes the internal use of cost information and procedures for developing this information. Topics covered are cost for pricing control, inventory policy and control, transfer pricing, performance measures, capital budgeting and application of probability and statistical concepts to problems in cost control and analysis. Prerequisite: ACT 303.

**ACT 310. FEDERAL INCOME TAX (3).**
Provides instruction by application of federal income tax laws to incomes of individuals. Various tax returns are prepared. Includes a comprehensive explanation of the federal tax structure and training in the application of tax principles to specific problems. Prerequisite: ACT 201 or 203.
ACT 390-399. INDEPENDENT STUDY (1-6).  
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the academic dean’s office. Credit and hours by arrangement.

ACT 401. ADVANCED ACCOUNTING (3).  
A study of the advanced phases of partnership accounting and extended application of fundamental theory to specialized fields and activities. Among the topics covered are partnership and joint venture accounting; agency and branch accounting; mergers, consolidations; parent and subsidiary relations; foreign operations; governmental and fiduciary accounting. Prerequisites: a grade of C or above in ACT 301 and 302.

ACT 402 (ECO 402/IRL 403/PSC 402/SOC 402). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).  
The goal of this course is to develop a comprehensive understanding of the use of behavioral science research methods and theories for program and intervention evaluations. Topics given special emphasis include: measurement strategies and problems, needs assessment, experimental and quasi-experimental field designs, qualitative methods, benefit-cost analysis, statistical approaches to modeling bias and the use of evaluation results in the policy process. Prerequisites: SOC 201 or PSY 201 or PSC 202 or IRL 441-442 or ECO 325 and STA 201-202 or MTH 111-112 or permission of instructor.

ACT 405. AUDITING (3).  
Course covers the principles, procedures and function of auditing. Problem solving involves the application of auditing principles, which can be studied, analyzed and worked on by the students in order to acquire, within limits, a basic understanding of auditing practices, procedures and responsibilities. A computer simulation is used to illustrate statistical sampling techniques. Prerequisites: ACT 301-302.

ACT 406. ADVANCED AUDITING (3).  
This course provides a deeper understanding of select topics covered in the first auditing course (ACT 405). Topics include the demand for auditing services, auditor decision-making, statistical sampling and information systems auditing. Prerequisites: C or above in ACT 405.

ACT 410. ADVANCED FEDERAL INCOME TAX I (3).  
Provides instruction by application of federal tax laws to incomes of corporations. Tax returns are prepared. Emphasizes research and analysis. Prerequisite: ACT 310.

ACT 420. ADVANCED FEDERAL INCOME TAX II (3).  
Provides instruction by applying federal income tax laws to incomes of partnerships, subchapter S corporations, trusts and estates. Extensive tax research and analysis is required in each of these areas. Prerequisites: ACT 310, 410.

ACT 470. ACCOUNTING THEORY AND RESEARCH (3).  
This course is a seminar in accounting theory and research. The topics include both historical and current readings on: research methods, revenue recognition, assets, liabilities, equity, valuation issues, Positive Accounting Theory and accounting numbers and their impact upon financial markets. Prerequisite: C or above in ACT 401.

ACT 480-489. SPECIAL TOPICS IN ACCOUNTING (3).  
Courses in this series offer an in-depth exploration of specific issues within the field of accounting, as well as topics of current interest to the instructor and students. Prerequisites: junior or senior standing, permission of the instructor.
BUSINESS ADMINISTRATION

Chair: John Considine
Professors: Ammar, Arogyaswamy, Considine, Consler, Donnelly, Elmer, Grabowski, Lepak, Wright
Associate Professors: Kim, Moore, O’Connor, Orne, Ruwe
Assistant Professors: Arno, Barros, Coskun, Kulick, Lin
Instructors: O’Neil
Adjunct Faculty: Antonnaci, Babiarz, Barletta, Godhan, Greenfield, Krudys, Ristau, Sharpsten
Emeritus: Czarniewicz

The department offers a Bachelor of Science degree in business administration with concentrations in finance, management information systems, marketing, operations management and leadership. The curriculum, which includes 60 hours in business and economics courses and 60 hours in liberal arts courses, prepares students for business and professional careers in governmental, industrial, commercial and non-profit organizations, and for graduate study in business.

The first two years emphasize the core curriculum and establish a foundation that allows students to enter one of the areas of concentration with a degree of flexibility at the end of the sophomore year.

During the last two years, professional courses stress the application of business and management principles and operations, quantitative analysis, research methodology and the decision-making process. The program qualifies students to enter the professional world with both a specialized competence and a comprehensive outlook.

The business major who plans to teach on the secondary school level can qualify for provisional certification in New York state through the successful completion of credit hours in professional education offered by the College’s department of education.

BUSINESS ADMINISTRATION MAJOR

Students majoring in business administration are required to complete the following course requirements. Only free electives may be taken pass/fail.

Core Requirements: Hours:
- Philosophy 9
- Religious Studies 6
- Philosophy or Rel Studies Seminar 3
- English 9
- History 6
- English or History Seminar 3
- Social Science (fulfilled by major requirements) 3
- Natural Science 3

Major Requirements:
- Business 101 3
- Statistics 201, 202 6
- Accounting 203, 204 6
- Management 301, 470 6
- Management Information Systems 301 3
- Marketing 301 3
- Finance 301 3
- Applied Management Analysis 301 3
- Business Law 200, Law Elective 6
- Economics 113, 114, and either 355 or 345 9
- Concentration Requirements* 12

Free Electives 15

Major support:
- Mathematics 120 3
- Computer Science 151 3

*By the end of the first semester of the junior year, the student is expected to select a concentration and a concentration adviser. The concentrations, and their requirements, are as follows:
Marketing: Marketing 401, 402 and two upper-level marketing electives.

Management Information Systems: MIS 375, MIS 480 and two upper level MIS electives. The upper level electives may be selected any MIS/CSC elective.

Finance: FIN 365, 401, 499 and one upper-level finance elective.

Applied Management Analysis: AMA 350, AMA 420 and two AMA electives. For students with a double concentration one AMA elective may be an approved upper level business course.

Leadership: You may choose four of the following courses: MGT 305, 310, 450, 451, 452, 457, BUS 400, SOC 403 or approved special topic offering.

BUSINESS ADMINISTRATION MINOR

The department offers a minor in business administration for students who major in one of the liberal arts or sciences. Although the minor does not offer the breadth or depth that a major course of study provides, it introduces and acclimates students to the world of business.

Students minoring in business administration are required to complete the following courses and their prerequisites for a letter grade.

Minor Requirements: Hours:
ECO 113-114 Economic Principles 6
MGT 301 Introduction to Organization and Management 3
MKT 301 Marketing Principles 3
LAW 200 Legal Environment of Bus 3
ACT 203 Survey of Accounting 3
FIN 301 Business Finance 3

MANAGEMENT INFORMATION SYSTEMS MINOR

This minor program introduces students from any major area to the dynamic field of information systems by integrating coursework available from the business administration and computer science disciplines. This minor focuses on the usage of information systems in organizations and the tools required in those organizations.

Minor Requirements: Credit hours:
CSC 151 Introduction to Information Processing 3
MIS 301 Introduction to Management Information Systems 3
MIS 375 Applied Systems Analysis 3
MIS 480 Database Management Systems 3
**TYPICAL PROGRAM FOR BUSINESS ADMINISTRATION MAJOR**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 120</td>
<td>3</td>
<td>Business 101</td>
<td>3</td>
</tr>
<tr>
<td>Computer Science 151</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 203</td>
<td>3</td>
<td>Accounting 204</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
<td>Statistics 202</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td>3</td>
<td>Religious Studies 200</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>MIS 301</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Law 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 301 or AMA 301</td>
<td>3</td>
<td>AMA 301 or Management 301</td>
<td>3</td>
</tr>
<tr>
<td>Law Elective</td>
<td>3</td>
<td>Finance 301 or Marketing 301</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 301 or Finance 301</td>
<td>3</td>
<td>Philosophy 301/302/303</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies 300</td>
<td>3</td>
<td>English 300</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or History Seminar</td>
<td>3</td>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Economics 355</td>
<td>3</td>
<td>Management 470</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course</td>
<td>3</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Course</td>
<td>3</td>
<td>Concentration Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSES

No prerequisite required unless noted.

BUSINESS

BUS 100. GENERAL INSURANCE (3).
Principles of insurance and their economic relationships. Areas covered include fundamentals basic to all types of risk and insurance, variations applicable to property and liability insurance, life and disability insurance and insurance regulations. This course may not be taken as part of any business concentration.

BUS 101. INTRODUCTION TO BUSINESS ADMINISTRATION (3).
The primary objectives of this course are to provide an overview of the nature of economic organizations and their inherent management functions. For nearly all students it should provide a context for what is likely to be a significant portion of their working life. For students considering a career in business management, this course will give them an early understanding of management functions, activities and issues within organizations.

BUS 200. PRINCIPLES OF REAL ESTATE (3).
Basic principles of real estate are covered on a broad national basis. Includes economic and social impact of real estate, property rights and ownership, financing, brokerage and property evaluation. This course may not be taken as part of any business concentration.

BUS 399. INDEPENDENT STUDY.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management.

BUS 400 (PGS 400). INTERNATIONAL BUSINESS: PRINCIPLES AND PRACTICE (3).
The purpose of this course is to provide students with a foundation of the basic concepts and tools for the conduct of international business. Consideration is given to the managerial and operational opportunities and problems of the company operating internationally. Emphasis is on behavioral aspects and environmental factors influencing and affecting the use of international business strategies, the development of an international orientation. The role of international business as a contributor to the company’s overall business objective achievement is stressed. Prerequisite: senior standing in business or permission of the instructor.

BUS 480-489. SPECIAL TOPICS IN BUSINESS (3).
Courses in this series offer an in-depth exploration of specific issues within the various subfields of business—management, finance, marketing, law and general business—as well as topics of current interest to instructor or students. Prerequisites: junior or senior standing; permission of the instructor.

BUS 490. BUSINESS INTERNSHIP (CREDITS VARIABLE).
Participation in a real-world learning experience. The intern reports as required to a faculty member and evaluates the experience and relates it to his or her academic program. Six hours of approved work experience is required to generate one credit. Prerequisite: permission of the department chair.

BUS 499. INDEPENDENT STUDY (HONORS) (3).
This course is intended for honors students and is required for the honors degree in
business administration. The student conducts an independent research project under the guidance of one member of the faculty in the department. A written and oral presentation of the research project is evaluated by the Honors Committee. This course may be taken only by permission of the department.

**APPLIED MANAGEMENT ANALYSIS**

**AMA 301. MANAGEMENT ANALYSIS (3).**
This course introduces quantitative modeling and analysis. The course includes applications from different disciplines of business including finance, marketing, information systems and operations. The course focuses on diagnosing and solving business problems based on quantitative analysis. Modeling methods and techniques are introduced in the context of specific business situations. These techniques include forecasting, optimization, project management, supply chain management and planning and system simulation. The course has a significant hands-on applied component and is taught in a computer lab. Prerequisite: STA 201.

**AMA 350. APPLIED FORECASTING ANALYSIS (3).**
This course is designed to introduce the basic concepts and methods for modeling and forecasting both univariate and multivariate time-ordered data. Methods studied include univariate Box-Jenkins/ARIMA analysis and transfer function modeling. Forecasting methods will be compared and applied to case studies using real-world data in economics, finance and marketing with emphasis on computer demonstrations of the forecasting methods. These case studies illustrate the different forecasting models that are appropriate in a variety of business settings, as well as the problems that typically arise from applying those models in practice. Statistical properties of the forecasts and error analyses will be emphasized. The course is taught in a computer lab. Prerequisite: STA 202.

**AMA 410. SUPPLY CHAIN ANALYSIS (3).**
Industrial supply chains are integral part of contemporary business practices. This course will examine key issues related to the design and management of supply chains. It will include discussion on the integration of various parts of the supply chain including suppliers, factories, distribution centers, warehouses and retailers. Theories related to the efficient distribution of products to customers will be introduced. Also, management techniques addressing tradeoffs between cost and service will be discussed. Much of the course concepts will be covered through case studies and simulations. The course is taught in a computer lab. Prerequisites: STA 202 and AMA 301.

**AMA 420. STRATEGIC MANAGEMENT ANALYSIS (3).**
Management science analyses are the basis of many successful strategic decisions. This course introduces many of the management science techniques in the context of strategic decision making. These techniques include linear programming, transportation, decision theory, queuing theory and simulation. The course entails analyzing cases from all business disciplines and evaluating various strategic decisions within the framework of these cases. The course also includes an applied project component and is taught in a computer lab. Prerequisites: STA 202 and AMA 301.

**AMA 430. SIMULATION AND RISK ANALYSIS (3).**
This course is designed to provide students with basic understanding of concepts of simulation and provide them the opportunity to design several simulations for various applications (including fun and games). Methodologies are introduced in the context of financial and operations applications and include techniques for risk analysis. Models will include both event and process simulations. Simulation software packages are introduced as tools for problem solving. The course is taught
in a computer lab. Prerequisites: STA 202 and AMA 301.

**FINANCE AND INVESTMENTS**

**FIN 201. PERSONAL FINANCE (3).**

Open only to non-accounting/business majors. A survey of the business and economic decisions that an individual makes in his or her personal life; an information base with analytical techniques the individual can use to make decisions intelligently.

**FIN 301. MANAGERIAL FINANCE (3).**

Foundation of financial theory and techniques of financial decision making. Financial analysis of liquidity, debt and profitability. Short-term, intermediate and long-term financing; working capital and cash management; credit management; capital budgeting; cost of capital; operational and financial leverage; dividend policy; capital structure, profit planning and reorganization. Prerequisites: ACT 203-204 or ACT 201-202; STA 201-202; ECO 113-114.

**FIN 302 (ECO 228). MONEY, CREDIT AND BANKING (3).**

See course description for ECO 228.

**FIN 360. INTERMEDIATE MANAGERIAL FINANCE (3).**

Advanced coverage of the evolution of financial theory, long-term investment decisions, capital structure, dividend policy, long-term financing decisions and related topics. Prerequisite: FIN 301.

**FIN 365. FINANCIAL INSTITUTIONS AND CAPITAL MARKETS (3).**

The purpose of financial markets is to efficiently allocate savings in an economy to ultimate users of funds. This task is performed via money and capital market transactions where the money markets deal in short-term debts and capital markets deal in long-term debts and stocks. The scope of money and capital market transactions, the issuance, trading and possible redemption of financial assets are analyzed. The similarities and differences between these two markets are examined. The influence on market activity of outside events such as change in monetary policy is also explored. The money and capital markets, like other institutions, have undergone changes in recent years. The major financial assets comprising these markets is surveyed along with current innovations, such as the option and interest rate futures market. Prerequisite: FIN 301.

**FIN 401. INVESTMENTS (3).**

Study of financial markets from the viewpoint of the individual investor. Topics include fundamental and technical analysis of common stocks, bond valuation and investment in options and commodities. Prerequisite: FIN 301.

**FIN 402. PORTFOLIO MANAGEMENT (3).**

Study of the three forms of efficient market hypothesis and the evidence supporting them. Develop the models of portfolio theory, capital market theory and their extensions. Survey of the empirical findings relating the theories to the behavior of stock prices on the various exchanges. Prerequisite: FIN 401.

**FIN 450. BANKING (3).**

Banking as a business, how banks augment money supply; their role in loans, investments and credit management; the mechanisms of interbank transfers of payments within and outside national boundaries; commercial banks, mutual banks, savings and loan associations, credit unions, etc., and the nature and scope of their operations; regulations of banks by the central bank and other governmental agencies. Recommended preparation: FIN 365.

**FIN 455. INTERNATIONAL FINANCIAL MANAGEMENT. (3).**

A study of international financial markets where different currencies are used by international institutions, such as multina-
tional banks and corporations. A recent development of business globalization has created an environment that requires business students to understand and apply basic financial management tools necessary for evaluation of international markets. The course focuses on foreign exchange rate, risk management, regulatory environment and short- and long-term financing of multinational institutions. Prerequisite: FIN 301 or permission of instructor.

FIN 499. CASES IN MANAGERIAL FINANCE (3).
This course will be a study of specific cases in financial statement analysis, working capital management, capital budgeting, capital structure, dividend policy and mergers. The case-method approach will be followed, requiring students to draw upon their knowledge of finance, accounting and management. This course is designed to be one of the last courses taken by students with a finance concentration, though it is open to all business and accounting majors with senior standing. Prerequisites: FIN 401 and senior standing. Business and accounting majors only.

LAW

LAW 200. LEGAL ENVIRONMENT OF BUSINESS (3).
This course introduces students to the legal environment of business through a study of the legal system and the basic types of law: common, statutory and regulatory, along with their impact upon business and society. Students will be encouraged to use their knowledge of law and the legal system as a tool in business and policy decision making. The common law topics of contracts, torts, products liability and criminal law will be studied. Statutory law will be presented through sales and the Uniform Commercial Code. The regulatory law section will introduce students to labor law employment discrimination and consumer law.

LAW 300. LAW OF BUSINESS AND FINANCIAL ORGANIZATIONS (3).
The law governing business organizations is introduced by a study of the rules governing a complex business organization, the bank collection system and the instruments it handles. The legal environment of all business organizations is studied with an emphasis on the creation, operation and liability of the business organization through a study of agency, partnership and corporations along with securities and anti-trust law. A brief study of bankruptcy will address some of the legal problems created by the failure of a business. Prerequisite: LAW 200 or permission of the instructor.

LAW 310. BUSINESS LAW FOR ACCOUNTANTS (3).
A continuation of LAW 200. This course will focus on the law of business organizations including partnerships, corporations, employer-employee relationships, principal-agency relationships and topics closely related to business organizations. Such topics will include commercial transactions, bankruptcy and suretyship. An emphasis will be placed on the role of the accountant with respect to all topics. Prerequisite: LAW 200.

LAW 320-329. TOPICS IN LAW AND PUBLIC POLICY (3).
Courses in this series offer an in-depth exploration of specific topics within the various fields of business law as well as topics of current interest to the instructor or students. Prerequisite: LAW 200 or permission of the instructor.

LAW 330. CONSUMER LAW (3).
This course investigates the legal techniques—judicial, legislative and administrative—for controlling marketing and credit practices. Advertising, abusive sales practices such as bait and switch, the extension of credit, repossession and debt collection are among topics examined. Prerequisite: LAW 200.
LAW 340 (PSG 340). INTERNATIONAL BUSINESS LAW (3).
This course introduces the international legal environment of business through a study of differing legal systems and the methods of international trade regulation. Part One focuses on the economic, social and political forces that shape the development of international law and its related legal institutions including an overview of the public and private legal tools used to regulate business and settle disputes. Part Two will deal with the international commercial transaction with a focus on private law. Part Three will cover the public law aspects of international and US trade law including GATT, import and export regulations and NAFTA. Part Four deals with the legal risks associated with international trade, environmental concerns, nationalization and privatization. Students will be encouraged to use their knowledge of law and the legal system as a tool in business and policy decision making. Prerequisite or corequisite: LAW 200 or permission of the instructor.

MANAGEMENT

MGT 301. INTRODUCTION TO ORGANIZATION AND MANAGEMENT (3).
An introductory study of the individual, group and organizational determinants of behavior in organizations. Topics include motivation, individual differences, group dynamics, organizational design and structure, leadership, power and influence, and managing conflict and change. Cases and experiential exercises will be key vehicles for the students to apply the concepts and to discover which ones will be personally valid and useful.

MGT 305. PERSONNEL MANAGEMENT (3).
The course is designed to familiarize students with the organization, policies, procedures, practices and duties of the personnel function in management. It seeks to give them an understanding of the problems that arise and the principles that apply to them. Not open to students who have taken HRM 301.

MGT 310. ENTREPRENEURSHIP (3).
A specialized case study course covering topics pertinent to a small business. Considerations of evaluation of smaller firms, venture capital investments, taxation aspects of small firms, reorganizations and recapitalizations, mergers and acquisitions, securities regulations, estate planning and particular aspects of general management.

MGT 450. PERSONAL AND INTERPERSONAL DIMENSIONS OF LEADERSHIP (3).
This course explores both personal and interpersonal dimensions of leadership with focuses on building self awareness and skills. Through surveys, feedback, readings, experiential activities and role play, students will assess their strengths and weaknesses, clarify values, sharpen skills and create a personal change plan. Prerequisite: MGT 301.

MGT 451. GROUP SKILLS AND TEAM LEADERSHIP (3).
This course is designed to help the student better understand and increase his or her effectiveness in small groups. Projects, role plays, feedback, reflection and readings on groups and leadership will be integral in meeting this objective. Prerequisite: MGT 301.

MGT 452. ORGANIZATIONAL DEVELOPMENT (3).
This course explores the goals, values and processes of bringing about change for the individual, the group and the large system. Students will explore the meaning of change for themselves, as well as study a range of techniques such as action research, team building and appreciative inquiry. Small groups also will design and conduct a change project in order to better grasp the complexities of personal and organizational development. Prerequisite: MGT 301.
MGT 455. LEADERSHIP: CLASSIC PERSPECTIVES FROM LITERATURE AND FILM (3).
Our greatest texts and films have much to teach us about the theory and practice of managerial leadership. In this course, an understanding of managerial leadership is developed by comparing, contrasting and ultimately connecting the leadership themes in classic pieces of literature and film with the themes facing leaders in contemporary business organizations. Prerequisite: MGT 301.

MGT 457. MANAGING MULTICULTURAL CONNECTIONS (3).
This course will explore culture and multicultural communication from a conceptual and a practical perspective. Students will inquire into their own culture and values, review recent studies and will practice a set of competencies relevant to being successful in multicultural settings. Prerequisite: MGT 301.

MGT 470. BUSINESS POLICY (3).
This is a capstone course and studies the management planning functions, integrating principles and operating philosophies; strategy formulation and implementation. The case study method is used, and a computerized management game is introduced. Prerequisite: senior business or accounting majors only.

MARKETING AND SALES

MKT 301. PRINCIPLES OF MARKETING (3).
An introductory study of the basic principles and problems of marketing. Its relationship to the consumer as well as its role in the operation of profit and non-profit seeking organizations. Emphasis is on an integration of the marketing “mix”: product, price, place, promotion as the logical approach to the marketplace.

MKT 310. ADVERTISING (3).
A basic course dealing with the function, theory and principles of advertising. Covers the significance of advertising, its relation to marketing, advertising research, the consumer and the application of the planning and preparation of an advertising campaign. Prerequisite: MKT 301.

MKT 320. TRANSPORTATION AND PHYSICAL DISTRIBUTION MANAGEMENT (3).
This course is a study of domestic transportation in the United States and the role of transportation in physical distribution systems. The course deals with rates, regulations, national transportation policy, carrier operations, transport in the area of physical distribution and current issues in the field. Prerequisites: marketing concentration major; MKT 301.

MKT 330. LOGISTICS OF PHYSICAL DISTRIBUTION (3).
This course will involve a systems management approach to the design and control of the integrated mix of physical distribution activities in industry. This will involve both micro- and macro-logistics approaches. Specifically, the course will investigate decisions involving warehousing, packaging, materials handling, inventory control, facility location and transportation-related communications networks. Prerequisites: MKT 301; MKT 320; and OPM 301.

MKT 401. MARKETING RESEARCH (3).
An investigation of the information requirements of marketing managers in the management of marketing activities. Topics include design of the research, methods of data collection and analysis, as well as interpretation of the data and its limitations. Actual research is conducted by the student. Prerequisite: MKT 301.

MKT 402. MARKETING MANAGEMENT (3).
This course involves the practical application of the theories and concepts discussed in the other marketing offerings. Actual case studies are used so the student may investigate the process of planning, orga-
nizing, directing and controlling the marketing function in the modern organization. Prerequisite: MKT 401

MKT 403. SALES FORCE MANAGEMENT (3).
A study of the sales force from the point of view of management. The role of the sales force in achieving marketing and corporate goals and objectives is discussed. Central focus of the course is on the sales manager position and its function in recruiting, selecting, training, compensating, supervising and planning sales force activities. Prerequisite: MKT 301.

MKT 405. SPORTS MARKETING (3).
This course examines the field of sports marketing. A strategic marketing perspective is utilized in an examination of sports products and their pricing, promotion and distribution. Both sports participants and spectators are examined in their roles as consumers. Prerequisite or corequisite: MKT 301.

MKT 425. INDUSTRIAL MARKETING (3).
This course analyzes the strategic and operational decisions faced by industrial marketing managers. Emphasis is on the marketing management implications of market segmentation strategies, market planning, innovation/new product development, overall marketing strategy formulation and the substrategies of product, price, promotion and physical distribution. Prerequisites: marketing concentration major; MKT 301.

MKT 430. CONSUMER BEHAVIOR (3).
The study of consumer behavior variables and their impact on marketing. Includes consumer behavior models, motivation, perception, attitudes, the influences of family, society and culture. Prerequisite: MKT 301.

STATISTICS

STA 201-202. STATISTICS I AND II (3) AND (3).
These courses investigate the use of statistical methods in the process of optimizing decisions under uncertainty. Applications in the first semester involve the use of such statistical topics as descriptive statistics, frequency distribution, measures of central tendency and dispersion, probability and sampling theory. The second semester incorporates applications of analysis of variance, regression and correlation analysis, statistical decision making, Bayesian statistical decision making and value theory. Second semester presupposes the first. Prerequisite: MTH 120 or MTH 123 or MTH 145.
Economics is the study of individual and collective decisions that relate to the production, consumption and exchange of goods and services. The economics curriculum contributes to a well-balanced business management and liberal arts education by providing students with the fundamental economic concepts necessary to better understand the world around them. The economics major prepares students for entry-level careers in a variety of fields including economics, business, law, education and government. The major is also valuable preparation for students planning to pursue advanced degrees in economics, business, public administration, law or related fields.

The Department of Economics offers both a Bachelor of Arts degree and a Bachelor of Science degree. Both programs develop the conceptual frameworks and analytical skills necessary to critically evaluate economic outcomes, issues, and policies. Requirements for the Bachelor of Arts degree reflect the liberal arts tradition of economics and include the study of a foreign language. Requirements for the Bachelor of Science degree reflect a business economics orientation and emphasize the development of quantitative skills.

**ECONOMICS MAJOR**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
</tbody>
</table>

**Bachelor of Science Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 113-114 Economic Principles</td>
<td>6</td>
</tr>
<tr>
<td>STA 201-202 Statistics I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>ECO 250 Intermediate Microeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252 Intermediate Macroeconomic Theory</td>
<td>3</td>
</tr>
<tr>
<td>ECO 436 Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECO 228 (FIN 302) Money, Credit, and Banking</td>
<td>3</td>
</tr>
<tr>
<td>MIS 301 Intro. to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>OPM 350 Forecasting Methods and Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECO 325 Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>OPM 301 Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301 Introduction to Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>Economics electives</td>
<td>9</td>
</tr>
<tr>
<td>Free electives</td>
<td>12</td>
</tr>
</tbody>
</table>

**Major Support:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics* (see page 144)</td>
<td>6</td>
</tr>
<tr>
<td>ACT 203 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACT 204 Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151 Intro. to Information Processing I</td>
<td>3</td>
</tr>
</tbody>
</table>

**ECONOMICS MINOR**

**Minor Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 113-114</td>
<td>6</td>
</tr>
</tbody>
</table>

**Intermediate Economics:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 250 or ECO 355 or ECO 345</td>
<td>3</td>
</tr>
<tr>
<td>ECO 252 or ECO 228</td>
<td>3</td>
</tr>
<tr>
<td>Economics Electives</td>
<td>6</td>
</tr>
</tbody>
</table>
One additional course with a significant economics context must be taken to complete the minor in economics. This course must be either: 1) an economics elective; 2) a 300 or higher finance elective; or 3) a course in a related discipline from the social or management courses with a significant economics context.

One 300 or above finance course may be substituted for an economics elective.

**TYPICAL PROGRAM FOR B.S. IN ECONOMICS**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Economics 113</td>
<td>Economics 114</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Economics</td>
</tr>
<tr>
<td>History 101/103</td>
<td>History 102/104</td>
</tr>
<tr>
<td>CSC 151/MIS 301*</td>
<td>Natural Science</td>
</tr>
</tbody>
</table>

* Students demonstrating knowledge of and competence with computers may test out of CSC 151 (a prerequisite for MIS 301) and take MIS 301 instead. These students would then substitute a free elective for CSC 151.

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 250</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 203</td>
<td>3</td>
</tr>
<tr>
<td>Rel Studies 200</td>
<td>3</td>
</tr>
<tr>
<td>Law 200</td>
<td>3</td>
</tr>
<tr>
<td>Accounting 204</td>
<td>3</td>
</tr>
</tbody>
</table>

**JUNIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy/Rel Studies</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
</tr>
<tr>
<td>Economics 228 (Finance 302)</td>
<td>3</td>
</tr>
<tr>
<td>Marketing 301</td>
<td>3</td>
</tr>
<tr>
<td>OPM 301</td>
<td>3</td>
</tr>
<tr>
<td>Rel Studies/Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Economics 325 or OPM 350</td>
<td>3</td>
</tr>
<tr>
<td>Finance 301</td>
<td>3</td>
</tr>
<tr>
<td>Econ elective</td>
<td>3</td>
</tr>
<tr>
<td>Management 301</td>
<td>3</td>
</tr>
</tbody>
</table>

**SENIOR YEAR**

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil/Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Economics 436</td>
<td>3</td>
</tr>
<tr>
<td>Econ elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes regarding B.S. Requirements:

1. Mathematics, 6 hours; MTH 120, 122 (Mathematics for Business Majors, Introduction to Optimization Methods II) or MTH 145, 146 (Calculus I, II).
2. ACT 203, 204 (Financial Accounting, Managerial Accounting; also required of BUS majors).
3. FIN 301 (Managerial Finance; prerequisites are ACT 203, 204; STA 201, 202; ECO 113, 114).
4. OPM 350 (Forecasting Methods and Applications; prerequisites are junior standing in ACT, BUS, ECO or STA 202).
5. Recommended ECO electives include ECO 313 (Labor Economics), ECO 345 (Industrial Organization), ECO 355 (Managerial Economics), and ECO 405 (International Economics).
COURSES

No prerequisite required unless noted.

ECONOMICS

ECO 113. PRINCIPLES OF MICROECONOMICS (3).

In this course the student pursues general understanding of the methodology used in economics. Topics studied emphasize models of behavior of consumers and producers as individual participants in the economic system.

ECO 114. PRINCIPLES OF MACROECONOMICS (3).

The course focuses on using economics methodology in the study of macroeconomic principles. Important topics for consideration include derivation of the GDP and the impact of fiscal and monetary policy on output, employment and the price level.

ECO 205. ECONOMICS OF PUBLIC POLICY ANALYSIS (3).

This course introduces basic concepts for public policy economics. These include opportunity cost, demand and supply analysis, market failure and formulations of equity. The three course components include cost-benefit analysis using examples from government programs and environmental regulations; macroeconomics topics such as fiscal and monetary policies to lower unemployment and inflation, international trade policy and policies to promote growth and financial stability; and microeconomic topics such as market issues such as the minimum wage and returns to education and training expenditures.

ECO 228 (FIN 302). MONEY, CREDIT AND BANKING (3).

This course includes monetary theory, price level determination, determination of the supply of money, foreign exchange rates, operations of the commercial banks and the Federal Reserve System and monetary policy. Prerequisites: ECO 113-114.

ECO 250. INTERMEDIATE MICROECONOMIC THEORY (3).

This course is an intensive investigation of the major topics of microeconomic theory, such as the theory of demand, theory of production, price determination in competitive and non-competitive markets, factor pricing, indifference analysis, equilibrium, linear programming and welfare theory. Prerequisites: ECO 113-114.

ECO 252. INTERMEDIATE MACROECONOMIC THEORY (3).

This course includes an intensive treatment of the following topics: national income accounting, the classical theory of income, employment and the price level, classical and Keynesian macroeconomic analysis, equilibrium, growth theory and similar points. Prerequisites: ECO 113-114.

ECO 313. LABOR ECONOMICS (3).

This is a course in specialized economic analysis. It covers theories of wage determination; the supply of, and demand for, labor; measurement of the labor force; the relationship between wage rates, costs and prices; the effects of trade union policies on employment and profits; labor and technological change; determination of labor's share in national income. Prerequisites: ECO 113-114.

ECO 315 (HST 315). AMERICAN ECONOMIC HISTORY (3).

This course traces the development of the American economy, especially the impact of the two world wars and the Great Depression and the long run trajectory of economic growth and inequality. Basic economic theory is used to understand those events and changes and the evolution of industrial policy, capital markets, and fiscal and monetary policy and the causes and consequences of the rise of big business and big government, technological change, and education policy.
ECO 322 (SOC 322). ECONOMICS OF CRIME AND PUNISHMENT (3).
This course will present the economic approach to crime and punishment. There will be an emphasis upon both the economic cost borne by the economy in the aggregate and by individual households in the prevention of crime. The economic approach assumes that both criminals and victims are rational in the sense that they base their choices on the expected benefits and costs of alternative behaviors. Specific topics include economic assessments of the criminal justice system, perspectives on the punishment and reform of criminals, and analyses of the market for illegal drugs, gun control and capital punishment.

ECO 325. ECONOMETRICS (3).
A study of statistical estimation applied to linear models. Topics include multiple linear regression and simultaneous equations. Applications to economic problems such as estimation of demand relations, consumption functions and labor supply functions are emphasized. Prerequisites: STA 201-202 or equivalent; ECO 113-114.

ECO 330. MATHEMATICAL ECONOMICS (3).
A study of the application of mathematical concepts to economic analysis, with special reference to deterministic methods. Topics include comparative statistics, generalized La Grange multipliers and dynamic modeling. Prerequisites: MTH 122 or equivalent; ECO 250-252.

ECO 335 (SOC 335/URB 335). ECONOMICS OF POVERTY (3).
This course examines poverty in the United States from an economic perspective. Using the basic concepts of economic analysis, it considers several dimensions of poverty, including the U.S. income distribution, the measurement and incidence of poverty, the characteristics of the poor and the causes and consequences of poverty. It also provides an overview of the structure, history and effectiveness of public policy aimed at alleviating poverty.

ECO 340 (PGS 341). ECONOMICS OF DEVELOPING COUNTRIES (3).
This course introduces the advanced student to the theories and problems of economic growth and development. Various economic and non-economic aspects of development and underdevelopment are placed in historical perspective. Other topics are the population issue, the human cost of development, barriers to development, industrialization versus agriculture, and domestic and international policy. Prerequisites: ECO 113-114.

ECO 345. INDUSTRIAL ORGANIZATION (3).
This course is designed to introduce students to the theoretical and empirical studies of how the structure and conduct of sellers and buyers affects economic performance and economic welfare. Among the subject areas included are product differentiation, merger practice and government regulation of firm behavior. Emphasis is placed on how well traditional theories of structure, conduct and performance provide a basis for market evaluation of intervening public policy. Prerequisites: ECO 113-114.

ECO 355. MANAGERIAL ECONOMICS (3).
Application of economic criteria in business decision making. Topics include demand analysis for forecasting, production decisions for multiproduct firms, pricing, capital budgeting and cost benefit analysis. Prerequisites: ECO 113-114; STA 201-202; MTH 120 OR MTH 122 or MTH 145 or equivalent.

ECO 370 (CFM 413). COMPARATIVE MEDICAL CARE SYSTEMS: ECONOMIC DIMENSIONS (3).
See course description for CFM 413.

ECO 390-399. INDEPENDENT STUDY IN ECONOMICS.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic
to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of management. It will be kept on file in the academic dean's office.

**ECO 402 (SOC 402/ACT 402/IRL 403/PSC 402). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).**
See course description for SOC 402.

**ECO 404. HISTORY OF ECONOMIC THOUGHT (3).**
The purpose of this course is to acquaint the student with the historical development of economics. The chief figures in the history of the subject are studied and their doctrines are related to previous and subsequent doctrines. The course synthesizes much of economic theory, history, philosophy and theology. Prerequisites: ECO 113-114 or permission of instructor.

**ECO 405 (PGS 402). INTERNATIONAL ECONOMICS (3).**
This course includes a description of the principles and practices of foreign trade; the mechanisms of international payments; the scope and significance of international investments; international cartels; commercial treaties and agreements; international trade policies, past and present; international trade and financial institutions; principles of economic integration; the European Common Market. Prerequisites: ECO 113-114 or permission of instructor.

**ECO 413. TOPICS IN ECONOMIC HISTORY OF EUROPE (3).**
A survey of problems in European economics from industrialization to the present. The emphasis is on economic institutions, policies and processes by which the European economies reached high levels of economic development.

**ECO 415. COMPARATIVE ECONOMIC SYSTEMS (3).**
This is a study of the principle structure and operations of the chief economic systems of the world, both present and past, together with an ethical evaluation of the same. It examines the norms that are used and should be used in determining economic institutions and policies. Relations between ethics and economics: principles of planning and welfare maximization are included. Prerequisites: ECO 113-114.

**ECO 426 (CFM 426). REFORMING THE U.S. HEALTH CARE SYSTEMS (3).**
See course description for CFM 426.

**ECO 427. PUBLIC FINANCE (3).**
This course aims to give the student a well-rounded understanding of the economics of taxation, governmental expenditure and budgeting. Much attention is paid to fiscal policies and their economic effects. Historical material relating to the development of the government sector of the economy is included. Prerequisites: ECO 113-114.

**ECO 430. URBAN ECONOMICS (3).**
This course is designed to introduce students to the theoretical models and empirical work which have attempted to explain the origins, development and growth of urban areas. Among the subject areas included are the location of cities, the location of activity within cities, residential land use, evaluation of the urban economic base and urban public finance. Emphasis is placed upon evaluating models for their ability to explain economic patterns within urban areas and assessing their policy prescriptions for problems such as urban sprawl, slums, poverty and fiscal difficulties. Prerequisites: ECO 113-114.

**ECO 436. SEMINAR (3).**
Topics for papers and discussions are determined by the instructor. Prerequisites: ECO 113-114 and permission of the instructor.
The field of industrial relations and human resource management deals with work organizations, unions and management, and relationships between employees and their managers.

The practice of industrial relations and human resource management is interdisciplinary by nature, and the department at Le Moyne reflects this by drawing on many other departments as resources. Majors complete coursework in accounting, economics, psychology and sociology in addition to industrial relations and human resource management core courses and the core courses in the liberal arts (e.g., philosophy, history, English, etc.).

The department seeks to provide a broad introduction to work force issues in the public and private sectors. Students learn about negotiation, employment, compensation, conflict resolution, training and development, organizational development and labor law. They also develop individual skills in information-gathering, problem-solving and decision-making as well as in written and oral presentations.

One of the more practical aspects of the industrial relations and human resource management curriculum is the internship program. This program allows students to obtain work experience with cooperating local companies, unions and government agencies while they receive academic credit. These internships have led to job placements for many students.

Industrial relations and human resource management majors have a variety of options upon graduation. Although most begin their career immediately after graduation, some pursue advanced degrees in industrial relations, human resources and business administration programs, as well as law schools.

**INDUSTRIAL RELATIONS AND HUMAN RESOURCE MANAGEMENT MAJOR**

**Core Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Rel Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>(fulfilled by major requirements)</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>
### Major Requirements:
- IRL 101 Work and Society 3
- IRL 201 History of Am Labor and Mgmt 3
- HRM 301 Human Resource Mgmt 3
- HRM 303 Compensation 3
- HRM 304 Personnel Planning 3
- HRM 310 Computer Applications 3
- IRL 301 Labor Relations Law 3
- IRL 370 Organizational Psychology 3
- IRL 401 Collective Bargaining 3
- IRL/HRM Electives* 15

### Major Support:
- ACT 203 Financial Accounting 3
- ECO 113 Principles of Microeconomics 3
- ECO 114 Principles of Macroeconomics 3
- ECO 313 Labor Economics 3
- MTH 111-112 Intro to Statistics 7
- PSY 101 Introduction to Psychology 3
- SOC 150 Industrial Sociology 3

Free Electives+ 15

Total Credits 121

* One elective must be an international course (IRL 420, 421, HRM 480, 485).
+ Two semesters of Spanish are strongly recommended for students planning careers in human resource management.

### INDUSTRIAL RELATIONS AND HUMAN RESOURCE MANAGEMENT MINOR

The Industrial Relations and Human Resource Management Department offers a minor designed to give students some basic knowledge about industrial relations and human resource management, perhaps to serve as preparation for further study at the graduate level or for employment where responsibilities may include some industrial relations or human resource functions.

The minor consists of Introduction to Industrial Relations and Human Resource Management (IRL 101) and five additional courses selected with the approval of the department chair.
TYPICAL PROGRAM FOR INDUSTRIAL RELATIONS AND HUMAN RESOURCE MANAGEMENT MAJOR

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science/Psychology 101</td>
<td>3</td>
<td>Psychology 101/Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>History 101</td>
<td>3</td>
<td>History 102</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 111</td>
<td>4</td>
<td>Mathematics 112</td>
<td>3</td>
</tr>
<tr>
<td>IRL 101</td>
<td>3</td>
<td>Sociology 150</td>
<td>3</td>
</tr>
</tbody>
</table>


SOPHOMORE YEAR

| English 200/Philosophy 201         | 3     | Philosophy 201/English 200                | 3     |
| Religious Studies 200/Elective     | 3     | Elective/Religious Studies 200            | 3     |
| IRL 360                            | 3     | IRL 301                                   | 3     |
| IRL 201                            | 3     | HRM 301                                   | 3     |
| Economics 113                      | 3     | Economics 114                             | 3     |


JUNIOR YEAR

| English 300/Philosophy             | 3     | Philosophy/English 300                    | 3     |
| Economics 313                      | 3     | Elective                                  | 3     |
| HRM 303                            | 3     | HRM 304                                   | 3     |
| HRM 310                            | 3     | Religious Studies                         | 3     |
| Accounting 203                     | 3     | Elective                                  | 3     |


SENIOR YEAR

| IRL 401                            | 3     | HRM/IRL International Elective            | 3     |
| Major Elective                     | 3     | Major Elective                            | 3     |
| Major Elective                     | 3     | Elective                                  | 3     |
| Philosophy or Religious Studies   |       | ENG or HST Seminar/Philosophy             |       |
| Seminar or ENG or HST Seminar     | 3     | or Religious Studies Seminar              | 3     |
| Elective                           | 3     | Major Elective                            | 3     |
COURSES

No prerequisite required unless noted.

IRL 101. WORK AND SOCIETY (3).
An introductory course to the study of the social and economic issues which impact the relationship between employers and employees in society. The course examines the historical, theoretical and philosophical perspectives that add to our understanding of work and its societal role.

IRL 201 (HST 320). HISTORY OF AMERICAN LABOR AND MANAGEMENT (3).
A study of the history of American workers and their trade unions as well as of American employers and their personnel management practices. Topics include the evolution of the labor force and working conditions, origins of unions, internal structure of unions, the contemporary union movement, historical responses of employers and government to unionism and union activities. No prerequisites.

IRL 295 (PSY 295). ENVIRONMENTAL PSYCHOLOGY (3).
See course description for PSY 295.

IRL 301. LABOR RELATIONS LAW (3).
A study of private-sector law governing labor relations. Topics include the Labor-Management Relations Act, the administration of LMRA by the NLRB and relevant case law. Prerequisite: IRL 101 or BUS 101.

IRL 335 (WMS 335). EQUAL EMPLOYMENT OPPORTUNITY (3).
A study of discrimination in the labor market. Topics include the Age Discrimination in Employment Act, administrative practices of the EEOC and the New York State Human Rights Law. Prerequisite: HRM 301 or MGT 305 or permission of the instructor.

IRL 351-353. MODULES IN EMPLOYMENT LAW (1).
Each module treats an area of employment law for one-third of a semester. Students may elect one, two or all three of these modules.

IRL 351. EMPLOYEE PROTECTION LAW (1).
This module is a study of legislation and the decisions of administrative agencies and courts that relate to the protection of employees from health and safety hazards at the workplace. Topics include the Occupational Safety and Health Act and Workers Compensation. Prerequisite: IRL 101 or BUS 101.

IRL 352. WAGE AND HOUR LEGISLATION (1).
This module is a study of legislation and the decisions of administrative agencies and courts that regulate minimum wages and maximum hours. Topics include the Fair Labor Standards Act and relevant state laws. Prerequisite: IRL 101 or BUS 101.

IRL 353. INCOME SECURITY LAW (1).
This module is a study of legislation and the decisions of administrative agencies and courts as they pertain to the protection of the financial security of working people. Topics include unemployment insurance, Social Security and the Employee Retirement Income Security Act. Prerequisite: IRL 101 or BUS 101.

IRL 370 (PSY 370). ORGANIZATIONAL PSYCHOLOGY (3).
A study of the behaviors of people employed in work organizations and of the techniques and systems used to stimulate, coordinate and control individual behavior in the work place. Individual motivations to work, interpersonal relations, group dynamics, leadership, influence and behavior modification techniques and the changing nature of work and work organizations are covered. Not open to students who have taken MGT 450. Prerequisites: PSY 101, MGT 301 or permission of the instructor.
IRL 390. INDEPENDENT STUDY (1-6).
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. This program must be approved by the supervising faculty member, the department chair and the dean of management. This project will be kept on file in the academic dean's office. Credit and hours by arrangement. No prerequisites.

IRL 401. COLLECTIVE BARGAINING (3).
A detailed study of collective bargaining in the private sector. Topics include negotiations, the collective bargaining agreement and contract administration. Prerequisite: IRL 301.

IRL 402. ARBITRATION (3).
A study of the role of arbitration in labor relations. Topics include the legal framework for arbitration, arbitration procedures and arbitration decisions. Prerequisite: IRL 401.

IRL 403 (SOC 402/ACT 402/ECO 402/PSC 402). PROGRAM EVALUATION RESEARCH METHODOLOGY & POLICY ANALYSIS (3).
See course description for SOC 402.

IRL 405. LABOR RELATIONS IN PUBLIC EMPLOYMENT (3).
This course is a study of collective bargaining by federal, state and local employees. Topics include the process of organization, the process of negotiations, impasse procedures and legislation concerning collective bargaining in the public sector. Prerequisite: IRL 301.

IRL 407. ORGANIZATIONAL DEVELOPMENT (3).
A study of the goals, strategies and techniques of change programs in organizations. Study of the various behavioral science techniques for changing individual, interpersonal, intergroup, intragroup and organizational processes. Students will study and use the instrumentation specific to OD and will be encouraged to experience the learn-by-doing methodology typical of the OD movement through real-world change projects. Not open to students who have taken MGT 452. Prerequisite: IRL 370 or permission of the instructor.

IRL 410. TRAINING, DEVELOPMENT AND CAREER PLANNING (3).
Study of the theory and practice of training and development as it is now practiced in organizations. Students will learn to plan and conduct training programs, development systems and career-planning functions. The course will cover such topics as learning theory and instructional methods, needs assessment techniques, training evaluation criteria and techniques, instructional and learning methodologies, and the role of trainers and training resource people. Prerequisites: IRL 370, HRM 301 or MGT 305 or permission of the instructor.

IRL 420 (PGS 420). COMPARATIVE INDUSTRIAL RELATIONS SYSTEMS I (3).
The course focuses on the history, structure and practice of labor management systems in the industrialized democracies of Western Europe and North America. Collective bargaining systems and workers’ participation systems are covered. The specific countries include Canada, France, Great Britain, Italy, Sweden and Germany, among others. The industrial relations practices of multinational corporations are also covered. Prerequisites: IRL 201 and IRL 301, or permission of the instructor.

IRL 421 (PGS 421). COMPARATIVE INDUSTRIAL RELATIONS SYSTEMS II (3).
The course focuses on the history, structure and practice of labor management systems in countries other than the Western European and North American industrialized democracies. Collective bargaining systems, compulsory arbitration systems, workers’ participation systems, socialist systems and systems in less developed
countries are all covered. The specific countries include Australia, China, India, Israel, Japan, Mexico and South Africa, among others. International labor institutions are also examined. Prerequisites: IRL 201 and IRL 301, or permission of the instructor.

**IRL 441-443. MODULES IN RESEARCH METHODS AND DATA (1).**

Each module treats an area of research methods and data in industrial relations for one-third of a semester. Students may elect one, two or all three of these modules.

**IRL 441. ECONOMETRIC RESEARCH METHODS IN INDUSTRIAL RELATIONS (1).**

This module will introduce the basic econometric techniques utilized by labor economists in researching industrial relations questions. It will introduce the student to econometric research through the assigned reading of econometric studies along with a brief topical review of relevant statistical concepts. It will also introduce students to computerized statistical packages in order for them to complete an econometric research assignment. Prerequisites: MTH 112; ECO 313.

**IRL 442. LEGAL RESEARCH METHODS IN INDUSTRIAL RELATIONS (1).**

This module will introduce the basic techniques of legal research. Through assigned readings, it will introduce students to the level of research found in law journals. It will focus on relevant legal research techniques such as shepardizing cases and the use of the resources of a law library. It will also focus on writing techniques as students complete a research paper in labor relations law. Prerequisite: IRL 301 or permission of the instructor.

**IRL 443. ORGANIZATIONAL DATA COLLECTION METHODS IN INDUSTRIAL RELATIONS (1).**

This module provides an in-depth analysis of techniques used to collect information from organizational members. The use, utility and limitations of basic data-gathering techniques such as interviews and surveys will be described; students will use one of these techniques to collect information from organizational members. Prerequisites: MTH 112 and IRL 401 or permission of the instructor.

**IRL 470. SEMINAR IN INDUSTRIAL RELATIONS (3).**

A seminar designed to study contemporary problems in industrial relations. The topics covered will vary from year to year. Prerequisite: IRL 401.

**IRL 490-494. INDUSTRIAL RELATIONS INTERNSHIP (1-6).**

A limited number of internships are available to students to provide them with practical experience in both the public and private sectors. Offered on a pass/fail basis only. Prerequisites: senior industrial relations status and prior consultation with the instructor.

**IRL 495. INDUSTRIAL RELATIONS RESEARCH (1-6).**

An upper-level student who wishes to undertake a research project for academic credit must submit a proposal before registration and a written report by the end of the semester. The proposal will be reviewed and approved by the academic dean and the supervising faculty member. It will be kept on file in the dean of management's office. Credit and hours by arrangement. Prerequisite: Upper-level status.

**HUMAN RESOURCE MANAGEMENT**

**HRM 301. HUMAN RESOURCE MANAGEMENT (3).**

The course is designed to survey the field of human resource management: the goals, major issues, current practices and possibilities for the future. Techniques involved in staffing, selecting, training, performance appraisal, compensation, development and labor-management relations are discussed in lectures and practiced in skill-development exercises. Not open to students who have taken MGT 305. No prerequisites.
HRM 303. COMPENSATION AND PERFORMANCE APPRAISAL (3).
This course examines the theory and application of compensation programs. Topics include theory, techniques and problems in job analysis and evaluation, performance appraisal and developing wage and salary systems. Prerequisite: HRM 301.

HRM 304. PERSONNEL PLANNING AND SELECTION (3).
This course examines the theory, problems and techniques in personnel planning, recruiting and selecting employees. Prerequisite: HRM 301.

HRM 310. COMPUTER APPLICATIONS IN HUMAN RESOURCE MANAGEMENT AND INDUSTRIAL RELATIONS (3).
Human resource professionals are increasingly relying on computers to help them in their decision making process. From staffing and compensation problems, to training and development issues or to costing out labor contracts, computers have become an invaluable tool in storing, retrieving and analyzing data in personal computers in the human resource area. The primary emphasis will be on practical applications. Students will learn, in part, by exercises designed to acquaint them with the use of personal computers and spreadsheets.

HRM 430 (WMS 430). WORKPLACE DIVERSITY AND HUMAN RESOURCE MANAGEMENT PRACTICES (1).
This course explores the myths and knowledge about workplace diversity. The impact of culture, socialization and economic movements are reviewed in the context of how these disciplinary approaches shape the experiences of non-dominants in the leading industrial workplaces, with special emphasis on how the practice of HRM is being impacted. Prerequisites: WMS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 431 (WMS 431). POWER AND INFLUENCE IN ORGANIZATIONS (1).
An advanced course in the study of power and influence in organizations. Focus is on how social units develop power, how they use it and the effects of using it. Topics will include the power of individuals and groups, different types of influence, and the importance of perceptions, symbols and communications in determining and maintaining power within organizational context. Special attention will be focused on the role of gender socialization in the approach one takes toward the use and acquisition of power. Traditional and feminist theories of organizational power and influence will be explored. Prerequisites: WMS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 433 (WMS 433). WOMEN AND WORK (1).
This course explores the issues faced by women in the workplace and strategies that may be used to deal with them. Topics include the role of gender in the work environment, the requirements of managerial work, dealing with subordinates and co-workers, communication, influence and image management; the specific difficulties and expectations facing females in these areas will be explored. This course will focus not only on managerial females, but on the roles traditionally assigned to women in the workplace, in a variety of countries. A holistic approach to the socio-economic status of work as it relates to women, organizational theory and changing socio-political movements will be introduced. Prerequisites: WMS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 480 (PGS 480). MANAGING PEOPLE IN A MULTINATIONAL CONTEXT. (3).
An advanced course to engage students in the critical evaluation of real-world global
human resource issues. An awareness of
cross-cultural issues that affect organiza-
tional dynamics and behaviors central to
human resource processes will be devel-
oped through consideration of special top-
ics at the forefront of global HR, such as
international work-family conflict, labor
and environmentalist critiques of the
WTO and development of skills in the
application of course content to organiza-
tional problems. Prerequisites or corequi-
sites: HRM 301 or MGT 450 or PSC 361
or BUS 400 or permission of the instructor
and at least junior standing.

HRM 485 (PGS 485), JAPANESE
MANAGEMENT PRINCIPLES AND
PRACTICES (3).

This course explores the cultural founda-
tions of the Japanese business system. The
roles played by religion and by the govern-
ment are given particular attention. The
reasons for the success of Japanese man-
agement are investigated and the
possibility of applying its precepts in other
settings is discussed. Prerequisites: IRL 101
and HRM 301.

INFORMATION SYSTEMS

Director: Martha Grabowski
Professor: Grabowski
Assistant Professors: Lin, Coskun, Woo
Adjunct Faculty: Sharpsten, Krudys,
Smalling

All disciplines are experiencing growth in
computer use, and students who enrich
their knowledge of information systems are
at a career advantage. The information
systems major program is designed to serve
students with educational and career inter-
ests in information systems, as well as
those students who have other career and
educational interests and who desire
knowledge of information systems.

To respond to differing student and
employers’ needs and interests, Le Moyne
provides several different offerings in
Information Systems:

• Management Information Systems
  (MIS) minor program for students major-
ing in subjects other than business admin-
istration
• B.S., business administration with a
  concentration in MIS
• B.S., business administration with a
  joint concentration in MIS and another
  concentration area. For instance, a joint
  concentration in finance and MIS, or mar-
  keting and MIS.
• B.S., information systems
• B.S., information systems and a B.S. in
  business administration/MIS concentration
• B.S., information systems and a B.S./
  B.A. in another major. For instance, a B.S. in
  information systems and a B.S. in accounting

Each of these programs and degrees pro-
vides differing levels of background and
experience with information systems, with
the degree of information systems knowl-
edgy and experience increasing from top to bottom of the list above. Students with a major other than business administration who are interested in a basic level of familiarity with information systems can pursue an MIS minor as part of their course of study. Students who are interested in the development, application, use and theory of information systems can pursue a B.S. in information systems. Students interested in combining an interest in business administration with an interest in information systems might pursue a joint degree in business administration and in information systems. Thus, there are several different choices available to students interested in knowledge of information systems. Interested students are encouraged to discuss these choices with their advisor or the information systems program director to determine which offering best meets their needs.

Information systems majors pursue courses in the liberal arts (42 hours), in the major support area (33 hours), in Information Systems (30 hours) and in free electives (15 hours). All students are encouraged to pursue internship opportunities as part of their academic experience. Exceptional students are encouraged to participate in honors study in information systems, pursuing a research topic of their choice with a faculty mentor.

**INFORMATION SYSTEMS MAJOR**

Students majoring in information systems are required to complete the following course requirements:

**Core Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6</td>
</tr>
<tr>
<td>Philosophy or Religious</td>
<td></td>
</tr>
<tr>
<td>Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science (fulfilled by major support requirement—ECO 114*) 3
Natural Science 3

**Total Core Requirements** 42

**Major Support**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business 101</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics 120</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201, 202</td>
<td></td>
</tr>
<tr>
<td>Accounting 203, 204</td>
<td>6</td>
</tr>
<tr>
<td>Economics 113, 114*</td>
<td>6</td>
</tr>
<tr>
<td>Management 301</td>
<td>3</td>
</tr>
<tr>
<td>Finance 301</td>
<td>3</td>
</tr>
<tr>
<td>Operations Management 301</td>
<td>3</td>
</tr>
<tr>
<td>Law 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Major Support** 36

* ECO 114 fulfills the social science requirement for information systems majors.

**Free Electives:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Elective</td>
<td>12</td>
</tr>
<tr>
<td>Management Division Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Free Electives** 15

**Major Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS Fundamentals:</td>
<td>9</td>
</tr>
<tr>
<td>MIS 301, 375, 480</td>
<td></td>
</tr>
<tr>
<td>IS Infrastructure:</td>
<td>9</td>
</tr>
<tr>
<td>MIS 478 Telecommunications and Networks, MIS 465 Electronic Commerce or MIS 425 IS Security and one programming course**</td>
<td></td>
</tr>
<tr>
<td>IS Applications:</td>
<td>9</td>
</tr>
<tr>
<td>1 grouping*** or 3 courses****</td>
<td></td>
</tr>
<tr>
<td>1 capstone course:</td>
<td>3</td>
</tr>
<tr>
<td>MIS 475 Information Technology Strategy and Structure</td>
<td></td>
</tr>
</tbody>
</table>

**Total Major Requirements** 30

Information systems major requirements courses are organized programmatically in four levels:
General courses in information systems (Information Systems Fundamentals, 9 hours).

This level includes a survey course on fundamentals of information systems and a course on personal productivity with information technology suitable for all students regardless of their majors or minors. The analysis and design of information systems, as well as the theory and practice of database systems, are covered in these courses.

Required Courses:
MIS 301 Introduction to Management Information Systems
MIS 375 Applied Systems Analysis
MIS 480 Database Management Systems

Specialized information technology and application design courses for both majors and minors in information systems (Information Systems Infrastructure, 9 hours).

These courses cover the infrastructure of information systems—architectures, environments, operating systems and technical and organizational structures for information systems. The use of information technology in support of business and organizational practices is covered in these courses, as is programming language support and use in the design, development, implementation and maintenance of information systems.

Required Courses:
MIS 478 Telecommunications and Networks
MIS 465 Electronic Commerce or MIS 425 IS Security and 1 programming course**

Specialized application development, deployment, and project management courses for majors in information systems (Information Systems Applications, 9 hours).

These courses cover physical design and implementation of applications in both database and programming environments, as well as the management of information systems projects.

Required Courses:
1 grouping*** 9
or
3 courses**** 9

A capstone course in Information Technology Strategy and Structure (3 hours).

This course provides capstone coverage of information systems, technology and structure issues as they relate to the use of information technology for competitive advantage. Leveraging the students’ previous coursework in information technology fundamentals, infrastructure and applications, the capstone course covers the use of information technology to enhance organizational and market performance.

Required Course:
MIS 475 Information Technology Strategy and Structure

**Programming Courses

Programming courses are to be chosen from the following course offerings, or other programming courses approved by the program director:
MIS 470 Object Oriented Business Applications Using C++
MIS 325 Programming in Java
MIS 385 Programming in Visual Basic
CSC 141 BASIC Programming
CSC 171 Introduction to Programming Methodology
CSC 172 Data Structures and Program...
Development
CSC 203 COBOL Programming
CSC 355 Programming Du Jour
CSC 372 Computing Environments

***Groupings

3 course groupings are offered in the Information Systems program:
Networks and Electronic Commerce
Multimedia, Graphics and Web Design
Management of the Technological Enterprise

Networks and Electronic Commerce Grouping

Students pursuing the Networks and Electronic Commerce grouping are required to take 3 courses from the following course offerings:
CSC 141 BASIC Programming
CSC 171 Introduction to Programming Methodology
CSC 172 Data Structures and Program Development
CSC 355 Programming Du Jour
CSC 372 Computing Environments
CSC 385 Consulting
MIS 435 Design of Large Scale Systems
MIS 455 Managing the Technological Enterprise
MIS 470 Object Oriented Programming
MIS 325 Programming in Java
MIS 335 Web Design and Development
MIS 385 Programming in Visual Basic
MIS 425 IS Security
MIS 445 Human Factors and Ergonomic Design
MIS 455 Managing the Technological Enterprise (required)
MIS 445 Human Factors & Ergonomic Design (required)
MIS 335 Web Design and Development
MIS 395 Multimedia Systems Design
CSC 385 Consulting
MIS 425 IS Security
MIS 435 Design of Large Scale Systems

Multimedia, Graphics and Web Design Grouping

Students pursuing the Multimedia, Graphics and Web Design grouping are required to take 3 courses from the following course offerings:
MIS 395 Multimedia Systems Design (required)
MIS 470 Object Oriented Business Applications Using C++
MIS 476 Artificial Intelligence and Virtual Reality
MIS 325 Programming in Java
MIS 335 Web Design and Development
MIS 385 Programming in Visual Basic
MIS 445 Human Factors and Ergonomic Design

Management of the Technological Enterprise Grouping

Students pursuing the Management of the Technological Enterprise grouping are required to take 3 courses from the following course offerings:
MIS 455 Managing the Technological Enterprise (required)
MIS 445 Human Factors & Ergonomic Design (required)
MIS 335 Web Design and Development
MIS 395 Multimedia Systems Design
CSC 385 Consulting
MIS 425 IS Security
MIS 435 Design of Large Scale Systems

Courses not in a grouping

Students pursuing the IS major, not pursuing a grouping, may choose 9 hours from any approved MIS course.
### TYPICAL PROGRAM FOR AN INFORMATION SYSTEMS MAJOR

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>Math 120</td>
<td>3</td>
<td>CSC 151/MIS 301*</td>
<td>3</td>
</tr>
<tr>
<td>Business 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 203</td>
<td>3</td>
<td>Accounting 204</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
<td>Statistics 202</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td>3</td>
<td>Religion 200</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>IS programming course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 375</td>
<td>3</td>
<td>Law 200</td>
<td>3</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 301</td>
<td>3</td>
<td>OPM 301</td>
<td>3</td>
</tr>
<tr>
<td>Finance 301</td>
<td>3</td>
<td>MIS 478</td>
<td>3</td>
</tr>
<tr>
<td>Religion 300</td>
<td>3</td>
<td>Philosophy 301/302/303</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
<td>MIS 480</td>
<td>3</td>
</tr>
<tr>
<td>Management Division elective (Internship)</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th></th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History Seminar</td>
<td>3</td>
<td>Philosophy/Religion Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IS Application course</td>
<td>3</td>
<td>MIS 475</td>
<td>3</td>
</tr>
<tr>
<td>IS Application course</td>
<td>3</td>
<td>IS Application course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 465 or MIS 425</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Information systems majors demonstrating knowledge of and competence with computers may test out of CSC 151 (a prerequisite for MIS 301), and take MIS 301 instead.

IS majors not testing out of CSC 151 would be required to take both CSC 151 and MIS 301, and would have three liberal arts and science free electives, instead of four.
JOINT DEGREE PROGRAMS—
BS IN BUSINESS ADMINISTRATION AND
BS IN INFORMATION SYSTEMS

Joint Degree: BS in Information Systems and BS in Business Administration (Management Information Systems Concentration)

Students desiring a joint degree in business administration and information systems are required to complete the coursework for both majors. Information Systems majors desiring an additional degree in business administration, with a concentration in management information systems, are required to take 3 additional courses beyond the Information Systems course requirements, and either MGT 470 or MIS 475 for their capstone course requirement:
- MKT 301
- Law 300 elective
- ECO 355
- Either MGT 470 or MIS 475

A typical program for a joint BS, Business Administration (MIS Concentration) and BS, Information Systems student follows.

Other Joint Degrees

Students desiring a joint degree in information systems and another major are required to complete the coursework for both majors. Students interested in joint degrees should consult with the program director and their advisor to determine the specific coursework required.

MANAGEMENT INFORMATION SYSTEMS MINOR

This minor program introduces students from any major area, other than business administration, to the dynamic field of information systems by integrating coursework in information systems, systems analysis, and database systems. This minor focuses on the use of information systems in organizations and the tools required in those organizations. Students are required to complete technical and managerial projects as part of the coursework in the minor program. Students with a business administration major interested in information systems are encouraged to pursue a concentration, rather than a minor, in MIS.
TYPICAL PROGRAM FOR JOINT DEGREE PROGRAM:
INFORMATION SYSTEMS MAJOR/BUSINESS ADMINISTRATION MAJOR
(MIS CONCENTRATION) [129 HOURS]

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>Math 120</td>
<td>3</td>
<td>CSC 151/MIS 301*</td>
<td>3</td>
</tr>
<tr>
<td>Business 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 203</td>
<td>3</td>
<td>Accounting 204</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
<td>Statistics 202</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td>3</td>
<td>Religion 200</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>IS programming course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 375</td>
<td>3</td>
<td>Law 200</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MKT 301</td>
<td>3</td>
</tr>
</tbody>
</table>

JUNIOR YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 301</td>
<td>3</td>
<td>OPM 301</td>
<td>3</td>
</tr>
<tr>
<td>Finance 301</td>
<td>3</td>
<td>MIS 478</td>
<td>3</td>
</tr>
<tr>
<td>Religion 300</td>
<td>3</td>
<td>Philosophy 301/302/303</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
<td>MIS 480</td>
<td>3</td>
</tr>
<tr>
<td>Management Division elective (Internship)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law 300</td>
<td>3</td>
<td>ECO 355</td>
<td>3</td>
</tr>
</tbody>
</table>

SENIOR YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History Seminar</td>
<td>3</td>
<td>Philosophy/Religion Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IS application course</td>
<td>3</td>
<td>MIS 475 or MGT 470</td>
<td>3</td>
</tr>
<tr>
<td>IS application course</td>
<td>3</td>
<td>IS application course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 465 or MIS 425</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Information systems majors demonstrating knowledge of and competence with computers may test out of CSC 151 (a prerequisite for MIS 301), and take MIS 301 instead.
# TYPICAL PROGRAM FOR JOINT DEGREE PROGRAM: INFORMATION SYSTEMS MAJOR/BUSINESS ADMINISTRATION MAJOR

(*FINANCE, MARKETING, OPERATIONS MANAGEMENT, OR ORGANIZATION AND MANAGEMENT CONCENTRATION) [138 HOURS]

## FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
<td>Philosophy 101</td>
<td>3</td>
</tr>
<tr>
<td>Economics 113</td>
<td>3</td>
<td>Economics 114</td>
<td>3</td>
</tr>
<tr>
<td>Math 120</td>
<td>3</td>
<td>CSC 151/MIS 301*</td>
<td>3</td>
</tr>
<tr>
<td>Business 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>History 101/103</td>
<td>3</td>
<td>History 102/104</td>
<td>3</td>
</tr>
</tbody>
</table>

## SOPHOMORE YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 203</td>
<td>3</td>
<td>Accounting 204</td>
<td>3</td>
</tr>
<tr>
<td>Statistics 201</td>
<td>3</td>
<td>Statistics 202</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 201</td>
<td>3</td>
<td>Religion 200</td>
<td>3</td>
</tr>
<tr>
<td>English 200</td>
<td>3</td>
<td>IS programming course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 375</td>
<td>3</td>
<td>Law 200</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301</td>
<td>3</td>
<td>ECO 355</td>
<td>3</td>
</tr>
</tbody>
</table>

## JUNIOR YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Management 301</td>
<td>3</td>
<td>OPM 301</td>
<td>3</td>
</tr>
<tr>
<td>Finance 301</td>
<td>3</td>
<td>MIS 478</td>
<td>3</td>
</tr>
<tr>
<td>Religion 300</td>
<td>3</td>
<td>Philosophy 301/302/303</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
<td>MIS 480</td>
<td>3</td>
</tr>
<tr>
<td>Management Division elective (Internship)</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Law 300</td>
<td>3</td>
<td>Concentration course</td>
<td>3</td>
</tr>
</tbody>
</table>

## SENIOR YEAR

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English/History Seminar</td>
<td>3</td>
<td>Philosophy/Religion Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IS application course</td>
<td>3</td>
<td>MIS 475 or MGT 470</td>
<td>3</td>
</tr>
<tr>
<td>IS application course</td>
<td>3</td>
<td>IS application course</td>
<td>3</td>
</tr>
<tr>
<td>MIS 465 or MIS 425</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts elective</td>
<td>3</td>
<td>Liberal Arts elective</td>
<td>3</td>
</tr>
<tr>
<td>Concentration course</td>
<td>3</td>
<td>Concentration course</td>
<td>3</td>
</tr>
</tbody>
</table>

*Information systems majors demonstrating knowledge of and competence with computers may test out of CSC 151 (a prerequisite for MIS 301), and take MIS 301 instead.
No prerequisite required unless noted.

**MIS 301. INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS (3).**
This course provides an overview of the concepts and methodologies of information systems. The course focuses on the idea of information systems support for competitive decision-making, thus blending technical with managerial topics. Students will develop familiarity with the principles of information systems as well as hands-on experience with a variety of information systems tools and techniques. Prerequisite: CSC 151 or equivalent.

**MIS 325 (CSC 253). PROGRAMMING WITH JAVA (3).**
Java is a highly portable object-oriented programming language suitable for developing both Internet and stand alone applications. Its integrated support for threads also makes it suitable for developing concurrent and distributed applications. This course covers the specifics of writing programs in Java, as well as some basics of object-oriented design and programming. It will also touch on graphical user interfaces and threads, with additional topics as time permits. Students will apply the learned concepts to develop business computer applications using the Java programming language, and to enhance the quality of the applications, such as program readability, style, testing and documentation. Prerequisites: MIS 301.

**MIS 335. WEB DESIGN AND DEVELOPMENT (3).**
As more and more businesses and individuals turn to the Web for sharing information and conducting commercial activities, a quality web site can provide competitive advantage and invite users for repetitive visits. The key to a quality and successful web site lies in both the content and usability of the site. To increase understanding of web usability, this course will engage students in an exploration of fundamental concepts in web design and development processes with hands-on exercises. This course explores the factors influencing web site usability throughout the design process, including requirements analysis, conceptual design, mockups and prototypes, production, and web site evaluation. Students will also learn to use client-side scripting techniques to enhance web usability. Prerequisites: MIS 301.

**MIS 375. APPLIED SYSTEMS ANALYSIS (3).**
This course introduces the nature and techniques of information systems analysis, design and implementation. The course topics include requirements definition, analysis and design of information systems; system implementation and evaluation; object-oriented analysis and design; and current trends in systems analysis and design. Students demonstrate their knowledge by completing a systems analysis and design project. Prerequisite: MIS 301.

**MIS 385 (CSC 252). PROGRAMMING IN VISUAL BASIC (3).**
This class covers the basics of structured programming using Visual Basic. The theory and practice of structured programming, logic, systems development and object-oriented analysis and design are covered in a series of iterative hands-on assignments. A term project involving the development and documentation of a Visual Basic program is required. Oral, written and technical communications are required in this course. Prerequisite: MIS 301.

**MIS 395. MULTIMEDIA SYSTEMS DESIGN (3).**
This course provides an overview of the concepts and methodologies of multimedia systems design. Students will develop familiarity with the principles of user-centered design, as well as design principles associated with interactive multimedia. Hands-on experience with a graphics design and/or multimedia authoring system
is provided. Students will develop a graphics design project during the course of the semester, and present their projects to the class. Prerequisites: MIS 301. Prerequisite or co-requisite: MIS 375.

**MIS 399. INDEPENDENT STUDY IN INFORMATION SYSTEMS (1-6).**

A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and the number of credits sought. The proposal must be approved by the supervising faculty member, the program director and the Dean of Management. The proposal will be kept on file in the office of the Dean of Management. The hours and credit are to be determined by the student and the program director.

**MIS 425. INFORMATION SYSTEMS SECURITY (3).**

This course will establish a foundation in practices and procedures commonly employed in the protection of critical information and the computing infrastructures that service the information. Information housed on these systems has become increasingly important to the health and ongoing prosperity of organizations and individuals. As the importance of computing infrastructures and their associated information has risen, so too has the need to protect the infrastructure from events that cause the systems and their information to be damaged, destroyed or otherwise unavailable for use. This course will focus on basic industry practices, tools and strategies to aid organizations in the protection of these critical assets. Prerequisites: MIS 301; Prerequisite or co-requisite: MIS 375 or permission of instructor. Offered as an alternative requirement to MIS 465.

**MIS 435. DESIGN OF LARGE SCALE SYSTEMS (3).**

This course focuses on the design of large-scale technological and intellectual systems, and on the issues associated with such systems. Topics covered include design for reliability, maintainability and success; issues associated with scalability and size; and tools and techniques for the design of large scale systems and enterprises. Students will contrast their previous design knowledge and experience with the design challenges in large-scale systems. The particular challenges of safety-critical large-scale systems are addressed, as are the use of appropriate technology, tools, metrics and benchmarks to enhance performance in such systems. Prerequisites: MIS 301, MIS 375. Recommended: MIS 480.

**MIS 445. HUMAN FACTORS AND ERGONOMIC DESIGN (3).**

This course focuses on the interface between humans, technology and systems. Topics covered include human and cognitive and motor capabilities; technology interface design; the impact of lighting, thermal and technology design on human performance; human and organizational error; and anthropometrical modeling and design. The use of three-dimensional modeling software and technology interface prototyping software is emphasized to allow students to propose designs responsive to differing human factors and ergonomic design requirements. Projects with industry, and liaison with the U.S. National Research Council’s standing Committee on Human Factors and the Human Factors and Ergonomics Society professional organization are utilized to connect students to industrial engineering, human factors and ergonomics professionals and issues. Prerequisites: MIS 301, MIS 375.

**MIS 455. MANAGING THE TECHNOLOGICAL ENTERPRISE (3).**

This course covers the requirements, management and performance of enterprises
engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course. Prerequisites: MIS 301, MIS 375. Recommended: MIS 480.

**MIS 465. ELECTRONIC COMMERCE (3).**

Electronic commerce offers exciting and innovative ways of doing business that can restructure corporations and enhance business performance. The objective of this course is to help students understand the essentials of electronic commerce. This course focuses on electronic commerce technology and operations. Electronic commerce technology focuses on back-end database connectivity, information storage and processing. Electronic commerce operations focuses on business models, marketing, transactions, security, as well as legal and social issues. Through lecture and project exercises, students are expected to develop a framework of thinking and practice regarding electronic commerce, tailored to their professional interests. Prerequisites: MIS 301, MIS 480, 1 programming language course. Recommended: MIS 335.

**MIS 470. OBJECT-ORIENTED BUSINESS APPLICATIONS USING C++ (3).**

This course focuses on the application of object-oriented methodologies in information systems. Object-oriented concepts and software design principles are introduced. Implementation of object-oriented systems using C++ is the major emphasis of the course. Starting with introductory concepts such as control structures, functions and arrays, the course will cover data abstraction, classes, derived classes, inheritance and other topics. Substantial programming and project work is required. Prerequisite: MIS 301.

**MIS 475. INFORMATION TECHNOLOGY STRATEGY AND STRUCTURE (3).**

This course provides capstone coverage of information systems, technology and structure issues as they relate to the use of information technology for competitive advantage. Leveraging the students' previous coursework in information technology fundamentals, applications and system development, the capstone course covers various models used for evaluating the impact of technology on organizational and market performance. Internal and external benchmark models, valuation models and case studies are utilized in this final course in the Information Systems major course sequence. Prerequisites: MIS 301, MIS 375, MIS 480, one programming course: Prerequisites or co-requisites: MIS 465, MIS 478, or permission of instructor.

**MIS 476. ARTIFICIAL INTELLIGENCE AND VIRTUAL REALITY (3).**

This course addresses a series of topics of interest in information systems: the architecture, design and proliferation of intelligent systems and the implications of these trends on the development of virtual environments and systems. The course is intended as a survey course in these current topics. Prerequisite: MIS 301 or permission of the instructor.

**MIS 478. TELECOMMUNICATIONS AND NETWORKS (3).**

This course provides an overview of the concepts and principles of telecommunications systems and networks. This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will examine
local area networks, wide area networks, value-added networks, as well as the array of facilities and resources available on wide area networks such as the Internet. Students will complete a network design project, and will configure, troubleshoot and manage a local area network during the semester. Network certification and testing requirements will be discussed and covered during the semester. Prerequisites: MIS 301, MIS 375, or permission of the instructor.

**MIS 480. DATABASE MANAGEMENT SYSTEMS (3).**

This course provides an overview of the concepts and principles of database management systems, blending technical with managerial topics. Students will study the principles of database structures, the database development process, entity-relationship and object-oriented database models, logical and physical database designs, SQL, as well as distributed and object-oriented databases. Students will also examine data warehouses, as well as the challenges of global electronic data management, electronic commerce and ethical issues associated with the increasing integration and complexity of large-scale data sets. Students will complete a database design project during the semester. Prerequisites: MIS 301, MIS 375.

**MIS 481-489. SPECIAL TOPICS IN INFORMATION SYSTEMS (3).**

Courses in this series offer an in-depth exploration of specific issues within information systems, as well as topics of current interest to instructors or students. Prerequisites: junior or senior standing, or permission of instructor.

**MIS 490. INFORMATION SYSTEMS INTERNSHIP (1-6).**

Participation in a real-world learning experience is provided in internship opportunities. The intern reports as required to a faculty member, and both student and faculty member assess the internship as it relates to the student’s academic program and desired organizational experiences. Six hours of approved work experience is required to generate one credit. Prerequisite: permission of the program director.

**MIS 499. INDEPENDENT STUDY IN INFORMATION SYSTEMS (HONORS) (3).**

This course is intended for honors students and is required for the honors degree in information systems. The student conducts an independent research project under the guidance of at least one faculty member in the program. The Honors Committee evaluates a written and oral presentation of the research project. This course may only be taken by permission of the program director.
BIOCHEMISTRY

Director: Theresa Beaty

Biochemistry has grown to occupy an important and influential position in both of its parent disciplines, chemistry and biology. The biochemistry major offers an interdisciplinary curriculum that is designed to allow students to focus on either the biological or the chemical aspects of the boundary region between biology and chemistry. A major in biochemistry can prepare students for advanced studies in biochemistry, biology or chemistry; for advanced studies in the health professions; for employment in the pharmaceutical or biotechnology industries; or (with further study) for careers away from the lab bench in public health policy or patent or environmental law.

The director of the major is the chair of chemistry; however, because of the interdisciplinary nature of the program, curricular oversight is shared by the departments of chemistry and biology.

**BIOCHEMISTRY MAJOR B. S. 132 Credits**

- **Core Requirements:**
  - Philosophy 9
  - Religious Studies 6
  - PHL/REL seminar 3
  - English 9
  - History 6
  - ENG/HST seminar 3
  - Social Science 3
  - Natural Science (fulfilled by major requirements)

- **Major Requirements:**
  - **BIOLOGY**
    - BIO 191-192 General Biology 8
    - BIO 218 Cell & Molecular Bio 4
    - BIO 320 Genetics or
    - BIO 325 Microbiology 4
    - BIO 418 Advanced Molecular Bio 4
  - **CHEMISTRY**
    - CHM 151-152 Chemical Principles 8
    - CHM 223-224 Organic Chemistry 8
    - CHM 312 Instrumental Analysis 4
    - CHM 327 & 331 Physical Chemistry I & lab 4
    - CHM 460-461 & 462 Biochemistry & lab 7

- **Biology/Chemistry Electives:**
  - Three additional courses from among the following, at least two of which must be lab courses, marked by an asterisk (10-12 credits)
    - BIO 225 Poisoning of a Planet 3
    - BIO 320* Genetics or
    - BIO 325* Microbiology 4
    - BIO 321* Embryology or
    - BIO 431* Mammalian Physiology 4
    - BIO 375* Introduction to Neurobiology 4
    - BIO 410 Toxicology 3
    - CHM 311* Analytical Chemistry 4
    - CHM 328* & 332 Physical Chemistry II & lab 4
    - CHM 436 Advanced Organic Chemistry 3
BIOCHEMISTRY

INTERDISCIPLINARY PROGRAMS

BIO 499* or CHM 495* Research 3

Major Support:
PHY 101-102 or 105-106 & 103-104 General Physics & lab 8
MTH 145-146 or 151-152 Calculus 8
MTH 111 Statistics 4

Free Electives: 12

Two semesters of a foreign language are strongly recommended.

**TYPICAL PROGRAM FOR BIOCHEMISTRY MAJOR: B.S.**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>BIO 191</td>
<td>4</td>
<td>BIO 192</td>
<td>4</td>
</tr>
<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
<td>4</td>
</tr>
<tr>
<td>MTH 111</td>
<td>4</td>
<td>Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

| ENG 200/PHL 201        | 3     | PHL 201/ENG 200 | 3     |
| Elective               | 3     | REL 200         | 3     |
| BIO 218                | 4     | Elective        | 3     |
| CHM 223                | 4     | CHM 224         | 4     |
| MTH 145                | 4     | MTH 146         | 4     |

**JUNIOR YEAR**

| ENG 300                | 3     | PHL 301-303     | 3     |
| BIO 320/325            | 4     | REL 300-399     | 3     |
| CHM 460 & 462          | 4     | BIO 418/CHM 312 | 4     |
| PHY 101 & 103          | 4     | CHM 461         | 3     |
|                        |       | PHY 102 & 104   | 4     |

**SENIOR YEAR**

| ENG/HST Seminar        | 3     | PHL/REL 400-419 | 3     |
| CHM 327 & 331          | 4     | CHM 312/BIO 418 | 4     |
| BIO/CHM Elective       | 3/4   | BIO/CHM Elective| 4     |
| BIO/CHM Elective       | 3/4   | Elective        | 3     |

Elective 3
Cultural Foundations of Medicine

Director: William Holmes

Courses of the Syracuse Consortium for the Cultural Foundations of Medicine (SCCFM) courses are open to upper-division undergraduates, graduate students and faculty from Le Moyne College, Syracuse University and Upstate Medical University and to members of the public with a bachelor’s degree. Each course is worth three credits and is limited to a maximum number of 10 students from each institution. Permission of the instructor is required.

Most courses meet at the Upstate Medical University, with the class meeting once each week from 4 to 7 p.m. or from 7 to 10 p.m.

Course offerings each semester will be selected from those listed in the catalog, and additional courses may be offered. SCCFM will announce a course schedule and meeting times in advance of each semester.

COURSES

No prerequisite required unless noted.

CFM 401 (HST 381). HISTORICAL TRENDS IN FAMILY HEALTH CARE (3).

Students explore historical and current developments in the health professions with reference to families as consumers. The relationships between treatment settings (e.g., clinics, hospitals and public health facilities) and various types of family systems are examined. Students are encouraged to consider the historical emergence of modern health professions in relation to the social and ethnic variations in families.

CFM 402 (PSY 441). STAGES OF LIFE AND HEALTH CARE (3).

Psychosocial aspects of health care delivery and ethical decision-making are explored for each of the seven stages of life, including infancy, early childhood, childhood, adolescence, young adulthood, middle age and older adulthood. Lifecourse development, aging, health care and medical ethics are viewed within the context of a changing society, as each generation develops its values, expectations for health care, and perspectives on medical ethics. Focus is given to generational relations in the health-care system and to the impact of stage of life on medical treatment and ethical decision making. Open only to juniors and seniors.

CFM 407 (SOC 407). THE SOCIAL CAUSES OF ILLNESS (3).

Topics considered in this course include the following: the nature of illness, idealist versus realist notions of diagnosis, the biopsychosocial view of disease, myths about depression, uses of time in health care, the platonic dialogue and the case analysis, and materialist versus phenomenological explanations of symptoms. Coordinated texts by sociologists, psychologists, philosophers and novelists will be used in discussing each of these topics.

CFM 408 (PHL 357). ETHICS AND THE HEALTH PROFESSIONS (3).

After an introduction to the historical sociology of the professions and the social contexts of professional ethics, theories of ethics and methods of moral argumentation are reviewed. The remainder of the course is devoted to a detailed study of ethical issues debated in the health professions: e.g., the right to health, patient rights, informed consent, euthanasia, genetic engineering and abortion. This seminar aims to develop the student’s understanding of, and appreciation for, the complexity of ethical problems in medicine and the critical role of philosophical reflection in dealing with these problems.
CFM 409 (PSY 309). CULTURE AND MENTAL DISORDER (3).
Psychological and cultural determinants of mental disorders are examined through the works of authors such as Goffman, Szasz, Scheff and Laing, who portray mental disorders as social roles. The phenomenological perspective is used to study personal accounts of mental illness in a variety of societies — East African, Mexican, Hutterite and Chinese. Finally, a transculturally valid model of psychosis is offered, combining social role and biogenetic theories of mental disorders.

CFM 411. ADVOCACY FOR THE HANDICAPPED (3).
Handicapping conditions, such as mental retardation, autism, cerebral palsy and spina bifida, are described to introduce the study of the medical, social, political, legal and ethical implications of advocacy for the handicapped person. Readings, guest speakers and discussions are used to explore the advocate’s role, the status of services for the handicapped and contemporary issues such as de-institutionalization and normalization. Case histories are used to clarify principles and values, illustrate ambiguities and understand effective techniques of advocacy.

CFM 413 (ECO 370). COMPARATIVE MEDICAL CARE SYSTEMS: ECONOMIC DIMENSIONS (3).
Economic problems, issues and characteristics common to all health-care systems, the economic character of medical care, its relationship to life and death; the role and behavior of physicians, hospitals and others; control of costs. Elements of comparative analysis. Examination of approximately six medical-care systems, including at least one market- and insurance-based system, one centrally budgeted national health service and one medical-care system in a socialist-type economy.

CFM 415 (SOC 415). MEDICAL MODELS FOR SOCIAL PROBLEMS (3).
The interaction between social control mechanisms and the medical profession, and its implications for social policy, will be examined. Emphasis will be on cases in which the medical model of explanation and treatment became dominant, e.g., disability, mental retardation, insanity, alcoholism. Other cases to be studied include drug abuse (where the medical profession lost control to law enforcement), female participation in the labor force (in which the demand for skilled labor “solved” the problem), and juvenile delinquency and crime (in which no stable and legitimate definition has achieved dominance). Reasons for the success or failure of attempts to develop dominant models will be considered.

CFM 416 (ANT 422). MEDICAL ANTHROPOLOGY (3).
This course seeks to analyze the fundamental tenets of health care delivery. The concepts “health,” “cure” and “efficiency” will be explored and Western medical practices will be compared to practices in other cultures in order to highlight implicit premises and deficiencies in Western medicine. Topics to be covered include: analysis of status and roles in general hospitals, socialization into the “culture of medicine,” magical curing, economic barriers to better health care, the problems of introducing Western medicine into alien cultures and subcultures, the patient’s role and the concept of “illness.”

CFM 417. MEDICAL SOCIAL PSYCHOLOGY (3).
This course is an investigation of the applications of social psychology to medicine. Emphasis is placed on the prevalent problem of “patient noncompliance,” the failure of patients to follow their prescribed regimens. The patient is viewed as an active decision maker who first decides that he/she is ill, decides that he/she should visit a
physician and then decides either to comply with or to disregard the doctor’s orders. Social psychological factors which affect these decisions are studied. Specific topics covered include health care as an interpersonal process, the relationship between patients’ beliefs and their behavior, how lay people make sense out of their physical symptoms, how patients and physicians communicate during the office visit and the power of physicians as agents of persuasion.

CFM 419. HUMAN DISABILITIES: PREVENTION AND PUBLIC POLICY (3).
The art of preventing human disabilities has reached a level of development that could result in significant reductions in the incidence and prevalence of those disabilities. Though government agencies charged with the responsibility for health care give lip service to prevention, less than five percent of the national budget is devoted to prevention. In the United States, health care monies are spent almost exclusively on the treatment of acute illness and injuries — not prevention. The purpose of this course is to introduce students to the implications of epidemiology and preventive medicine for the prevention of human disabilities. This course also examines the cultural, social and political problems encountered by health professionals and other citizens who are interested in initiating effective community programs of prevention.

CFM 420. SEXUALITY AND MARRIAGE: CULTURAL AND MEDICAL ASPECTS (3).
Cross-cultural patterns of dating and courtship, sexuality, marriage, fertility and divorce are examined from both a biosocial and a medical perspective.

CFM 421 (SOC 421). SOCIOLOGY OF THE BODY (3).
The course will examine ways in which the body is the major site for social control. For society to operate and for people to be managed it is necessary that they be physically controlled, and that control be visible as a symbolic representation of the larger society and culture. Particular emphasis will be placed upon two modes of social control that take place by way of the body. The first can be loosely termed medical and includes phenomena such as health and fitness ideologies and procedures, overt medical direction such as hospitalization, and the manipulation of the body as in cosmetic surgery. The second mode might be called iconographic and includes advertising, fashion and art.

CFM 422 (ENG 455). MEDICINE IN LITERATURE AND FILM (3).
The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

CFM 423 (PSC 336). HEALTH CARE POLICY (3).
The course surveys the organization of public and private health care services in the United States and the current trend in health care delivery. Emphasis will be on legislative and public policy initiatives for health provision among special populations across the life cycle. Projections for future professional roles will be discussed in light of past governmental support of health care services.

CFM 424. MEDICINE, LAW AND THE REFUSAL OF MEDICAL TREATMENT (3).
This seminar will introduce and critically examine the legal concepts and devices relevant to policy decisions in medical institutions in areas such as informed consent, the refusal of blood transfusions, the use and removal of life support systems and the related problems of financing medical treatment. Readings, cases and problems
will be used to examine the relation of law and medicine, the development by courts and legislatures of relevant policy, the input of law to policy decisions of hospitals, and the role of lawyers in counseling physicians, hospital administrators and other health-related professionals. It will introduce students to basic legal concepts pertaining to the health professions and will offer students an opportunity to examine the problems of how law is practiced when counseling physicians and other health-related professionals.

**CFM 425 (BIO 371). DISEASE IN HUMAN EVOLUTION (3).**

This offering is an attempt to create a discussion between people trained in the biological fields and those trained in the social sciences with the goal of creating an "ecology of mind" for addressing the phenomenon of disease in cultural settings. Humans, like other life forms, evolved in an environment in which disease plays a role. Culture arose after we did and has affected the type and spread of disease in human populations.

**CFM 426 (ECO 426). REFORMING THE U.S. HEALTH CARE SYSTEM (3).**

The U.S. health care system is said to be in a state of crisis. It is the most costly health care system in the world, and costs continue to rise at an explosive rate. This in spite of the fact that 35 to 40 million Americans do not have health insurance or any type of third-party coverage. This and other problems have led to a number of proposals for reform. The course will focus on these proposals and on the problems that lie behind them.

**CFM 427. HEALING PRACTICES (3).**

Bioethical problems are among the more complex and acrimonious issues in moral and political discourses today. Some of these issues cut so deeply into human experience that the resulting disputes seem to be over the nature of reality itself. In this course we will address some of these problems and issues with both conventional and unconventional approaches. The conventional approaches are represented by the opening examinations of law and moral in the context of abortion and intensive care medicine, and concerns for procreation therapies, AIDS, health care delivery systems (especially fee-for-services vs. HMOs) and resources allocation (including rationing). The unconventional approaches are represented by the discussions of appropriate care for those who are dying, near-death experiences and alternative medicine (including holistic therapies and claims for spiritual healing). In both approaches we will introduce cases from medical practices whenever possible.

**CFM 428. GENDER ISSUES IN HEALTH CARE (3).**

Issues of health-care practice and of health-care access are increasingly recognized as being tied to sexual and economic politics. Using mythology, history, literature, visual arts and film, this course explores ancient images of female and male healers as well as modern medical assumptions regarding definitions of health and illness. Economics, aging and reproductive rights center the readings.

---

**INTEGRAL HONORS PROGRAM**

Director: Mario Sáenz

Students in the Integral Honors Program combine their regular core courses with a special interdisciplinary sequence. That 21-credit sequence replaces 21 corresponding core credits; HON 309 and HON 480 use elective credits. In the freshman, sophomore and senior years, the honors student enrolls in the honors humanities sequence. This 21-hour series of courses replaces as many hours of philosophy, religious studies, history and English core requirements. A distinctive feature of the Integral Honors Program is the opportu-
In the program, students have the option to take one of their honors courses (HON 402) in Guatemala, if they choose. HON 402 is taught by Le Moyne faculty.

The Integral Honors Program provides underclass students with more qualitative rather than quantitative contact with the humanities. An interdisciplinary team of teachers helps the students to examine the development of civilization from ancient times to the present day. The variety of expert professors working with the program provides students with a rich panoply of perspectives. Each student thereby gains an education that stresses the connections and interrelationships necessary for lifelong understanding of an increasingly complex world. Each student learns to ask and to attack difficult questions, and students become increasingly responsible for their own learning.

In the junior year, the honors student takes “Interdisciplinary Approaches to Knowing: Theory and Applications,” a course which builds on the earlier humanities sequence by imparting an understanding of the methodologies and epistemologies of the other disciplines as well. That same year, the student submits a proposal for an honors project that he or she will complete during the senior year under the guidance of a professor-mentor whom the student chooses, usually from the major department. This project constitutes the culmination of a student’s training in the Integral Honors Program. Successful completion of all requirements earns the award of an Integral Honors degree, the highest distinction Le Moyne confers upon its graduates.

The program serves all majors, and, indeed, all are represented in its enrollment. Students may join at the end of the first semester, or in a few cases the second semester, of the freshman year. Each October, the Honors Committee invites freshmen to an information session about integral honors. Of those students who decide to apply, approximately twenty will be chosen to participate; in making its decision, the committee considers the high school record, national test scores, current grades, recommendations, a writing sample and other material submitted by the student. To maintain integral honors status, a student must earn at least a B grade in each honors course; while honors student ordinarily place on the Dean’s List, a minimum GPA of 3.25 is required for graduation with the Integral Honors Degree.

**COLLEGE CORE AND HONORS**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 100</td>
<td>3</td>
</tr>
<tr>
<td>English 300</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 301-303</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies 300-399</td>
<td>3</td>
</tr>
<tr>
<td>History 101</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Humanities 102, 201, 202, 401 or 402</td>
<td>21</td>
</tr>
<tr>
<td>Honors 309</td>
<td>3</td>
</tr>
<tr>
<td>Honors Project</td>
<td>3</td>
</tr>
</tbody>
</table>

The remainder of the student’s program is dependent on the choice of major.

## Courses

No prerequisite required unless noted.

**HON 101-201-202. HUMANITIES (6), (6) and (6).**

This is a team-taught, interdisciplinary sequence of courses open to members of the Integral Honors Program. Major trends and developments in Western and non-Western civilizations are studied from the perspectives of literature, history, philosophy and religion. The method of presentation will be a combination of lectures, small group discussions and presentations by class members.
HON 309. INTERDISCIPLINARY APPROACHES TO KNOWING: THEORY AND APPLICATIONS (3).
This course helps students develop an understanding of the methodologies and epistemologies of the various academic disciplines in the natural and social sciences, business and humanities. Assignments range from theoretical readings to case studies in which students apply what they have learned. Each student will also fully develop his or her proposal for a senior honors project.

HON 400. MUSIC IN PERFORMANCE (3).
This course introduces students to a sampling of live “classical” music in the Syracuse area. Selected concerts will represent a wide range of musical genres and resources. Programs will be discussed prior to each concert so that the stylistic significance of the music as well as the dynamics of the live performance can be appreciated. Prerequisite: Signature of honors director required.

HON 401. THE CONTEMPORARY WORLD: A GLOBAL PERSPECTIVE (3).
Building on the honors student’s prior learning, this integrative course studies the major trends and events in the post-1945 world, especially from the perspectives of literature, history, philosophy and religion. The regular curriculum offered will be liberally suspended whenever major events occur that compel the students’ interest in a particular culture.

HON 402. THE WORLD OF THE OTHER (3).
An interdisciplinary course on the contemporary world that will address philosophical, social, religious, literary and scientific issues from diverse perspectives but fully immersed within a context of modernization, underdevelopment and dependency. Taught in Guatemala by Le Moyne College faculty. Prerequisites: HON 102, 201 and 202, or permission by Honors Director.

HON 480. HONORS PROJECT (3).
Under the direction of a mentor, the honors student accomplishes an independent project as the culmination of his or her work in the Integral Honors Program.

LIB 100. LIBRARY AND INFORMATION RESEARCH STRATEGIES (1).
This course examines the organization and structure of information. All types of information sources (primary, secondary, factual and analytical) and access tools (print and electronic) will be discussed and demonstrated. Topics to be covered include the definition of information, topic analysis, the search process and Boolean search strategies, the evaluation of information sources and systems of citation. Digitized information as presented via the Internet and the World Wide Web will be covered, as will numeric and statistical information.

LIB 133. INFORMATION LITERACY FOR PROFESSIONAL NURSES (1).
This four week course presents an overview of the working aspects of the internet, and its applications in accessing digital forms of health related knowledge relevant to clinical research and consumer information needs. Focus includes evaluating websites, databases and techniques for searching and relevant retrieval. It will also present fundamental components of evidence based nursing and the appropriate use of traditional print based materials in conjunction with electronic bibliographic tools. Pass/fail only. Open to Nursing majors only.

LIB 380 (BIO 380/CHM 380). SCIENTIFIC LITERATURE (1).
See course description for BIO 380.
MULTIPLE SCIENCE
Director: Theresa Beaty

Students who major in multiple science should follow the sequence of one of the natural sciences in their freshman year. To fulfill requirements for this major they must have a three-year sequence in one science with at least two semesters of this science in 300- or 400-level courses. Also, students must have a two-year sequence in mathematics and at least a full year of study in two other sciences. In addition, they must have one additional year of any science or mathematics.

Students may transfer to the multiple science program from the biology, chemistry or physics programs at the conclusion of any of the requirements for this degree. Students may usually transfer without difficulty from the multiple science program to biology, chemistry or physics programs at the conclusion of any of the first two semesters.

MULTIPLE SCIENCE MAJOR
Core Requirements: Hours:
- Philosophy 9
- Religious Studies 6
- Philosophy or Rel. Studies Seminar 3
- English 9
- History 6
- English or History Seminar 3
- Social Science 3
- Natural Science (fulfilled by major requirements) 3

Major Requirements:
- Science (a minimum of six semesters in biology, chemistry or physics and a minimum of two semesters in each of the two other natural sciences) 36-40
- Mathematics (a minimum of four semesters, of which two may be in computer science) 12-16

Mathematics/Science Option
(a minimum of an additional two semesters of mathematics and/or science, including computer science) 6-8

Major Support:
- Foreign Language* 6

Free Electives sufficient to make total credits at least 120 15-27

*Must be taken in the same language

PEACE AND GLOBAL STUDIES
Director: J. Barron Boyd
Associate Director: Keith D. Watenpaugh

Peace and Global Studies is an interdisciplinary major designed to provide students with a way to understand the origins, challenges and ethical problems of the contemporary world.

Students who take this major explore how the concepts of justice and peace are linked to issues of economics, labor relations, the environment, religion, gender and family, law and human rights, communications and culture.

As an interdisciplinary major, not all courses are offered by one department. Rather courses are drawn from various fields in the Humanities, (History, Philosophy, Religious Studies) the Social Sciences (Political Science, Anthropology, Sociology,) and Foreign Languages.

An important component of Peace and Global Studies is the study of foreign languages. Majors are required to take six credits beyond intermediate in one language and pass a proficiency examination.

Peace and Global Studies majors are also required to take PGS 201, an interdisciplinary introduction to peace and global studies, and a capstone course. These semi-
PEACE & GLOBAL STUDIES

Courses are offered twice a year by faculty from different areas. Peace and Global Studies majors are required to spend at least one semester abroad. They are also encouraged to participate in internship programs and service learning.

In addition to these requirements, Peace and Global Studies majors are required to identify a thematic and regional specialization for their course of study.

THEMATIC SPECIALIZATIONS
Human Rights and Democratization
Violence
Peace and Reconciliation
International Relations
Cross-Cultural Encounters

REGIONAL SPECIALIZATIONS:
Sub-Saharan Africa
Latin and South America
Europe
Asia
The Middle East and North Africa

Peace and Global studies majors are well positioned to find careers in government service, non-governmental organizations or to pursue graduate studies and professional training in law, management and public policy.

PEACE AND GLOBAL STUDIES MAJOR
Core Requirements: Hours:

Philosophy 9
Religious Studies 6
Philosophy or Religious Studies Sem. 3
English 9
History 6
English or History Seminar 3
Social Science (fulfilled by major requirements) 3
Natural Science 3

Major Requirements:
Foreign Language 18*
PGS 201 3
Capstone Course 3†
Capstone Experience 3‡

Major Electives:
Regional Specialization 12§
Thematic Specialization 12

Free Electives 30

PEACE AND GLOBAL STUDIES MINOR

The minor in peace and global studies is open to all majors and those students interested in gaining a global perspective on issues of history, culture, politics and conflict resolution. Minors are required to attain an intermediate proficiency in one living foreign language and take both PGS 200 and a PGS capstone seminar. Minors must take four additional courses approved by the director of peace and global studies.

*Foreign Language: Students are required to take six credit hours beyond intermediate in one living foreign language and demonstrate at least an intermediate level of proficiency according to ACTFL oral proficiency guidelines.

† Course designated by Peace and Global Studies program

‡ Majors are required to spend at least one semester abroad in an officially recognized academic program. The Director of Peace and Global Studies may waive this requirement in special circumstances.

§ Supported regional specializations include Africa, Latin and South America, Europe, Asia, and the Middle East.

Supported thematic specializations include, but are not limited to, Human Rights and Democratization, Violence, International Relations, Cross-cultural Encounters and Peace and Reconciliation.

Peace and Global Studies majors will design an appropriate course of study with the Director of Peace and Global Studies.
**TYPICAL PROGRAM FOR PEACE AND GLOBAL STUDIES MAJORS**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Philosophy</td>
<td>3</td>
<td>English/Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>History 103</td>
<td>3</td>
<td>History 104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Regional Specialization</td>
<td>3</td>
<td>Thematic Specialization</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

|                                 |       |                                 |       |
| English/Philosophy             | 3     | English/Philosophy               | 3     |
| Foreign Language               | 3     | Foreign Language                 | 3     |
| PGS 200                        | 3     | Regional Specialization          | 3     |
| Thematic Specialization        | 3     | Free Elective                    | 3     |
| Free Elective/Religion         | 3     | Free Elective/Religion           | 3     |

**JUNIOR YEAR**

All Peace and Global Majors are encouraged to study abroad during their Junior Year

|                                 |       |                                 |       |
| English/Philosophy             | 3     | English/Philosophy               | 3     |
| Foreign Language               | 3     | Foreign Language                 | 3     |
| Regional Specialization        | 3     | Thematic Specialization          | 3     |
| Free Elective                  | 3     | Free Elective                    | 3     |
| Capstone Experience            | 3     | Free Elective                    | 3     |

**SENIOR YEAR**

|                                 |       |                                 |       |
| Senior Seminar                 | 3     | Senior Seminar                   | 3     |
| Capstone Seminar               | 3     | Regional Specialization          | 3     |
| Thematic Specialization        | 3     | Free Elective                    | 3     |
| Free Elective                  | 3     | Free Elective                    | 3     |
| Free Elective                  | 3     | Free Elective                    | 3     |
PGS 101 (ANT 101). INTRODUCTION TO ANTHROPOLOGY (3).
See course description for ANT 101.

PGS 105 (PSC 105). COMPARATIVE GOVERNMENT (3).
See course description for PSC 105.

PGS 200 (ANT 200/WMS 200). CULTURAL MYTHS AND CULTURAL REALITIES (3).
See course description for ANT 200.

PGS 201. INTRODUCTION TO PEACE AND GLOBAL STUDIES (3).
This course will provide an introduction to Peace and Global Studies. The first segment of the course will examine different ways of thinking about peace and different methodologies to achieve a peaceful world. It will be interdisciplinary, examining the problem of peace from spiritual, psychological, anthropological, literary, historical and political perspectives. The second segment of the course covers a variety of global topics and issues that are either threats to peace, pose the potential to create serious and enduring threats to the well-being of people of the world or offer possible solutions. Taken together, the two segments of the course introduce students to some of the different approaches to peace that they will encounter and will help them to evaluate critically those approaches and perspectives. They will also have some insight into the range and complexity of the issues that are global in scope.

PGS 213 (ANT 213/WMS 213). PEOPLE AND CULTURES OF SOUTHEAST ASIA: A TOPICAL APPROACH (3).
See course description for ANT 213.

PGS 300 (ANT 300). ANTHROPOLOGICAL LINGUISTICS (3).
See course description for ANT 300.

PGS 315 (FLL 315/SPN 315/WMS 315). LATIN AMERICAN WOMEN WRITERS (3).
See course description for FLL 315.

PGS 317 (ART 317). THE ART AND POLITICS IN NAZI GERMANY AND SOVIET RUSSIA (3).
See course description for ART 317.

PGS 318 (FLL 317/SPN 317). CUBAN LITERATURE IN TRANSLATION (3).
See course description for FLL 318.

PGS 321 (REL 321/ANT 311). LOCAL RELIGIONS OF NATIVE AMERICA, AFRICA, OCEANIA (3).
See course description for REL 321.

PGS 328 (HST 328). LATIN AMERICA SINCE 1825 (3).
See course description for HST 328.

PGS 330 (PSY 330). CROSS-CULTURAL PSYCHOLOGY (3).
See course description for PSY 330.

PGS 331 (HST 331). BRITAIN SINCE 1783 (3).
See course description for HST 331.

PGS 333 (HST 333). HITLER'S GERMANY (3).
See course description for HST 333.

PGS 334 (HST 334). THE HOLOCAUST IN HISTORY (3).
See course description for HST 334.

PGS 335 (PHL 336). ASIAN PHILOSOPHY (3).
See course description for PHL 336.

PGS 336 (REL 336). COMPARATIVE RELIGIOUS ETHICS AND SOCIAL CONCERNS (3).
See course description for REL 336.

PGS 340 (LAW 340). INTERNATIONAL BUSINESS LAW (3).
See course description for LAW 340.

PGS 341 (ECO 340). ECONOMICS OF DEVELOPING COUNTRIES (3).
See course description for ECO 340.

PGS 342 (PHL 342/WMS 343). U.S. LATINA THOUGHT (3).
See course description for PHL 342.
PGS 345 (HST 345). WORLD WAR II (3).
See course description for HST 345.

PGS 352 (PHL 352). THE MORAL ASSESSMENT OF GLOBAL ISSUES (3).
See course description for PHL 352.

PGS 353 (PHL 353). LATIN AMERICAN SOCIAL PHILOSOPHY (3).
See course description for PHL 353.

PGS 358 (HST 358/PSC 358). THE COLD WAR (3).
See course description for HST 358.

PGS 359 (REL 359). MUSLIM COMMUNITIES IN TRANSLATION (3).
See course description for REL 359.

PGS 360 (ANT 360/REL 360). ANTHROPOLOGY EXAMINES TRADITIONAL RELIGIONS: WITCHCRAFT, ORACLES AND MAGIC (3).
See course description for ANT 360.

PGS 362 (HST 362). RUSSIAN HISTORY SINCE 1900 (3).
See course description for HST 362.

PGS 363 (PSC 363). US FOREIGN POLICY (3).
See course description for PSC 363.

PGS 364 (PSC 362). INTERNATIONAL LEGAL SYSTEMS (3).
See course description for PSC 362.

PGS 365 (REL 363). RELIGIONS OF ASIA (3).
See course description for REL 363.

PGS 366 (REL 368). RELIGIOUS THOUGHT AND CULTURE IN LATIN AMERICA (3).
See course description for REL 368.

See course description for HST 379.

PGS 380 (REL 380). CHRISTIAN THEOLOGIES OF THE THIRD WORLD (3).
See course description for REL 380.

PGS 381 (REL 381). CHRISTIANITY IN DIALOGUE WITH WORLD REGIONS (3).
See course description for REL 381.

PGS 400 (BUS 400). INTERNATIONAL BUSINESS: PRINCIPLES AND PRACTICE (3).
See course description for BUS 400.

PGS 401 (HST 403). SEMINAR: MEXICO (3).
See course description for HST 403.

PGS 402 (ECO 405). INTERNATIONAL ECONOMICS (3).
See course description for ECO 405.

PGS 403 (HST 405). SEMINAR: COMPARATIVE GENOCIDE (3).
See course description for HST 405.

PGS 405 (PSC 405/WMS 405). INTERNATIONAL HUMAN RIGHTS (3) AND (1).
See course description for PSC 405.

PGS 406 (HST 406). SEMINAR: MODERN EAST ASIA (3).
See course description for HST 406.

PGS 407 (PSC 407). SOUTHERN AFRICAN POLITICS (3).
See course description for PSC 407.

See course listing for HST 414.

PGS 415 (HST 415). SEMINAR: ARGENTINA AND CHILE (3).
See course description for HST 415.

PGS 416 (HST 416). SEMINAR: BRAZIL (3).
See course listing for HST 416.

PGS 417 (HST 417). SEMINAR: AFRICAN HISTORY (3).
See course description for HST 417.

PGS 420 (IRL 420). COMPARATIVE INDUSTRIAL RELATIONS SYSTEMS (3).
See course description for IRL 420.

PGS 421 (IRL 421). COMPARATIVE INDUSTRIAL RELATIONS SYSTEMS II (3).
See course description for IRL 421.
PGS 443 (PSY 443). INTEGRATING EASTERN AND WESTERN APPROACHES TO PSYCHOLOGY (3).
See course description for PSY 443.

PGS 480 (HMR 480). MANAGING PEOPLE IN A MULTINATIONAL CONTEXT (3).
See course description for HMR 480.

PGS 485 (HMR 485). JAPANESE MANAGEMENT PRINCIPLES AND PRACTICES (3).
See course description for HMR 485.

URBAN STUDIES
Directors: Lisa M. McCartan, Frank M. Ridzi

This minor provides students who major in economics, psychology, political science or sociology with a broad range of information and skills for dealing with urban problems, planning and development.

Students minoring in urban studies take 15 credit hours outside their major in the three other departments participating in the program. This usually consists of five three-credit courses. In addition, one upper-level course in their major should deal with urban topics.

To ensure breadth of knowledge, these five courses are distributed among the offerings of at least two participating departments other than the student’s major. For example, a political science major might take two economics courses, two psychology courses and a sociology course. The economics and psychology courses in the minor have prerequisites. Courses may be selected from among the following:

**ECONOMICS:**
ECO 427 Public Finance 3
ECO 430 Urban Economics 3

**POLITICAL SCIENCE:**
PSC 221 State & Local Government 3
PSC 322 Urban Politics 3
PSC 331 Public Administration 3

**PSYCHOLOGY:**
PSY 215 Child and Adolescent Psychology 3
PSY 280 Abnormal/Normal Psychology 3
PSY 302 Personality 3

**SOCIOLOGY:**
SOC 233 Sociology of the City 3
SOC 241 Social Inequality 3
SOC 406 Race/Ethnicity, Gender and Class 3

**COURSES**

**URB 101 (SOC 171). INTRODUCTION TO URBAN STUDIES (3).**
This course is an interdisciplinary introduction to the field of urban studies. Cities are studied cross-culturally and historically using the theoretical and research knowledge bases of the social sciences, humanities, ecology and environmental studies, urban architecture and design and public policy and planning. The course prepares students for more specialized coursework in urban studies as well as applied experiences such as internship and career/graduate school exploration.

**URB 233 (SOC 233). SOCIOLOGY OF THE CITY (3).**
See course description for SOC 233.

**URB 335 (ECO 335/SOC 335). ECONOMICS OF POVERTY (3).**
See course description for ECO 335.

**URB 412 (PHL 412). PHILOSOPHY SEMINAR: PHILOSOPHY AND ARCHITECTURE (3).**
See course description for PHL 412.
WOMEN'S STUDIES
PROGRAM

Director: Lynne S. Arnault

Committed to understanding the experiences and perspectives of women in a variety of cultures and in different periods of time, Women's Studies is a field that draws on the contributions of research in the humanities, social sciences, natural sciences, business and management. The central category of analysis is gender, the socially constructed and historically variable understanding of what it means to be a woman or a man. By investigating how gender and biological differences make a difference, Women's Studies offers students a broad, multi-disciplinary understanding of the way in which gender interacts with race, ethnicity, class and sexuality to condition human consciousness and to shape the social, political and cultural organization of human societies.

This minor readily complements majors in the humanities, social sciences and pre-professional programs. It will broaden students’ understanding of gender issues and foster a greater awareness of the specific contributions, experiences and perspectives of women in diverse situations. The multi-disciplinary focus of Women's Studies helps make students distinctive when they are entering the job market or applying for graduate school.

In order to complete a minor in Women’s Studies, students must take WMS 101, WMS 401, and 9 other credit hours cross-listed with Women’s Studies and selected in consultation with the program director. No more than 3 credit hours may normally come from the Allied Women’s Studies curriculum and no more than 6 credit hours may normally come from any single department. The pass/fail option may not be used to fulfill requirements for the minor.

Required Courses: Hours:
WMS 101 Women, Culture, and Society 3
WMS 401 Sem in Feminist Theories 3

PRIMARY WOMEN'S STUDIES COURSES:
WMS 198 (SOC 198) Women’s Health and Health Care 1
WMS 205 (CLS 205) Women and Literature in Ancient Greece 3
WMS 221 (ENG 221) African Women Writers 3
WMS 275 (PSY 275) The Psychology of Women 3
WMS 308 (HST 408) Seminar: Women and Patriarchy in Western Civilization 3
WMS 312 (PSC 312) Women and Politics 3
WMS 315 (FLL/SPN 315) Latin American Women Writers 3
WMS 320 (REL 320) Women and Religion 3
WMS 322 (PHS 140) Women in the Physical Sciences 3
WMS 343 (PHL 342/PGS 342) U.S. Latina Thought 3
WMS 344 (SOC 344) Gender and Society 3
WMS 353 (HST 353) Social History of American Women, 1820-1980 3
WMS 360-379 Special Topics 1-3
WMS 380 (ENG 380) Literature by Women: 17th-19th Century 3
WMS 381 (ENG 381) Literature by Women: 20th Century 3
WMS 384 (ENG 384) Contemporary American Fiction 3
WMS 406 (SOC 406) Race/Ethnicity, Gender and Class 3
WMS 407 (HST 404) Seminar: Medieval and Renaissance Women 3
### ALLIED WOMEN'S STUDIES COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMS 200</td>
<td>Cultural Myths and Cultural Realities</td>
<td>3</td>
</tr>
<tr>
<td>WMS 213</td>
<td>Peoples and Cultures of Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>WMS 316</td>
<td>Philosophy of the Body</td>
<td>3</td>
</tr>
<tr>
<td>WMS 317</td>
<td>Cuban Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>WMS 321</td>
<td>The Anatomy of Cruelty</td>
<td>3</td>
</tr>
<tr>
<td>WMS 335</td>
<td>Equal Employment Opportunity</td>
<td>3</td>
</tr>
<tr>
<td>WMS 340</td>
<td>Modern African Literatures</td>
<td>3</td>
</tr>
<tr>
<td>WMS 345</td>
<td>Victorian Poetry</td>
<td>3</td>
</tr>
<tr>
<td>WMS 346</td>
<td>Victorian Prose and Poetry</td>
<td>3</td>
</tr>
<tr>
<td>WMS 347</td>
<td>The Victorian Novel</td>
<td>3</td>
</tr>
<tr>
<td>WMS 354</td>
<td>Modern American Fiction</td>
<td>3</td>
</tr>
<tr>
<td>WMS 355</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>WMS 358</td>
<td>Representations of the Media in Film</td>
<td>3</td>
</tr>
<tr>
<td>WMS 360-379</td>
<td>Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>WMS 382</td>
<td>African-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>WMS 383</td>
<td>American Ethnic Literature</td>
<td>3</td>
</tr>
<tr>
<td>WMS 404</td>
<td>Literature and Psychology</td>
<td>3</td>
</tr>
<tr>
<td>WMS 405</td>
<td>International Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>WMS 412</td>
<td>American Outlaws and Outcasts</td>
<td>3</td>
</tr>
<tr>
<td>WMS 415</td>
<td>Twelve American Films: Auteurism</td>
<td>3</td>
</tr>
<tr>
<td>WMS 425</td>
<td>Sociology of Oppression</td>
<td>3</td>
</tr>
<tr>
<td>WMS 447</td>
<td>The Psychology of Stereotypes, Prejudice and Discrimination</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSES**

No prerequisite required unless noted.

**WMS 101. WOMEN, CULTURE, AND SOCIETY (3).**

This survey course offers an interdisciplinary exploration of the role that gender has played in history and culture and continues to play in the experiences of women and men. It considers the impact of gender, race/ethnicity, class and sexuality in examining topics such as health, violence, family, work, science, art, politics and spirituality. Using primary texts from a variety of sources, the course introduces students to a range of women's studies topics that will interest and challenge both women and men. Required of all Women's Studies minors.

**WMS 198 (SOC 198). WOMEN'S HEALTH AND HEALTH CARE (1).**

See course description for SOC 198.

**WMS 200 (ANT 200/PGS 200). CULTURAL MYTHS AND CULTURAL REALITIES (3).**

See course description for ANT 200.
WMS 205 (CLS 205). WOMEN AND
LITERATURE IN ANCIENT GREECE (3).
See course description for CLS 205.

WMS 343 (PHL 342/PGS 342). U.S. LATINA
THOUGHT (3).
See course description for PHL 342.

WMS 213 (ANT 213). PEOPLES AND
CULTURES OF SOUTHEAST ASIA: A
TOPICAL APPROACH (3).
See course description for ANT 213.

WMS 344 (SOC 344). GENDER AND
SOCIETY (3).
See course description for SOC 344.

WMS 316 (PHL 316). PHILOSOPHY OF
THE BODY (3).
See course description for PHL 316.
WMS 317 (FLL 317/SPN 317). CUBAN
LITERATURE IN TRANSLATION (3).
See course description for FLL 317.
WMS 320 (REL 320). WOMEN AND
RELIGION (3).
See course description for REL 320.
WMS 321 (PHL 321). THE ANATOMY
OF CRUELTY (3).
See course description for PHL 321.
WMS 322 (PHS 140). WOMEN IN THE
PHYSICAL SCIENCES (3).
See course description for PHS 322.
WMS 335 (IRL 335). EQUAL EMPLOYMENT
OPPORTUNITY (3).
See course description for IRL 335.
WMS 340 (FLL 374). MODERN AFRICAN
LITERATURES (3).
See course description for FLL 374.

R O G R A M S

WMS 315 (FLL 315/SPN 315). LATIN
AMERICAN WOMEN WRITERS (3).
See course description for FLL 315.

WMS 347 (ENG 347). THE VICTORIAN
NOVEL (3).
See course description for ENG 347.
WMS 353 (HST 353). SOCIAL HISTORY
OF AMERICAN WOMEN, 1820-1980 (3).
See course description for HST 353.
WMS 354 (ENG 364). MODERN AMERICAN
FICTION (3).
See course description for ENG 364.
WMS 355 (PHL 355). PHILOSOPHY OF
SCIENCE (3).
See course description for PHL 355.

P

WMS 312 (PSC 312). WOMEN AND
POLITICS (3).
See course description for PSC 312.

WMS 346 (ENG 346). VICTORIAN PROSE
AND POETRY (3).
See course description for ENG 346.

WMS 358 (ENG 358/CMM 358).
REPRESENTATIONS OF THE MEDIA
IN FILM (3).
See course description for ENG 358.
WMS 360-379. SPECIAL TOPICS (1-3).
Courses in this series offer an in-depth
exploration of specific issues or topics in
Women’s Studies. The particular content
and approach taken will vary according to
faculty expertise, as will the status of the
course as “primary” or “allied.”
WMS 380 (ENG 380). LITERATURE BY
WOMEN: 17TH-19TH CENTURIES (3).
See course description for ENG 380.
WMS 381 (ENG 381). LITERATURE BY
WOMEN: 20TH CENTURY (3).
See course description for ENG 381.

299

N T E R D I S C I P L I N A R Y

WMS 308 (HST 408). SEMINAR:
WOMEN AND PATRIARCHY IN
WESTERN CIVILIZATION (3).
See course description for HST 408.

WMS 345 (ENG 345). VICTORIAN POETRY
(3).
See course description for ENG 345.

I

WMS 275 (PSY 275).
THE PSYCHOLOGY OF WOMEN (3).
See course description for PSY 275.

WOMEN’S STUDIES

LM Catalog 04 5/18/04 10:07 AM Page 299


WMS 382 (ENG 382). AFRICAN-AMERICAN LITERATURE (3).
See course description for ENG 382.

WMS 383 (ENG 383). AMERICAN ETHNIC LITERATURE (3).
See course description for ENG 383.

WMS 384 (ENG 384). CONTEMPORARY AMERICAN FICTION (3).
See course description for ENG 384. When crosslisted with Women's Studies, the course will focus entirely on women authors.

WMS 401. SEMINAR IN FEMINIST THEORIES (3).
Feminism is not a unified theory, but a set of problems and debates that have changed over time. This seminar will examine feminist theorizing through a focused examination of feminist writings. The course is designed to enable students to integrate material from previous Women's Studies courses, situate themselves in ongoing feminist debates and come to a reflective understanding of their own positions on issues of concern. Prerequisite: WMS 101 or the permission of the director. Required of all Women's Studies minors.

WMS 404 (ENG 404). LITERATURE AND PSYCHOLOGY (3).
See course description for ENG 404.

WMS 405 (PSC 405). INTERNATIONAL HUMAN RIGHTS (3).
See course description for PSC 405.

WMS 406 (SOC 406). RACE/ETHNICITY, GENDER AND CLASS (3).
See course description for SOC 406.

WMS 407 (HST 404). MEDIEVAL AND RENAISSANCE WOMEN (3).
See course description for HST 404.

WMS 408 (ENG 405). GENDER AND LITERATURE (3).
See course description for ENG 405.

WMS 412 (ENG 412). AMERICAN OUTLAWS AND OUTCASTS (3).
See course description for ENG 412.

WMS 414 (ENG 414). AMERICAN FILM NOIR AND THE FEMME FATALE (3).
See course description for ENG 414.

WMS 415 (ENG 415). TWELVE AMERICAN FILMS: A SOCIO-HISTORICAL STUDY OF AUTEURISM (3).
See course description for ENG 415.

WMS 416 (REL 412). RELIGION, SEX, AND GENDER (3).
See course description for REL 412.

WMS 417 (REL 417). WOMEN AND RELIGION IN THE GRECO-ROMAN WORLD (3).
See course description for REL 417.

WMS 425 (SOC 425). SOCIOLOGY OF OPPRESSION (3).
See course description for SOC 425.

WMS 430 (HRM 430). WORKPLACE DIVERSITY AND HUMAN RESOURCE MANAGEMENT PRACTICES (1).
See course description for HRM 430.

WMS 431 (HRM 431). POWER AND INFLUENCE IN ORGANIZATIONS (1).
See course description for HRM 431.

WMS 433 (HRM 433). WOMEN AND WORK (1).
See course description for HRM 433.

WMS 447 (PSY 447). THE PSYCHOLOGY OF STEREOTYPES, PREJUDICE AND DISCRIMINATION (3).
See course description for PSY 447.
OVERVIEW

Students entering Le Moyne College at the graduate level have the opportunity to engage in a number of master’s degree programs within business management or graduate education.

Both programs are available on either a full-time or a part-time basis to all students who fulfill admission requirements and whose personal goals match the selected program. Candidates are accepted as degree or non-degree graduate students.

Application procedures and admission to either graduate program is based on specific requirements and are listed under the MBA or Graduate Education headings.

For more specific information about entrance requirements and course of study within either program, students should obtain viewbooks from the MBA office or Office of Graduate Education and make arrangements to meet with academic counselors in the chosen area of study.

GENERAL INFORMATION

REGISTRATION

The dates of registration and the calendar of classes are published each session. Students are responsible for following registration procedures, which begin in the appropriate graduate office.

At registration, graduate students should clearly indicate the specific program in which they intend to receive credit.

SEMESTER SCHEDULES

Graduate courses are offered during the fall, spring and summer sessions. Most fall and spring classes are scheduled in late after-

noon for graduate education or evenings Monday through Thursday for both graduate programs. Classes meet once a week. Saturday classes are an additional option.

Summer sessions provide for flexible schedules beginning in May and continuing to mid-August. Day and evening classes are available for graduate education students. Summer MBA classes meet two nights a week or once on Saturdays.

ATTENDANCE

Le Moyne College expects all students to attend scheduled classes regularly in order to maximize opportunities to profit from a professor’s expertise and from interchange with their peers, as well as to contribute to the quality of intellectual interchange in the classroom.

Individual professors will establish and clearly announce all regulations governing class attendance.

STUDENT IDENTIFICATION CARDS

A current Le Moyne student I.D. will allow you to check out books from the library and use the facilities at the recreation center. Students with an I.D. can also obtain discounts on tickets to on-campus events and attend Le Moyne basketball games free of charge.

Student picture I.D.s will be issued from the Office of Student Development located on the second level of the Campus Center.

IMMUNIZATIONS

New York state immunization requirements must be on file in the appropriate office in order to be part of a Le Moyne College graduate study. Specifically, proof of immunity to measles: two doses; mumps: one dose; rubella: one dose is needed. Those born before Jan. 1, 1957, are exempt from this requirement.

MBA - Students must supply proof of immunization before attending any classes.
Graduate Education - Students must supply proof of immunization before attending any classes.

**FINANCIAL INFORMATION**

**2004-2005 TUITION COSTS**

MBA - The cost per credit hour for graduate management courses is $492 per credit hour. Since courses are all three credits, the course fee is $1,476.

Graduate Education - The cost per credit hour for graduate education courses is $432 per credit hour. Course fees vary from course to course depending on the number of credits.

Graduation Fee - All master degree candidates will be assessed a $65 fee prior to graduation.

**PAYMENT OPTIONS**

Those students paying on their own for courses may put 50% (20% for MBA students) of the course fee down at the time of registration and sign a promissory note agreeing to pay the remainder 45 days after the start of the semester. A $25 late fee will be assessed if not paid by the due date.

**REFUND POLICY**

If you withdraw from the College or from a course, you are entitled to a refund of a percentage of your tuition.

- 100 percent tuition refund until the end of the second week
- 50 percent tuition refund until the end of the fifth week
- No refund after the fifth week

The date of withdrawal is the date you notify the MBA office, the education office or the registrar’s office in writing.

Students attending Le Moyne for the first time and receiving federal aid will receive a prorated refund for withdrawal through the ninth week of classes. Refunds will be returned to federal financial aid accounts in the following order: Federal Family Education Loan, Federal Perkins Loan, Federal Pell Grant, Federal SEOG. The remaining portion of the refund for all students is returned to the account of any state or other Le Moyne assistance that the student received.

If a student fails to notify the Office of the Registrar of withdrawal, no refund is made. Refund calculations are done automatically. No request is required from the student. Fees are not refundable.

**FINANCIAL AID**

The cost of a graduate school education is an important consideration. To assist students in financing their Le Moyne College education, the Office of Financial Aid provides information on how to apply for loans. Call 315/445-4400.

Financial aid for Le Moyne College master's degree candidates includes the following:

**FEDERAL STAFFORD LOAN**

The Federal Stafford Loan program is available to matriculated students in M.S.T. or M.S. in Ed. and MBA programs. The student must be a citizen or permanent resident of the United States and registered at least half time (6 credit hours). Eligibility is determined by subtracting the student’s (and spouse’s) contribution and other aid, such as employer reimbursement, from the cost of education.

The Federal Stafford Loan is a federally subsidized and deferred-interest loan program. Interest is variable and based on the 90-day Treasury Bill plus 3.1 percent and does not begin to accrue until six months after the student ceases to be enrolled at least half-time. The repayment period is usually 10 years. A 3 percent loan origination/insurance fee will be deducted from the loan proceeds. The maximum amount
of loan is $8,500 per year but the amount cannot exceed the difference between the cost of education and other aid.

**UNSUBSIDIZED FEDERAL STAFFORD LOAN**

This program is available to students who may not qualify for the Federal Stafford Loan or who wish to borrow additional funds. The same terms and conditions as the Federal Stafford Loan are applicable except borrowers are responsible for interest that accrues while in school. The student may choose to make no principal or interest payments while in school and have the loan capitalized. The student may choose to make no principal or interest payments while in school and have the loan capitalized. The additional amount a graduate student may borrow through this program is $10,000 per year, but the amount cannot exceed the difference between the cost of education and other aid.

**Documents needed for Stafford Loan Eligibility:**

1. Le Moyne College Financial Aid Application (available from the Office of Financial Aid or the Department of Education).
2. Free Application for Federal Student Aid (FAFSA) sent to processor.
3. Signed copies of student's federal tax return from the previous year.
4. Stafford Loan Worksheet.

**EMPLOYER REMITTED TUITION**

Many local employers provide some sort of tuition remission. Requirements may vary among employers for this benefit. For whatever amount an employer remits, Le Moyne will defer 100% of tuition to 45 days after the last day of the semester. If tuition is not paid by the due date, a $25 late fee will be assessed. Students should contact the office of their graduate program for the Employer Tuition Deferral form.

**MBA SCHOLARSHIPS**

Matriculated MBA students may apply for graduate scholarships during each fall and spring semester. These funds are granted upon a determination of need and performance in the MBA program. Applications can be obtained in the MBA Office in Grewen Hall.

**ACADEMIC INFORMATION**

**COURSE NUMBERING**

All courses at the masters degree level are numbered at the 500 to 700 levels.

**STUDENT CLASSIFICATIONS**

**Matriculated** — graduate students who have fulfilled all the entry qualifications and have been accepted as candidates for a master's degree with full graduate status as described in the official letter of acceptance.

**Conditionally Matriculated** — graduate students who have applied but not met all entry requirements, and appear to have the capability to achieve full graduate status. Please note that this is not a designation with the MBA Program.

**Nonmatriculated** — prospective degree candidates who have not completed the matriculation process. MBA students may take up to two courses on a nonmatriculated basis.

**Nondegree** — students who qualify for graduate work and whose purpose for completing graduate courses is enrichment, transfer credits or certification.

**Full-time Graduate Student** — the course load for full-time students is nine credit hours.

**Auditing** — graduate students not wishing to earn graduate credit must declare auditor status at the time of registration and pay the audit rate.
**GRADING**

Grading is a measure of the student’s mastery of a select body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding and expression.

The instructor judges the student’s mastery of any course based on all the evidence provided during the course, including formal examinations, questions asked by the student, recitations, term papers, book reports, written and oral quizzes and participation in class discussions. All of these elements may legitimately be used by instructors in making their judgments. The following grading system is in effect at Le Moyne College:

- A .......... 4.00  C+ ........ 2.33
- A- .......... 3.67  C ........... 2.00
- B+ .......... 3.33  C- ........... 1.67
- B .......... 3.00  D ........... 1.00
- B- .......... 2.67  *F ........... 0.00

*All “F” grades at the graduate level are calculated in the student’s GPA.

**OTHER SYMBOLS**

- **WF** — Failure for dropping a subject or for excessive absence. It is the equivalent of an F.
- **I** — Granted by the instructor for failure to complete class assignments, provided application has been made with the appropriate graduate office. An I must be completed within 60 days of the last class day, or it will be changed to an F.
- **W** — This indicates a student has a special justification for withdrawing from a course subsequent to the last day for dropping courses without penalty. It may be granted only by authorization of the program director.
- **S** — Indicates satisfactory work in non-credit-bearing courses and activities.
- **U** — Indicates unsatisfactory work in non-credit-bearing courses and activities.

**AUD** — Granted by the instructor to indicate satisfactory participation in a course that the student has audited. This symbol does not imply satisfactory performance on an examination or other work, and it may not be converted to a letter grade.

**PROBATION**

MBA students with a cumulative grade point average of less than 3.0 for two consecutive semesters are automatically placed on academic probation. The student will be notified and must meet with the director before registering for further study.

Graduate education students earning a quality point index of less than 3.0 are placed on academic probation. The student and the graduate program director will be notified. The graduate student must meet with the director before registering for additional courses.

**DROPPING/ADDING COURSES**

Withdrawal from courses or course changes are completed on the drop/add form available in the appropriate graduate office. The date of withdrawal will be the date of filing this form and refunds will be made accordingly. The semester course listing brochure publishes deadline dates for course changes or withdrawals.

An official drop form issued by the MBA/EDU office must be completed before the last day of classes. Failure to meet this deadline may result in both academic and financial penalty. Courses may be added only before the second class of the semester and with the permission of the MBA director/graduate education office and the course instructor.

**DROP/WITHDRAWAL FROM CLASSES**

A class dropped prior to the conclusion of the second week of the semester (as published in the Course Schedule Booklet) will
not appear on the academic record. A student who withdraws from a class after the second week, but before the end of the twelfth week of the semester (or 80% of a Summer Session) will receive a grade of “W” on the academic record. The date of withdrawal is the date you notify the appropriate graduate office in writing by completing a drop form. The College may adjust the withdrawal date if conflicting information exists regarding class attendance. Courses can only be dropped during the semester, not after the semester ends.

A student who registered via the web may drop via the web until the published last day to drop classes with no grade date. All new students and students dropping after this date must fill out a drop form and have it processed in the appropriate graduate office. A student who withdraws from class after the twelfth week (or 80% of a Summer Session) will receive a grade of “WF” on the academic record.

**WITHDRAWAL FROM GRADUATE PROGRAM/ LEAVE OF ABSENCE/RE-ADMISSION**

Students withdrawing from the graduate program should give written notice to the appropriate program.

MBA students who anticipate not being able to attend the MBA Program during two consecutive semesters should request a formal leave of absence in writing from the director in order to maintain matriculated status.

Graduate education students requiring a leave of absence should apply for an official leave and specify the date of expected return. Failure to do so for two consecutive semesters, exclusive of summer sessions, will require re-admission to the program.

**TERM LIMIT FOR COMPLETION**

When an MBA candidate becomes matriculated, he/she has a total of six years to complete program requirements. If, however, an MBA candidate is within three courses of completing the degree by the end of the six-year period, he/she may petition the MBA director to request an extension to not exceed one calendar year or three consecutive semesters.

In the graduate education program, however, a student who is a candidate for the master’s degree must complete all requirements within five calendar years from the date of matriculation. An extension may be granted for an extenuating circumstance; the request for the extension must be submitted in writing to the education department. Matriculated students must complete a minimum of six credits per academic year.

**TRANSFER CREDIT**

Matriculated Le Moyne students who wish to take graduate courses at another institution must submit in writing the course title and printed catalog course description for approval by the respective graduate departments.

Transfer credits are not included in the quality point index.

**WAIVERS**

The MBA director has the authority to waive and/or transfer courses.

For graduate education students waiver credit allows the student to substitute an elective course for the course being waived. It does not decrease the total number of credits required for the degree or for certification.

**GRADE-POINT AVERAGE**

Students are considered in good standing if their scholastic index is 3.0 or higher. The quality point index (grade point average) is calculated by dividing the number of credit hours attempted into the total number of quality points earned.

Successful completion of the Le Moyne MBA program requires a minimum GPA of 3.0 and a minimum residency of 30 credit hours.

**GRADE REPORTS**

Grade reports are issued by the Office of the Registrar at the close of each semester. It is
the responsibility of the student to inform the Office of Graduate Education or the MBA office of a change in name or address.

GRIEVANCE PROCEDURES FOR GRADES

For cases in which a student feels he or she has been given an unjustifiably low grade, the following grievance procedure for grades has been established:

1. Within 30 days following the date of issuance of the grade (the date on which grades are due at the registrar’s office or, in the case of incomplete or ABS grades, the date on which the I or ABS is removed), the student shall inform the professor of his or her dissatisfaction and arrange a meeting to discuss the grade in question. At this meeting, the professor will provide the student with his or her final examination paper if it is relevant to the question.

2. If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor’s department chair. The chair shall discuss the grievance with both the student and the professor (either individually or together) and shall make a recommendation to the student and the professor as to the disposition of the grade. If the professor and the department chair are the same person, the senior member of the department other than the chair shall hear the appeal.

3. If the problem has not been resolved in steps 1 or 2 above, the student may appeal to the appropriate dean*. In this case, the student and the professor shall submit in writing their positions in the matter. The appropriate dean* may also request a written recommendation from the department chair. These documents are not intended to preclude meetings between the appropriate dean* and the student, the professor and/or the department chair. The appropriate dean* shall then forward written recommendation to the student, the professor and the department chair. Within 15 days, the professor shall give written notice to the student of the final disposition of the grade with copies to the appropriate dean* and the department chair.

4. The student may appeal the decision of step 3 (above) to the academic vice president.

ACADEMIC STANDARDS

Students are expected to observe at all times the highest ethical standards as members of the academic community. Any form of dishonesty makes a student liable to severe sanctions, including expulsion from the College.

In cases where a student is accused of a violation of ethical standards in academic matters, the professor, in consultation with the appropriate dean*, shall determine the penalty up to failure in the course. Further sanctions, such as suspension or expulsion from the College, shall be determined by the appropriate dean*. A second case of violation of ethical standards will result in suspension and may be cause for expulsion. Students should note particularly the following four specific policies:

*MBA Program — Dean of Management; Graduate Education Program — Dean of Arts and Sciences

1. Examination Regulations—Students are expected to be familiar with the regulations that are posted before each semester examination period. Violation of any of these regulations makes a student liable to penalties ranging from failure in the examination to expulsion from the College.

2. Cheating—A student who cheats on any examination is liable for penalties ranging from failure in the examination to expulsion from the College.

3. Plagiarism—Plagiarism is the attempt to fulfill an academic requirement by using the ideas, words or work of another person and representing them as one’s own. Academic conventions dictate that students and scholars must acknowledge the source of phrases and ideas that are not their own. Many ideas and phrases are so familiar that
they have become the common property of all; these obviously require no documentation. However, the use of ideas or phrases that are clearly original with another author requires that the appropriate credit be given to the original author.

Plagiarism undermines that basic relationship of trust that must exist between teacher and student and among students for the educational process to work. For this reason, the minimum penalty for plagiarism is failure of the course. Further sanctions such as suspension or expulsion from the College may be imposed. Due to the short length of the graduate programs, suspension is a likely result. For details regarding plagiarism, Diana Hacker’s *Rules for Writers* is available at the College bookstore.

4. **Assignments**—Student work (e.g., research projects, term papers) submitted to fulfill the requirements of one course may not be submitted to fulfill the requirements of another course.

A student who wishes to exercise the right of appeal in these matters may request the academic vice president to convene a review board, whose authority is limited to investigating and determining the facts. This board will be convened only if a student alleges that the facts of the case are in question. Board membership will consist of three faculty members and one non-voting faculty member to serve as chair. These members will be appointed by the president of the Faculty Senate.
OVERVIEW

The Le Moyne master's level degree in business administration is distinctive because of its emphasis on developing decision-making managers for an increasingly complex world, managers who combine the art and science of leadership in a global perspective. Today's manager must be able to analyze everything from balance sheets to socio-cultural diversity. But analysis is hardly enough. Today's manager must be able to coach, teach, negotiate and communicate. He or she must think through a plan of action, then implement it. Le Moyne's Jesuit tradition stresses ethical and value analysis as well as oral and written communication.

Small classes, meeting once a week in the evening or Saturdays, encourage close working relationships among faculty, students and staff. All faculty are doctorally qualified and publish research or consult in their respective fields. As a result, students will participate in state-of-the-art discussions, addressing the management issues of the next decade.

The Le Moyne MBA program consists of four levels:

Foundation Level - Seven courses encompassing the elements of initial knowledge and skills required in management.

ACT 501 Introduction to Financial and Managerial Accounting
BUS 501 Business Communications
ECO 501 Macroeconomics for Managers
ECO 502 Microeconomics for Managers
MGT 501 Organizational Dynamics: Quality Leadership, Teamwork and Behavior
MIS 501 Management Information Systems
STA 501 Quantitative Decision Making

Core Level - Seven courses which explore each of the functional areas of business separately. Each course includes values and ethical analysis in a global management environment.

MKT 601 Marketing Management
FIN 601 Financial Management
OPM 601 Operations Management
HRM 601 Human Resources Management
MGT 602 Self Assessment and Career Development
BUS 601 Business Ethics
BUS 602 Environmental Influences on Business Management

Elective Level - Two courses from the following, intended to provide in-depth understanding of functional and interdependent areas of management (partial listing).

ACT 701 Federal Income Taxation
BUS 790 Special Topics in Management
BUS 795 Internship
BUS 799 Independent Study
FIN 701 Investment Management
FIN 702 Financial Institutions and Markets
FIN 703 Corporate Risk Management
FIN 705 International Financial Mgmt
HRM 702 Conflict Resolution
HRM 703 Legal Issues in the Workplace
HRM 704 International Hum Res Mgmt
HRM 707 Staffing
HRM 708 Compensation
MGT 701 Manufacturing Strategic Mgmt
MGT 702 Total Quality Management
MGT 703 Leadership and Culture
MGT 704 The Business Venture: From Start-up to Public Offering
MGT 705 International Business Leadership
MGT 706 Leadership, Management, and the Humanities
MGT 708 Lessons in Leadership
MGT 709 Leadership, Power and Influence
MGT 710 Group Dynamics: Interpersonal Communication
MGT 711 Leading Organizational Change
MIS 701 Database Management Systems
MIS 702 Decision Support Systems and Expert Systems
MIS 703 Systems Analysis and Design
MIS 704 Communications, Networks and Teleconferencing
MIS 705 Information and Decision Making Systems
MIS 706 Electronic Commerce
MIS 707 Risk Management in Large-Scale Systems
MKT 701 Advertising Management
MKT 702 Marketing Research
MKT 703 Transportation/Distribution Systems
MKT 704 Health Care Marketing
MKT 705 Services Marketing
OPM 701 Management and Control of Manufacturing Systems
OPM 702 Cases in Management Science
STA 701 Forecasting

Students select courses to provide an elective focus to their managerial preparation.

**Capstone Level** - One management course that integrates various aspects of managerial decision-making, values analysis and ethical implications, quality management, corporate culture, leadership techniques and global management: BUS 750 Strategic Management.

**ADMISSION CRITERIA**
The Director of the MBA program reviews all applications for matriculation. Each applicant’s intellectual abilities, needs, leadership qualities and ability to complete the program are taken into account in the matriculation decision.

Among other things, applicants will be assessed according to the following criteria:

1. **Baccalaureate degree**: All applicants must possess a baccalaureate degree from an accredited institution of higher learning. Transcripts should demonstrate the attainment of an overall grade-point average of 3.0 (on a 4.0 scale), or a 3.2 grade-point average in the applicant’s major. Those who do not meet this particular requirement may be admitted on a non-matriculated basis in foundation courses. Two courses may be taken on this basis in consultation with the MBA director.

2. **Personal resume**: Applicants should also submit a resume of relevant work experience, examples of professional achievement or other information that might be used to assess personal qualities and ability to complete the program.

3. **Recommendations**: Applicants should submit two letters of recommendation attesting to the applicant’s intellectual ability, leadership potential and ability to complete the program. Forms are available in the MBA viewbook, the MBA office and online at www.lemoyne.edu/mba

4. **MBA application**: Application forms may be obtained from the MBA viewbook, the MBA office in Grewen Hall, or online at www.lemoyne.edu/mba

5. **Official GMAT scores**: The MBA program utilizes the following formula to decide matriculation. Undergraduate GPA* x 200 + GMAT for a total score of at least 1050 is necessary for matriculation. In addition, the MBA program requires a minimum score of 450 on the GMAT.

*If more than one undergraduate institution has been attended, a weighted average of the GPAs of those institutions will be calculated.
The MBA office has information on
review courses and other ways of helping
applicants through the GMAT testing
procedure.

ACADEMIC AWARDS
The following award is presented to grad-
uate students at the MBA graduation
dinner:
The Michael D. Madden Graduate Award
for Excellence in Strategic Management
Awarded to a graduate student team for
the most outstanding project in strategic
management.

MBA PROGRAMS
OF STUDY

PROGRAM REQUIREMENTS
Each student is required to complete at
least 30 of the 51 credit hours in the
Le Moyne MBA program. All students
must take the BUS 750 capstone course.
Waivers of courses will be granted in the
following circumstances:
• To waive a foundation course, the MBA
candidate must have taken two equiva-
lent undergraduate courses in appropriate
areas within the last seven years and
achieved a B or better in each course. For
example, the ACT 501 course can be
waived if a student has taken a sequence of
two undergraduate accounting courses
beyond the survey level. Because of the
highly diverse nature of undergraduate
education, all waivers will be considered
on a case-by-case basis.
• For core and elective courses, equivalent
level and content graduate courses from
accredited institutions will form a waiver
decision. Applicants with majors in a
core area will also be able to request
waivers. For example, it is possible to
waive the MKT 601 course with an
appropriate major (or concentration) in
undergraduate marketing. Course syllabi,
materials and other documents will be
used to determine the outcome of the
waiver decision.

In all cases, the decision to waive courses
will reside with the director of the program
and the MBA committee. Students will
have the opportunity to design a program
of study that meets their professional and
academic needs as well as one that reflects
their experience.

A committee composed of faculty and
administrators will review applications for
matriculation into the MBA program. This
committee will evaluate each applicant’s
intellectual abilities, needs, leadership qual-
ities and ability to complete the program.

COURSES
No prerequisite required unless noted.

ACCOUNTING
ACT 501. INTRODUCTION TO FINANCIAL
AND MANAGERIAL ACCOUNTING (3).
An examination of objectives, concepts
and principles of financial statements pre-
pared for users external and internal to the
business organization. Topics include
financial statement analysis, measurement
of income and capital, accounting for fixed
assets, measuring and accounting for cor-
porate debt and other selected financial
reporting issues, planning and control of
operations.

ACT 701. FEDERAL INCOME TAXATION (3).
An analysis of the federal income tax laws
relating to individuals. Income, deduc-
tions, credits and special tax computations
are studied as they relate to individuals.
Income tax returns are prepared with an
introduction to tax research methods. Pre-
requisite: ACT 501.
BUSINESS

BUS 501. BUSINESS COMMUNICATIONS (3).
This course provides students with the technical skills and necessary theoretical knowledge of communication arts as applied to specific business situations. Topics include use of presentation formats, appropriate rhetorical constructions, communications theory, technical writing and documentation.

BUS 601. BUSINESS ETHICS (3).
This course will be conducted in seminar style. It will explore and analyze ethical considerations involved in managerial decision making. Topics to be considered are the ethical dimension in managerial dilemmas in such topics as advertising, working conditions, environmental pollution, work force reduction and supplier relations. The relationship of management to the rule of law will be considered in such topics as business involvement in the formation of law as well as business use of the legal and political process. Managerial response to such personal ethical and legal issues as affirmative action, product safety and sexual harassment will be considered. The ethical and social responsibility of management and employees will be explored in the context of profit motive and the implementation of ethical change in a business setting.

BUS 602. ENVIRONMENTAL INFLUENCES ON BUSINESS MANAGEMENT (3).
This course will survey the legal techniques used to control business behavior. The role of courts, legislatures and regulatory agencies, as well as common, statutory and regulatory law, will be viewed both from the historical and the current perspective. Specific topics will include contracts, commercial paper, agency, partnerships, corporations, antitrust and securities.

BUS 750. STRATEGIC MANAGEMENT (3).
The content and process of the capstone course have been designed to provide a rigorous, integrative experience of all areas of management in a variety of environments. Through lectures and discussions of articles, students are exposed to seminal theory on a given topic. In addition, topic-specific, integrative thinking and communication skills are developed throughout the discussions of the articles and cases. Among others, topics will include competitive strategy and formulation, industry analysis, globalization or management, manufacturing as a competitive strategy, horizontal and vertical integration, computer integrated manufacturing and capacity expansion. Prerequisites: MKT 601, FIN 601, OPM 601 and 45 credit hours completed which includes current hours.

BUS 790. SPECIAL TOPICS IN MANAGEMENT (3).
These courses designate special interest topics offered on an occasional basis to meet student and faculty interests.

BUS 795. INTERNSHIP (VARIABLE CREDIT).
This designates credit for approved experiential programs in consultation with the MBA committee.

BUS 799. INDEPENDENT STUDY (VARIABLE CREDIT).
This designates individual study programs approved by the MBA committee.

ECONOMICS

ECO 501. MACROECONOMICS FOR MANAGERS (3).
This course covers the application of economic methods to business decision-making and current public policy issues. Primary emphasis is on the use of theoretical and statistical models to analyze and assess the performance of the economy with the given economic conditions and with different fiscal and monetary policies. Covered are the fundamental macroeconomic models relevant for developing economic forecasts. Topics include: interest rates, inflation, government spending, monetary and fiscal policy and labor market behavior.
ECO 502. MICROECONOMICS FOR MANAGERS (3).
This course covers the application of microeconomic models to areas of business decision-making. Primary emphasis is on the use of theoretical and statistical models in the areas of consumer demand, production and cost analysis and assessments of industry performance and market structure.

FINANCE
FIN 601. FINANCIAL MANAGEMENT (3).
Introduction to the theory and practice of real and financial asset decision making. Topics include short and long term financial planning, capital budgeting, capital structure, option pricing and hedging financial risk, domestic and global financial markets, financial ethics. Case analysis, group and individual projects and use of commercially available financial software packages provide students with ample opportunities to implement financial decisions. Prerequisites: ACT 501 and STA 501.

FIN 701. INVESTMENT MANAGEMENT (3).
A survey of investment theory, security analysis and portfolio management with applications to domestic and international markets. Efficient capital markets, development of innovative financial instruments and portfolio hedging topics are emphasized. Cases and projects are required. Prerequisite: FIN 601 Financial Management.

FIN 702. FINANCIAL INSTITUTIONS AND MARKETS (3).
A study of asset/liability management of depository and non-depository financial institutions within the framework of government regulations and interest rate risk. The course covers interest rate determination, duration, futures, swaps, gap analysis and long-term investment decisions of financial institutions in the context of market globalizations. Prerequisite: FIN 601 Financial Management.

FIN 703. CORPORATE RISK MANAGEMENT (3).
Survey of the principles of financial engineering that include techniques of risk identification and valuation of risky corporate cash flows, the role of futures and options in valuing risky corporate liabilities. Valuation principles will be applied to capital budgeting, capital structure, warrants, leasing mergers, financial health. Extensive use of linear and dynamic programming optimization models and expert systems will be used in cases and projects. Prerequisite: FIN 601.

FIN 705. INTERNATIONAL FINANCIAL MANAGEMENT (3).
Study of international environment where financial officers raise funds, invest excess cash flows and hedge currency risks. Topics include foreign exchange and currency markets, international trade and financing, foreign direct and portfolio investment and balance of payments. Case analysis and group projects deal with real world issues and provide opportunities to make financial decisions under pressure. Prerequisite or corequisite: FIN 601.

HUMAN RESOURCE MANAGEMENT
HRM 601. HUMAN RESOURCES MANAGEMENT (3).
This course focuses on the relationship between personnel and labor policies and the practices and the objectives of the organization. Theories developed from the behavioral sciences will be used in analyzing the potential impact of changes in policies or practices. Emphasis will also be placed on evaluating the human resource function in terms of meeting the organizational goals. Topics include staffing, training, compensation, performance evaluation and labor relations.

HRM 702. CONFLICT RESOLUTION (3).
This course will deal with conflict resolution and conflict in the workplace. It will focus on the negotiations process from
both the individual and collective standpoint. It will feature class exercises and a negotiation workbook from the Harvard Negotiation Project. It will also examine collective bargaining for labor management relations and Alternative Dispute Resolution Systems. Prerequisite: HRM 601 or equivalent.

HRM 703. LEGAL ISSUES IN THE WORKPLACE (3).
This course is designed to address the legal personnel issues confronting managers in the workplace. It will focus on the practical requirements faced by employers in the area of hiring, evaluation, discharge, promotion, retirement, discrimination, wages, hours and work benefits. Prerequisite: HRM 601 or equivalent.

HRM 704. INTERNATIONAL HUMAN RESOURCE MANAGEMENT (3).
This course examines how international human resource management is done with respect to a general HRM model of selection, appraisal, rewards and development. The latter part of the course will focus on how the international environment with respect to political systems, economic systems, industrial relations systems, legal environment, educational systems, demographic factors, technology and culture affect these four aspects of human resource management. Prerequisite: HRM 601 or equivalent.

HRM 707. STAFFING (3).
This course is an investigation into the empirical and theoretical research which allows for a full understanding of the staffing process. The staffing process will be illustrated by using a comprehensive case-based model of both individual choice and organization needs in order to allow the student a grasp of the staffing process. Prerequisite: HRM 601.

HRM 708. COMPENSATION (3).
This course focuses on managing compensation in contemporary organizations. The major objectives are: a) to examine the current state of compensation decision-making, b) to examine the implications of recent theoretical and research developments related to compensation decisions and c) to offer an opportunity to develop competencies in making compensation decisions. Prerequisite: HRM 601.

MANAGEMENT

MGT 501. ORGANIZATIONAL DYNAMICS: LEADERSHIP, TEAMWORK AND BEHAVIOR (3).
A study of the individual, interpersonal, group and organizational and environmental factors that interact with the culture of an organization and together determine the quality of life and performance. Readings, cases, experiential exercises and group projects will be used to help students understand the concepts and discover which are personally valid for them.

MGT 602. SELF ASSESSMENT AND CAREER DEVELOPMENT (3).
This course will cover a wide range of issues and theories of adult and career development and will involve the students in small group and class discussion as they process an extensive set of self assessment instruments and activities intended to culminate in both short- and long-term career and life plans.

MGT 701. MANUFACTURING STRATEGIC MANAGEMENT (3).
This course will show how to use manufacturing as a strategic tool for and maintaining competitive advantage and shareholder value. Topics include competitor and industry analysis, economies of scale and scope, structural analysis, production system design, management of technology, computer-integrated manufacturing, vertical and horizontal integration, distant location, global strategies, capacity expansion, PIMS integrating financial, marketing and production strategies. Articles, cases and lectures will be used. Recommended prerequisite: OPM 601 or equivalent.
MGT 702. TOTAL QUALITY MANAGEMENT (3).
This course discusses methods for involving everyone in the business organization toward improving performance at every level. This improved performance is directed toward satisfying such cross-functional goals as quality, cost, scheduling, staff development and new product development. Ultimately these activities lead to customer satisfaction. Product quality is satisfactory, reliable and economical for the customer. Techniques to deploy customer requirements into design characteristics are discussed. In these ways, significant competitive advantages can be established for various organizations. Prerequisite: OPM 601 or equivalent.

MGT 703. LEADERSHIP AND CULTURE (3).
The course studies the variations in management and leadership styles across national settings. Factors such as political and economic systems, technology, history and social forces are examined for their relationship to leadership style. Case studies on leadership are extensively used. Prerequisite: MGT 501.

MGT 704. THE BUSINESS VENTURE: FROM START-UP TO PUBLIC OFFERING (3).
A problem method, planning oriented course designed to explore the basic elements and legal principles and the interrelationships among and between such elements and principles involving business formation, choice of business entities, business valuation methods, corporate finance, public and private offerings and purchase and sale of businesses. Prerequisite: BUS 602 or the equivalent.

MGT 705. INTERNATIONAL BUSINESS LEADERSHIP (3).
Given today’s extensive and intensive global interaction, a lack of understanding or misunderstanding of why our trading partners (or antagonists) behave as they do makes it difficult to successfully deal with them. A key to such an understanding (or avoidance of misunderstanding) is to obtain a better grasp of their antecedents and of how their business systems evolved. This course seeks to address that need. It traces the history of the business systems of Britain, Germany, Japan, and where relevant, those of emerging nations such as China, India and Mexico. We attempt to place matters in proper perspective and to gain a greater awareness of what our implicit and explicit beliefs are, why we espouse them, often unshakably, and in what light our ideologies, policies and actions might be perceived by the Japanese, Germans, Britons or Chinese. Prerequisite: MGT 501 or equivalent.

MGT 706. LEADERSHIP, MANAGEMENT, AND THE HUMANITIES (3).
This course will examine models of leadership drawn from classic works of literature and film. Leadership topics will include charisma, crisis management, cultural diversity, ethics, female leadership, goal-setting, the language of leadership, motivation, servant leadership, strategy, team building and transformation leadership. We will discuss the practical and theoretical foundations for these leadership models by examining cases based on the following literary and film texts: All the King’s Men, Antigone, The Bridge Over the River Kwai, Citizen Kane, Gandhi, Glengarry Glen Ross, Glory, Heart of Darkness, Henry V, The Iliad, A Jury of Her Peers, The Major of Casterbridge, Moby Dick, Norma Rae, The Odyssey, Twelve O’Clock High and Twelve Angry Men. Prerequisite: MGT 501.

MGT 708. LESSONS IN LEADERSHIP (3).
This course explores the primary ideas, values and competencies required for modern corporate and community leadership. This course will also challenge students to use what they have learned in readings and discussions to analyze both themselves and well known leaders. Prerequisite: MGT 501.
MGT 709. LEADERSHIP, POWER, AND INFLUENCE (3).
This course is designed to build the leadership skills needed to effectively lead organizations and departments in today’s highly complex and competitive world. It is built around David Bradford’s and Allan Cohen’s new book, Power Up: Transforming Organizations Through Shared Responsibility. This course is highly experiential and makes extensive use of role plays, behavioral feedback and coaching, small work groups, films, exercises of critical management problems and skill practice sessions. Prerequisite: MGT 501.

MGT 710. GROUP DYNAMICS AND INTERPERSONAL COMMUNICATION (3).
Students integrate sociological and social psychological theory and research with experiential learning on the dynamics of groups and the behavior of individuals in those groups. The focus is on how individuals can facilitate interpersonal communication to enhance their own effectiveness and that of the group. The goal is to acquire and hone group skills which can be used immediately in students’ work settings. Prerequisite: MGT 501 or equivalent.

MGT 711. LEADING ORGANIZATIONAL CHANGE (3).
This course will tackle three basic questions: What is an organization? What is change? and How to lead organizational change? We will explore the evolving role of leadership, various metaphoric and systems views of organizations and the values and methods of organizational change and development. Student teams will also design and conduct organizational inquiries. Prerequisite: MGT 501.

MANAGEMENT INFORMATION SYSTEMS

MIS 501. INFORMATION SYSTEMS (3).
An overview of management information systems (MIS) and their structure is provided through case analysis. Topics covered include the underlying concept of information, decision-making, management and how organizations affect the design of information systems. The impact of information systems on human behavior, organizations and societies is analyzed. Information resources management models underlie the technical and management focus of the course. Students are expected to complete group and individual projects using commercially available spreadsheet, database and systems analysis software packages.

MIS 701. DATABASE MANAGEMENT SYSTEMS: THEORY, DEVELOPMENT AND OPERATION (3).
This course develops the framework for database systems analysis and design. Course topics focus on database design, data modeling, data integrity, security, database management approaches and techniques and distributed databases. Students are expected to complete a database project using commercially available software packages. Prerequisite: MIS 501 or equivalent.

MIS 702. DECISION SUPPORT SYSTEMS AND EXPERT SYSTEMS (3).
This course presents the foundations of managerial decision support systems. Topics include models for human decision making, corporate planning, designing and building decision support systems. Fundamentals of artificial intelligence, expert systems, natural language, robotics, first and second generation expert systems. Use of commercially available software packages supports course projects. Prerequisite: MIS 501.

MIS 703. SYSTEMS ANALYSIS AND DESIGN (3).
This course provides the building blocks for analysis and design of management information systems. The systems development life cycle, information gathering techniques, data and process modeling techniques and management of the systems analysis and design processes are covered. Students apply the concepts introduced using computer-aided software
MIS 704. COMMUNICATION, NETWORKS AND TELECONFERENCING (3).
An introduction to the management challenges of communications systems, signals and noise. This course considers the problems and limitations associated with interconnecting computers by communications networks. Topics include protocols, interface design, queuing, multiplexing, coding and network configurations. Prerequisite: MIS 501 or equivalent.

MIS 705. INFORMATION AND DECISION MAKING SYSTEMS (3).
The capstone course in the MIS area. Timely and relevant information is central to effective organizational decision making. To provide this, an integrated framework for management control systems is presented, through which information systems in an organization are assessed in order to determine how effectively they provide a competitive advantage for the organization. A framework for assessing an information system’s contribution to a firm’s competitive stance is introduced and critiqued. Prerequisite: MIS 501 or equivalent.

MIS 706. ELECTRONIC COMMERCE (3).
Electronic commerce offers exciting and innovative ways of doing business that can enhance organizational performance and restructure corporations. This course is intended to help students understand the fundamentals of electronic commerce and addresses both technical and operational topics. Technical topics covered include back-end database connectivity and information storage and processing. Operational topics include electronic commerce business models, marketing, transactions, security and legal and ethical issues. Through lectures and project exercises, students are expected to develop new frameworks of thinking and practice, tailored to their professional interests. Prerequisite: MIS 501 or equivalent.

MIS 707. RISK MANAGEMENT IN LARGE-SCALE SYSTEMS (3).
This course focuses on the challenges associated with risk management in large-scale systems. It considers the nature of social, organizational and technological risk and discusses the role of risk analysis, risk management and risk communications. It also discusses several analytic approaches to risk management and mitigation and analyzes case studies of risk in several large-scale systems: aerospace, biomedical, global networks, health care, transportation and safety-critical domains such as firefighting and oil spill response. Using several strategic models, students discuss the importance of tactical and strategic risk management and employ several of the models in case analyses. Prerequisite: MIS 501.

MARKETING

MKT 601. MARKETING MANAGEMENT (3).
Introduces the role of marketing in organizations, including customer analysis and buyer behavior, market segmentation and research, distribution channel and product policy, strategy, pricing and marketing communications. Case studies provide an opportunity for analytical approaches to problems both orally and in writing.

MKT 701. ADVERTISING MANAGEMENT (3).
Emphasizes the management of advertising and sales promotional strategies, tactics and tools in achieving the marketing objectives of the organization. Case analyses expose the student to a variety of organizational settings, including consumer, industrial, not-for-profit, product, service and international. Computer exercises in media and sales promotion planning are also employed along with report writing and revision. Prerequisite: MKT 601 or equivalent.

MKT 702. MARKETING RESEARCH (3).
Considers the use of research information in the marketing decision-making process. Emphasis is placed on identifying an infor-
mation need, selecting research designs, designing sampling plans, collecting data and analyzing data using a variety of multivariate statistical techniques. Special attention is provided for the formulation of recommendations and conclusions related to the research process and preparation of the final research report to aid managerial decision-making. Prerequisite: MKT 601 or equivalent.

**MKT 703. TRANSPORTATION AND DISTRIBUTION SYSTEMS (3).**
Focuses on the comparative economic structures, competition, regulation and technological change for both domestic and international common carrier modes of transportation. Emphasis is on understanding the fundamentals of transportation regulation and deregulation. Prerequisite: MKT 601 or equivalent.

**MKT 704. HEALTH CARE MARKETING (3).**
The volatility within the health care industry is well documented. Yet, the evolutionary process that has engulfed this industry continues to evolve in a rather undefined manner. This course will provide a comprehensive assessment of the changing nature and scope of the health care network and what role marketing plays in identifying threats and opportunities while reshaping the future of the industry. Various models of delivery will be analyzed ranging from traditional fee-for-service and managed care. Research projects and readings will serve as the primary means of learning about this emerging industry. Prerequisite or corequisite: MKT 601 or equivalent recommended.

**MKT 705. SERVICES MARKETING (3).**
Services Marketing examines both services industries such as automobile repair, tax preparation and hotel chains, as well as internal organizational services such as recruitment, legal services and payroll administration. Current readings and case analyses as well as a course research project are employed to explore the unique problems faced by the services marketing manager. Approaches to examining and enhancing services marketing strategies are presented as well as approaches to developing, pricing, promoting and distributing services to targeted segments of the market. Globalization issues are incorporated throughout the course. Prerequisite: MKT 601.

**OPERATIONS MANAGEMENT**

**OPM 601. OPERATIONS MANAGEMENT (3).**
This course provides the analytical experience for modeling manufacturing and service systems, and the understanding of how they utilize limited resources to provide goods and services. The course introduces students to different quantitative techniques and decision-making approaches and their applications to operations management problems. The problem-solving approach also involves the use of several personal computer packages containing management science and operations research programs. Topics include forecasting, facility layout, production processes, planning, scheduling, resource allocation, inventory systems, project management, decision analysis and quality control. Prerequisites: STA 501 and MIS 501.

**OPM 701. MANAGEMENT AND CONTROL OF MANUFACTURING SYSTEMS (3).**
This course provides managerial and analytical perspectives for manufacturing systems. Emphasis is placed on updated, modern and computer-based systems. It is designed to include a comprehensive examination of production and inventory planning and control in manufacturing systems. Topics include production planning, master planning, materials requirement planning, inventory management, operations scheduling, production activity control and just-in-time production. Special attention is given to the practical operation of a computer-based system including the loading maintenance and manipulation of data as well as the
OVERVIEW

Le Moyne’s graduate programs in education are value-driven and rooted in the following beliefs about students and teachers:

First, every student must accept appropriate responsibility for his or her own education. It is the teacher’s responsibility to create learning opportunities to meet the needs of each student.

Secondly, every student deserves to be treated with respect and dignity. It is the teacher’s responsibility to create a supportive learning environment that nurtures self-confidence and affirms diversity.

Finally, every student needs to grow as an independent learner, using self-reflection and critical analysis as learning tools. It is the teacher’s responsibility to guide students, especially through effective modeling of both reflective inquiry and a personal commitment to lifelong learning.

PASS RATE

Recent statistics (2002-2003) show students prepared in the Le Moyne College Teacher Education program passed the New York State teacher examinations at a rate of 99%.

PROSPECTS FOR EMPLOYMENT

While well-prepared teachers in any field can expect to be employed in the area of their choice, New York state statistics show statewide shortage areas in foreign languages, science, special education, ESOL/bilingual and mathematics. The same shortage areas are also reported in the central region of New York State.

TRANSFER FOR CREDIT

A maximum of nine graduate credits earned at another accredited institution may be applied to the degree if they (a) carry a grade of B or higher, (b) are appropriate to the student’s program and (c)
were earned within the five years prior to matriculation. Transfer credits are not included in the quality point index.

**APPLICATION PROCEDURE FOR GRADUATE EDUCATION**

Obtain graduate education packet from the education office.

1. Submit the completed application form and the $25 application fee.
2. Request scores from Graduate Record Exam be sent to Le Moyne’s Office of Graduate Education.
3. Request that all official transcripts of previous academic work be sent to you to be included in your application packet. Alumni need to sign a release form in the Office of the Registrar before their transcripts will be sent.
4. Submit two letters of reference from former professors and/or employers. Graduates of Le Moyne College who were part of the undergraduate certification program may submit their placement folders.
5. Submit a copy of teacher certification(s), if applicable.
7. Submit a detailed (one to two pages) statement of purpose for undertaking graduate work in education. This statement should include your experience in education, an explanation of your study and research interests and your professional goals. Include your name and field of study at the top of each page.

**CRITERIA FOR GRADUATE EDUCATION ADMISSION**

After completion of the admission file, students’ credentials will be evaluated by a graduate committee and you will be notified by an official letter of acceptance or non-acceptance to a degree program.

The following criteria will be used in combination to evaluate the applicant’s credentials for graduate education:

1. Completion of a baccalaureate degree from an accredited institution with a B average in the major field of study and a minimum grade-point average of 3.0. If conditionally accepted, candidates with less than a 3.0 grade-point average must achieve at least a B in each of their courses prior to formal matriculation.
2. Graduate Record Exam General Test (GRE) score required.
3. Letters of recommendation stating that the student is capable of graduate study.
4. Candidate’s statement of purpose.

**PROGRAMS OF STUDY**

**THREE TYPES OF MASTER’S DEGREES**

The graduate program in education at Le Moyne is designed to serve three types of students by offering three paths to a graduate degree:

The **Master of Science in Education I (M.S. in Ed.)** is designed for students who are initially certified and seeking professional certification in the same field. This program will extend and increase the competence of the graduate teacher in education; provide effective preparation for the specialized teacher; and establish a foundation for continued research and study in education throughout the career of a teacher.

As an extension of Le Moyne’s undergraduate programs in teacher preparation, the M.S. in Ed. program is committed to the following outcomes: demonstrated mastery in the breadth and depth of content; increased knowledge of the teaching/learning process; advanced skill in teaching strategies; sophisticated use of technological resources; and recognition of the need for, and demonstrated effectiveness of, research to improve schools.

This degree program will fulfill one of the requirements for professional certification in New York state in the following areas:
childhood education, adolescent education, special education and middle childhood specialist. This degree is also available to students who are seeking advanced study in professional education but not certification in any area. These students are eligible to enroll in the graduate program in general education. This degree program is tailored to fit students’ career goals based on an assessment of their competencies and their needs.

The Master of Science in Education II (M.S. Ed.) is designed for students who are initially certified but are seeking professional certification in a different certification area. This degree program will fulfill one of the requirements for professional certification in the following areas: childhood education, adolescent education and special education.

The Master of Science for Teachers (M.S.T.) is designed for students who have completed baccalaureate degrees, but who did not pursue teacher education as an undergraduate student. For these graduate students, the M.S.T. will provide both a pre-service teacher competency program and a graduate level program leading to in-service teacher proficiency. The outcomes of this program are the same as those listed for the M.S. in Ed.

This program will graduate highly effective teachers in Inclusive Childhood (grades 1-6), Adolescent (grades 7-12) and Adolescent/Special Education (grades 7-12).

In all phases of the master degree programs students will increase their knowledge in content areas; acquire skills and competencies in teaching and research; master educational theory and practice; gain understanding of the interaction among schools, community and social agencies; and gain competence in using technology to enhance learning.

Requirements for completing the courses in the MS. Ed. degree programs will include: (1) texts/readings using original sources; (2) written work that will emphasize research, model programs, etc.; (3) requirements that include developing model programs, restructuring curriculum, reorganizing a class/school; and (4) in-depth readings of futures studies with additional original ideas.

### GRADUATE EDUCATION

### MASTER OF SCIENCE IN EDUCATION I: CURRICULA

**Master of Science in Education I — Elementary Education (PK-6)**

**NOTE:** This program is for students who hold provisional certification on or before 2/1/04.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 550 Applications of Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 640 Critical Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 680 Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 690 Master’s Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Education Requirements**

Select four courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 620 Science Update for Elementary Teachers</td>
<td>3</td>
</tr>
<tr>
<td>EDG 625 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDG 638 Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 605 Reading/Writing/Language Arts PK-6</td>
<td>3</td>
</tr>
<tr>
<td>EDG 704 The Teaching of Social Studies in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

Select from Education/Special Education

**Total Credits**

33
Master of Science in Education I — Special Education

NOTE: This program is for students who hold provisional certification on or before 2/1/04.

Core Requirements 12
EDU 550 Application of Technology in Education 3
EDG 640 Critical Issues in Education 3
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3

Special Education Requirements 12
Select four courses from the following:
SPE 550 Collaborative Consultation for Educators 3
SPE 560 Curricular Adaptations for Students with Disabilities 3
SPE 612 Learning Disabilities 3
SPE 618 Lit Processes in Rdg for Students with Disabilities 3
SPE 670 Strat & Curricu for Emotionally Disturbed Students 3

Electives 9
Special Ed/Elementary Education/Liberal Arts 9

Total Credits 33

Master of Science in Education I — Graduate Program in General Education

This program is designed for students who have completed a baccalaureate degree and are seeking advanced study in professional education, but do not seek NYS certification in any area. Applicants interested in this program may work in an instructional position or staff development position in other fields, or may work in school settings but not in a certification area. This individualized program will be based on an assessment of the applicant’s competencies and career goals.

Core Requirements 12
EDU 550 Application of Technology in Education 3
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3

Concentration Requirements 9
Electives 12

Total Credits 30

Master of Science in Education I — Secondary Education

NOTE: This program is for students who hold provisional certification on or before 2/1/04.

Core Requirements 12
EDU 550 Application of Technology in Education 3
EDG 640 Critical Issues in Education 3
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3

Professional Education Requirements 9
Select 3 courses from the following:
EDU 554 Advanced Teaching in Secondary Content Areas 3
EDG 603 Multicultural Literacy Learning 3
EDG 615 Decision Making in Middle/Secondary Schools 3
SPE 550 Collaborative Consultation 3
Electives (Liberal Arts/Secondary/Special Education) 12

Total Credits 33
Master of Science in Education I —  
Childhood Education (grades 1-6)  

NOTE: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements  9
EDG 680 Research Methods in Education  3
EDG 690 Master's Project  3
Technology Course  3
(select one course from EDG 650, EDG 670, or EDG 675)

Content/Pedagogy Requirement  12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

Electives  9
(must be graduate level courses in Liberal Arts & Sciences OR Education)

Total Credits  30

Master of Science in Education I —  
Dual Childhood/Special Education (grades 1-6)  

NOTE: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements  9
EDG 680 Research Methods in Education  3
EDG 690 Master's Project  3
Technology Course  3
(select one course from EDG 650, EDG 670, or EDG 675)

Content/Pedagogy Requirement  12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

Electives  9
(must be graduate level courses in Liberal Arts & Sciences OR Education)

Total Credits  30

Master of Science in Education I —  
Middle School Specialist  

NOTE: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements  9
EDG 680 Research Methods in Education  3
EDG 690 Master's Project  3
Technology Course  3
(select one course from EDG 650, EDG 670, or EDG 675)

Middle Level Content/Pedagogy Requirement  12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

Electives  9
(must be graduate level courses in Liberal Arts & Sciences OR Education)

Total Credits  30

Master of Science in Education I —  
Dual Middle Childhood Specialist/Special Education (grades 5-9)  

NOTE: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements  9
EDG 680 Research Methods in Education  3
EDG 690 Master's Project  3
Technology Course  3
(select one course from EDG 650, EDG 670, or EDG 675)

Content/Pedagogy Requirement  12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

Electives  9
(must be graduate level courses in Liberal Arts & Sciences OR Education)

Total Credits  30
Master of Science in Education I — Middle Childhood Specialist (grades 5-9)
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3
Technology Course 3
(select one course from EDG 650 or EDG 670)
Content/Pedagogy Requirement 12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.
Electives 9
(must be graduate level courses in Liberal Arts & Sciences OR Education)
Total Credits 30

Master of Science in Education I — Adolescent
NOTE: This program is for students who hold initial certification effective 9/1/04 or later.
Core Requirements 9
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3
Technology Course 3
(select one course from EDG 650, EDG 670, or EDG 675)
Content/Pedagogy Requirement 12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.
Electives 9
(must be graduate level courses in Liberal Arts & Sciences OR Education)
Total Credits 30

CONTENT/PEDAGOGY REQUIRED COURSES

Childhood and Childhood/Special Education grades 1-6
EDG 701 Doing Things With Words: Grades 1-6
EDG 702 Mathematics Content and Methods for Elementary Teachers
EDG 703 Methods and Materials for Teaching Science in Elementary Schools
EDG 704 The Teaching of Social Studies in the Elementary School

Middle and Adolescent Content Specialists

English
EDG 711 Contemporary Poetry from Ireland Wales
EDG 712 Creative Writing for Teachers
EDG 713 Teaching Race and Classic American Literature
EDG 714 Howells, James and Wharton

French
EDG 721 Advanced Grammar and Stylistics
EDG 722 French Literature and Art
EDG 723 French Phonetics
EDG 724 Politique et Sociologie de la France Contemporaine

Spanish
EDG 726 Advanced Grammar and Stylistics in Spanish
EDG 727 Latin American Cinema
EDG 728 Spanish Phonetics/History of the Language
EDG 729 Topics in Hispanic Literature: Borges, Cortazar, and the fantastic
Mathematics
EDG 731 Advanced Problem Solving
EDG 732 Introductory Combinatorics
EDG 733 An Introduction to Cryptography
EDG 734 Introduction to Advanced Calculus

Biology
EDG 741 Biology and Ecology of Insects
EDG 742 Physiology: The Mechanism of Body Function
EDG 743 Physiological Plant Science
EDG 744 Ecosystem Assessment

Chemistry
EDG 746 Advanced Organic Chemistry
EDG 747 Leading Peer-Led Team Learning Workshops
EDG 748 Teaching High School Regents and Honors Chemistry
EDG 749 Advanced Inorganic Chemistry

Physics (select 4 courses)
EDG 751 Nuclear Physics
EDG 752 Solid State Physics
EDG 753 Techniques for Teaching Regents and Honors Physics
EDG 754 Introduction to Elementary Particle Physics
EDG 755 Introduction to Optoelectronics and Photonics

Social Studies (select 4 courses)
EDG 761 Teaching Global Studies
EDG 762 Seminar in History: National Socialist Germany
EDG 763 Seminar in History: The Origins of World War I
EDG 771 International Human Rights
EDG 772 South African Politics
EDG 773 Women and Politics

Master of Science in Education II: Curricula

In all phases of the master degree programs students will increase their knowledge in content areas; acquire skills and competencies in teaching and research, master educational theory and practice; understand the interaction among schools, families, community and social agencies; and be competent in using technology to enhance learning.

Requirements for completing the courses in the M.S. Ed. degree programs will include: (1) Text/readings using original sources; (2) written work that emphasizes research, model programs, etc.; (3) requirements that include developing model programs restructuring curriculum, reorganizing a class/school; and (4) in-depth reading of future studies with additional original ideas.

Master of Science in Education II — Childhood Education (grades 1-6)

This program is for students who are already certified to teach and are seeking an additional certification. For further clarification contact the Education Department at 445-4376.

Core Requirements 9
EDG 680 Research Methods in Education 3
EDG 690 Master’s Project 3
Technology Course (select one course from EDG 650 or EDG 670) 3

Adolescent Content/Pedagogy Requirement 12
NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

Professional Education Requirement 12
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 555 Advanced Literacy &amp; Practice for Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDG 575 Strategies &amp; Technology for Inclusive Classroom</td>
<td>6</td>
</tr>
<tr>
<td>Section 01 – Mathematics</td>
<td></td>
</tr>
<tr>
<td>Section 02 – Social Studies</td>
<td></td>
</tr>
<tr>
<td>Section 03 – Science</td>
<td></td>
</tr>
<tr>
<td>Section 04 – Technology</td>
<td></td>
</tr>
<tr>
<td>Section 05 – Special Education</td>
<td></td>
</tr>
<tr>
<td>EDG 681 Supervised Internship In Childhood-grades 1-6</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>(must be graduate level courses in Liberal Arts &amp; Sciences OR Education)</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

**Master of Science in Education II — Special Education – grades 1-6**

This program is for students who are already certified to teach and are seeking an additional certification. For further clarification contact the Education Department at 445-4376.

| Core Requirements                                                   | 9       |
| EDG 680 Research Methods in Education                              | 3       |
| EDG 690 Master’s Project                                            | 3       |
| EDG 675 Educational Technology in Special Education                 | 3       |
| Childhood Content/Pedagogy Requirements                             | 12      |
| NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses. |

| Professional Education Requirement                                  | 18      |
| EDG 515 Introduction to the Special Education Perspective           | 3       |
| EDG 525 Assessment Practices and Legalities                         | 3       |
| EDG 646 Collaborative Consultation                                  | 3       |
| EDG 649 Literacy Processes in Reading for Students with Disabilities | 3       |
| EDG 655 Educational Strategies for Students with Disabilities        | 3       |
| EDG 682 Supervised Internship in Special Education, grades 1-6      | 3       |
| Total Credits                                                       | 39      |

**Master of Science in Education II — Adolescent Education (grades 7-12)**

This program is for students who are already certified to teach and are seeking an additional certification. For further clarifications contact the Education Department at 445-4376.

| Core Requirements                                                   | 9       |
| EDG 680 Research Methods in Education                              | 3       |
| EDG 690 Master’s Project                                            | 3       |
| Technology Course                                                   | 3       |
| (select one course from EDG 650 or EDG 670)                        |         |
| Childhood Content/Pedagogy Requirement                              | 12      |
| NOTE: These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses. |

| Professional Education Requirements                                 | 12      |
| EDG 560 Literacy Development Across the Curriculum                  | 3       |
| EDG 570 Secondary Strategies and Technology                         | 3       |
| Section 01 English                                                  |         |
| Section 02 Social Studies                                           |         |
| Section 03 Mathematics                                               |         |
| Section 04 Science                                                  |         |
| EDG 580 Pedagogical Content Knowledge                               | 3       |
| EDG 683 Supervised Internship in Adolescent Education                | 3       |
| Elective                                                            | 3       |
| (must be graduate level courses in Liberal Arts & Sciences OR Education) |         |
| Total Credits                                                       | 36      |
## Master of Science in Education II — Special Education - grades 7-12

This program is for students who are already certified to teach and are seeking an additional certification. For further clarifications contact the Education Department at 445-4376.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 680 Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 690 Master's Project</td>
<td>3</td>
</tr>
<tr>
<td>EDG 675 Educational Technology in Special Education</td>
<td>3</td>
</tr>
</tbody>
</table>

### Adolescent Content/Pedagogy Requirement

**NOTE:** These courses link content and pedagogy in specific content areas. Please see page 325 for approved courses.

### Professional Education Requirements 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 515 Introduction to the Special Education Perspective</td>
<td>3</td>
</tr>
<tr>
<td>EDG 525 Assessment: Practices and Legalities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 646 Collaborative Consultation</td>
<td>3</td>
</tr>
<tr>
<td>EDG 647 Curricular Adaptations for Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 649 Literacy Processes in Reading for Students w/Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 684 Supervised Internship in Special Education, grades 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 39

---

## Master of Science for Teachers: Curricula

To receive the Master of Science for Teachers leading to New York state certification, students will complete a 46 credit program in adolescent education or a 48 credit program in childhood education or a 52 credit program in adolescent special education.

Requirements for completing the courses in the M.S.T. degree programs will include: (1) texts/readings using original sources; (2) written work that will emphasize research, model programs, etc.; (3) requirements that include developing model programs, restructuring curriculum, reorganizing a class/school; and (4) in-depth readings of future studies with additional original ideas.

### Master of Science for Teachers (MST)

#### Inclusive Childhood Education — grades 1-6 (MST)

The applicant must have a liberal arts concentration of 30 semester credit hours, including a minimum of six semester credit hours in each of the following: Mathematics, science and social studies (economics, geography, history, politics, psychology, science and sociology).

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 500 Inquiry into Educational Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDG 505 Teaching &amp; Learning in Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDG 515 Introduction to Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDG 520 Child Abuse, Drug &amp; Violence Prevention Workshops</td>
<td>0</td>
</tr>
<tr>
<td>EDG 525 Assessment: Practices &amp; Legalities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 535 Literacy Theories &amp; Practices for Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>EDG 545</td>
<td>Planning, Assessing and Managing Inclusive Classrooms</td>
</tr>
<tr>
<td>EDG 555</td>
<td>Advanced Literacy Theories &amp; Practice for Inclusive Classrooms</td>
</tr>
<tr>
<td>EDG 565</td>
<td>Home-School-Community Collaboration</td>
</tr>
<tr>
<td>EDG 575</td>
<td>Strategies &amp; Technology for the Inclusive Childhood Classroom</td>
</tr>
<tr>
<td>EDG 585</td>
<td>Learning and Behavior Disorders</td>
</tr>
<tr>
<td>EDG 650</td>
<td>Supervised Preservice Teaching grades 1-6</td>
</tr>
<tr>
<td>EDG 650L</td>
<td>Technology Lab</td>
</tr>
<tr>
<td>EDG 651</td>
<td>Pedagogical Content Knowledge</td>
</tr>
<tr>
<td>EDG 654</td>
<td>Supervised Preservice Teaching – grades 7-9</td>
</tr>
<tr>
<td>EDG 654L</td>
<td>Technology Lab</td>
</tr>
<tr>
<td>EDG 656</td>
<td>Supervised Preservice Teaching – grades 10-12</td>
</tr>
<tr>
<td>EDG 695</td>
<td>Graduate Research Seminar</td>
</tr>
</tbody>
</table>

**Master of Science for Teachers (MST)**

**Adolescence Education – grades 7-12 (MST)**

The applicant must have thirty (30) credits of college level course work in the content area in which certification is sought. The college-level course work should reflect background knowledge to support the courses taught in the secondary schools.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 500</td>
<td>Inquiry into Educational Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDG 505</td>
<td>Teaching &amp; Learning in Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDG 515</td>
<td>Introduction to Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDG 520</td>
<td>Child Abuse, Drug &amp; Violence Prevention Workshops</td>
<td>0</td>
</tr>
<tr>
<td>EDG 525</td>
<td>Assessment: Practices &amp; Legalities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 530</td>
<td>Multicultural Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 545</td>
<td>Planning, Assessing &amp; Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
</tbody>
</table>

**Master of Science for Teaching (MST)**

**Dual Adolescence Education and Special Education – grades 7-12**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 500</td>
<td>Inquiry into Educational Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDG 505</td>
<td>Teaching &amp; Learning in Cultural Contexts</td>
<td>3</td>
</tr>
<tr>
<td>EDG 515</td>
<td>Introduction to Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDG 520</td>
<td>Child Abuse, Drug &amp; Violence Prevention Workshops</td>
<td>0</td>
</tr>
<tr>
<td>EDG 525</td>
<td>Assessment: Practices &amp; Legalities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 530</td>
<td>Multicultural Literacy Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 545</td>
<td>Planning, Assessing &amp; Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>COURSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No prerequisite required unless noted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EDU 504. ADOLESCENT PSYCHOLOGY (3).**

This course will provide study in the psychological, social and educational characteristics and needs of adolescents. Research and theory in relationship to cognitive development and functioning, self development and peer and adult relationships will be explained. A special focus of study/research will be on adolescents who are handicapped, non-English speaking, multicultural and those who are gifted.

**EDU 505. LITERACY THEORIES AND PRACTICES (3).**

This is the first of two required reading courses for graduate students of education. The course content includes topics related to current theories and practices with an overview of the history of reading education as influenced by the fields of linguistics, psychology and education practice that developed in the United States. Specific methods and models for teaching reading are explored as their cognitive foundations of field practicum is required prior to student teaching.

**STUDENT TEACHING**

Student teaching is full time and the M.S.T. candidates follow the public school schedule. Every effort is made to place a preservice teacher in both an urban and a suburban site for two distinct experiences. College coordinators supervise on a weekly basis. Cooperating teachers see this unique feature as a very important part of the success of Le Moyne’s programs. The progress of preservice teachers is assessed weekly by the candidate, the cooperating teacher and the College coordinator. Full-time teaching faculty in the education department also supervise these students. Where possible, adjunct faculty members, who serve as the methods teachers, also supervise.
are studied. Classroom applications of strategic reading instruction are demonstrated and evaluated within the context of a collaborative college classroom. Particular attention is paid to policies and school adoptions of reading philosophies that determine the kinds of instruction given to children of diverse backgrounds and needs in American classrooms.

EDU 506. PHILOSOPHY FOR CHILDREN: THEORY AND PRACTICE (3).
This course is intended to introduce elementary students to (1) the theoretical literature surrounding the relationship between the discipline of philosophy and the education of children and (2) the methods used by the Institute for the Advancement of Philosophy for Children (IAPC) to train teachers in the use of elementary level materials.

EDU 520. ADVANCED LITERACY THEORIES AND PRACTICES (3).
This is the second in a series of courses on reading and writing instruction for graduate students of education. The course assumes that students have the prerequisite knowledge acquired in EDU 505 and EDU 510. Topics covered in this advanced course include the reading and writing connection and applications of strategic instruction across the school curricula, particularly as reading and writing are necessary for learning in the content areas. Also studied are issues involving new learners of reading whether they be very young, of diverse backgrounds or adults learning to read for the first time. Alternative programs for literacy instruction are studied as they occur and are developing in the United States.

EDU 521. TEACHING AND LEARNING IN TODAY’S SECONDARY SCHOOL (3).
This course is an examination of those principles and practices that have shaped American education and instruction with an emphasis on interdisciplinary study of subject matter for tomorrow’s student. Emphasis will be placed on: adolescent development from middle school to senior high perspective, learning theory and current approaches in instruction for a diversified student population.

EDU 536. ADVANCED COMMUNICATION FOR PRIMARY AND SECONDARY TEACHERS (3).
Special training in the use of performance techniques and presentational formats to help make the teacher a more effective oral presenter outside of the classroom (i.e. PTO meetings) and reader in the classroom. Training in voice, projection, variety and use of appropriate formats will be covered.

EDU 553. ADVANCED THEORY AND PRACTICE IN THE TEACHING AND LEARNING IN THE ACADEMIC AREAS (3).
This course is designed to combine the liberal arts background of the student and the field of education while drawing upon the content of each discipline in an examination of the practices of secondary schools.

EDU 554. ADVANCED TEACHING IN SECONDARY CONTENT AREAS (3).
This course will draw on theories and research on learning to develop interdisciplinary and intradisciplinary activities for secondary school students. Thematic units of instruction will be developed both within and among the various academic areas. There will be an emphasis on response to learning needs from philosophical, cultural and psychological perspectives.

EDU 555. TEACHING AND CURRICULUM IN MIDDLE SCHOOLS (3).
This course defines the underlying assumptions of current educational practice in the middle school structure in the United States. Principles and strategic instructional practice are developed through a framework of curriculum planning for each academic discipline encountered in the instruction of children in the middle grades.
EDU 590-599. INDEPENDENT STUDIES.

EDU 600. DESIGNING THE THEMATIC UNIT (3).
This course is designed to help teachers create successful thematic units of instruction which integrate the language arts in a balanced manner and help alleviate curricular fragmentation. Using the New York State Frameworks, teachers will study how the language arts can be integrated across the curriculum, so that students have daily opportunities to read, write, listen and speak about concepts in a content-rich environment. Additionally, teachers will examine the social interaction which results from a classroom setting which encourages problem solving and the critical thinking related to global topics.

EDU 603. CLASSROOM ASSESSMENT (3).
Elementary, middle and secondary teachers will learn how effective classroom teachers understand the interpersonal dynamics of classroom assessment. By selecting the appropriate assessment as a teaching tool they will know how to set students up for success. In this course they will also develop strategies so that students are partners in the processes of defining the valued outcomes of instruction and transforming these definitions into quality assessments.

EDU 613. METHODS & MATERIALS FOR TEACHING CONTENT IN THE ELEMENTARY SCHOOL (4).
This is a required course for all teacher candidates preparing for New York state certification in elementary education. The preservice teachers will study materials and methods for the effective teaching of mathematics, science and social studies in grades PK-6 through analysis and synthesis of the research on theory and practice. They will examine the preparation, organization and presentation of lessons based on the cognitive-constructivist model. In this model students will use problem solving steps to deal with real social situations, experiment with math manipulatives and observe and record phenomena in their environment and thus develop a firm grasp of the basic concepts in each content area. Additionally, preservice teachers will study ways to systematically present knowledge thematically across the curriculum using meaningful materials, methods and activities. A variety of assessment procedures will also be examined and will aid in curriculum adaptations for students with diverse needs. Preservice teachers will be placed in their two student teaching sites which they will visit each two hours a week and develop units of instructions to be taught during full time teaching in the fall semester.

EDU 620. SCIENCE UPDATE FOR ELEMENTARY TEACHERS (3).
Students in this course will learn about and discuss the latest scientific discoveries/research to add to the science curriculum for grades PK-6. They will demonstrate how to teach this updated knowledge using various instructional strategies including inquiry and experimentation.

EDU 628. ENVIRONMENTAL SCIENCE EDUCATION FOR ELEMENTARY SCHOOL TEACHERS (3).
This is a graduate level course intended to acquaint the student with a most important issue that forms the central focus of science education in today's world. Environmental Science requires the exploration and application of basic principles to foster human understanding of one's place in the world and to learn the methods and means to teach children about this role. Graduate students will be expected to be interactive with a variety of environments. Thus, to take this course one must be expected to travel to several destinations as "lab time" experience beyond the usual college classroom.

EDU 675. SUPERVISED INTERNSHIP IN SECONDARY EDUCATION (3).
Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's
EDU 678. SUPERVISED INTERNSHIP IN ELEMENTARY EDUCATION (3-6).
Supervised internship in a setting selected under advisement. Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student’s competency will be conducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification.

EDG 500. INQUIRY INTO EDUCATIONAL ISSUES (3).
This course is required of all students seeking New York State Teacher certification. This introductory course in American education includes the historical, philosophical, sociological, legal and political factors affecting education in a multicultural society. The course analyzes the contemporary problems and the changes currently taking place in elementary/secondary schools. Course content includes the changes in philosophical thought influencing education, the importance of the school in national, state and local community life, and the issues which impact education practice and schooling, paying particular attention to the education of students with disabilities. Students will be asked to look for challenges that ideas and events in the United States and world pose for the educational learning process, teachers and students, content that is taught, and the context of schools as educational institutions. In addition, the role of the teacher as a leader, as an effective colleague and as a decision maker will be emphasized. Particular attention will be focused on issues and solutions in teaching students from diverse populations and in structuring schools for the future. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 505. TEACHING AND LEARNING IN CULTURAL CONTEXTS (3).
This course is required of all students seeking New York state teacher certification. In this course we examine, analyze and develop theories—yours and others—of how students learn. As we will discover, the predominance of psychological theories in education serving as the “knowledge base” of teacher preparation is partly accountable for the genetic fallacy undergirding contemporary beliefs and practices of teaching, learning and school reform. It is for this reason that our emphasis of study is on the social, cultural and political context within which learning occurs, and on the rapid changes occurring in our understanding of mind, thinking and learning, especially as they pertain to students’ differing abilities and needs. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 515. INTRODUCTION TO THE SPECIAL EDUCATION PERSPECTIVE (3).
This course is required of all students seeking New York state teacher certification. This is a three-credit course designed for students enrolled in Le Moyne’s graduate program, or for those students interested in issues related to persons with disabilities. This course will cover a broad range of topics in the field of education as it relates...
to students with disabilities and different abilities. Specifically, this course focuses on theoretical frameworks as well as practical orientations for understanding and working with children and adults with disabilities. Not only will the course provide a comprehensive view of the issues, it will give you an opportunity to share your ideas and knowledge with others, and allow you to gain firsthand experience with a family who has a child with a disability. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 520. CHILD ABUSE PREVENTION AND REPORTING AND VIOLENCE (0).
PREVENTION
This is a required course for anyone seeking New York state certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a “mandated reporter” of child abuse or maltreatment. Preservice teachers will learn to recognize signs of child abuse and maltreatment and the correct reporting procedures. The two-hour violence prevention module will also be presented to students at this workshop. (Open only to students enrolled in student teaching.)

EDG 525. ASSESSMENT: PRACTICES AND LEGALITIES (3).
This course is required for all prospective teachers seeking the dual New York state certification in Childhood/Students with Disabilities. The focus of this course is on the competencies necessary for skilled educational diagnosticians. Preservice teachers will become familiar with a variety of techniques and instruments used to gain information about children’s educational achievement. Assessment will be used as a method of instructional and curriculum-based diagnosis for all students, as well as screen and evaluating students with learning problems. Another major focus of the course is the set of legal issues surrounding assessment and special education. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505 and EDG 515.

EDG 530. MULTICULTURAL LITERACY EDUCATION (3).
This course is required for all prospective teachers seeking the New York state certification in Adolescence Education. This course is designed to help future teachers create literacy learning classrooms where differences in cultural and ethnic backgrounds are understood and appreciated in a classroom community. Participants will receive instruction on interdisciplinary collaboration in order to enhance their diverse learners’ competence in reading, writing, listening, speaking and viewing. As part of developing the sensitivity and responsiveness necessary for creating such a learning environment, preservice teachers will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism and cultural conflicts. They will also study multicultural literacy teaching methods and events, gather a bibliography of multicultural literature, electronic texts and computer programs, and other materials and resources, and create strategic plans for establishing the classroom environment that connects home, school and community for literacy learning. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515.
EDG 535. LITERACY THEORIES AND PRACTICES FOR INCLUSIVE CLASSROOMS (3).

This course is required for all prospective teachers seeking the dual New York state certification in Childhood/Students with Disabilities. This is the first of two required reading courses for graduate students of education. The course content includes topics related to current theories and practices and their theoretical bases. Also presented will be an overview of the history of reading education as influenced by the fields of linguistics, psychology and education practice that developed in the United States. Specific methods and models for teaching reading are explored as their cognitive foundations are studied. Classroom applications of strategic reading instruction are demonstrated and evaluated within the context of a collaborative college classroom. Particular attention is paid to policies and school adoptions of reading philosophies that determine the kinds of instruction given to children of diverse backgrounds and needs in American classrooms, particularly students with disabilities. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525.

EDG 545. PLANNING, ASSESSING AND MANAGING INCLUSIVE CLASSROOMS (3).

This course is required for all prospective teachers seeking New York state certification. Students will learn to plan, implement and assess instruction with a special emphasis on culturally diverse students; non-English speaking students; gifted students; and students with disabilities. This course will cover both theory and practice. It will stress the technical and ethical competencies required to be an effective teacher. The course emphasizes the role of teachers as decision-makers in the pre-planning and implementation phases of lessons, as well as reflective post-lesson evaluation and adjustment. Students in this course are expected to demonstrate scholarship at the graduate level, by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525.

EDG 550. TEACHING AND ADAPTING CURRICULUM FOR CONTENT SPECIALISTS (3).

This course is required for all prospective teachers seeking the New York state certification in Adolescence Education. This course will focus on the tools and strategies that can be used by general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. Secondary teachers will learn to balance the content requirements with the individual needs of adolescent students in order to modify instruction. Preservice teachers will discuss and practice techniques for adaptation of materials, classroom environments, individual and group assignments and testing situations. The focus will be on strategies to increase student success in academic, behavioral and social-emotional areas. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisites: EDG 530, EDG 545, EDG 580.

EDG 555. ADVANCED LITERACY THEORIES AND PRACTICES FOR INCLUSIVE CLASSROOMS (3).

This is the second of two required literacy courses for graduate students in education, seeking New York state dual Childhood/Students with Disabilities certification. This course continues the preparation for the teaching of reading, writing, listening and speaking and serves as a professional process for instruction development. In addition, this course extends your knowledge and practice in the diagnosis and remediation of students with reading difficulties. In this course we will concentrate on the reading/writing connection, con-
tent area reading, unit planning and the basics of reading assessment and remediation. Additionally, emphasis will be placed on the effective teaching/learning strategies related to the use of children’s and young adult literature for all children. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 535.

EDG 560. LITERACY DEVELOPMENT ACROSS THE CURRICULUM (3).
This course is required for all prospective teachers seeking New York state certification in Adolescence Education. Each subject area in middle and high school has its own specialized vocabulary, materials and resources that require students to read and understand. However, students in middle and high school vary in their literacy learning abilities. Therefore, teachers must be able to prepare instruction, so that students will be able to read, write, listen, speak and view to learn course content. The purpose of this literacy course is to assist teachers in the analysis of content area teaching and learning, so that they can motivate and guide students toward independent learning. Teachers will study the process of connecting known information to new information, formulating questions, discussing issues and discovering unique perspectives and possibilities through content area resources and materials including electronic texts and computer programs. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 530.

EDG 562. TRANSITION PLANNING AND COLLABORATION: PRACTICES AND LEGALITIES (3).
This course is required for all graduate students seeking NYS certification in Adolescence and special education (grades 7-12). The course provides a framework for defining and planning transition and addresses facilitation and support. The focus of this course is on ways to individualize transition service delivery for people with specific types of disabilities. During the course, we will discuss not only transition to employment, but also the transition and skills necessary for future living and post-secondary educational environments. Preservice teachers will examine and practice collaborative skills and practices designed so that professionals, paraprofessionals, business people and family members can work effectively with high school students with special needs. Topics addressed in the course include transition to adult life (including residential, financial, leisure and social options, and health and sexuality issues), vocational assessment and programming, career education, job coaching, assistive technology and accessibility issues. Emphasis will be placed on current issues in the field, including secondary school restructuring, self-determination, person-centered planning, college and other post-secondary alternatives, and use of the Internet to enhance transition and work. Preservice teachers will learn to plan programs tailored to individual student strengths and life goals that will ensure a productive and rewarding life after high school. Specific strategies that assist students in transitioning to adult life, including self-determination, will be studied and practiced. Preservice teachers enrolled in this course will also be placed in a field site with adolescents with special needs in order to apply transition and collaboration skills.

EDG 565. HOME, SCHOOL AND COMMUNITY COLLABoration (3).
This course is required of all students seeking New York state teacher certification. The purpose of this course is to introduce teachers to the interpersonal communication skills necessary for successful teamwork and collaboration with families of their children as well as members of school and community. During this course, they will practice the skills necessary for pos-
tive communication, problem solving and conflict management. They will also examine the consultation process and case study approach for research and practice. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545. Corequisite: EDG 570.

EDG 575. STRATEGIES AND TECHNOLOGY FOR THE INCLUSIVE CLASSROOM (6).
This course is required of all students seeking dual New York state certification in Childhood/Students with Disabilities (grades 1-6). In this course, students will learn to transform the core content knowledge in mathematics, science and social studies into teachable instructional units. Students will review and evaluate current materials used to teach these content areas at the elementary level. Students will learn to integrate curriculum and to incorporate skills such as writing and speaking within the instruction and assessment of content. Within each topic, students will also learn to adapt instruction, materials and assessment for students with special needs. The focus will be on modifications that can be made within the inclusive classroom setting, rather than separate alternative placements. The focus will be on adapting instruction in basic skills and specific subject matter content for students who are at-risk, from culturally diverse backgrounds, gifted and talented, have low incidence disabilities and/or have high incidence disabilities.

Preservice teachers will also demonstrate the ability to infuse technology throughout their curricula. The purpose is to utilize technology to enhance preservice teachers’ professional expertise. It is expected that students will already be proficient in basic computer skills (such as word processing, use of software for record-keeping and selection and evaluation of educational software) prior to enrollment in this course. This course WILL NOT include basic computer skills. Instead, the focus of this course will be on integration of technology, including adaptive technology into thoughtful reflective practice. Students will demonstrate their ability to incorporate and integrate technology into
their practice. Included in the course will be technology and the internet as a tool for continuing teacher education. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 545.

**EDG 580. PEDAGOGICAL CONTENT KNOWLEDGE (3).**

This course is required for all prospective teachers seeking the New York state certification in Adolescence Education. This course will focus on contemporary and historical curriculum thinking and practice within the disciplines. Teachers must recognize the essential "character of the subject" as they prepare to develop curriculum, instruction and assessment in a subject area. This course will critically examine the standards movement through political, social, cultural and philosophical perspectives. Course materials include research, practice and case studies that focus on teaching for equity and social justice. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio. Prerequisite: EDG 505.

**EDG 585. LEARNING AND BEHAVIORAL DISORDERS (3).**

This is a required course for the New York state dual Childhood/Students with Disabilities Inclusive Program (1-6). The purpose of this course is to examine issues and effective teaching strategies related to students who have learning and behavior disorders. Teachers must be cognizant of their teaching styles and best practices in order to maximize the potential of students with learning and emotional/behavioral disorders. All delivery service models will be discussed with the philosophy of inclusion being the underlying position for supporting students. Students will have an opportunity to develop a research question and paper for their Master's content knowledge portfolio. Prerequisite: EDG 575.

**EDG 603. MULTICULTURAL LITERACY EDUCATION (3).**

This course is designed to develop an appreciation for the diverse groups of people represented in the PK-6 classrooms of our nation and to help teachers become aware of teaching strategies and materials for enriching the learning experiences of all children. Each student will complete an individual reflective analysis in order to understand cultural biases which cause cultural conflict. This self-knowledge will serve as an important foundation for learning how to establish a successful multicultural classroom environment. Next, through individual and collaborative study, the students will develop bibliographies of multicultural literature, create integrated language arts units and design strategic plans for connecting home and school cultures.

**EDG 604. THEATRE IN THE CLASSROOM (3).**

Using theatre in the classroom encourages the creativity, team building and communication skills of students of all ages. This course will provide teachers a basic understanding of several areas of theatrical productions, including acting, staging, scripting and design.

**EDG 605. READING/Writing/LANGUAGE ARTS PK-6 (3).**

Students will study the latest research and model programs in the language arts, writing and reading areas and they will demonstrate the ability to integrate these findings in their instruction through various methods including the thematic approach. Students will also become competent in diagnosing students' strengths and weaknesses and prescribing appropriate instruction. Assessment portfolios will be discussed and developed throughout this course.

**EDG 610. TEACHING, CURRICULUM AND CHANGING PATTERNS (3).**

Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists' models of classes and
schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students.

EDG 611. CURRICULUM DEVELOPMENT IN MIDDLE SCHOOLS (3).
The foundation of this course is the curriculum development process, how it has changed as the structure of public education has changed, and how curriculum development must occur in the middle school structure. Students will learn the role they must play as a middle-level teacher and the roles that other educational stakeholders will play in developing curriculum.

EDG 612. DEVELOPING CURRICULUM IN THE HIGH SCHOOL (3).
The foundation of this course is the curriculum development process, how it has changed as the structure of public education has changed, and how curriculum development occurs in the high school structure. Students will learn the role they must play as a high school teacher and the roles that other educational stakeholders will play in developing curriculum.

EDG 615. DECISION MAKING IN MIDDLE/SECONDARY SCHOOLS (3).
In this course the teacher as decision maker will be examined through the roles of peer coach, mentor teacher, team member/teacher counselor and curriculum specialist. Issues concerning the assumption of multiple rules within the structure of middle and secondary schools are explored by developing a context for positioning teachers as leaders in these environments.

EDG 616. CLASSROOM MANAGEMENT FOR THE PK-GRADE 8 (3).
This course provides a thorough analysis of classroom management for PK-Grade 8. Students will learn ways to: manage group behavior to reduce disruptions; involve students in the discipline process; have their students realize their capabilities and successes; and help their students to develop a management plan for their own behavior.

EDG 624 (SPE 624). THE RESPONSIVE CLASSROOM (3).
The Responsive Classroom course is designed to provide students with advanced child development, social interactionist and constructivist theory as well as direct and practical application of the theory to current classrooms. As a result of this course, students will be able to implement the components of the responsive classroom and developmentally appropriate practices.

EDG 624 (EDU 624). THE RESPONSIVE CLASSROOM (3).
See course description for EDU 624.

EDG 625. CHILDREN'S LITERATURE (3).
Literature written for children PK-6th grades will be identified as to its cultural, racial and gender significance in this course. Students will become familiar with the well known children’s authors and their works, and they will demonstrate this ability to identify books etc. for children based on interest, age, reading level and appropriateness of material. Techniques to increase a love for reading in children will be identified and demonstrated.

EDG 635. CROSS CULTURAL COMMUNICATION AND UNDERSTANDING (3).
Students will possess a thorough knowledge of how diverse students learn and acquire a second language through study in this course. This knowledge will be inclusive of culture, gender, socio-economic status and race. All forms of communication will be studied including verbal, non-
verbal and the written word in the context of appropriate teaching strategies/aids for classroom use.

**EDG 636. YOUNG ADULT LITERATURE (3).**
In this course young adult literature, written for children in fifth grade through high school, will be identified and studied. Special emphasis will be focused on literature for its cultural, racial and gender significances. The purpose of this course is to study young adult literature in conjunction with the developmental and psychological stages of young adults, the nature of the school community and the curriculum planning and implementation. Teachers, through the process of reading, writing, listening, speaking and viewing, will discover how to use all of these elements to encourage and enhance the individual responses of their students.

**EDG 637. SPECIAL EDUCATION ADMINISTRATION AND THE LAW (3).**
The course will provide a framework for you to build an understanding of and an approach to the laws that affect and assure free and appropriate education of children and adolescents requiring special or related educational services. The goal of this information will be to provide a foundation and strategies for effectively meeting the needs of the classified special education students and those receiving services through Section 504.

**EDG 638. EARLY CHILDHOOD EDUCATION (3).**
In this course students will apply how children learn by identifying appropriate curricula, instructional strategies and assessment procedures for the preschool, kindergarten and primary child. This application will include an understanding of the role culture, socio-economic status, race and gender play in human growth and development. Recent research and model programs for classroom management will also be discussed and demonstrated.

**EDG 640. CRITICAL ISSUES IN EDUCATION (3).**
Identification and analysis of current issues in education will be the focus of this course. A study of the reform movements of the 80's and the responses to these reforms by the education community throughout the country and in particular at the New York State level. Selected issues will be discussed and debated in depth: inequality in access to services; the charter schools; authentic assessment; inclusion; financing education; school choice; diversity, etc. Model schools/programs for the 21st century will be researched, discussed and presented to the class.

**EDG 641. STRATEGIES AND CURRICULUM FOR EMOTIONALLY DISTURBED STUDENTS (3).**
This course is designed for graduate students of special education, as well as elementary and secondary, who are striving to understand and provide appropriate instruction for children who have behavioral problems and/or emotional problems. As a one semester course, issues of a theoretical nature will be addressed within the context of actual instructional strategies and the development of curricula to include this special population at the elementary and secondary levels.

**EDG 642. TEACHING CHILDREN AND ADOLESCENTS WITH AUTISM (3).**
This course is designed for those interested in the cognitive, social and communication needs of children and adolescents with autism. The course will emphasize the translation of theory into practice as to how students with autism can learn. The many approaches to program development, behavior management and communication will be illustrated by videotapes, class discussion and guest speakers.

**EDG 644. INTRODUCTION TO SPECIAL EDUCATION PERSPECTIVES (3).**
This course is an introduction to special education policy and practices in school settings. Beginning with an overview of a
variety of handicapping conditions, the course will provide a framework for understanding students with disabilities in the context of schools. Additionally, the Individuals with Disabilities Education Act will be the basis for understanding the rights of students with disabilities and the responsibilities educators face.

**EDG 645. URBAN GIFTED EDUCATION: EDUCATING GIFTED STUDENTS IN URBAN SETTINGS (3).**

This course examines issues and problems related to identifying giftedness in students who are underachieving, culturally different, language minorities, disabled and from various socioeconomic status backgrounds. The course will examine the scholarly contributions of major historical, modern theorists and experts in the field and examine multiple identifying criteria and classroom resources needed to develop the potentialities of academically and creatively gifted children. The course is also designed to expose teachers/educators to the unique issues and needs of gifted students in urban settings, specifically minority and low SES students. A major component in the course concerns teacher support to families of the gifted, and the representation of gifted students in special education classes. Prerequisite: graduate standing.

**EDG 646. COLLABORATIVE CONSULTATION (3).**

Increasingly, educators are required to work in complex teaching situations involving paraprofessionals, therapists and parents. Developing positive working relationships is critical to the success of these multidisciplinary teams. This course will highlight major issues and strategies for collaborative consultation. Role playing and problem-solving comprise a significant amount of the course.

**EDG 647. CURRICULAR ADAPTATIONS FOR STUDENTS WITH DISABILITIES (3).**

Students with disabilities are spending significant amounts of instructional time in general education settings. To ensure the success of these students, resource teachers, special educators and general educators must modify and adapt curricula to meet the needs of the students. This course will offer many strategies and techniques for adapting classroom materials and instruction for students with disabilities.

**EDG 648. LEARNING DISABILITIES (3).**

This course surveys the field of learning disabilities in education. Theories about causes are presented in addition to strategies for remediation. Students will learn models of clinical teaching beginning with the diagnosis of the learning disability, followed by instructional methods for remediation. Case studies will illustrate aspects of clinical teaching.

**EDG 649. LITERACY PROCESSES IN READING FOR STUDENTS WITH DISABILITIES (3).**

This course provides the foundation of current theories and practices in literacy processes. Comprehension, oral language, vocabulary, word analysis, writing processes and fluency will be studied in the context of assessing and instructing students with disabilities. The course is intended for current practitioners who are seeking additional certification in special education.

**EDG 650. APPLICATION OF TECHNOLOGY IN EDUCATION (3).**

This course is designed to prepare the teacher for the knowledge explosion that will happen as interactive discs, hypermedia and networking become available in every classroom. Developing different planning and instructional strategies will be the focus of this course. Teachers will become comfortable with this technology and will learn how to assess the quality and applications of new technologies for classroom use.

**EDG 651. SUPERVISED PRESERVICE TEACHING – GRADES 1-6 (6).**

This course is required for all prospective teachers seeking the New York state certi-
EDG 652. SUPERVISED PRESERVICE TEACHING – STDS. W/DISABILITIES, GRADES 1-6 (6).

This course is required for all prospective teachers seeking the New York state certification in Childhood/Students with Disabilities. In this course, teacher candidates who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area elementary classes. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 575. Corequisite: EDG 695. No other courses may be taken while student teaching.

EDG 653. EDUCATIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES (4).

This graduate course explores research-based practice for teaching students with disabilities in academic and functional curriculum areas. Students of all disciplines are invited to register, whether involved in special education, elementary or secondary. The course will include techniques for both remediation and compensation with a focus on independent learning strategies. Both primary and supplemental instruction will be addressed, as well as collaboration and consultation with regular education teachers, parents and paraprofessionals. Strategies for successful integration and inclusion of students with disabilities will also be studied. Practicum experiences are a part of this course, therefore the assignments are designed for application of concepts and skills and reflection on practice for student teaching where this is required.

EDG 654. SUPERVISED PRESERVICE TEACHING – GRADES 7-9 (6).

This course is required for all prospective teachers seeking the New York state certification in Adolescence Education. In this course, teacher candidates preparing for the New York state certificate in Adolescence Education, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area middle school classes. Each candidate will fulfill a teaching experience in one middle school classroom (grades 7-9). A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 570. Corequisite: EDG 695.

EDG 655. SUPERVISED PRESERVICE TEACHING – GRADES 10-12 (6).

This course is required for all prospective teachers seeking the New York state certification in Adolescence Education. In this course, teacher candidates preparing for the New York state certificate in Adolescence Education, who have successfully completed the prerequisite courses and competencies, will begin full-time teaching in area high school classes. Each candidate will fulfill a teaching experience in one high school classroom (grades 10-12). A signed contract between the candidate and
the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 570. Corequisite: EDG 695. No other courses may be taken while student teaching.

**EDG 660. ADULT LEARNING THEORIES AND APPROACHES (3).**

Research regarding the nature of adult learning has grown significantly in recent years. New research in self-directed learning, intelligence and cognition are being linked to adulthood. This course explores these new works, examines various aspects of human development, and relates them to enhancing the thinking and learning performance of adults throughout life.

**EDG 662. CRITICAL AND CONTEMPORARY ISSUES IN ADULT EDUCATION (3).**

There are several important issues facing the adult education field today. Some are controversial in nature while others are more philosophical. This course will focus on several such issues and discuss implications for the adult educator and learner. The general purpose of the course is to help learners better understand various issues, the nature of the field of adult education, the field’s future direction, and personal views on several contemporary issues.

**EDG 664. CONTINUING PROFESSIONAL EDUCATION (3).**

Professionals in every setting are facing escalating pressures to acquire new knowledge and skills. This course examines continuing professional education from the view of both individual professionals and educational providers. Effective continuing education is one important way professionals, associations and service organizations can respond to the needs of their clients.

**EDG 670. TEACHING, LEARNING AND TECHNOLOGY (3).**

This course is designed to enhance the learner's understanding of the relationship between models of teaching, learning theory and technology. It will assist learners with understanding the intersection of teaching and learning as the knowledge base that connects technological innovations essential to effective instruction. Therefore, the pedagogical emphasis of this course is on guiding learners in a process of constructing knowledge that will assist them with making informed and rational choices regarding instruction that arise in education. The curriculum for this course is based on the International Society in Education (ISTE) recommended foundations in technology for all teachers and the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. Topics focus on the effect technology has on learning theories; diversity in the classroom, global and interdisciplinary education, learning with multimedia tools and structures; learner-centered environments; and planning for instruction. Assessment for this course will be based on points earned on assigned projects and in-class and online participation. BlackBoard CourseInfo will be an integral communication and instructional tool for this course. This is a web-based courseware located at http://blackboard.lemoyne.edu where you will be required to contribute to topical online discussions and reflections. In addition, you will need regular access to: an Internet connection, a web browser and an e-mail account outside of the scheduled class time.

**EDG 675. EDUCATIONAL TECHNOLOGY IN SPECIAL EDUCATION (3).**

This introductory survey course is designed for educators in the application of assistive technology and other personal computer-related technology used by special education students for educational, vocational and recreational purposes. Students will be
introduced to various assistive technologies and integration strategies.

**EDG 680. RESEARCH METHODS IN EDUCATION (3).**
This course will describe the research process and explore alternative ways to conduct research in education. This includes an emphasis on design, sampling, data collection, analysis and presentation of findings. Teachers will learn techniques to complete “action” research studies in their classes. This course will provide the foundation for completing the master’s project. Prerequisite: Candidates must complete all required courses.

**EDG 690. MASTER’S PROJECT (3).**
Classroom teachers are faced with questions that puzzle and concern them in their interaction with students. In this course teachers select their own professor approved topics and conduct research in classrooms. Students must register at regular registration with permission of thesis advisor. This research may be conducted on three levels:
1. Descriptions of processes (what actually happens).
2. Description of relationships (what is associated with what).
3. Research supporting a causative relationship.
Degree candidates are required to present their research project to the Department of Education.

**EDG 695. GRADUATE RESEARCH SEMINAR (3).**
This course is required of all students seeking New York state teacher certification. This weekly research seminar is designed for the preservice teaching professional semester. The resulting project will serve as a culmination of research and literature produced from previous graduate courses. During the seminar, preservice teachers will analyze past work in order to identify topics for action research to be conducted in their fields. This course must be taken during the student teaching semester. Prerequisites: EDG 500 and EDG 505.

**EDG 701. DOING THINGS WITH WORDS: GRADES 1-6 (3).**
This course is about reading and writing as a source of pleasure and about new ways in which teachers can convey the sheer joy of doing things with words to younger students, grades 1-6. Using a series of popular and award-winning texts, this class will explore strategies for introducing poetry and prose to young readers, and will help teachers to develop a personal library of teaching materials that can be of immediate use in the teaching of language arts in the elementary school classroom. The course will pay particular attention to the ways in which difference – cultural, racial and physical – is celebrated in stories and poems.

**EDG 702. MATHEMATICS CONTENT AND METHODS FOR ELEMENTARY TEACHERS (3).**
Students will gain a thorough knowledge of the developmental nature of mathematics concepts and they will attain a working knowledge of the NCTM Principles and Standards for School Mathematics, their classroom applications and the mathematical content which undergirds them. Students will become familiar with the latest research findings in the teaching and assessing of mathematics and appropriate materials to use with all students. The appreciation of diversity for classroom and global nature of the history of mathematics will be important themes throughout the course. NCTM’s Equity Principle will be explored in this context.

**EDG 703. METHODS AND MATERIALS FOR TEACHING SCIENCE IN ELEMENTARY SCHOOLS (3).**
Students will be studying current methods and materials to use in the effective teaching of science in grades one through six to all students. The appreciation of diversity in the classroom and global understand-
ings of humanity will be a primary theme throughout the course, and students will learn special curriculum adaptations when working with those students who have been identified as having special learning needs including those labeled at-risk, gifted, learning disabled, etc.

**EDG 704. THE TEACHING OF SOCIAL STUDIES IN THE ELEMENTARY SCHOOL (3).**

In this course students will demonstrate teaching lessons with a special emphasis on the teaching of Geography and Economics in grades PK-6. Instructional strategies/aids will be developed and implemented that include teaching students from diverse backgrounds and diverse learning styles. Thematic units will be written that will include the integration of other content areas as an additional asset to the Social Studies unit.

**EDG 711. CONTEMPORARY POETRY FROM IRELAND AND WALES (3).**

This course is intended for students seeking a master's degree in education. We will read works published over the last three decades by a variety of Irish and Welsh poets. Primary attention will be given to developing practical teaching strategies: ways of exploring qualities of language and form that characterize poetry from Ireland and Wales. Attention will also be given to the cultural context in which the poetry is written: the political, social, environmental and historical background.

**EDG 713. TEACHING RACE AND CLASSIC AMERICAN LITERATURE (3).**

This course will explore classic American fiction from Cooper’s Last of the Mohicans to Morrison’s Beloved in an attempt to develop pedagogical strategies that challenge students to think about race in ways that are historically informed, relevant and unsentimental. There are a number of ways to organize a course on race in American literature. This course focuses upon the fault line of African American and Caucasian identity; in other words, it self-consciously reduces the world of race in America to black and white. In addition to reading primary texts, students will also work with historical documents about, and critical responses to, these works in order to provide more complete contexts for both the reading and teaching experience. Finally, the course will also work with texts which are identified almost solely by their racial content, such as Twain’s Huckleberry Finn, as well as with those which are not usually read in racial terms, Poe’s “Black Cat” for example or Dickinson’s poetry. In all cases, the goal of the course will be to illustrate the extent to which race is a shifting and complex category, informed by gender, economics, politics and various competing ideologies.

**EDG 714. HOWELLS, JAMES AND WHARTON (3).**

This course will allow secondary English teachers to become familiar with, or deepen their knowledge of, three central novelists of late 19th- and early 20th-century America, William Dean Howells, Henry James and Edith Wharton. Students will explore Howell’s influence on James, and the influence of both Howells and James on Wharton; they will also examine differences and similarities in the novelists’ subjects and styles, along with central issues taken on by all three novelists, such as gender roles in society; the functioning of the class system; conspicuous consumption, “taste,” and the role of money in post-Civil War and Gilded Age America. The class will also examine, to some extent, film adaptations of some of these works. Further, secondary teachers will be assigned to create appropriate pedagogies and assignments for teaching these texts in their classrooms. M.S.Ed. students only.

**EDG 721. ADVANCED FRENCH GRAMMAR AND STYLISTICS (3).**

Designed for enrichment of students of French, especially for teachers of the French language. Analysis and refinement of grammar and syntax. Comparative styl-
EDG 722. FRENCH LITERATURE AND ART (3).
This course provides an analysis of representative works of French literature from the Renaissance to the early 20th century viewed through the lens of contemporaneous art. Common themes and stylistic techniques are addressed in order to highlight a methodology that may be used by teachers to motivate students for the study of art and literature. Prerequisite: Graduate status.

EDG 723. FRENCH PHONETICS (3).
This course provides the principles and practice of French phonetics and phonology. Phonetic theory, transcription practice and corrective phonetic exercises enable the non-native speaker to acquire a more authentic French pronunciation. Special attention is given to the methodology of teaching pronunciation to anglophone students. Prerequisites: Graduate status or FRN 302.

EDG 724. POLITIQUE ET SOCIOLOGIE DE LA FRANCE CONTEMPORAINE (3).
Political and social evolution of state and society in France in the 20th century with an examination of today’s issues: immigration; political continuum left/right; the question of inequality; relationships of political parties; viability of social, educational and political institutions; religious questions; the role of culture. (Given in French) M.S.Ed. students only.

EDG 726. ADVANCED GRAMMAR AND SYLISTICS IN SPANISH (3).
Advanced grammar and stylistics course designed for Anglo speakers and teachers of Spanish. Special emphasis will be placed on grammatical structures and idiomatic constructions particularly difficult for English speakers. Authentic readings will be discussed for comprehension, and the grammar and vocabulary analyzed. Exercises, translations and compositions will reinforce the items presented in each chapter.

EDG 727. LATIN AMERICAN CINEMA (3).
A survey of Latin American cinema from the 1960’s to 1990’s. This course, taught in Spanish, is interdisciplinary and cross-cultural, emphasizing the socioeconomic-economic and political issues that give rise to a specific movement. This course is designed to introduce the students to the cinematic work of a number of Latin American film artists, and to develop a more detailed and creative reception of each film.

EDG 728. SPANISH PHONETICS/HISTORY OF THE LANGUAGE (3).
An analysis of the Spanish sound system (phonetics) aimed at correcting pronunciation defects of Anglo speakers of Spanish, as well as an overview of the history and evolution of the Spanish language since its origins. Prerequisite: Graduate student.

EDG 729. TOPICS IN HISPANIC LITERATURE: BORGES, CORTAZAR AND THE FAUSTASTIC (3).
Advanced course in Hispanic literature. Topics/authors may vary from semester to semester. Writing intensive. Emphasis on literary analysis.

EDG 732. INTRODUCTORY COMBINATORICS (3).
This course covers enumerative analysis: generating functions, recurrence relations and Polya's theory of counting. It covers graph theory with emphasis on the planar graphs, and design of experiment through combinatorial designs and optimization problems. In addition this course will provide students with analytical tools for combinatorial problems to be used in the middle/high school classrooms. Graduate students in education only.

EDG 741. BIOLOGY AND ECOLOGY OF INSECTS (3).
This course is designed to teach basic principles of insect biology and ecology,
including insect identification, adaptations to various environments, and structure/function relationships. In addition, this course will provide students with experience in making an insect collection to be used in the classroom, and developing lesson plans and laboratories based on course material, but targeted at middle school or adolescent students. Three hours of lecture and three hours of laboratory per week. M.S. Ed. students only.

EDG 742. PHYSIOLOGY: THE MECHANISMS OF BODY FUNCTION (4).
This course is designed to teach basic principles of human physiology involving the following systems: nervous, endocrine, muscle, circulatory, excretory, digestive, immune and reproductive. In addition, this course will provide students with experience in developing lesson plans and laboratories based on course material, but targeted at middle school or adolescent students. Three hours of lecture and three hours of laboratory per week. M.S.Ed. students only.

EDG 743. PHYSIOLOGICAL PLANT SCIENCE (3).
This course emphasizes the morphology and fundamental life processes of higher green plants. Topics include water relations, photosynthesis, responses to environmental stimuli, mineral nutrition and hormonal interactions. The interpretation of course material into suitable topics for middle school or high school classes will also be developed. M.S.Ed. students only.

EDG 744. ECOSYSTEM ASSESSMENT (3).
This course will deal with the characterization of terrestrial and aquatic ecosystems and the assessment of ecosystem processes and species interactions. Both short and long term data collection and analysis will be an important part of this class. Primary literature will be presented and discussed by the participants and relevant breakout sessions will allow in-depth exploration of topics. The material discussed and presented in this class will provide the basis for a series of educational unit plans directly useable in middle and upper school biology courses.

EDG 748. TEACHING HIGH SCHOOL REGENTS AND HONORS CHEMISTRY (3).
Chemistry teachers have majored in chemistry during their undergraduate preparation. However, they have had little preparation in learning the distinction between a Regents level course and an honors course. Consequently, they have had little preparation in determining appropriate learning activities for each of these classes. This course provides students background in these two areas. M.S. Ed. students only.

EDG 753. TECHNIQUES FOR TEACHING REGENTS PHYSICS AND HONORS PHYSICS (3).
Physics teachers have majored in physics during their undergraduate preparation. However, they have had little preparation in learning the distinction between a Regents level course and an honors course. Consequently, they have had little preparation in determining appropriate learning activities for each of these classes. This course provides students background in these two areas. M.S. Ed. students only.

EDG 754. ADVANCED INORGANIC CHEMISTRY (3).
A survey of advanced topics in inorganic chemistry designed to increase the depth and breadth of students’ understanding of theories describing the fundamental properties of the elements and of compounds. The approach taken in these studies will underscore the fact that a wide range of phenomena, often discussed as disparate topics, are tied together by relatively few theoretical and conceptual constructs. Emphasis will be placed on helping teachers to develop methods whereby students are shown to construct theoretical/conceptual frameworks enabling the efficient study and internalization of the facts and
descriptions of the vitally important body of knowledge that is chemistry.

**EDG 761. TEACHING WORLD HISTORY (3).**
This graduate course fulfills a New York state requirement for certification in teaching middle school or secondary social studies. It deals with principal themes and trends for use in the teaching of world history. Students will examine and discuss these themes and trends, and will also create appropriate document-based materials for use in the classroom. Prerequisite: B.S. or B.A. in one social science or in history.

**EDG 762. WAR AND PEACE IN THE TWENTIETH CENTURY (3).**
This graduate course fulfills a New York state requirement for certification in teaching middle school or secondary social studies. It deals with issues of war, peace and conflict resolution in the 20th century. Students will examine five case studies: world wars one and two, the Korean War, the Vietnam War and the Persian Gulf War. They will develop techniques for teaching these issues to students in grades six through 12, and will also create appropriate document-based materials and packets they have prepared for classroom use. Prerequisite: B.S. or B.A. in one social science or history.

**EDG 771. INTERNATIONAL HUMAN RIGHTS (3).**
This course will examine the development of human rights in the international system. It will explore the content of the current international human rights regime – the “blue” social and political rights and the “red” economic rights, as well as “green” rights to development, a clean environment, and peace. It will explore how rights develop and re propagates and will examine the role of governments, international organizations, and non-governmental organizations in the development of rights thinking. By way of illustration, it will examine the anti-apartheid struggle in South Africa and the expansion of women’s rights over the last 20 years. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics. M.S. Ed. Students only.

**EDG 772. SOUTH AFRICAN POLITICS (3).**
This course will study the political problems and dynamics in the region of Southern Africa. Focus will be on the domestic politics of the Republic of South Africa, relations among the black-ruled states, relations between the black-ruled states and South Africa, the role of external powers in the region and the conflict potential of contemporary problems. Students will be required to connect the course content to their school curriculums and appropriate instructional methodologies by using primary documents to create sets of Document Based Questions and developing extended lesson plans on course topics.

**EDG 773. WOMEN AND POLITICS (3).**
This graduate course offers an extensive survey of the study of women and politics as it also explores feminist pedagogies for teaching this content. The shift in focus from American politics at large to women and American politics is intended to make women visible and their voices audible in a way that a more general course on American politics usually does not. Therefore, the key question to be explored throughout this course pertains to the consequences that this different perspective holds for us as students of political science and/or women’s studies: What do we learn when we focus on the “woman question”? The course is divided into four sections: 1. An introduction to gender, feminist theories and feminist pedagogies; 2. An examination of the history and politics of the women’s suffrage movement; 3. An examination of contemporary politics that chal-
challenges traditional understandings of political concepts such as politics, equality, participation and citizenship; and 4. An opportunity to rethink all of these topics from, first, an international perspective, and, second, a futuristic perspective. In addition to covering this content, this course is designed to demonstrate active learning techniques and to give the student ample opportunity to develop and practice them. Not open to undergraduate students.

**SPE 504. CRITICAL ISSUES IN TEACHING DIVERSE POPULATIONS (3).**

This course provides an overview of major issues and trends in the education of persons with exceptionalities, including the issues associated with special programs, such as educational placement and the national trend of inclusion. The course also discusses critical issues in special education which includes a historical review of policy, law and practice. Emphasis will be placed on current information of educational practices, up to date research on prevalence, current legislation and models of programs.

**SPE 535. SERVING DISADVANTAGED AND DISABLED STUDENTS IN CAREER EDUCATION PROGRAMS (3).**

This course is directed toward developing skills, techniques and procedures related to planning, developing and implementing instruction for individuals with special needs in vocational and technical classrooms and laboratories.

**SPE 540. ASSESSING THE EDUCATIONAL NEEDS OF STUDENTS WITH DISABILITIES (3).**

This course begins with the fundamental principles of assessment for students. Formal and informal measures of skills and abilities will be examined. Next, students will learn how to diagnose specific learning styles and offer instructional strategies for students with disabilities. Case studies will highlight issues of concern.

**SPE 590-599. INDEPENDENT STUDY (1-6).**

A graduate student who wishes to pursue an independent study project for academic credit must submit prior to registration a proposed plan of study that includes the topic to be studied and goal to be achieved, the methodology to be followed, schedule of supervision, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member and the Chair of the Education Department and will be placed in the student’s file.

**SPE 682. AUGMENTATIVE/ALTERNATIVE COMMUNICATION (3).**

This course provides knowledge of and practice in the use of communication alternatives for children and youth for whom speech and hearing and or motor integrity is lacking. Modules of the course include the use of technological means for learning, manual sign systems and sign language, basic speech and hearing devices, classroom hands on manipulatives for content-specific areas. This course is appropriate for teachers of special populations and teachers of traditional elementary and secondary school classes where mainstreaming and inclusion are employed to whatever degree.

**SPE 686. SUPERVISED INTERNSHIP IN SPECIAL EDUCATION (3-6).**

Supervised internship in a special education setting selected under advisement. Analyses of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student’s competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only. Prerequisites or corequisites: SPE 502, 504, 540, 560, 612, 650.

**SPE 790. TOPICS IN SPECIAL EDUCATION (3).**

Courses in this series will offer graduate students an opportunity to explore current
issues in research and practice in special education to an in-depth degree. These courses are intended for students who wish to pursue intensive studies in a particular area or topic. Topics will be changed each semester. Prerequisite: SPE 504 or permission of instructor.

**ANT 506. SOCIO-CULTURAL ANTHROPOLOGY (3).**

This is a graduate level introduction to anthropology course. The focus of the student in this class is on socio-cultural anthropology. The student will become familiar with the basic concepts of anthropology, its methodology and general theories of culture itself. The topics we will explore include: theories of culture, methodology, symbolic analysis, ethnography, kinship, economic and political systems, gender and age, ritual and belief and socialization. Through examination of the intricacies and depth of our cultural worlds, the student will gain both a greater appreciation for and a more professional facility in working cross cultural situations. In this class, our primary mode of entering the cultural realities of others (and seeing the various ways those cultures are imaged and comprehended) is through classic ethnographies and theoretical works in the field. Through critical analyses of these ethnographies, we will examine some contemporary issues in anthropology and, at the same time, see how the discipline’s way of understanding culture can facilitate pedagogical endeavors.

**ANT 521. ANTHROPOLOGICAL LINGUISTICS (3).**

An introduction to the science of linguistics, focusing on the social and cultural aspects of language. Topics to be considered are: 1) language and human nature; 2) linguistic and non-linguistic forms of communication; 3) literate and oral cultures; 4) the basic components of language; 5) meaning in language and speech; 6) language differentiation along sociological lines (race, class, gender, etc.); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures.

**ASL 330. AMERICAN SIGN LANGUAGE (ASL) I (3).**

This course is designed for those with no previous knowledge of American Sign Language (ASL). It will introduce learners to the basics of grammatically correct ASL and communication techniques used within the deaf community. Conversational skills will focus on asking and answering questions, exchanging personal information and talking about everyday activities. This course will present an overview of the various customs, norms and traditions with in deaf culture. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York state teacher certification.

**ASL 331. AMERICAN SIGN LANGUAGE (ASL) II (3).**

This course expands the principles mastered in ASLI. It provides a more complete understanding of the language as it is used in conversation with an emphasis on vocabulary, grammar and syntax. It will introduce the use of discourse strategies in ASL including: classifiers, use of space, appropriate choice of register and clear transitions between ideas. ASL II teaches the learners to use cultural protocols, ASL grammar for giving direction, describing family, occupations and attributing qualities to others. This course may not satisfy foreign language requirements at Le Moyne College. However, this course can be applied toward the language requirements for New York state teacher certification.

**ENG 600. CREATIVE WRITING FOR TEACHERS (3).**

A graduate level creative writing workshop for teachers interested in the writing of poetry and fiction. While time will be
given to exploring the technical elements of poetry and fiction through analysis of published work by contemporary authors. Most class time will be devoted to workshop-style discussion of student writing, with an eye to revision and improvement. This course will provide an overview of, and practical experience with, the creative process. Writing exercises will be assigned to provide students with insights into writing technique; they will also equip teachers with practical tools for use in the classroom. Time will be devoted to discussion of pedagogy in relation to the teaching of creative writing. Students will complete a final portfolio of poetry and fiction. For novice and experienced writers.
DIRECTORY OF COLLEGE PERSONNEL

BOARD OF TRUSTEES 2004-2005

CHARLES J. BEIRNE, S.J.
President
Le Moyne College
Syracuse, NY.

WALTER F. BENSON ’78
Chair, Board of Regents
Attorney
Syracuse, NY.

JOHN T. BOORMAN ’63
Special Advisor to the Managing Director
International Monetary Fund
Washington, DC.

JOHN B. BRESLIN, S.J.
Campus Minister
Associate Professor of English
Fordham University
Bronx, NY.

JERRY BROWN, M.D. ’70
Retired Radiologist, St. Joseph’s Hospital Health Center
Syracuse, NY.

LUIS F. CALERO, S.J.
Associate Professor of Anthropology/Sociology
University of Santa Clara
Santa Clara, CA.

KEVIN P. CLARKE ’81
Senior Managing Director
Bear, Stearns & Co., Inc.
New York, NY.

JOHN D. COLLINS ’60
Retired Partner, KPMG LLP
New Canaan, CT.

MARY L. COTTER
President, Syracuse Division
Time Warner Cable
East Syracuse, NY.

CHARLES T. CURRY ’72
Vice President
Finance and Administrative Affairs
Slippery Rock University
Slippery Rock, PA.

CAROL R. FLETCHER ’79
President
C.R. Fletcher Associates, Inc.
Syracuse, NY.

WILLIAM FLYNN ’80
Chairman
NYS Public Service Commission
Albany, NY.

JAMES P. GASPO ’85
Midwest Commercial Banking Executive
KeyBank
Indianapolis, IN.

DANIEL J. GATTI, S. J.
President
Xavier High School
New York, NY.

MARY M. GREEN, M.D. ’76
Emergency Medicine Physician Associates
Jeffersonville, IN.

ROBERTO R. HERENCIA
President
Banco Popular North America
Rosemont, IL.

ELIZABETH K. HICKS ’72
Managing Director
Korn/Ferry International
Miami, FL.

JOHN D. JAMES ’66
Senior Vice President (Retired)
Pioneer Hi-Bred International, Inc.
Des Moines, IA.

KRISTIN H. KENT ’72
Eden, NY.

DARLENE D. KERR
Retired President, National Grid USA Service Company, Inc.
Senior Vice President and Chief Operating Officer, National Grid USA
Syracuse, NY.
SHARON A. KINSMAN ’78
Assistant Treasurer-Benefit Finance
Pfizer Incorporated
New York, NY.

ARTHUR R. MADIGAN, S.J.
Rector
Le Moyne College Jesuit Community
Syracuse, NY.

JAMES MALVASO ’72
President & CEO
Raymond Corporation
Greene, NY.

JOANNE T. MARREN ’74
Chair, Board of Trustees
Retired Attorney
Glen Ridge, NJ.

PETER E. MUSERLIAN
Owner
PEMCO Group
Syracuse, NY.

JOSEPH M. O’KEEFE, S.J.
Interim Dean
Lynch School of Education
Boston College
Chestnut Hill, MA.

DONALD J. PLANTY
Chairman and Acting Executive Director
Worldwide Responsible Apparel Production
Arlington, VA.

LINDA L. POLCARO
Retired Treasurer
Kirkville, NY.

JAMES T. RYBICKI ’72
Investor
BKR Investments
Salt Lake City, UT.

SUSAN E. STRATTON ’78
Executive Director
Energy Center of Wisconsin
Madison, WI.

J. ROBERT YEAZEL
Pastor
Holy Cross Church
DeWitt, NY.

JOHN ZOGBY ’70
President and Chief Executive Officer
Zogby International
Utica, NY.

BOARD OF REGENTS

JULIANN GALLER SIMMS
Ex officio
Interim Vice President Institutional Advancement
Le Moyne College
Syracuse, NY.

CHARLES J. BEIRNE, S.J.
Ex officio
President
Le Moyne College
Syracuse, NY.

WALTER F. BENSON JR. ’78
Chair, Board of Regents
Attorney
Syracuse, NY.

ANGELA M. BERNAT ’67, MBA ’95
Retired Director of IT Transition Services
National Grid USA
Service Company, Inc.
Syracuse, NY.

JOHN P. BOKAL ’65
Retired FBI
Endwell, NY.

A. PATRICK BRIGHT *
President
Dunk & Bright Furniture
Syracuse, NY.

THOMAS C. BUCKEL JR.
Partner
Hancock & Estabrook, LLP
Syracuse, NY.

JOAN M. CINCOTTA ’88
Registered Nurse
Community Leader
Syracuse, NY.

ROBERT J. CONGEL*
Managing Partner
The Pyramid Companies
Syracuse, NY.
MARTIN C. CONNOR SR. '51 *
General Agent, CPU
Eastern Shore Associates/
Martin C. Connor Agency
Syracuse, NY.

MARY ANNE CORASANITI
Ex officio
President, Alumni Board of Governors
Executive Director
Alzheimer's Association
Syracuse, NY.

KEVIN J. CORCORAN '76
CEO
Corcoran & Associates
Seattle, WA.

RUBEN P. COWART III
President and CEO
Syracuse Community Health Center
Syracuse, NY.

W. CARROLL COYNE *
Retired Partner
Hancock & Estabrook
Syracuse, NY.

DANIEL L. DOMBROSKI, M.D. '56
Physician
Community General Hospital
Syracuse, NY.

PAUL A. DRESCHER '75
Vice President
Drescher Corporation
Liverpool, NY.

GREGORY P. DUNN JR. '82
Financial Representative
Northwestern Mutual Life Insurance
Syracuse, NY.

M. JOSEPH DUNNE * '55
Retired Managing Partner
PriceWaterhouseCoopers
Syracuse, NY.

ANTHONY F. DWYER '87
Equity Marketing Strategist
FTN MidWest Research
New York, NY.

KATHLEEN H. ELLIOTT* '51
Community Leader
Fayetteville, NY.

NOREEN REALE FALCONE * '58
Community Leader
Skaneateles, NY.

MICHAEL P. FOODY * '59
Retired Partner-in-Charge
Ernst & Young
Syracuse, NY.

HENRY W. FUST * '67
Managing Partner
Fust, Charles, Chambers LLP
DeWitt, NY.

MR. STEPHEN J. GORCZYNSKI '90
First Vice President
HSBC
Syracuse, NY.

G. EDWARD GRANT JR.* '51
President
Tallmadge Tire Service
Cortland, NY.

JAMES M. HANLEY *
President
James M. Hanley & Associates
Syracuse, NY.

CHRISTOPHER J. HARRIGAN '94
Attorney
Hiscock & Barclay
Syracuse, NY.

JAMES D. HEFFERNAN *
Former Board Chairman and
Chief Executive Officer
Lincoln First Bank-Central
Syracuse, NY.

STEPHEN T. HELMER '79
Vice Chair, Board of Regents
Partner
Mackenzie Hughes LLP
Syracuse, NY.

DAVID J. HONOLD, M.D. '65
Physician
Syracuse, NY.

RONALD O. JENNINGS
Special Programs Director
Syracuse City Schools
Syracuse, NY.

MARY ELLEN KEENEY '78
Associate Vice President for Human
Resources
Upstate Medical University
Syracuse, NY.
BERNARD T. KING* '56
Partner
Blitman & King
Syracuse, NY.

JOHN P. KIRCH * '59
Retired Vice President
Dean Witter Reynolds
Syracuse, NY.

DONALD G. LACASSE* '53
Consultant
Management-Human Resource Systems
Fayetteville, NY.

HORACE J. LANDRY*
Retired Partner
PriceWaterhouseCoopers
Syracuse, NY.

REV. GREGORY C. LE STRANGE '78
Pastor
Immaculate Conception Church
Fayetteville, NY.

JAMES E. MACKIN
Chairman, Executive Committee
Bond, Schoeneck, & King
Syracuse, NY.

JAMES J. MALVASO '72
President and CEO
Raymond Corporation
Greene, NY.

JOSEPH M. MARTUSCELLO
President
Serres, Visone & Rice
New York, NY.

J. KEMPER MATT SR.
Owner
Matt Industries
Syracuse, NY.

LOUIS C. MATT JR. '74
Vice President
Huntington National Bank
Columbus, OH.

ROBERT L. McDEVITT, K.S.G., KHS *
Director and Owner
McDevitt Brothers Funeral Home
Binghamton, NY.

JAMES R. McVETY * '63
Retired Partner
Hancock & Estabrook
Syracuse, NY.

PAUL P. MELLO '89
President & CEO
Solvay Bank
Solvay, NY.

PETER L. MEYERS *
Investment Executive
Alliance Bank
Syracuse, NY.

ROBERT E. MOSES *
Partner
Bond, Schoeneck & King
Syracuse, NY.

JAMES J. MURPHY * '67
Operations Specialist
Housing and Urban Development
Syracuse, NY.

JOHN J. MURPHY JR.*
Chairman of the Board
Murphy & Nolan
Syracuse, NY.

PETER E. MUSERLIAN
Secretary, Board of Regents
Owner
PEMCO Group
Syracuse, NY.

RONALD A. NAUMANN, M.D. * '55
Retired Neurosurgeon
Syracuse, NY.

F. TED O'HARA '66
President and Financial Consultant
Araho Limited
Schenectady, NY.

MARY PAT OLIKER
Project Administrative Officer
Office of Finance and Management
SUNY Health Science Center
Syracuse, NY.

ANTHONY S. OLIVA '61,* MBA '97
President
The Oliva Companies
East Syracuse, NY.

EILEEN OLIVA '65
Community Leader
Fayetteville, NY.

THOMAS I. PAGANELLI *
Retired Vice President
General Electric
Syracuse, NY.
FERDINAND L. PICARDI '51*
Retired Managing Partner
Hiscock & Barclay
Syracuse, NY.

KATHLEEN MURPHY PIETRAFESA
Community Leader
Syracuse, NY.

ROBERT D. PIETRAFESA SR. *
President
Arpenko Management Associates
Syracuse, NY.

KATHERINE M. PURCELL '66
Clinic Coordinator
University of Rochester
Rochester, NY.

JACK RADE '66
President & CEO
People Systems/NEC, Inc.
Syracuse, NY.

KEVIN M. REILLY '60 *
Retired Partner
MacKenzie, Smith, Lewis,
Michell & Hughes
Syracuse, NY.

THOMAS E. RILEY '78
Principal & Treasurer
Fagliarone Group
Syracuse, NY.

KRISTEN RUBACKA
Former High School Guidance Officer
Manlius, NY.

KATHRYN HOWE RUSCITTO '76
Senior Vice President
St. Joseph's Hospital Health Center
Syracuse, NY.

MARIA P. RUSSELL
Professor and Director of Executive Education
S.I. Newhouse School of Communications
Syracuse University
Syracuse, NY.

JOSEPH M. SAVAGE '84
Controller
North American Operations
Carrier Corporation
Syracuse, NY.

F. JOHN SCHOENECK JR. * '53
Retired Manager, Employee & Community Relations
General Electric
Syracuse, NY.

HOWARD W. SHARP
President & CEO
BSB Bank & Trust
Binghamton, NY.

RICHARD J. SHAW '89
Senior Vice President & CEO
USA Datanet
Syracuse, NY.

RICHARD L. SMITH
Attorney/Lobbyist
Bond, Schoeneck & King
Albany, NY.

H. WILLIAM SMITH JR. *
President
Smith Norwich
Norwich, NY.

VINCENT F. SPINA '82
Executive Vice President
Harbridge Consulting Group
Syracuse, NY.

MARYAM WASMUND
MEH Foundation
Manlius, NY.

JAY W. WASON *
Attorney
Mackenzie Hughes LLP
Syracuse, NY.

SIEGLINDE WIKSTROM *
Community Leader
Skaneateles, NY.

THOMAS G. YOUNG '69 *
Community Leader
Syracuse, NY.

* Regents Emeriti
OFFICERS OF ADMINISTRATION

CHARLES J. BEIRNE, S.J.
A.B., M.A., Ph.L., M.Div., Ph.D.
President

JULIAHN GALLER SIMMS
B.S.
Interim Vice President for Institutional Advancement

DENNIS R. DePERRO
B.A., M.S.
Vice President for Enrollment Management

DANIEL T. KONSTALID
B.S., M.B.A.
Vice President for Finance, Administration and Treasurer

MICHAEL CROUGH
B.S., M.A., J.D.
Vice President and Assistant to the President

JOHN SMARRELLI JR.
B.S., M.S., Ph.D.
Academic Vice President

SHAWN L. WARD
B.A., M.S., Ph.D.
Vice President for Student Development

ACADEMIC DEANS

MICHAEL P. FRONMUELLER
B.S., M.B.A., Ph.D.
Dean of Management

ANNE J. HERRON
B.A., Ph.L., M.A., S.T.L., Ph.D.
Associate Dean for Academic Affairs

LINDA M. LeMURA
B.S., M.S., Ph.D.
Dean of Arts and Sciences

ACADEMIC PROGRAMS AND SERVICES

LINDA G. ALLISON
B.S., M.D., M.P.H.
Director of Physician Assistant Program

MARK E. ARCHAMBAULT
B.S., M.H.S.
Pre-Clinical Coordinator, PA Program

DEBRA P. BABOWICZ
B.S., RPAC
Assistant Coordinator, PA Program

MICHAEL BARBOUR
B.F.A., M.F.A.
Assistant Director of Theatre

SUSAN B. BASTABLE
B.S., M.Ed., Ed.D., R.N.
Director of Nursing

PATRICIA J. BLISS
B.S., M.S.
Director of Part-time Undergraduate Programs

WILLIAM J. BOSCH, S.J.
A.B., Ph.L., M.A., Ph.D.
College Archivist

STEVEN R. BRADDOCK
B.A., M.F.A.
Director
Gifford Family Theatre Project

GEORGENE A. CARSON
B.S., M.A.
Laboratory Coordinator/Director of the Science Tutorial Center

WILLIAM J. COLLINS
B.S., M.S.
Coordinator of Professional Development Schools

ALLISON FARRELL
B.S., M.S.
Coordinator of Global Education

STACY GONZALEZ
B.A., M.A.
Director of Academic Support Services
STUDENT SERVICES

MARK W. HUTCHINSON
B.F.A.
Technical Director of Theatre

BARBARA L. LEO
B.S., M.S.
Environmental Health and Safety Officer/Chemistry Lab Technician

WILLIAM S. MORRIS
B.A., M.A.
Director of Performing Arts

ROGER G. PURDY
B.A., Ed.M.
Director of Disability Support Services

DAVID C. RINGWOOD
B.A., M.S.
Field Placement Coordinator

MARCIA L. RUWE
B.S., M.S., D.B.A.
Director of Continuing Education

MARY E. SPRINGSTON
B.S., RPAC
Clinical Coordinator, PA Program

ANNE-MARIE TRAIT
Certification Officer

TAMARA WESTLAKE
B.A., M.S.
Coordinator of Academic Initiatives

MARY PATRICIA CLARK
B.A., M.A.
Counselor/Community Liaison for LLP/STEP

ANTWAUN DIXON
B.A.
Student Services Specialist
Upward Bound Program

CARL FORBES
B.A.
Associate Director of Admission

SHARON J. HALPIN
B.S., M.A.
Associate Director of Financial Aid

JOHNNIE M. HILL-MARSH
B.A., M.Ed.
Director of Higher Education Preparation Program

THOMAS W. KELLY
B.A., M.B.A.
Regional Admission Representative/Massachusetts

ENROLLMENT MANAGEMENT

CATHLEEN R. ANDERSON
B.A., M.S. Ed.
Associate Director of Admission

MARRA BRASS
Financial Aid Counselor

YVONNE CAINE
B.S., M.S.
Associate Director
Higher Education Opportunity Program

MARY M. CHANDLER
B.A., M.B.A.
Registrar

THOMAS J. MUENCH JR.
B.S., M.S.
Assistant Director of Admission

LA RAE MARTIN-COORE
B.A.
Academic Coordinator,
HEPP/Upward Bound

TAMARA WESTLAKE
B.A., M.S.
Coordinator of Academic Initiatives

ERIN McCARTHY
B.A.
Senior Admission Counselor

LINDA McGRAW
B.S., M.S.
Director of Career Services and Coordinator of Internships

THOMAS J. MUENCH JR.
B.S., M.S.
Assistant Director of Admission

DENNIS J. NICHOLSON
B.S., M.S.
Director of Admission

JINA PATEL
B.S.
Admission Counselor

MARK D. RAMSEY
B.A., M.A., A.B.D.
Director, LPP
LORRAINE REEVES
B.S.
Director of STEP

MARK B. SCHAPPERT
B.A., M.S.
Associate Director of Career Services

KURT V. SCHMIDT
B.A.
Associate Director of Admission

DEANNA L. SKAPIAK
B.A., M.A.
Program Coordinator, LPP/STEP

CARL A. THOMAS
B.A., M.A.
Ed.D. candidate
Director of Higher Education
Opportunity Program

TINITA M. WHEATON
B.A.
Assistant Registrar

TERESA M. LASELL
A.A.S.
System Administrator

GEOFFREY K. PASHLEY
B.S.
Programmer/Analyst

MARK S. RAMSDEN
A.A.S., B.S.
Manager of Classroom Services

JEFFREY S. SAMUELS
B.S.
Senior Programmer/Analyst

DAN SKIDMORE
B.A., M.A., Ph.D.
Institutional Research Analyst

HOPETON F. SMALLING
B.A.
Assistant Manager of
Classroom Services

MICHELLE TARBY
B.A.
Webmaster

WILLIAM S. THIEKE
B.S., M.P.A., Ph.D.
Instructional Technology Consultant

MELISSA TREMBA
Assistant Manager of
Classroom Services

ANGELA Q. WU
B.A., M.S.
Application Integration Specialist

INGA H. BARNELLO
B.A., M.L.S.
Associate Librarian

JOHN E. BUTCHER
B.A., A.S.
Circulation Services Supervisor/
Reference Assistant

ROBERT L. COOK
Assistant to the Director of the Library

PAMELA H. JURELLER
A.A.S., B.S.
Media Services Supervisor/Reference
Director of SEAL

INFORMATION TECHNOLOGY

SHAUN C. BLACK
B.A.
Director of Network Services

ROBERT H. CLAPP
B.Ed., M.S., Ed.S.
Chief Information Officer

ALAN B. DICKSON
Technology Support Consultant

KATHLEEN S. GERVASI
B.S.
Director of Support Services

KEVIN GRAM
A.A.S.
Computing and
Communications Specialist

WILLIAM R. HURLEY
B.A.
Director of Telecommunications

KEVIN J. JONES
A.A.S., B.S.
Senior Programmer/Analyst

KIRBY T. KENYON
A.A.S., B.E.T.
Senior System Administrator

LIBRARY

PAMELA H. JURELLER
A.A.S., B.S.
Media Services Supervisor/Reference
Director of SEAL
ELIZABETH A. LUKACS  
B.A., M.S.  
Associate Librarian

GRETCHEN E. PEARSON  
B.A., M.L.S.  
Associate Librarian

MICHAEL W. POULIN  
B.A., M.L.S.  
Associate Librarian

JAMES J. SIMONIS  
A.B., M.L.S., M.S.I.S.  
Director of the Library

SUSAN D. SPENCE  
B.A., M.L.S.  
Associate Librarian

WAYNE A. STEVENS  
B.A.  
Interlibrary Loan Supervisor/Reference Assistant

I-CHENE TAI  
B.A., M.L.S.  
Associate Librarian

CAMPUS MINISTRY

WILLIAM S. DOLAN, S.J.  
Campus Minister

THOMAS R. MARCINIAK, S.J.  
B.A., M. Div.  
Director of Campus Ministry

OSCAR J. MAYORGA  
B.A.  
Campus Minister/Resident Chaplain

STUDENT SERVICES

GERDA C. BENNETT  
B.A., M.S., M.A.  
Counselor

ARMAND J. CINCOTTA  
B.S., M.D.  
Director of Health Services

WILLIAM D. DOLAN  
Lieutenant  
Campus Security

SARAH DOUGLASS  
Bookstore Manager

ANNE K. FORMANOWICZ  
B.A., M.S.  
Coordinator of Housing Operations/Resident Director

MARK G. GODLESKI  
B.S., M.S.  
Director of Residence Life/Coordinator of Judicial Affairs

JOHN R. HALEY  
B.A., M.S.  
Director of Campus Activities

BARBARA M. MAYLONE KARPER  
B.A., M.S.  
Assistant Vice President for Campus Programs and Multicultural Affairs  
Campus Coordinator – Section 405, Title IX and Americans with Disability Act

SR. JOAN L. KERLEY, F.M.S.J.  
M.S., M.A.  
Director of Service Learning

ARMANDA KING  
B.S., M.S.  
Coordinator of Student Staff Services/Resident Director

BARRAHA McClURE  
B.S., M.S., Ph.D.  
Director of the Center for Personal Growth and Counseling

STEPHANIE MONSOUR-NIXDORF  
B.M., M.M.  
Director of Le Moyne College Singers

JOHN P. O’BRIEN  
Director  
Campus Security

EMANUEL OLIVERI  
A.A.S., B.A., M.S.  
Sergeant  
Campus Security

MARIA C. RANDAZZO  
B.A., M.A.  
Counselor

WILLIAM P. RYBAK  
Sergeant  
Campus Security
ELAINE M. TAYLOR  
R.N., B.S.  
Administrative Head Nurse

FINANCE AND ADMINISTRATION

AMY E. BEYER  
Assistant Bursar
MEGHAN E. BOYD  
B.S.  
Assistant Director of Human Resources
CHERYL A. DAVIES  
A.A.S.  
Bursar
JAMES P. DISHAW  
B.A.  
Director of Facilities Management and Planning
KATHLEEN H. FISHER  
B.A., M.S., C.P.A.  
Payroll Manager
ANNA GETKOWSKI  
A.A.S.  
Supervisor of Operations Finance Office
J. ALAN KENYON  
B.S., C.P.A.  
Director of Financial Services
BRIAN M. LOUCY  
B.S.  
Controller
MARY T. McDONOUGH  
Bursar Emerita
LYNN K. McMARTIN  
S.P.H.R., A.A.S.  
Director of Human Resources EEO/Affirmative Action Officer
PATRICK J. O’NEILL  
Supervisor of Facilities Management and Planning

INSTITUTIONAL ADVANCEMENT

CHERYL BERARDI  
Publications Coordinator
CAROL BOLL  
B.A.  
Editor/Writer
JOSEPH DELLA POSTA  
B.A.  
Director of Communications and Public Affairs
WILLIAM J. DERSCHANG  
B.S.  
Assistant Director of Advancement Services
SARA Iritz  
B.A.  
Assistant Director of Annual Giving
STEVEN W. KULICK  
B.A., M.P.A.  
Director of Corporate and Foundation Relations and Academic Resources
JOYCE KUSAK-McGUIRE  
Associate Director of Communications
VINCENT KUSS  
B.A., M.S.  
Director of Annual Giving
PAUL F. LYNCH  
B.A.  
Director of Advancement Services and Online Services
PENNY MARTENSON  
B.F.A.  
Graphic Designer
KIMBERLY B. McAULIFF  
B.S.  
Director of Alumni and Parent Programs
DANIEL J. MULHAUSER, S.J.  
B.S., M.A., Ph. L., S.T.L., D. Rel.  
Alumni Chaplain
MARIACHIARA C. NASH  
B.A.  
Assistant Director of Alumni and Parent Programs
KIMBERLY PIETRO  
B.S., M.S.  
Director of Major Gifts and Planned Giving
JAY C. WHIPPLE
B.S.
Assistant Director of Alumni and Parent Programs

DEBORAH REINHARDT YOUMANS
A.A.S., B.A., B.S., M.S.
Director of Advancement Research

ATHLETICS
THOMAS P. BONUS
Men’s Soccer Coach/Intramural/Club Sports

MICHAEL P. DONLIN
B.A.
Sports Information Director

JEANNE C. DUPREE
B.A., B.S.E.
Women’s Basketball Coach, Assistant Athletic Director/Senior Women’s Administrator

STEVEN W. EVANS
B.A., M.A.
Men’s Basketball Coach/Director of Scheduling

JOSEPH M. HANNAH
B.A., M.A., Ph.D.
Assistant Athletic Director/Aquatics Director/Men’s and Women’s Swimming Coach

JOHN B. JOINER
Athletic Equipment Manager and Transportation Coordinator

KENNETH KING
B.S.
Women’s Volleyball Coach, Women’s Softball Coach

WILLIAM V. MILLER
B.S., Ph.D.
Faculty Athletics Representative

LAUREN E. O’CONNOR
B.A.
Women’s Lacrosse Coach/Assistant Director of Scheduling

STEPHEN C. OWENS
B.S., M.S.
Men’s Baseball Coach/Assistant Athletic Director/Facilities Director

SCOTT M. PETERSON
B.A., M.S.
Athletic Trainer

RICHARD W. ROCKWELL
B.S., M.S.
Director of Athletics

DANIEL J. SHEEHAN JR.
B.S.
Men’s Lacrosse Coach/Assistant Athletic Director/Operations Director

MATTHEW P. TOWNSEND
B.P.E.
Women’s Soccer Coach

MICHAEL H. WILSON
B.S., ALS
Assistant Athletic Trainer
FACULTY OF INSTRUCTION

ANN C. ALLEN (2004)
Visiting Assistant Professor of English
B.S., Nazareth College; M.S., Syracuse University.

SALWA AMMAR (1987)
Professor of Business Administration
B.S., Salford University; M.S., Ph.D., University of Florida.

ROBERT ANDERSON (1999)
Visiting Assistant Professor of Education

LYNNE S. ARNAULT (1984)
Associate Professor of Philosophy
B.A., Smith College; Ph.D., University of Notre Dame.

DANIEL J. ARNO (1979)
Assistant Professor of Business Administration
B.S., B.A., Georgetown University; J.D., Albany Law School; C.P.A., New York State.

BERNARD A. AROGYASWAMY (1986)
Professor of Business Administration
B.S., College of Engineering; M.B.A., D.B.A., Kent State University.

HARJIT K. ARORA (1987)
Professor of Economics
B.Ed., Guru Nanak Dev University; B.S., University of Delhi; M.A., University of Meerut; M.A., Ph.D., University of Wisconsin.

GALE AYANRU (2003)
Assistant Professor of Education
B.Ed., Fairmount State College; M.Ed., ASD, West Virginia University.

WILLIAM R. BARNETT (1977)
Associate Professor of Religious Studies
A.B., Wabash College; B.D., Southern Methodist University; M.A., Ph.D., University of Chicago.

ILMA O. BARROS (2002)
Assistant Professor of Business Administration
B.S., Institutos Paraibanos de Educacao; Ph.D., Case Western Reserve University.

CAROLYN T. BASHAW (1991)
Professor of History
B.A., Vanderbilt University; M.A., University of Illinois; Ed.D., Ph.D., The University of Georgia.

KRISTINE B. BATCHO (1977)
Professor of Psychology
B.A., College Misericordia; M.A., Ph.D., The Ohio State University.

EDWIN F. BAUMGARTNER (1965)
Professor Emeritus of Mathematics
B.A., University of Rochester; M.S., Syracuse University.

THERESA L. BEATY (1996)
Associate Professor of Chemistry
B.S., Aquinas College; Ph.D., John Hopkins University.

SUSAN BEHUNIAK (1988)
Professor of Political Science
B.A., St. Bonaventure University; M.A., Ph.D., SUNY Albany.

Professor of Education
A.B., M.A., Fordham University; M.Div., Ph.L., Woodstock College; Ph.D., University of Chicago.

JACQUELINE BELFORT-CHALAT (1970)
Professor of Visual Arts
A.B., University of Chicago; Art Students' League, Columbia University, Fashion Institute of Technology; Royal Academy of Fine Arts of Denmark.

DIXIE M. BLACKLEY (1982)
Professor of Economics
B.A., Wittenberg College; M.A., Ph.D., Syracuse University.

PAUL R. BLACKLEY (1982)
Professor of Economics
B.A., M.A., Ph.D., Syracuse University.

KAREL L. BLAKELEY (1984)
Director of Theatre Arts/Associate Professor of English
B.F.A., Lake Erie College; M.F.A., Syracuse University.

BARBARA J. BLASZAK (1979)
Professor of History
B.A., M.A., Ph.D., SUNY Buffalo.
JANET C. BOGDAN (1988)
Professor Emeritus of Sociology
B.A., Pennsylvania State University;
M.A., M.Phil., Ph.D., Syracuse
University.

NICHOLAS G. BOHATIUK (1962)
Professor Emeritus of Economics
M.A., Ludwig Maximilian University
(Munich); Ph.D., Ukrainian Free
University (Munich).

GORDON V. BOUDREAU (1963)
Professor Emeritus of English
A.B., St. Mary’s College; M.A.,
Marquette University; Ph.D.,
Indiana University.

J. BARRON BOYD JR. (1975)
Professor of Political Science
B.A., Rhodes College; M.A., Ph.D.,
University of South Carolina.

MAURA BRADY (2001)
Assistant Professor of English
B.A., St. John’s College;
Ph.D., University of Iowa.

DAVID L. BRIDGES (1977)
Professor of Physics
B.A., Reed College; M.A., Ph.D.,
University of Oregon.

THOMAS BROCKELMAN (1994)
Associate Professor of Philosophy
B.A., Yale University; M.A., Ph.D.,
SUNY Stony Brook.

BIRGIT A. BRYANT (2001)
Visiting Assistant Professor
of Psychology
B.S., St. Lawrence University;
M.S., Ph.D., Syracuse University.

ROBERT E. BUTLER, S.J. (1960)
Professor Emeritus of Sociology
B.A., Fordham University; M.A.,
St. Louis University; M.A.,
Azusa Pacific University.

PAUL B. CAMPBELL, S.J. (1993)
Associate Professor of English/Communications
B.A., National University of Ireland;
B.A., M.A., Sophia University;
M.S., Ph.D., Syracuse University.

JEFFREY C. CHIN (1983)
Professor of Sociology
B.A., Trinity College; M.A., Ph.D.,
University of Michigan.

CYNTHIA C. CHO (2000)
Assistant Professor of Education
B.A., M.A., Ph.D., University
of Colorado.

SUL-YOUNG CHOI (1985)
Professor of Mathematics
B.S., M.Ed., Seoul National
University; M.S.,
University of Santa Clara; Ph.D.,
The Ohio State University.

MARY K. COLLINS (1984)
Associate Professor of Accounting
B.A., Le Moyne College; M.S., Ph.D.,
Syracuse University; C.P.A., New
York State.

MARY LYNN COLLINS (1975)
Professor Emerita of Education
B.S., SUNY College at Cortland; M.S.,
Ph.D., Syracuse University.

JOHN J. CONSIDINE (1978)
Professor of Business Administration
B.A., Gettysburg College; M.B.A.,
Ph.D., Syracuse University.

JOHN E. CONSLER (1985)
Professor of Business Administration
B.A., St. Lawrence University;
M.B.A., University of Rochester;
Ph.D., Colorado University.

ERMAN COSKUN (2001)
Assistant Professor of
Business Administration
B.B.A., MS, Istanbul University;
M.B.A., Pace University; M.E.
(Master of Engineering); Ph.D.,
Rensselaer Polytechnic Institute.

THOMAS V. CURLEY (1966)
Professor Emeritus of Education
and Philosophy
B.A., M.A., Ph.D., Fordham
University.

JOSEPH M. CURRAN (1963)
Professor Emeritus of History
B.A., College of St. Thomas; M.A.,
Ph.D., University of Chicago.
CASIMIR M. CZARNIEWSKI (1950)
Professor Emeritus of Business Administration
B.B.A., St. Bonaventure University; M.B.A., New York University; Ed.D., Syracuse University.

Assistant Professor of Foreign Languages
A.B., St. Louis University; S.T.B., Centre-Sevres, Paris; M.A., St. Louis University; Th. M., Western School of Theology; Ph.D., New York University.

MICHAEL DAVIS (1997)
Associate Professor of English
B.A., Yale University; M.A., Ph.D., University of Virginia.

WILLIAM DAY (1997)
Associate Professor of Philosophy
B.A., St. John's College; M.A., M.Phil., Ph.D., Columbia University.

LOUIS D. DEGENNARO (1949)
Professor of Biology
B.S., Fordham University; M.S., Boston College; Ph.D., Syracuse University.

MARIA DITULLIO (1994)
Associate Professor of Psychology
B.S., Houghton College; M.S., Ed.S., Ed.D., George Peabody College.

CLIFFORD B. DONN (1982)
Professor of Industrial Relations and Human Resource Management
B.S., Cornell University; Ph.D., Massachusetts Institute of Technology.

MARY ANN A. DONNELLY (1980)
Professor of Business Administration
A.B., Le Moyne College; J.D., Harvard Law School.

GEORGE J. DURR (1964)
Professor Emeritus of Chemistry
B.S., M.S., University of Detroit; Ph.D., Georgetown University.

DOUGLAS R. EGERTON (1987)
Professor of History
B.A., Arizona State University; M.A., Ph.D., Georgetown University.

WALLY J. ELMER (1979)
Professor of Business Administration
B.S., M.B.A., Ph.D., Syracuse University.

ANTONIO M. EPPOLOTO (1991)
Associate Professor of Education
B.A., Le Moyne College; M.S., Ed.D., Syracuse University.

BRUCE A. ERICKSON (2004)
Assistant Professor of History
B.A., Colorado State University; M.A., Ph.D., University of New Mexico.

FRANK FERNANDEZ (1950)
Professor Emeritus of Accounting
B.S., M.B.A., Syracuse University; C.P.A., New York State; Ed.D., Columbia University.

PATRICIA M. FERRAIOLI (2004)
Assistant Professor of Political Science
Ph.D., University at Albany.

ALAN B. FISCHLER (1988)
Professor of English
A.B., Cornell University; M.A., Ph.D., University of Rochester.

DIANE FINI (2002)
Assistant Professor of Education
B.A., SUNY Potsdam; M.A., Syracuse University; C.A.S., SUNY Cortland; Ed.D., Teachers College, Columbia University.

C. TABOR FISHER (2002)
Visiting Assistant Professor of Philosophy
B.A., Taylor University; M.A., Oklahoma State University; Ph.D., SUNY Binghamton.

STEPHEN FLEURY (1998)
Professor of Education
B.A., Le Moyne; M.S., Ph.D., Syracuse University.

ROBERT J. FLOWER (1973)
Associate Professor of Philosophy
B.A., Columbia University; Ph.D., Syracuse University.

THOMAS S. FRANK (1962)
Professor Emeritus of Computer Science
B.A., Lawrence College; M.A., Ph.D., Syracuse University.
JOHN F. FREIE (1982)  
Professor of Political Science  
B.A., University of Northern Iowa;  
M.A., Miami University (Ohio);  
Ph.D., University of Missouri.

MICHAEL P. FRONMUELLER (2004)  
Professor of Business Administration  
B.S., H.H.G., Kaiserlautern, Germany;  
M.B.A., Eastern Washington University; Ph.D., Washington State University.

DENNIS J. GAFFNEY (2000)  
Professor of Accounting  
B.S., Marquette; M.S., Ph.D., University of Illinois.

CARMEN GIUNTA (1990)  
Professor of Chemistry  
B.S., University of Scranton;  
M.A., Ph.D., Harvard University.

JENNIFER A. GLANCY (1990)  
Professor of Religious Studies  
B.A., Swarthmore College;  
M.A., Ph.D., Columbia University.

FREDERICK E. GLENNON (1992)  
Professor of Religious Studies  
B.A., GardnerWebb College; M.Div., The Southern Baptist Theological Seminary; Ph.D., Emory University.

MARTHA GRABOWSKI (1987)  
Professor of Business Administration  
B.S. United States Merchant Marine Academy; M.S., M.B.A., Ph.D., Rensselaer Polytechnic Institute.

JULIE GROSSMAN (1995)  
Associate Professor of English  
B.A., Connecticut University;  
M.A., Ph.D., University of Virginia.

WAYNE A. GROVE (2002)  
Assistant Professor of Economics  
B.A., Illinois Wesleyan University;  
M.S., American University; Ph.D., University of Illinois.

JENNIFER GURLEY (2004)  
Visiting Assistant Professor of English  
B.A., American University, Washington, D.C.; M.A., Ph.D., University of California at Berkeley.

K. R. HANLEY (1961)  
Professor Emerita of Philosophy  
B.A., Manhattanville College of the Sacred Heart; Ph.B., Ph.L., Ph.D., University of Louvain.

ELIZABETH HAYES (1990)  
Associate Professor of English  
B.A., Wellesley College;  
M.A., The Ohio State University;  
Ph.D., Syracuse University.

Associate Professor of Psychology  
A.B., Fordham University;  
M.Div., Weston School of Theology;  
M.A., Ph.D., Fordham University.

LAVERNE HAIRSTON HIGGINS (1994)  
Associate Professor of Industrial Relations and Human Resource Management  
B.A., M.B.A., University of Minnesota;  
Ph.D., University of Oregon.

THOMAS R. HOGAN (1956)  
Professor Emeritus of English  
B.S., Le Moyne College;  
M.S., Syracuse University.

WILLIAM HOLMES (1976)  
Associate Professor of Psychology  
B.S., M.S., Ph.D., University of Massachusetts.

LIFANG HSU (1988)  
Professor of Mathematics  
B.S., National Chengung University;  
M.S., University of Miami;  
M.S., Ph.D., University of California at Santa Barbara.

WALTER F. HUBNER (1979)  
Professor Emeritus of Industrial Relations and Human Resource Management  
B.A., Hofstra University; M.A., Ph.D., University of Wisconsin.

ALMA A. ILACQUA (1974)  
Professor Emerita of English  
B.A., M.A., Ph.D., Syracuse University.

MARK JACKSON (1952)  
Professor Emeritus of History  
B.A., M.A., Fordham University.
EDWARD H. JUDGE (1978)
Professor of History
B.A., University of Detroit;
M.A., Ph.D., University of Michigan.

MICHAEL A. KAGAN (1988)
Associate Professor of Philosophy
A.B., M.A., Ph.D., Washington
University; M.A., Hebrew
Union College.

MARK D. KARPER (1977)
Professor of Industrial Relations
and Human Resource Management
A.B., Georgetown University;
M.A., Ph.D., University of Cincinnati.

ROBERT W. KAWA (1978)
Assistant Professor of Accounting
B.S., Le Moyne College;
M.B.A., Syracuse University;
C.P.A., New York State.

PATRICK J. KEANE (1978)
Professor Emeritus of English
B.S.S., Fordham University;
M.A., Ph.D., New York University.

CHARLES J. KELLY (1968)
Professor Emeritus of Philosophy
B.A., Manhattan College; M.A.,
Ph.D., University of Notre Dame.

ROBERT F. KELLY (1987)
Professor of Sociology
B.A., St. Joseph’s University,
M.A., Ph.D., Rutgers University.

JAMES E. KENNEY (1947)
Professor Emeritus of Economics
B.A., Canisius College;
M.A., University of Notre Dame;
Ph.D., Syracuse University.

THOMAS J. KENT, S.J. (1961)
Professor Emeritus of Philosophy
B.A., Georgetown University;
Ph.L., S.T.L., Woodstock College.

CHONGYOU L. KIM (1986)
Associate Professor of Business
Administration
B.A., Kyongbuk National University;
M.B.A., Ph.D., Rutgers University.

BRENDA J. KIRBY (1995)
Associate Professor of Psychology
B.A., Midland Lutheran College;
M.A., Ph.D., University of Nebraska.

DONALD J. KIRBY, S.J. (1976)
Professor of Religious Studies
B.A., Fordham University;
M.A., Syracuse University;
M.Div., Woodstock College;
Ph.D., Union Theological Seminary.

MICHAEL J. KRAUSE (1982)
Associate Professor of Accounting
B.S., Le Moyne College;
M.S., Syracuse University;
C.P.A., New York State.

GEORGE E. KULICK (1988)
Assistant Professor of Business
Administration
B.S., Syracuse University;
M.S., Rutgers University;
Ph.D., Syracuse University.

JOHN W. LANGDON (1972)
Professor of History
Kevin J. O’Connell, S.J. Distinguished
Teaching Professor in the Humanities
B.A., Le Moyne College;
Ph.D., Syracuse University.

EMILY S. LEE (2003)
Assistant Professor of Philosophy
B.A., Barnard College, Columbia
University; M.A., Ph.D. candidate,
SUNY Stony Brook.

LINDA M. LeMURA (2003)
Professor of Biology
B.S., Niagara University; M.S.,
Ph.D., Syracuse University.

CATHY LEOGRANDE (1990)
Associate Professor of Education
B.S., SUNY at Buffalo; M.S., College
of St. Rose; Ph.D., Syracuse University.

GREG M. LEPAK (1986)
Professor of Business Administration
B.S., SUNY Buffalo; M.A., M.S.,
Ph.D., SUNY Albany.

SHIN-JENG LIN (2000)
Assistant Professor of
Business Administration
B.A., National Sun Yat-sen University;
M.S., M.A., University of Florida.

DAVID T. LLOYD (1985)
Professor of English
B.A., St. Lawrence University;
M.A., University of Vermont;
Ph.D., Brown University.
GARRIT J. LUGTHART JR. (1961)  
Professor Emeritus of Biology  
B.S., M.S., Michigan State University;  
Ph.D., University of Wisconsin.

ROGER D. LUND (1978)  
Professor of English  
B.A., University of Denver;  
M.A., Ph.D., University of Virginia.

WEN MA (2004)  
Assistant Professor of Education  
M.A., Xi’an Jiaotong University, China.

MARY MacDONALD (1988)  
Professor of Religious Studies  
B.A., University of Queensland;  
M.A., Ph.D., University of Chicago.

KARMEN MacKENDRICK (1999)  
Associate Professor of Philosophy  
B.A., University of Colorado;  
Ph.D., SUNY Stony Brook.

DARIUS MAKUJA  
Visiting Assistant Professor of Religious Studies  
B.A., The Apostles of Jesus Major Seminary, Nairobi, Kenya; M.A., St. Louis University.

DONALD MALDARI, S.J. (1999)  
Assistant Professor of Religious Studies  
B.A., Georgetown University;  
S.T.B, M.A., Ph.D, Katholieke Universiteit Leuven.

MARY A. MALESKI (1971)  
Professor of English  
B.A., Marywood College;  
M.A., Fordham University;  
Ph.D., University of Rochester.

MAX MALIKOW (1998)  
Assistant Professor of Education  
B.S., University of Nebraska;  
M.A., Gordon-Conwell Theological Seminary; M.Div., Th.D., Boston University of Theology.

DONNA-DALE MARCANO (2002)  
Assistant Professor of Philosophy  
B.A., College of Notre Dame of Maryland; M.A., American University;  
Ph.D., University of Memphis

LEONARD MARSH, FSC (1988)  
Associate Professor of Foreign Languages  
B.A., Catholic University of America;  
M.A., Middlebury College;  
Ph.D., Boston College.

MICHAEL P. MASINGALE (1981)  
Associate Professor of Chemistry  
B.S., Morehouse College;  
Ph.D., Syracuse University.

CHARLES E. McCAIN (1952)  
Professor Emeritus of Physics  
B.A., LaSalle College;  
M.S., University of Detroit.

LISA M. MCCARTAN (2002)  
Assistant Professor of Sociology  
A.A.S., Nassau Community College;  
B.A., SUNY Binghamton; M.A., East Tennessee State University;  
Ph.D., University of Cincinnati.

JOHN M. McMAHON (1993)  
Associate Professor of Classics  
B.A., Adelphi University; M.A., State University of New York at Albany; M.A., Ph.D., University of Pennsylvania.

CHRISTINA B. MICHAELSON (2001)  
Assistant Professor of Psychology  
B.A., West Virginia University;  
M.S., Ph.D., Purdue University.

MICHAEL J. MILLER (1984)  
Professor of Mathematics  
B.A., M.A., Ph.D., University of Rochester; M.S., University of Chicago.

WILLIAM V. MILLER (1982)  
Associate Professor of Mathematics  
S.B., Massachusetts Institute of Technology; Ph.D., University of Michigan.

BETH MITCHELL (1988)  
Associate Professor of Biology  
B.S., Trinity College;  
Ph.D., Syracuse University.

EVELYN H. MONSAY (1990)  
Professor of Physics  
B.A., University of Pennsylvania;  
M.B.A., Syracuse University;  
M.A., Ph.D., Princeton University.
DAVID L. MOORE (1990)
Associate Professor of Business Administration
B.S.B.A., Dominion University; M.S.B.A., Ph.D., University of Massachusetts at Amherst.

ERIN E. MULLALLY (2003)
Visiting Assistant Professor of English
B.A., Fordham University; M.A., Ph.D., University of Oregon.

EDWARD F. MULLEN (1949)
Professor Emeritus of English
B.A., St. John’s University; M.A., Niagara University.

JOSEPH MULLINS (1999)
Assistant Professor of Chemistry
B.S., Rochester Institute of Technology; M.S. Ph.D., University of Rochester.

ANCA V. MUNTEANU (2002)
Assistant Professor of English
M.A., University of Bucharest, Romania; Ph.D., University of Nebraska-Lincoln.

JOAN K. MYERS (1989)
Associate Professor of Accounting
B.B.A., Niagara University; M.B.A., Ph.D., Syracuse University; C.P.A., New York State.

ANJALEE NADKARNI (2003)
Assistant Professor of English
B.A., Kalamazoo College; M.F.A., Northwestern University.

KATHLEEN NASH (1989)
Associate Professor of Religious Studies
B.A., University of Dallas; M.A., St. Louis University; Ph.D., The Catholic University of America.

PHILLIP P. NOVAK (2001)
Associate Professor of English
B.A., University of Colorado; M.A., Ph.D., University of Virginia.

CORNELIUS NOVELLI (1958)
Professor of English
B.S., SUNY Fredonia; M.A., Ohio University; Ph.D., University of Notre Dame.

ROBERT E. O’BRIEN, S.J. (1975)
Professor Emeritus of Philosophy
B.A., Ph.L., S.T.L., Woodstock College; Ph.D., University of Louvain.

ORLANDO R. OCAMPO (1990)
Associate Professor of Foreign Language
M.A., Ph.D., University of Chicago; Licenciatura en inglés, Universidad Nacional de Tucumán, Argentina.

DENNIS O’CONNOR (1986)
Associate Professor of Business Administration
M.A., Cleveland State University; Ph.D., Case Western Reserve University.

HARRIET L. O’LEARY (1969)
Professor Emerita of Foreign Languages
B.A., Western Reserve University; A.M., Radcliffe Graduate School; Ph.D., University of Cincinnati.

THOMAS O’NEIL (2003)
Instructor of Business Administration
B.S., Siena College; M.Ed., University of Delaware.

JULIE OLIN-AMMENTORP (1988)
Professor of English
A.B., Middlebury College; M.A., Ph.D., University of Michigan.

DANIEL L. ORNE (1990)
Associate Professor of Business Administration
B.S., M.S., Ph.D., Rensselaer Polytechnic Institute.

GEORGE A. PEARSE JR. (1960)
Professor Emeritus of Chemistry
B.S., University of Massachusetts; M.S., Purdue University; Ph.D., State University of Iowa.

BETH B. PRITTS (1996)
Associate Professor of Biology
B.S., Ohio University; D.P.M., Ohio College of Podiatric Medicine; Ph.D., Bowling Green State University.

CHARLES R. PULVER (1958)
Assistant Professor of Political Science
B.S., Le Moyne College; M.S., Syracuse University.
JINHU QIAN (2002)  
Assistant Professor of Business Administration  
B.Eng., M.S., University of Science & Technology, China; M.S., Louisiana State University; Ph.D., University of Houston

FRANK RIDZI (2003)  
Assistant Professor of Sociology  
B.A., Le Moyne College; M.A., M.P.A., Doctoral Candidate, Syracuse University.

WILLIAM C. RINAMAN JR. (1979)  
Professor of Mathematics  
B.S., University of California; M.A., Ph.D., American University.

NANCY C. RING (1979)  
Professor Emeritus of Religious Studies  
B.A., Siena College (Tennessee); M.A., Middlebury College; M.A., Ph.D., Marquette University.

DANIEL M. ROCHE (2001)  
Visiting Assistant Professor of English  
B.S., University of Dayton; M.A., Ohio State University; M.A., Ph.D., University of Iowa.

JASON J. ROCHE (2002)  
Assistant Professor of English  
A.A., Cayuga Community College; B.A., SUNY Geneseo; M.A., Syracuse University.

RAQUEL ROMEU (1969)  
Professor of Foreign Languages  
B.A., Nazareth College; Doctor en Filosofía y Letras, Universidad de la Habana.

MARCIA L. RUWE (1995)  
Associate Professor of Business Administration  
B.S., M.S., Xavier University; D.B.A., University of Kentucky.

ANN M. RYAN (1994)  
Associate Professor of English  
B.A., Le Moyne College; M.A., Ph.D., University of Virginia.

MARIO SÁENZ (1989)  
Professor of Philosophy  
B.A., M.A., Ph.D., Southern Illinois University.

SUSAN L. SCHAROUN (1993)  
Associate Professor of Psychology  
B.S., Syracuse University; B.S., SUNY College of Environmental Science and Forestry; B.A., Ph.D., Syracuse University.

PATRICIA R. SCHMIDT (1993)  
Professor of Education  
B.A., Potsdam State University College; M.Ed., University of Massachusetts; D.Ed., Syracuse University.

JONATHAN C. SCHONSHECK (1978)  
Professor of Philosophy  
B.A., Valparaiso University; M.A., University of Dayton; M.A., Ph.D., The Ohio State University.

MICHAEL J. SCHRAMM (1987)  
Associate Professor of Mathematics  
B.S., Georgia Institute of Technology; M.S., Ph.D., Syracuse University.

JOY M. SCOTT (1998)  
Assistant Professor of Education  
B.S., Creighton University; M.S., Ed., University of Wisconsin; Ph.D., Loyola University of Chicago.

Associate Professor of History  
B.A., Rutger University; J.D., Seton Hall University School of Law; M.A., Fordham University; M.Div., S.T.L. candidate, Jesuit School of Theology at Berkeley/Graduate Theological Union.

BRUCE M. SHEFRIN (1977)  
Associate Professor of Political Science  
B.A., M.A., City University of New York, City College; Ph.D., University of Massachusetts.

NEELIMA SHUKLA-BHATT (2003)  
Assistant Professor of Religious Studies  
B.A., M.A., The M.S. University, India; A.A.S., Brookdale Community College; M.T.S., Harvard Divinity School; Doctoral Candidate, Harvard University.

EDWARD M. SHEPARD (1990)  
Associate Professor of Economics  
B.A., University of New Hampshire; Ph.D., Boston College.
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIANE SKLENSKY (2000)</td>
<td>Assistant Professor of Biology</td>
<td>A.B., University of California-Berkeley; Ph.D., Cornell University.</td>
</tr>
<tr>
<td>JOHN SMARRELLI JR. (2001)</td>
<td>Professor of Biology</td>
<td>B.S., Le Moyne College; M.S., Ph.D., SUNY College of Environmental Science and Forestry.</td>
</tr>
<tr>
<td>DAVID L. SMITH (1993)</td>
<td>Associate Professor of Biology</td>
<td>B.A., M.S., Wichita State University; Ph.D., Kansas State University.</td>
</tr>
<tr>
<td>JAMES F. SMITH, S.J. (1964)</td>
<td>Professor Emeritus of Computer Science</td>
<td>B.A., Ph.L., Bellarmine College; S.T.L., Woodstock College; M.S., Ph.D., Catholic University of America.</td>
</tr>
<tr>
<td>SHERILYN G.F. SMITH (1995)</td>
<td>Associate Professor of Biology</td>
<td>B.A., M.S., Wichita State University; Ph.D., Kansas State University.</td>
</tr>
<tr>
<td>MICHAEL STREISSGUTH (1998)</td>
<td>Associate Professor of English</td>
<td>B.A., Indiana University at Pennsylvania; M.A., Purdue University.</td>
</tr>
<tr>
<td>KATHLEEN P. SULLIVAN (2004)</td>
<td>Assistant Professor of English</td>
<td>B.A., Rutgers College, Rutgers University; M.A., Boston College</td>
</tr>
<tr>
<td>MONICA R. SYLVA (2002)</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., Fairfield University; M.S., Ph.D., University of Massachusetts.</td>
</tr>
<tr>
<td>ANDREW SZEBENYI, S.J. (1963)</td>
<td>Associate Professor of Biology</td>
<td>A.B., M.A., Oxford University; Ph.L., Egenhoven (Belgium); S.T.L., Heythrop College (England); Ph.D., Syracuse University.</td>
</tr>
<tr>
<td>MILES TAYLOR (2003)</td>
<td>Assistant Professor of English</td>
<td>B.A., Seattle University; M.A., Ph.D., University of Oregon.</td>
</tr>
<tr>
<td>FARHA TERNIKAR (2003)</td>
<td>Visiting Assistant Professor of Sociology</td>
<td>B.A., M.A., University of South Florida; M.A., A.B.D., Loyola University.</td>
</tr>
<tr>
<td>MEREDITH TERRETTA (2004)</td>
<td>Assistant Professor of History</td>
<td>B.A., University of Tennessee; M.A., University of Wisconsin.</td>
</tr>
<tr>
<td>DEBORAH E. TOOKER (1992)</td>
<td>Associate Professor of Anthropology</td>
<td>A.B., Bryn Mawr College; A.M., Ph.D., Harvard University.</td>
</tr>
<tr>
<td>ANTHONY J. VETRANO (1959)</td>
<td>Professor of Foreign Languages</td>
<td>B.A., Harpur College; M.A., University of Rochester; Ph.D., Syracuse University.</td>
</tr>
<tr>
<td>DAVID VOORHEES (1999)</td>
<td>Visiting Assistant Professor of Computer Science</td>
<td>B.S., SUNY Potsdam; M.S., Syracuse University.</td>
</tr>
<tr>
<td>SHAWN L. WARD (1987)</td>
<td>Associate Professor of Psychology</td>
<td>B.A., Siena College; M.S., Fordham University; Ph.D., Temple University.</td>
</tr>
<tr>
<td>CHRISTOPHER WARNER (2003)</td>
<td>Associate Professor of English</td>
<td>M.A., Western Washington University; Ph.D., University of Washington.</td>
</tr>
<tr>
<td>KEITH WATENPAUGH (2000)</td>
<td>Assistant Professor of History</td>
<td>B.A., University of Washington; M.A., Ph.D., UCLA at Los Angeles.</td>
</tr>
<tr>
<td>THERESA M. WHITE (2001)</td>
<td>Assistant Professor of Psychology</td>
<td>B.A., Boise State University; MSc., Oxford University; Ph.D., University of Warwick.</td>
</tr>
<tr>
<td>RAYMOND A. WILEY (1948)</td>
<td>Professor Emeritus of Foreign Languages</td>
<td>B.A., M.A., Fordham University; German Certificate, GoetheInstitut (Munich); Ph.D., Syracuse University.</td>
</tr>
</tbody>
</table>
RONALD H. WRIGHT (1977)
Professor of Business Administration
B.A., King College; M.Div., Colgate Rochester Divinity School; M.A., Ph.D., University of Kentucky.

YAMIN XU (2003)
Assistant Professor of History
B.A., Nankai University (China); M.A., Ph.D., University of California, Berkeley.

Assistant Professor of Foreign Languages
B.A., St. Bonaventure University; M.S., Ph.D., Georgetown University.

M. DONALD ZEWE, S.J. (1966)
Professor Emeritus of Sociology
B.A., Holy Cross College; M.A., Fordham University; Ph.D., Columbia University.

ADJUNCT FACULTY

THERESA M. ANDERSON
Adjunct Instructor of Industrial Relations and Human Resource Management
B.S., Alfred University; M.B.A., Ph.D., Syracuse University.

ROBERT E. ANTONACCI II
Adjunct Instructor of Business Administration
B.S., Le Moyne College; J.D., Syracuse University College of Law.

DONALD W. ARENZT
Adjunct Assistant Professor of Philosophy
A.B., Jamestown College; M.A., Ph.D., Syracuse University.

PAUL S. BABIAZ
Adjunct Instructor of Business Administration
B.S., University of Rochester; M.S., University of Michigan; M.B.A., Syracuse University.

SUSAN B. BARBOUR
Adjunct Instructor of English
A.B., Gordon College; M.A., Catholic University of America.

DAVID J. BARLETTA
Adjunct Instructor of Business Administration
B.S., M.B.A., Le Moyne College.

GREGORY BARONE
Adjunct Instructor of Business Administration
B.S., Syracuse University; J.D., Syracuse University College of Law.

GERARD F. BERITELA
Adjunct Instructor of Religious Studies

LAURI P. BOUSQUET
Adjunct Instructor of Education
B.A., Le Moyne College; M.S., SUNY Oswego.

KEVIN BROGAN
Adjunct Instructor of Industrial Relations and Human Resource Management
B.S., Le Moyne College; M.B.A., Syracuse University.

TIMOTHY D. BURNS
Adjunct Instructor of English
A.B., St. Bonaventure University; M.A., Syracuse University; Ph.D. candidate, State University of New York at Binghamton.

CHARLES CAFFARELLI JR.
Adjunct Instructor of Business Administration
B.S., M.B.A., Le Moyne College.

KERRY J. CARNEY
Adjunct Instructor of Industrial Relations and Human Resource Management
B.A., Le Moyne College; M.S., Western Michigan University.

GEORGENE CARSON
Adjunct Instructor of Biology
B.S., State University of New York at Binghamton; M.A., University of South Florida.

LORETTA CHASE
Adjunct Instructor of Education
B.S., M.S., C.A.S. S.U.N.Y. at Oswego
WILLIAM J. COLLINS
Adjunct Instructor of Education
B.S., Le Moyne College; M.S., Syracuse University.

BARRY L. DARLING
Adjunct Instructor of Visual Arts

PATRICK J. DEMPSEY
Adjunct Instructor of Education
B.S., Western Michigan University; M.S., University of Michigan; C.A.S., Syracuse University.

GORDON DICAPRIO
Adjunct Instructor of Mathematics
B.S., Le Moyne College; M.S., State University of New York at Oswego.

DAVID M. DI FABIO
Assistant Professor of Psychology
B.S., M.S., SUNY at Geneseo; Ed.D., University of Rochester

WILLIAM S. DOLAN, S.J.
Adjunct Instructor of History
B.A., Fordham College of Fordham University; M.Div., Weston School of Theology; Th.M., Weston School of Theology; M.S.E., University of Rochester.

ROBERT DOUCETTE
Adjunct Instructor of Sociology
B.A., Le Moyne College; J.D., Syracuse University.

RENÉE V. DOWNEY
Adjunct Instructor of Business Administration
B.A., Eisenhower College; M.S., Chapman University; Ph.D., Syracuse University.

JERRY M. EXLINE
Adjunct Assistant Professor of Visual Arts
B.M., M.M., Ph.D., Eastman School of Music.

JOHN C. FARRUGGIO
Adjunct Instructor of Industrial Relations and Human Resources Management
B.S., Le Moyne College; M.S., Chapman College.

CAROLINE G. FITZGERALD
Adjunct Assistant Professor of English

JAMES W. FUNSON
Adjunct Instructor of English
B.A., Le Moyne College; M.S., Syracuse University.

MARY GIEGENGACK-JURELLER
Adjunct Assistant Professor of Philosophy
B.A., College of New Rochelle; Ph.D., Georgetown University.

MIREILLE GOODISMAN
Adjunct Assistant Professor of Foreign Languages
B.A., Lycée Hélène Boucher; Lic. ès Lettres, Dip. d’Études Supérieures, Sorbonne.

MARY R. GRAZIANO
Adjunct Instructor of Biology
B.S., Le Moyne College; M.S., S.U.N.Y. at Binghamton.

ROBERT F. HILL
Adjunct Assistant Professor of Religious Studies
B.A., Ohio Wesleyan University; M.Div., Union Theological Seminary (NY); Ph.D., McGill University.

PHILIP A. HORZEMPA
Adjunct Instructor of Physics
B.S., M.S., SUNY Buffalo.

MARY ANN JEFFERIES
Adjunct Instructor of English
B.A., M.A., College of St. Rose.

DANIEL A. JEZER
Adjunct Assistant Professor of Religious Studies
B.A., Columbia University; M.H.L., D.Div., Jewish Theological Seminary.

JAMES A. KRISHER
Adjunct Instructor of Religious Studies
B.A., Syracuse University; M.A., Boston College.

GARY E. KRUDYS
Adjunct Instructor of Business Administration
B.S., King’s College; M.B.A., Syracuse University.
PATRICK J. LAWLER
Adjunct Instructor of English
B.A., Le Moyne College; M.A., Syracuse University.

JONATHAN MARK LAWSON
Adjunct Assistant Professor of Religious Studies
B.A., Hendrix College; M.Div., Ph.D., The Southern Baptist Theological Seminary.

CATALINA A. LEOVEY
Adjunct Instructor of Foreign Languages
B.A., Daemen College; M.A., Syracuse University.

RUDOLF M. LIENHARD
Adjunct Instructor of Computer Science
B.S., M.S., Rensselaer Polytechnic Institute.

LAURIE L. MANGICARO
Adjunct Instructor of Sociology
B.A., M.A., Syracuse University.

PHILIP A. MAZZA
Adjunct Instructor of Industrial Relations and Human Resource Management
B.S., Le Moyne College.

MARIANE MC LAUGHLIN
Adjunct Assistant Professor of Biology
B.S., Albany College of Pharmacy; Ph.D., S.U.N.Y. at Buffalo.

BARBARA B. METTLEMAN
Adjunct Assistant Professor of Psychology
B.A., Utica College of Syracuse University; M.A., Ph.D., Syracuse University.

RUTH T. MIZRUCHI
Adjunct Instructor of English
B.A., SUNY at Albany; M.A., Columbia University.

DAVID G. MOORE
Adjunct Instructor of Visual Arts
B.A., Syracuse University; M.F.A., Syracuse University.

HASAN MURSHED
Adjunct Assistant Professor of Economics
Ph.D., Syracuse University.

ELIZABETH A. O’HARA
Adjunct Instructor of Graduate Studies in Education
B.A., University of Rochester; M.A., Syracuse University; Ph.D., Indiana University.

RONALD OSBORN
Adjunct Instructor of Education
B.S., M.S., Syracuse University.

LINDA PENNISI
Adjunct Instructor of English
B.A., Le Moyne College; M.F.A., Vermont College of Norwich University.

NADIA PETROVICH
Adjunct Instructor of Business Administration
B.S., M.B.A., Le Moyne College.

DANA M. RADCLIFFE
Adjunct Assistant Professor of Philosophy
B.A., Fort Hays State University; M.Phil., Yale University; M.B.A., University of California, Los Angeles; Ph.D., Syracuse University.

DAVID A. RISTAU
Adjunct Instructor of Business Administration
B.A., Niagara University; M.B.A., Syracuse University.

DAVID M. ROACHE
Adjunct Instructor of History
B.A., Le Moyne College; M.A., Adelphi University.

SAMUEL SAMPERE
Adjunct Instructor of Physics
B.S., Le Moyne College; M.S., SUNY Binghamton.

WENDY B. SCHERER
Adjunct Instructor of Biology
A.A., Scottsdale Community College; B.S., Boise State University; M.A.T., Bowling Green University.

SIEGLINDE SCHWINGE
Adjunct Instructor of Foreign Languages
B.A., M.A., Le Moyne College, Syracuse University.
ERIC SHARPSTEN
Adjunct Instructor of Information Systems
B.A., State University College of Arts & Sciences; M.B.A., Le Moyne College.

GILDA SISERA
Adjunct Assistant Professor of Foreign Languages
M.A., University of Naples.

PAUL D. SLEEZER
Adjunct Assistant Professor of Chemistry
Ph.D., University of California at Los Angeles

JAMES G. SLENKER, JR.
Adjunct Instructor of Education
B.A., M.A., SUNY at Albany.

HOPETON SMALLING
Adjunct Instructor of Information Systems
B.S., City University of New York at Hunter College

JANE B. SWIDERSKI
Adjunct Instructor of Education
B.S., M.S., Syracuse University

KEVIN M. WALSH
Adjunct Instructor of Business Administration
B.S., Clarkson College of Technology; M.B.A., Le Moyne College.

TOMOKO WALTER
Adjunct Instructor of Foreign Languages
B.S., Ithaca College; M.A. Syracuse University.

WILLIAM D. WEST
Adjunct Instructor of Visual Arts
B.A., Durham University; M.F.A., M.A., Syracuse University; Ph.D., Syracuse University

PAMELA J. WILDRIDGE
Adjunct Assistant Professor of Biology
B.A., Hartwick College; M.S., Ph.D., S.U.N.Y. of Environmental Science and Forestry.

LEE B. WINET
Adjunct Instructor of English
B.S., M.A., Syracuse University

STEVEN J. WRINN
Adjunct Assistant Professor of Foreign Languages
B.A., M.A., State University of New York at Binghamton; A.M., Ph.D., Harvard University

FREDRICK P. ZAMMIELLO
Adjunct Assistant Professor of Philosophy
B.S., Utica College; B.A., M.A., Colgate University; M.A., Ph.D., Syracuse University
INDEX

A
Absence .......................... 35, 307
Academic Advisement ............... 42
Academic Awards ..................... 49
Academic Calendar ..................... 2
Academic Dismissal .................... 40
Academic Disqualification .......... 40
Academic Forgiveness ................. 39
Academic Guidelines for New York State Financial Aid .............. 27
Academic Information ................. 29, 305
Academic Opportunities, Special .......... 46
Academic Probation ................. 40, 306
Academic Requirements for Financial Aid .................. 26
Academic Standards .................. 41, 308
Academic Standing .................... 39
Dismissal .......................... 40
Disqualification ...................... 40
Probation .......................... 40, 306
Readmittance ......................... 40
Satisfactory .......................... 40
Warning .......................... 40
Academic Support Center ............. 45
Academic Warning .................... 40
Accounting ......................... 242
150-Hour Program ..................... 243
Courses .......................... 247
Four-year Undergraduate Program .... 242
M.B.A ......................... 244
Minor .......................... 243
Program .......................... 245
Administration, Officers of ........... 360
Admission ......................... 8
Freshman .......................... 8
Requirements ......................... 8
Transfer .......................... 8
Advanced Placement .................. 11
Affiliations ......................... 7
African-American, Hispanic, Asian, and Native American Program (AHANA) .............. 46
Alumni and Parent Programs ........ 16
Anthropology ......................... 209, 224
Courses .......................... 226
Minor .......................... 225
Applied Management Analysis Courses .................. 253
Articulation Programs .................. 238
Athletics .......................... 15
Attendance Policies .................... 35, 303
Auditing Courses ...................... 35
Awards, Academic .................... 49

B
Benefits, Educational .................. 25
Deceased Veterans ..................... 25
Veterans ......................... 25
Vocational Rehabilitation .............. 25
Biochemistry ......................... 283
Major .......................... 283
Program .......................... 284
Biology .......................... 58
Courses .......................... 62
Major .......................... 58
Minor .......................... 59
Program .......................... 60
Board of Regents ...................... 356
Board of Trustees ..................... 355
Building Accessibility ................. 13
Bursar’s Office, Fees Payable ........ 18
Business Administration .............. 249
Courses .......................... 252
Major .......................... 249
Minor .......................... 250
Program .......................... 251
Calendar, Academic .................. 2
Campus Crime Statistics ............... 28
Campus Ministry ..................... 14
Career Services ....................... 16
Center for Continuing Education ..... 10
Center for Personal Growth & Counseling .............. 14
Cheating .......................... 41, 308

C
Career Services ....................... 16
Center for Continuing Education ..... 10
Center for Personal Growth & Counseling .............. 14
Cheating .......................... 41, 308

INDEX

I N D E X

379
Chemistry .................................. 69
Courses .................................. 73
Major .................................. 69
Minor .................................. 70
Programs .................................. 71
Clubs, Student ................................. 15
College Credit Received
in High School ................................. 12
College Level Examination
Program (CLEP) ................................ 11
Combination Undergraduate
Degree Programs .............................. 238
Communication Major ........................... 105
Courses .................................. 115
Computer Center ................................ 44
Computer Resources .............................. 43
Computer Science ................................. 144
Courses .................................. 156
Minor .................................. 145
Core Curriculum ............................... 33, 56
Requirements ................................ 33
Course Numbering ................................ 305
Coyne Performing Arts Center ..................... 43
Creative Writing ................................. 104
Courses .................................. 118
Credit for High School Courses .................. 12
Credit Hours, Toward Degree ...................... 39
Criminology and Crime &
Justice Studies ................................. 222
Minor .................................. 212
Program .................................. 216
Cultural Foundations
of Medicine ................................. 47, 285
Courses .................................. 285
Dean’s List .................................. 49
Degree Honors .................................. 49
Degree Information .............................. 34
Degree Programs ............................... 29
Graduate .................................. 30, 321
Undergraduate ................................ 29
Degree Requirements ............................ 33
Degrees .................................. 34
Dental Medicine Joint
Degree Program ......................... 240
Departmental Honors ......................... 51
Deposit, New Student ......................... 18
Dining Services ................................. 13
Directory (Le Moyne Offices) ................... 3
Directory of College Personnel .................. 355
Disabilities, Students with ..................... 45
Division of Arts and Sciences ................... 58
Division of Institutional
Advancement ................................... 16
Division of Management ...................... 242
Dropping/Adding Courses ...................... 306
Early Assurance Programs ..................... 241
Economics .................................. 86, 259
Courses .................................. 88, 261
Major .................................. 86, 259
Minor .................................. 87, 259
Program .................................. 87, 260
Education, Graduate ............................ 320
Education, Undergraduate ....................... 91
Courses .................................. 97
Minor .................................. 91
Program .................................. 92
Educational Benefits ............................ 25
Deceased Veterans ............................. 25
Veterans .................................. 25
Vocational Rehabilitation ...................... 25
Eligibility for State Student Aid .................. 27
Employer Remitted Tuition ..................... 305
Employment Opportunities ..................... 25
Engineering Program, 3-2 ..................... 75, 238
English .................................. 103
Courses .................................. 106
Curriculum .................................. 104
Majors .................................. 103
Minors .................................. 104
Enrollment Information ......................... 8
Examination Regulations ....................... 41
Expenses .................................. 17
Extracurricular Activities ....................... 15
Facilities ........................................ 43
Faculty ........................................... 366
Adjunct ........................................... 375
Full-time ........................................... 366
Falcone, Noreen Reale Library .......... 43
Federal Financial Aid ............................. 26
Federal Grants, Loans ....................... 304
Educational Requirements ..................... 26
Time Limits ........................................ 26
Fees ........................................... See Tuition and Fees
Financial Aid ................................. 19, 304
Applying for Funds ............................... 20
Financial Information ....................... 304
Financial Responsibility ......................... 19
Foreign Languages and Literatures .. 120
   Courses ...................................... 123
   Major .......................................... 120
   Minor .......................................... 121
   Program ....................................... 122
Freshman Admission Requirements .... 8
Full-Time Study .................................. 8
Funds, Applying for ......................... 20

General Information .......................... 5
Graduate ......................................... 303
Global Education ................................. 47
Grade Points and Grade-Point Average .......... 38, 307
Grading Policies ................................. 36, 306
   Pass/Fail ....................................... 37
Graduate Studies ............................... 303
   Business Administration ................. 310
      Admission ................................ 311
      Courses .................................. 312
      Requirements ............................ 312
   Education ..................................... 320
      Admission ................................ 321
      Courses .................................. 330
   Master of Science for Teachers: Curricula .......... 328
   Master of Science in Education I: Curricula .......... 322

   Master of Science in Education II: Curricula .......... 326
Graduation ....................................... 34
   Rates ......................................... 42
   Requirements ............................... 34
Grants ........................................... 20
   Federal Pell .................................. 24
   Federal Supplemental Educational Opportunity Grants (SEOG) ...... 24
   Le Moyne .................................... 21
   New York State ................................ 24
Grievance Procedures for Grades ...... 38, 308
Groups, Student ................................ 15

Health Professions
   Advisory Committee ......................... 46
Health Services, Student ....................... 13
High School Courses, Credit for ........... 12
Higher Education Opportunity Program (HEOP) .............. 46
History ............................................. 133
   Courses ...................................... 135
   Major .......................................... 133
   Minor .......................................... 133
   Programs ..................................... 134
Honor Societies ................................ 15
Honors Programs ............................... 49, 288
   Departmental ................................ 51
   Integral ....................................... 51, 288
Human Services Concentration .......... 210
Humanities Core Sequence ..................... 33
Identification Cards ......................... 303
Immunization Record ......................... 14, 303
Incomplete (I) Grades ......................... 37, 306
Industrial Relations and
   Human Resource Management ........... 264
   Courses ...................................... 267
   Major .......................................... 264
   Minor .......................................... 265
   Program ....................................... 266
INDEX

Physical Science Courses ................. 84
Physical Examination Record ............ 14, 303
Physical Therapy Program,
  Doctorate ................................ 240
Physician Assistant Studies ............. 171
  Courses ................................ 174
  Program ................................ 173
  Transfer ................................ 9
Physics ................................... 75
  Courses ................................ 82
  Majors .................................. 76
  Minor ................................... 77
  Programs ................................ 78
Plagiarism ................................. 41, 308
Political Science ......................... 177
  Courses ................................ 180
  Major ................................... 178
  Minor ................................... 178
  Program ................................ 179
Pre-Environmental Science
  and Forestry .............................. 238
Pre-Law Committee ....................... 46
Pre-Optometry Program ................. 240
Pre-Podiatry Program .................... 240
Pre-Professional Committees .......... 46
Pre-Professional/Graduate
  Combination Degree Programs .......... 239
Probation ................................ 306
Psychology ................................. 184
  Concentration in
    Child Education ........................ 186
  Courses ................................ 186
  Major ................................... 184
  Minor ................................... 186
Readmittance .............................. 40
Records, Student .......................... 42
Refund Policies ......................... 18
  Financial Responsibility ................. 19
  Room and Board ........................ 19
  Tuition ................................ 18
Regents College Examinations .......... 12
Regents, Board of ....................... 356
Religious Studies ......................... 194
  Catholic Studies ........................ 195
  Courses ................................ 198
  Major ................................... 194
  Minor ................................... 195
  Programs ................................ 196
Requirements for Admission
  Freshman ................................ 8
  Transfer ................................ 9
Requirements for Degree ............... 33
Reserve Officer Training
  Corps (ROTC) ............................ 48
Residence Life ............................ 13
Retaking Courses ....................... 40

Scholarships ............................ 20
  Athletic ................................ 24
  Dean’s ................................... 20
  Ignatian ................................ 20
  Le Moyne College Endowed .......... 21
  Leadership ............................... 20
  Loyola ................................... 20
  Martin Luther King Jr. ................ 20
  MBA ....................................... 305
  Native American ........................ 20
  New York State ......................... 24
  Program of Study ....................... 21
  Schlaerth ................................. 20
Service Learning, Office of .......... 14
  Services, Students ..................... 12
  Sexual Harassment Policy ............ 7
  Social Science Empirical Analysis
    Laboratory (SEAL) .................... 44
Sociology ................................ 209
  Courses ................................ 217
  Criminology and
    Criminal Justice ...................... 212, 222
    Major ................................ 209
    Minor ................................ 212
    Programs ............................... 210
  Special Academic Opportunities .... 46
Special Education ......................... 92
  Programs ................................ 92, 323
Staff Directory ......................... 360
Statistics Courses ...................... 258

S

R

INDEX
<table>
<thead>
<tr>
<th>INDEX</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Classifications</td>
<td>305</td>
</tr>
<tr>
<td>Student Health Service</td>
<td>13</td>
</tr>
<tr>
<td>Student Records</td>
<td>42</td>
</tr>
<tr>
<td>Student Services</td>
<td>12</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>45</td>
</tr>
<tr>
<td>Study Abroad Program</td>
<td>48</td>
</tr>
<tr>
<td>Summer Sessions</td>
<td>11</td>
</tr>
<tr>
<td>Teacher Certification</td>
<td>29</td>
</tr>
<tr>
<td>Telecommunications System</td>
<td>44</td>
</tr>
<tr>
<td>TESOL Program</td>
<td>96</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>233</td>
</tr>
<tr>
<td>Courses</td>
<td>234</td>
</tr>
<tr>
<td>Major</td>
<td>233</td>
</tr>
<tr>
<td>Minor</td>
<td>234</td>
</tr>
<tr>
<td>Three-Two Engineering Program</td>
<td>239</td>
</tr>
<tr>
<td>Title IV Funds</td>
<td>19</td>
</tr>
<tr>
<td>Transcripts</td>
<td>42</td>
</tr>
<tr>
<td>Transfer Admission</td>
<td>8</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>9, 307</td>
</tr>
<tr>
<td>Transfer Programs</td>
<td>238</td>
</tr>
<tr>
<td>Trustees, Board of</td>
<td>355</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>17</td>
</tr>
<tr>
<td>Academic Fees</td>
<td>17</td>
</tr>
<tr>
<td>Additional Credits</td>
<td>18</td>
</tr>
<tr>
<td>Costs</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Costs</td>
<td>304</td>
</tr>
<tr>
<td>Health Fee</td>
<td>17</td>
</tr>
<tr>
<td>Incidental Fees</td>
<td>17</td>
</tr>
<tr>
<td>Mandatory Fees</td>
<td>17</td>
</tr>
<tr>
<td>Orientation Fees</td>
<td>17</td>
</tr>
<tr>
<td>Payment of</td>
<td>18</td>
</tr>
<tr>
<td>Refunds</td>
<td>18, 304</td>
</tr>
<tr>
<td>Tutoring</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Programs</td>
<td>31</td>
</tr>
<tr>
<td>Undergraduate Transfer Programs</td>
<td>238</td>
</tr>
<tr>
<td>Combination Degree</td>
<td>238</td>
</tr>
<tr>
<td>Early Assurance</td>
<td>241</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>239</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>296</td>
</tr>
<tr>
<td>Courses</td>
<td>296</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans Benefits</td>
<td>25</td>
</tr>
<tr>
<td>Visual and Performing Arts</td>
<td>230</td>
</tr>
<tr>
<td>Courses</td>
<td>230, 233, 234</td>
</tr>
<tr>
<td>Music Minor</td>
<td>232</td>
</tr>
<tr>
<td>Theatre Arts Major</td>
<td>233</td>
</tr>
<tr>
<td>Visual Arts Minor</td>
<td>230</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>W</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Carroll Coyne Center for Performing Arts</td>
<td>43</td>
</tr>
<tr>
<td>Wilson Art Gallery</td>
<td>43</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>35, 306</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>297</td>
</tr>
<tr>
<td>Courses</td>
<td>298</td>
</tr>
<tr>
<td>Work-Study</td>
<td>25</td>
</tr>
<tr>
<td>Writing Guidelines</td>
<td>41</td>
</tr>
</tbody>
</table>