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## Academic Calendar
2007-2008

### Fall Semester 2007

**August**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>20</td>
<td>Monday</td>
</tr>
<tr>
<td>25</td>
<td>Saturday</td>
</tr>
<tr>
<td>26</td>
<td>Sunday</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
</tr>
<tr>
<td>31</td>
<td>Friday</td>
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**September**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>1</td>
<td>Saturday</td>
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<tr>
<td>3</td>
<td>Monday</td>
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<tr>
<td>4</td>
<td>Tuesday</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
</tr>
<tr>
<td>21</td>
<td>Friday</td>
</tr>
<tr>
<td>26</td>
<td>Wednesday</td>
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**October**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>8-9 Mon-Tues</td>
<td>Fall Break</td>
</tr>
<tr>
<td>10 Wednesday</td>
<td>Classes resume. Faculty must resolve “I” grades from Session II and III (graduate education)</td>
</tr>
<tr>
<td>17 Wednesday</td>
<td>Mid-term grades due by noon</td>
</tr>
</tbody>
</table>

**November**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Friday</td>
<td>Last day to withdraw from a class with a “W” grade.</td>
</tr>
<tr>
<td>21-24 Wed-Sat</td>
<td>Thanksgiving break (no classes)</td>
</tr>
<tr>
<td>22 Thursday</td>
<td>Thanksgiving Day</td>
</tr>
<tr>
<td>26 Monday</td>
<td>Classes resume</td>
</tr>
</tbody>
</table>

**December**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>7 Friday</td>
<td>Graduate education and undergraduate classes end Co-curricular activities end</td>
</tr>
<tr>
<td>10-14 Mon-Fri</td>
<td>Semester ending exams</td>
</tr>
<tr>
<td>15 Saturday</td>
<td>Final exam for Saturday classes</td>
</tr>
<tr>
<td>18 Tuesday</td>
<td>Final grades due by noon</td>
</tr>
</tbody>
</table>

### Spring Semester 2008

**January**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 Monday</td>
<td>PA Program classes begin</td>
</tr>
<tr>
<td>21 Monday</td>
<td>Martin Luther King Jr. Day (no classes)</td>
</tr>
<tr>
<td>22 Tuesday</td>
<td>Classes begin (undergraduate and graduate)</td>
</tr>
<tr>
<td>26 Saturday</td>
<td>Saturday classes begin</td>
</tr>
<tr>
<td>29 Tuesday</td>
<td>Last day to add classes</td>
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**February**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>5 Tuesday</td>
<td>Last day to drop classes with no grade</td>
</tr>
<tr>
<td>15 Tuesday</td>
<td>Faculty must resolve “I” grades from Fall 2007 (graduate)</td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Saturday</td>
<td>Spring Break begins (end of classes); Saturday classes held 3/1</td>
</tr>
<tr>
<td>3-7 Mon-Fri</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>10 Monday</td>
<td>Classes resume</td>
</tr>
<tr>
<td>17 Monday</td>
<td>Mid-terms grades due by noon</td>
</tr>
<tr>
<td>25 Tuesday</td>
<td>Classes resume</td>
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**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Tuesday</td>
<td>Last day to withdraw from a class with a “W” grade</td>
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</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Monday</td>
<td>Undergraduate and graduate classes end Co-curricular activities end</td>
</tr>
<tr>
<td>6 Tuesday</td>
<td>Study Day</td>
</tr>
<tr>
<td>7-13 Wed-Tues</td>
<td>Semester ending exams</td>
</tr>
<tr>
<td>10 Saturday</td>
<td>Final exam for Saturday classes</td>
</tr>
<tr>
<td>14 Wednesday</td>
<td>Senior and graduate grades due by noon</td>
</tr>
<tr>
<td>16 Friday</td>
<td>All other grades due by noon</td>
</tr>
<tr>
<td>17 Saturday</td>
<td>Baccalaureate (PM)</td>
</tr>
<tr>
<td>18 Sunday</td>
<td>Commencement (AM)</td>
</tr>
</tbody>
</table>

* Students in any of the graduate programs should consult program calendars for additional significant dates and deadlines.

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The information for the 2007-2008 Le Moyne College Catalog is accurate and updated as of May 10, 2007.

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Le Moyne College reserves for itself and its departments the right to withdraw or change the announcements in the catalog.
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<th>Information About:</th>
<th>Web site:</th>
<th>Office:</th>
<th>Telephone:</th>
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<tbody>
<tr>
<td>General information</td>
<td></td>
<td>Switchboard</td>
<td>(315) 445-4100</td>
</tr>
<tr>
<td>Academic support, learning communities and studying abroad</td>
<td><a href="http://www.lemoyne.edu/academic_support_center">www.lemoyne.edu/academic_support_center</a></td>
<td>Academic Support Center</td>
<td>(315) 445-4118</td>
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<tr>
<td></td>
<td></td>
<td>(TDD) (315) 445-4104</td>
<td></td>
</tr>
<tr>
<td>Admission (undergraduate), financial aid and visitor information</td>
<td><a href="http://www.lemoyne.edu/admission">www.lemoyne.edu/admission</a></td>
<td>Office of Admission</td>
<td>(315) 445-4300</td>
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<tr>
<td>Alumni events, news, directories and parent programs</td>
<td><a href="http://www.dolphinsonline.org">www.dolphinsonline.org</a></td>
<td>Office of Alumni and Parent Programs</td>
<td>(315) 445-4563</td>
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<tr>
<td>Athletic programs, schedules and facilities</td>
<td><a href="http://www.lemoyne.edu/athletics">www.lemoyne.edu/athletics</a></td>
<td>Athletic Department</td>
<td>(315) 445-4450</td>
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<tr>
<td>Audio-visual aids and classroom equipment</td>
<td><a href="http://www.lemoyne.edu/classroom_services">www.lemoyne.edu/classroom_services</a></td>
<td>Classroom Services Department</td>
<td>(315) 445-4380</td>
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<tr>
<td>Campus security, shuttle service and parking</td>
<td><a href="http://www.lemoyne.edu/security">www.lemoyne.edu/security</a></td>
<td>Campus Security</td>
<td>(315) 445-4444</td>
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<td>Computer resources, technology problems, email and personal Web pages</td>
<td><a href="http://www.lemoyne.edu/information_technology">www.lemoyne.edu/information_technology</a></td>
<td>Information Technology IT Help Desk</td>
<td>(315) 445-4565</td>
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<td>(315) 445-4579</td>
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<td>Continuing education programs, summer sessions and professional development programs</td>
<td><a href="http://www.lemoyne.edu/adult_education">www.lemoyne.edu/adult_education</a></td>
<td>Center for Continuing Education</td>
<td>(315) 445-4141</td>
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<td>Educational/academic programs</td>
<td><a href="http://www.lemoyne.edu/academics">www.lemoyne.edu/academics</a></td>
<td>Provost &amp; Vice President for Academic Affairs</td>
<td>(315) 445-4312</td>
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<td>Office of Dean Arts &amp; Sciences</td>
<td>(315) 445-4310</td>
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<tr>
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<td></td>
<td>Office of Dean of Management</td>
<td>(315) 445-4280</td>
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<tr>
<td>Employment opportunities, recruitment programs and career resources</td>
<td><a href="http://www.lemoyne.edu/career_services">www.lemoyne.edu/career_services</a></td>
<td>Office of Career Services</td>
<td>(315) 445-4185</td>
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<tr>
<td>Graduate programs and admission</td>
<td><a href="http://www.lemoyne.edu/admission/grad.htm">www.lemoyne.edu/admission/grad.htm</a></td>
<td>Office of Graduate Admission</td>
<td>(315) 445-5444</td>
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<tr>
<td>Giving to Le Moyne and development</td>
<td><a href="http://www.lemoyne.edu/alumni">www.lemoyne.edu/alumni</a></td>
<td>Division of Institutional Advancement</td>
<td>(315) 445-4545</td>
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<tr>
<td>HEOP/AHANA</td>
<td><a href="http://www.lemoyne.edu/heop">www.lemoyne.edu/heop</a></td>
<td>HEOP Office</td>
<td>(315) 445-4190</td>
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<td>Immunizations, insurance and medical policies</td>
<td><a href="http://www.lemoyne.edu/health_center">www.lemoyne.edu/health_center</a></td>
<td>Student Health Services</td>
<td>(315) 445-4440</td>
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<td>Library, archives and academic resources</td>
<td><a href="http://www.lemoyne.edu/library">www.lemoyne.edu/library</a></td>
<td>Noreen Reale Falcone Library</td>
<td>(315) 445-4320</td>
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<td>Performing arts, theater and music</td>
<td><a href="http://www.lemoyne.edu/vpa">www.lemoyne.edu/vpa</a></td>
<td>W. Carroll Coyne Performing Arts Center</td>
<td>(315) 445-4523</td>
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<tr>
<td>Public relations, publications and the Le Moyne College Magazine</td>
<td><a href="http://www.lemoyne.edu/communications">www.lemoyne.edu/communications</a></td>
<td>Office of Communications</td>
<td>(315) 445-4555</td>
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<tr>
<td>Religious affairs, community projects and worship schedules</td>
<td><a href="http://www.lemoyne.edu/campus_ministry">www.lemoyne.edu/campus_ministry</a></td>
<td>Campus Ministry in the Panasci Family Chapel</td>
<td>(315) 445-4110</td>
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<tr>
<td>Student activities, orientation and dining services</td>
<td><a href="http://www.lemoyne.edu/student_life">www.lemoyne.edu/student_life</a></td>
<td>Office of Student Development</td>
<td>(315) 445-4525</td>
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<td>Student housing and RAs</td>
<td><a href="http://www.lemoyne.edu/residence_life">www.lemoyne.edu/residence_life</a></td>
<td>Residence Life</td>
<td>(315) 445-4520</td>
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<tr>
<td>Telecommunications, cable and telephone directories</td>
<td><a href="http://www.lemoyne.edu/telecommunications">www.lemoyne.edu/telecommunications</a></td>
<td>Telecommunications</td>
<td>(315) 445-4101</td>
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<tr>
<td>Textbooks and supplies</td>
<td><a href="http://www.efollett.com">www.efollett.com</a></td>
<td>Bookstore</td>
<td>(315) 445-4130</td>
</tr>
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<tr>
<td>Transcripts, academic reports and transfer credit</td>
<td><a href="http://www.lemoyne.edu/registrar">www.lemoyne.edu/registrar</a></td>
<td>Registrar's Office</td>
<td>(315) 445-4455</td>
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<tr>
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<tr>
<td>Tuition, business matters, fees and expenses</td>
<td><a href="http://www.lemoyne.edu/bursar">www.lemoyne.edu/bursar</a></td>
<td>Office of the Treasurer</td>
<td>(315) 445-4170</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bursar's Office</td>
<td>(315) 445-4350</td>
</tr>
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</tbody>
</table>
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 Commission on Higher Education. 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 Association to Advance Collegiate Schools of Business, 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 Academic Affairs. 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 Statement

Le Moyne College subscribes fully to all applicable federal and state legislation and regulations regarding discrimination (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). 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).

Academic Information

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, as amended and the Americans with Disabilities Act of 1990. 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 at (315) 445-4525 and the director of residence life and coordinator of judicial affairs at (315) 445-4520.

Student Records (FERPA)

Le Moyne College, in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), has implemented procedures for the review and/or challenge of student records. The institutional policy can be found on the registrar’s Web site and in the student handbook.

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.

Le Moyne College offers curricula leading to the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Master of Science (M.S.), Master of Business Administration (MBA), Master of Science in Education (M.S.Ed.), Master of Science in Teaching (M.S.T.), and Certificate of Advanced Study (C.A.S.). 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 programs not registered, or otherwise approved, may jeopardize a student’s eligibility for certain student-aid awards. The programs are as follows:
### Undergraduate Programs

<table>
<thead>
<tr>
<th>Program Title</th>
<th>HEGIS</th>
<th>Degree(s)/Certificate</th>
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<tbody>
<tr>
<td>Accounting*</td>
<td>0502</td>
<td>B.S.</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>0404</td>
<td>B.S.</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>0401</td>
<td>B.A., B.S.</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0506</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Accounting</td>
<td>0502</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Applied Management Analysis</td>
<td>0506</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Finance</td>
<td>0504</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Industrial Relations and Human Resource Management</td>
<td>0516</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Information Systems</td>
<td>0702</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Management and Leadership</td>
<td>0506</td>
<td>B.S.</td>
</tr>
<tr>
<td>Business: Marketing</td>
<td>0509</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>0905</td>
<td>B.S.</td>
</tr>
<tr>
<td>Communication</td>
<td>0601</td>
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<tr>
<td>Criminology and Crime &amp; Justice Studies</td>
<td>2105</td>
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<tr>
<td>Economics</td>
<td>2204</td>
<td>B.A., B.S.</td>
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<tr>
<td>English</td>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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<tr>
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<tr>
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<td>B.S.</td>
</tr>
<tr>
<td>Peace and Global Studies</td>
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<tr>
<td>Religious Studies</td>
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<td>Sociology</td>
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<tr>
<td>Spanish</td>
<td>1105</td>
<td>B.A.</td>
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<tr>
<td>Theatre Arts</td>
<td>1007</td>
<td>B.A.</td>
</tr>
</tbody>
</table>

* For continuing students only. These programs have been replaced by the Business: Accounting, Business: Industrial Relations and Human Resource Management and Business: Information Systems programs listed above.

### 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
- Film
- Irish literature
- Italian
- Japanese
- Latin
- Music
- Natural systems science
- Urban studies
- Visual arts
- Gender 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>
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<tr>
<td>Physician Assistant Studies</td>
<td>1299.10</td>
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</tr>
<tr>
<td>Adolescent Education</td>
<td>0803</td>
<td>M.S.T.</td>
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<tr>
<td>Adolescent Education I*</td>
<td>0803</td>
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<tr>
<td>Adolescent Education II#</td>
<td>0803</td>
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<td>Childhood Education I*</td>
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<tr>
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<td>0802</td>
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</tr>
<tr>
<td>Dual Adolescent/ Special Education</td>
<td>0808</td>
<td>M.S.T.</td>
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<td>Dual Adolescent/ Special Ed I*</td>
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<tr>
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</tr>
<tr>
<td>Dual Childhood/ Special Ed I*</td>
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<td>Dual Childhood/ Special Ed II#</td>
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</tr>
<tr>
<td>Dual Middle Child Specialist/ Special Ed I*</td>
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<td>M.S.Ed.</td>
</tr>
<tr>
<td>Elementary Education I+</td>
<td>0802</td>
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<tr>
<td>General Professional Education</td>
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<td>M.S.Ed.</td>
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<tr>
<td>Inclusive Childhood Education</td>
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<tr>
<td>Middle Childhood Specialist I*</td>
<td>0804</td>
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<td>Nursing</td>
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<td>M.S.</td>
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<td>Nursing Education</td>
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<td>C.A.S.</td>
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<td>Nursing Administration</td>
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<td>C.A.S.</td>
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<tr>
<td>School Building Leadership</td>
<td>0828</td>
<td>M.S.Ed.</td>
</tr>
<tr>
<td>School District Business Leader</td>
<td>0827</td>
<td>M.S.Ed.</td>
</tr>
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</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 (grades 5-9) to teach social studies can major in economics, history, political science or sociology.

**Adolescent Education (Grades 7-12):** biology, chemistry, English, French, mathematics, physics, Spanish, social studies. Students seeking certification in adolescent education (grades 7-12) to teach social studies can major in economics, history, political science or sociology.

**Inclusive Adolescent Education (Grades 7-12):** biology, chemistry, English, French, mathematics, physics, Spanish, social studies. Students seeking certification in adolescent education (grades 7-12) to teach social studies can major in economics, history, political science or sociology.

**Teaching English to Speakers of Other Languages (Grades PK-12):** Consult the education department for appropriate majors.

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**Center for Continuing Education**

The Center for Continuing Education promotes the growth of a diverse, lifelong learning community by offering programs for nonmatriculated students, undergraduate students, and post-baccalaureate students as well as for professional or personal enrichment. The staff at the center is available to assist in the continuing education and professional development of the business community, professional organizations and others looking to gain or maintain certification in their disciplines.

**Continuing Education Admission**

Prospective students who meet the standards for admission to Le Moyne College may apply directly to the Office of Admission. Adults who have not previously attended college, or many returning students, may benefit from or be required, based on their low G.P.A. in previous coursework, to take courses for credit as a nonmatriculated student prior to applying for admission. The continuing education staff assists students with the transition to Le Moyne College by providing information about program alternatives, advisement, registration and an orientation program each fall and spring semester.

Nonmatriculated students, who are required to reestablish their academic credibility for admission at Le Moyne College, may take up to 11 credit hours per semester and are eligible to apply for matriculation/admission after the completion of at least nine credits. The minimum of nine credit hours must include: one college core course, one course from the intended major, and if mathematics is required in the intended major, one course in mathematics.

Nonmatriculated students must apply for matriculation after 18 credit hours have been attempted. In addition they must meet all requirements as outlined under Requirements for Transfer Admission in the College catalog. This includes having earned a 2.6 G.P.A. in the courses attempted at Le Moyne. Students who are not accepted for admission after 18 credit hours may be prohibited from registering for additional courses.

**Post Baccalaureate**

Many people opt to change careers directions after receiving their baccalaureate degrees. These students are encouraged to take the courses for credit that they may need for admission to graduate programs (for example, premed course work) or for certification (for example, certified public accountants). These students are permitted to exceed the 18 credit hour limit established for other nonmatriculated students.

**Professional Enrichment**

Members of the Central New York community may decide to take credit courses to enhance their professional qualifications or acquire new skills. Continuing Education offers certificates in human resources and management information systems which consist of four courses. Upon completion of the certificate, these courses and previous course work may be applied to a Le Moyne College degree. Others may take an individual course in a specific discipline to update or acquire new skills.

Continuing Education also offers noncredit courses for professionals of Central New York including preparation classes for the Society of Human
Resource Managers (SHRM) certification exams for the PHR (Professional in Human Resources) and SPHR (Senior Professional in Human Resources) designation. Seminars for the not-for-profit sector are offered each year. Staff from Continuing Education will work with organizations to bring classes and seminars for professional development to workplaces. Upcoming professional development offerings can be found on the center’s Web site at www.lemoyne.edu/continuing_ed.

Personal Enrichment
Community members may, for personal enrichment, take courses for credit. They may take more than 18 hours with the permission of the director of the Center for Continuing Education. Courses in excess of the 18 credits are personal choices and may not apply to a degree. Many audit a class to gain knowledge without receiving college credit.

Senior citizens from a variety of locations come to Central New York to participate in the college-sponsored Elderhostel programs. Information about the seminars offered each year is available from the national Elderhostel office.

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.

All instances of academic dishonesty should be reported by the faculty member to the appropriate dean, and the two will consult to determine the appropriate penalty, including 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 violating ethical standards will result in suspension and may be cause for expulsion. Students should note particularly the following five 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, penalties for plagiarism range from failure on the assignment to expulsion from the College. 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 in a manner that is respectful to all members of the Le Moyne community, at all times. In particular, actions or behaviors that harass, disrupt or otherwise prevent orderly conduct of a course (in the classroom or during related activities) are unacceptable. A faculty member may consult with the appropriate department chair and/or dean regarding this behavior. Students engaging in such behavior may be subject to disciplinary action, including removal from the class, cancellation of the student’s registration in the class, and other penalties, up to expulsion from the College.

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.

Grading Policies

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 conduct of the course. Formal examinations are only part of the evidence; questions asked by the student, recitations, term papers, book reports, written and oral quizzes, the student’s participation in class discussions—any and every kind of evidence that reveals the student’s development in mastering a subject is pertinent and may legitimately be used by instructors in making their judgment.

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 initiative and originality in attacking and solving problems. The student shows ability
in rethinking problems, making associations and adapting to new and changing situations. 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 characteristic of a student who has earned a C and, in addition, reveal a memory that encompasses more than the basic elements of a course. The student has a more personal grasp of the principles of the course, perceives 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 background and materials, make some applications 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. Undergraduate students only.

**NC**

Indicates the student has not passed the exit exam for ENG 101.

**P**

Awarded for satisfactory performance in internships only. The student earns credit, but no grade points. Undergraduate students only.

**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, 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 online at [www.le moyne.edu/registrar/acadcal.htm](http://www.le moyne.edu/registrar/acadcal.htm). 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. Undergraduate students only.

**U**

Indicates unsatisfactory work in non-credit bearing courses and activities. Undergraduate students only.

**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 G.P.A. 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 G.P.A.

In order to encourage greater student representation and experimentation in course selections, the pass/fail grading option is offered for undergraduate students 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 2 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**

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 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>
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</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>

**Grade Point Average**

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 G.P.A.)

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 G.P.A.

**Grade Reports**

Grades are posted to students' WebAdvisor account. If a student needs a printed grade report they must submit the appropriate form to the registrar's office. The form can be found on the Web at www.lemoyne.edu/registrar/forms.htm or in the registrar's office. It is the responsibility of the student to inform the registrar's 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, 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 appropriate 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 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.
Add/Drop/Withdrawal

The official dates to add, drop or withdrawal without academic penalty are posted on the academic calendar found on the registrar's Web site and in the College catalog. Students who are dropping or withdrawing from a course should be aware of the schedule set for refund of tuition and/or board. It is also highly recommended that students arrange an interview with the Office of Financial Aid to discuss how a drop or withdrawal may affect any financial assistance for which they may be eligible.

Add
Undergraduate students have one week from the start of the semester to add a course. Graduate students may only add a course before the second class of the semester and with the permission of the MBA director or Department of Graduate Education and the course instructor. Physician assistant studies students do not add courses.

Matriculated students and students who registered via the Web should add courses through WebAdvisor. Nonmatriculated students can add a course through the Center for Continuing Education, or the appropriate graduate office, if they have not used WebAdvisor before.

Drop
Students have two weeks from the start of the semester to drop a class. A class dropped prior to the conclusion of the second week of the semester will not appear on the academic record. WebAdvisor should be used to drop a class, but will not allow you to drop your last class. If you are intending to drop all of your courses for a semester, you need to notify the registrar's office if you are a matriculated undergraduate, the Center for Continuing Education if you are a nonmatriculated undergraduate, or the appropriate graduate office if you are a graduate student.

Withdrawal
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 student must complete a withdrawal form and submit it to the registrar's office or appropriate graduate office. The withdrawal is not complete until the signed form has been returned to the appropriate office. A student who withdraws from class after the twelfth week of the semester (or 80% of a summer session) will receive a grade of “WF” on the academic record.

The date of withdrawal will be the date of filing the withdrawal form and refunds will be made accordingly. 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.

Medical Withdrawal

When a student experiences serious medical or psychological problems while enrolled at Le Moyne College, he or she may request a medical withdrawal. The vice president for student development will notify the student of the documentation required to support the request. If the request is approved by the vice president for student development, the student must leave campus immediately and will receive grades of “W” in all enrolled courses.

Similarly, the College may require a student to take a medical withdrawal (or impose other appropriate restrictions, e.g., restricted campus or housing access) if, in the judgment of the vice president for student development, the student:

1. poses an imminent threat to the lives, safety or well-being of himself/herself or other members of the College community (including a threat which results from the fact that the student cannot be properly treated in the College setting), or
2. has evidenced a medical or psychological condition or behavior that seriously interferes with the student’s ability to function in the College setting (thereby rendering the student unfit to continue in the program) and/or seriously interferes with the educational pursuits of other members of the College community.

Except in unusual circumstances where safety is of immediate concern, the College will make a decision to involuntarily withdraw a student only after providing the student with advance notice and an opportunity to meet with the vice president for student development. In unusual circumstances, the vice president for student development may make an interim withdrawal decision (or impose other conditions, e.g., restricted campus or housing access) without first meeting with the student. In those instances, the student will be provided with notice in the interim and will be provided with an opportunity to be heard by the vice president for student development (normally within 72 hours) before a final decision is reached. As part of the vice president for student development’s assessment, a student may be required to undergo evaluation by either a counselor from the Le Moyne College Center for Personal Growth and Counseling, a health care provider from the College’s student health services office and/or a medical or mental health professional from outside the College community of the College’s choosing. This process also will apply to those instances where the student is not withdrawn entirely from the College but where the College imposes restrictions on the student’s campus participation (e.g., restricted campus or housing access).

A student withdrawn voluntarily or involuntarily for medical reasons must leave campus immediately and will receive grades of “W” in all enrolled courses.

A student withdrawn from the College may apply for readmission through the vice president for student development. To be eligible for consideration, the student must show that he or she has satisfied any and all requirements for readmission imposed by the vice president for student development. If readmitted, the student will be subject to such conditions as may be imposed by the vice president for student development.
A student remains subject to the College's regular discipline system for acts of misconduct despite the applicability of this policy and process.

A student who feels aggrieved by the vice president for student development's final decision which involuntarily withdraws the student or which refuses the student's request for a voluntary withdrawal may file a grievance with the College's Section 504 coordinator under the College's Section 504/ADA grievance procedure.

In cases of both voluntary and involuntary medical withdrawal, the policy on refunds contained in the Le Moyne College catalog will apply.

While on medical withdrawal, the student must absent him/herself from campus unless access is otherwise expressly allowed by the vice president for student development.

In any particular situation, the vice president for student development may designate another individual to act on his/her behalf for the purpose of this policy. Therefore, the references in this policy to the vice president include his/her designee.

**Dangerous or Life-Threatening Behavior**

Students may be subject to summary suspension, dismissal or involuntary withdrawal by the College if they are not functioning well enough to take care of themselves in the College's academic environment, are using illegal drugs, are unable to maintain their physical or psychological health or safety, pose a danger to themselves or other students, or are otherwise engaging in behavior which is unduly disruptive, destructive or dangerous. Le Moyne College recognizes that certain dangerous or life-threatening behaviors (for example, serious threats, suicide attempts, severe eating disorders, substance abuse, threats to others, etc.) by students may be a means of attracting attention or asking for help. While the College is committed to helping students alleviate whatever factors are precipitating dangerous or life-threatening behavior, such behavior is often disruptive to the academic and social/living environment of the College community. In the case of such behavior, students may be required to undergo assessment by either a counselor from Le Moyne College's counseling center, a health care provider from the College's Student Health Services office and/or a medical or mental health professional from outside the College community of the College's choosing. In some cases, students also may be required to receive medical, psychological and/or substance abuse treatment or satisfy other requirements as a condition of their remaining in attendance at the College. Except in unusual circumstances where safety is of immediate concern, the College will make a decision to suspend, dismiss or involuntarily withdraw a student only after providing the student with advance notice and an opportunity to meet with a designated Le Moyne College administrator. In unusual circumstances, the College may make an interim suspension, dismissal or involuntary withdrawal decision (or impose other conditions, such as restricted campus or housing access) without first meeting with the student. In those instances, the student will be provided with notice in the interim and an opportunity to be heard by the designated administrator (normally within 72 hours) before a final decision is reached.

Students also should consult the College's medical withdrawal policy, as it may also apply in certain of these situations.

**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. 13214-1301. 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.

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**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 staff are 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, bookstore, 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 advisors 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.

**Student Identification Cards**

Student picture I.D.s are issued from the Office of Student Development located on the second level of the Campus Center.

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.

**Dining Services**

The dining hall, managed by Sodexho Campus Services, is open seven
Student Health Services

Student Health Services, available to all students, is located in Seton Hall and is staffed by registered nurses from 8:30 a.m. to 4 p.m. Monday through Friday when school is in session. Medical coverage includes a doctor and a physician assistant, one of whom is on campus daily and will see students, without charge, by appointment. Walk-ins are welcome and will be seen first by a nurse and then scheduled with the doctor or PA as necessary. Generally, appointments can be made same day or next day. Referrals to specialists off campus can be arranged.

Student Health Services offers medical care that includes 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 undergraduate 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.

In compliance with New York state law, all students, full- or part-time, must complete a Meningitis Vaccination Response Form and submit it to Student Health Services. In addition, those born after 1956 must present adequate proof of immunity to measles, mumps and rubella. Registration will be delayed or denied until these records are approved and on file in the student health office. Forms are available online in the forms library at www.lemoyne.edu/resources/forms.htm.

Campus Ministry

Campus Ministry, based in the Panacci Family Chapel complex, is committed to serving the entire college community from the perspective of faith and values. An attitude of respect is encouraged among all religious traditions represented by the Le Moyne population. The pastoral staff offers many opportunities in spiritual growth, community building and service in the name of justice. Through a variety of retreats students, faculty and administrators and staff are encouraged to come to a deeper awareness of the truth resident in their hearts and to be inspired by the call to be leaders as they serve the needs of others.

Ignatian House, Amnesty International, Habitat for Humanity and the Ignatian Teach-In are just a few of the social justice programs sponsored by Campus Ministry that embody the hallmarks of a Le Moyne College education. Participants deepen their relationship with God through consciousness-raising activities that challenge them to integrate their personal values with the call to justice.

The Alternative Break Program provides national and international service and learning opportunities for the student, faculty, administration and staff of the College. The goal of the program is for participants to deepen their relationship with God through sharing in the lives of those living in poverty through short-term service projects and living experiences.

Campus Ministry provides opportunities for students and staff to take part in the liturgical ministries of lector, Eucharistic minister and choir member. All are welcome to come to the Campus Ministry center where they can relax and find a trusted place where both religious and spiritual concerns can be addressed.

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 (P.I.C.) 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) or by calling (315) 445-4195.
- Special events such as the Stress Free Zone (just before fall finals).
- Substance abuse issues are also addressed at the Center for Personal Growth & Counseling. Assessment and individual counseling as well as support and educational groups are available.
- Resources, videos, DVDs, brochures and books are available. These are listed on the center Web site.
- Consultation

For specific information, consult www.lemoyne.edu/pgc, call (315) 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 (315) 445-4444.

Career Services
Preparing for future careers, obtaining professional employment, pursuing graduate or professional education are all very important concerns of college students. The mission of the Office of Career Services 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 online 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.

The library’s home page contains links to over 125 databases providing access to research materials in all disciplines, in print and electronic formats. A database of over 100 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 via (315) 445-4153.

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.

Bookstore
Located on the first floor of Grewen Hall, the bookstore is open year-round. The campus store offers a wide selection of College-imprinted merchandise, school supplies, novelties, personal items, miscellaneous items and books of general interest. The staff will accept orders for any book not in stock.

Textbook purchases are made at the beginning of each semester. Specific rules for all textbook returns are posted at the checkout registers. Used books are bought back every day, with a special buyback at the end of the fall and spring semesters during finals week.

We will accept payment for merchandise in the forms of cash, personal checks with proper ID or any major credit card. It is store policy that all coats, books, notebooks and book bags be left at the bookdrop at the front entrance to the store.

W. Carroll Coyne Center for the Performing Arts
The W. Carroll Coyne Center for the Performing Arts is home to the college theatre, music and dance programs as well as the main venue for professional artists performing on campus. The building features a 200-seat flexible performance space with state-of-the-art lighting and sound systems; a studio theatre; music practice rooms; a dance studio; classrooms; production shops 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
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. 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.

Computer Facilities

A number of computer facilities, located throughout the academic buildings, are available for instruction and general student use. Each room is equipped with either Windows or Macintosh computers attached to networked 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 a.m. to 11 p.m. Monday through Sunday, except during holiday periods. Monthly schedules are posted outside the facilities.

Additional computer facilities are found in 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.

Campus Telecommunications System

Le Moyne College maintains its own telecommunications system operated by the telecommunications office within 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 and local telephone calling, voice mail and basic cable TV, which are provided at no cost to the students. Information regarding each of these services is provided to the resident students via their Le Moyne College email at the beginning of the fall semester and to new students as they arrive during the academic year. The telecommunications office is located on the second floor of Reilly Hall, room 241. The staff is available to assist and answer any questions students may have regarding the campus telecommunications system.

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 for 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.
It is Le Moyne's philosophy to prevent crimes from occurring rather than react to them after the fact, and to maintain 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:

### Campus Crime Statistics

<table>
<thead>
<tr>
<th>Offenses</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Non-forcible Sex Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Offenses</th>
<th>2004*</th>
<th>2005*</th>
<th>2006*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquor Law Violations</td>
<td>378</td>
<td>426</td>
<td>456</td>
</tr>
<tr>
<td>Drug Abuse Violations</td>
<td>33</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>Weapons Possessions</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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

*Please note that figures for liquor law and drug abuse violations 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.
Undergraduate Information

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 or online at www.lemoyne.edu/admission/download.htm.

Freshman Admission Requirements

Admission to Le Moyne is determined by the following criteria:

1. **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.

   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

2. **College entrance examination:** All applicants are required to take the Scholastic Assessment Test (SAT) 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.

3. **Recommendation of the high school:** Applicants are required to submit one letter of recommendation from a guidance/college counselor or three letters of recommendation from clergy, coaches, employers, teachers, etc.

4. **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.

* 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.

Freshman Application Requirements

A completed application package includes:

1. A completed freshman application with the required fee
2. Official high school transcript
3. Guidance/College Counselor Recommendation Form or three letters of recommendation from clergy, coaches, employers, teachers, etc.
4. Official SAT or ACT scores
5. Official TOEFL scores (non-native English speakers)
6. Personal statement

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.

Transfer Admission Requirements

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 G.P.A. 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. Transfer students may use transfer credit to fulfill a core requirement when the transfer course is equivalent to the core course. In addition, transfer students may use up to two humanities courses in two different humanities departments. Students who apply transfer credits to core requirements must, notwithstanding, complete a least one core course at Le Moyne in each of the humanities: English, history, philosophy, religious studies.

Transfer Application Requirements

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 required if you have completed fewer than 24 credit hours at the time of application
3. Official transcript from each college attended
4. A recommendation completed by an academic advisor, dean or transfer counselor at the last college attended
Admission

Undergraduate Information

5. Personal statement
6. If you have completed fewer than 24 credit hours at the time of application, you must submit SAT I or ACT scores.

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 to 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.

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 102 (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 102 (Critical Writing).
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 first-year 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 sons or daughters are 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 Residence Life 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 Residence Life has granted them authorization to live off campus).

There are a total of six primary housing areas on campus: Dablon Hall; Foery Hall; Harrison Hall; Mitchell Hall/Townhouses/Le Moyne Heights/Le Moyne View; 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).

Undergraduate students who withdraw from the college for unusual circumstances, such as serious illness, are entitled to a refund of a percentage of their room charges.

The date of withdrawal will be considered the date on which a written statement of withdrawal has been received by the Office of Residence Life. The following room 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 Office of Residence Life of withdrawal, no refund is made.

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 residence life office.

Degree Information

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 a first-year student 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 page 41.

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 pro-
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 G.P.A.
5. Have a 2.0 G.P.A. 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.

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.

Academic Standing
Academic standing is determined by a student’s cumulative G.P.A. beginning with the first semester of the first year. No student may graduate from the College in any degree program with a cumulative G.P.A. of less than 2.0. Recognizing that the transition from high school to college is sometimes difficult, the College has established minimum standards for our first-semester, first year students (see next page under Basis for Academic Standing).

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 G.P.A.

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 G.P.A. The previous record will be recorded on the transcript with the old grades, but the student will restart a new G.P.A. A notation explaining the policy will be on the transcript.

A student who has changed majors and has the consent of his/her academic advisor in the new major may petition the dean for academic forgiveness of an entire semester. Students must achieve a minimum 2.5 G.P.A. 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 G.P.A. and none will count toward graduation.

Satisfactory Academic Standing
A student who has earned a cumulative G.P.A. of 2.0, or better, is in satisfactory standing.

Academic Warning
A warning occurs when a first-semester, first-year student receives a semester G.P.A. between 1.75 and 1.99. Such students should consult with their advisor about their first semester progress and discuss strategies for raising their grades. Students should also speak with their instructor(s) if there are any specific courses the student is struggling with. A warning may be issued for one semester only.

Academic Probation
Probation means that students have two semesters to raise their cumulative G.P.A. above 2.0. 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, such as meeting with the academic support services director to set up an academic success program, attending individual tutoring or study groups, and/or meeting with a counselor in the Center for Personal Growth and Counseling.

At times, the best way for a student to raise their G.P.A. is to retake any courses in which he or she earned an “F” Upon completion of the course, the failing grade will be replaced with the new grade and their cumulative G.P.A. will be adjusted. The original grade of “F” remains on the transcript but is not calculated into the G.P.A. A grade of “F” can only be replaced once. If a student fails a course the second time, the second “F” and the new grade are calculated in the G.P.A.

Academic Disqualification
Disqualification will be enforced unless in the judgment of the Aca-
Academic Appeals Committee, there are extenuating circumstances. Once semester grades are submitted, the disqualified students are informed of their academic status as well as the procedures for the appeals process. If reinstated, the associate dean for academic affairs on behalf of the Appeals Committee, consisting of the dean of arts & sciences, dean of management, associate dean for academic affairs, faculty and appropriate administrators, will inform the student of the conditions for resuming studies. One fall or spring term must elapse before a disqualified student may reapply to Le Moyne.

**Readmittance**

An academically disqualified student who wishes to return is required to complete a Re-admission Form available in the admission office. Re-admission is not guaranteed to students who were academically disqualified. Re-admittance and the conditions for such are determined by the associate dean for academic affairs in consultation with the appropriate dean. All financial obligations must be settled with the Office of the Bursar prior to reactivation. If allowed to return, the student will be on academic probation with conditions outlined.

**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.

**Retaking Courses**

If a student retakes a course already taken at Le Moyne College, all the grades for that course will appear on the transcript, but the course will apply toward the student’s degree program only once.

For each repeated course, up to one failing grad (F, WF or PF/F) for that course will be removed from the calculation of the grade point average, provided that the repeated course was taken at Le Moyne and that it is the same as the original (same course number, same course title).

**Basis for Academic Standing**

Academic standing is based on time and grades. Good academic standing is required for students to graduate and maintain most scholarships and financial aid.

<table>
<thead>
<tr>
<th>Grades and Average</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative G.P.A. above 2.0</td>
<td>Good Academic Standing</td>
</tr>
<tr>
<td>Cumulative G.P.A. between 1.75 to 1.999</td>
<td>Academic Warning</td>
</tr>
<tr>
<td>Receiving three or more failing grades (F, WF, PF/F)</td>
<td>Academic Probation</td>
</tr>
<tr>
<td>Cumulative G.P.A. below 1.75</td>
<td>Academic Probation</td>
</tr>
</tbody>
</table>

**Second-semester, first-year students and upper-level students**

**Grades and Average**

<table>
<thead>
<tr>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Academic Standing</td>
</tr>
<tr>
<td>Academic Probation</td>
</tr>
<tr>
<td>Academic Warning</td>
</tr>
<tr>
<td>Academic Probation</td>
</tr>
<tr>
<td>Academic Disqualification</td>
</tr>
</tbody>
</table>

**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
- History
- Philosophy
- Political science
- Religious studies
- Sociology

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 these fields.

**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 full-time, first-time students.

<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>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>69.4%</td>
</tr>
<tr>
<td>2000</td>
<td>2004</td>
<td>511</td>
<td>58.4%</td>
<td>65.9%</td>
</tr>
<tr>
<td>2001</td>
<td>2005</td>
<td>502</td>
<td>62%</td>
<td>67.1%</td>
</tr>
<tr>
<td>2002</td>
<td>2006</td>
<td>561</td>
<td>69.3%</td>
<td></td>
</tr>
</tbody>
</table>

Information for each entering class reflects graduation rates over a standard reporting period of five years. The table above indicates grad-
Academic Support

Academic Advisement

Le Moyne College's Academic Advisement is a mission-guided program that links the coordination of the academic advising needs of students and support for faculty in their roles as academic advisors. The College's Advising Committee, made up of faculty and administrators, designed a developmental advising program for undergraduate students framed around four central themes: transition, orientation, discovery and service.

The Academic Advisement Center

The Center supports students through comprehensive advising and experiential learning experiences, such as the first-year advisement program, tutoring, disability services, learning communities and first-year interest programs, study abroad, international student advising, pre-professional advising (pre-law and pre-health), and advising for fellowships.

The Center's mission is to help Le Moyne students succeed in college by providing them with comprehensive programs, services, and support that allow them to create meaningful connections and relationships within and outside the classroom while enhancing their intellectual, social and personal development. The main Advisement Center is located in 342 Reilly Hall; Academic Support and Disability Services are located in the Academic Support Center on the first floor of the Falcone Library. Information regarding the Center's programs and services can be obtained at www.lemoyne.edu/academics/advisement.htm

First Year Advisement Program

Pre-Fall Enrollment – Advisement for first year students (FYS) begins prior to the first day of classes. FYS have access to a pre-orientation Web site that prepares them for meeting with advisors during the FYS Summer Orientation and Registration Program. This pre-college program is designed to ease FYS transition to college by acquainting them and their parents with the College's faculty, administrators, programs and services. During the summer registration portion of orientation, FYS will learn about the core, major requirements and other opportunities in the major. Students will also fill out an information form to review with their advisors and plan a fall schedule. Another pre-fall enrollment activity for incoming FYS is the Summer Reading Project, a shared common reading experience, co-sponsored by Academic Affairs and Student Development. The summer reading project creates a shared intellectual experience for incoming students; inspires dialogue and debate; and encourages the College community to appreciate differences of opinion and view.

First Year of College – In the fall, the First-Year advisement program links academic advising to registration in AVS 101, a mandatory, one-credit First Year Advisement Seminar, with faculty and administrators in the student's major or a related major. FYS with undeclared majors have advisors trained to assist them in self assessment and major exploration. The First Year Advisement Seminar enables students to plan their academic careers while also encouraging them to explore their scholarly interests, to define their needs and talents, and to increase their awareness of, and commitment to, the mission statement of Le Moyne College. In addition to meeting with their first year advisor, students will also choose from a variety of "short courses" designed around various topics, from life skills issues to current events to academically oriented topics. This seminar assists first-year students in developing the skills necessary to make valuable decisions throughout their academic career and in their transition to college.

Other special programming for FYS includes an International Street Fair and Study Abroad Fair in the fall semester and a "MAJOR" Event and Internship Fair in the spring.

Departmental Advisement Program – The Departmental Advisement Program assigns faculty advisors 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. Transfer students with undeclared majors are advised by the Director of Advising. First-year students with undeclared majors who enter their sophomore year may continue to be advised by either their advisor from their first year or the Director of Advising.

Students should meet on an individual basis with their advisor several times each semester. Both individual and group meetings are quite important, especially prior to registration, as academic advisors must review the students’ proposed schedules and clear them for registration on WebAdvisor. These meetings also allow for discussions about the student's major/minor, possible internships, and career planning. Some departments schedule group advisement to inform students about activities and new classes in the major while others offer special programming and events regarding major-related topics, e.g., departmental research opportunities, internships, etc.

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.

Education Form 2.9 for the years 2003-06). Information regarding the Center's mission is to help Le Moyne students succeed in college by providing them with comprehensive programs, services, and support that allow them to create meaningful connections and relationships within and outside the classroom while enhancing their intellectual, social and personal development. The main Advisement Center is located in 342 Reilly Hall; Academic Support and Disability Support Services are located in the Academic Support Center on the first floor of the Falcone Library. Information regarding the Center's programs and services can be obtained at www.lemoyne.edu/academics/advisement.htm

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Learning Community options vary each academic year. Please visit our Web site at www.lemoyne.edu/learning_communities or contact the coordinator of academic initiatives at (315) 445-4277 for current options or with questions.

Pre-Health Advisement

The director of pre-health education serves as the principal advisor for those students and alumni interested in the health professions. Information sessions for prospective applicants to professional schools begin as early as the summer orientation and registration when the director of pre-health education meets with entering students and their parents. The director is also chair of the Health Professions Advisory Committee. For those applicants who choose, the members of committee evaluate undergraduate credentials and formulate official college letters of recommendation.

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 advisor 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 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 191-194 for descriptions of these programs). Further information regarding the committee and its functions may be obtained from the chair of the committee.

Pre-Law Advisement

The director of pre-law education serves as the principal advisor for those students and alumni interested in careers in the legal profession. Information sessions for prospective applicants to professional schools begin as early as the summer orientation and registration when the director of pre-law education meets with entering students and their parents. The director is also chair of the Pre-Law Committee. For those applicants who choose, the members of the committee prepare an official college letter of recommendation. Contact Dr. Miles Taylor, Chair of the Pre-Law Committee for more information at (315) 445-4757.

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.

Global Education

Le Moyne College's Office of Global Education encourages participation in the Study Abroad Program and provides Le Moyne's non-immigrant 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 an 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 two weeks 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 or year. At times, students can also apply for short-term study abroad programs offered during December/January and May/June. 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 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. To begin the process, students are required to attend an informational session one year before their intended departure. A minimum cumulative G.P.A. of 2.8 is required for approval of international study. Additionally, a student's conduct/judicial record will be taken into consideration during the approval process. For specific eligibility requirements, please refer to the office's Web site at www.lemoyne.edu/academic_advisement/study_abroad/guidelines.html.

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.

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

HEOP/AHANA

Higher Education Opportunity Program (HEOP)

Designed to assist students from economically 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 department in which the
Undergraduate Information

internship is desired and should obtain a copy of the rules and regulations governing internships at the registrar's office.

Consortium for Culture and Medicine
The Syracuse Consortium for Culture and Medicine (CCM), 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.

CCM 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 8-10 students from each institution.

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: sumweb.syr.edu/armyrotc and afrotc.syr.edu.

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 & 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 G.P.A. of 3.5 - 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 G.P.A. of 3.7-3.84 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 G.P.A. of 3.85-4.0 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 G.P.A. 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 G.P.A. 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 G.P.A. 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 course work 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 Bottoloni Award for Community Service
- The Brine Medal in Chemistry
- The Marie Arnold Chapin Medal in Biology
- The Bishop Thomas J. Costello D.D., Medal
- The Department of Foreign Languages Medal
- The Department of Psychology Medal
- The Pierre Teilhard de Chardin, S.J. (1881-1955) Award in Anthropology
- 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 Msgr. Daniel E. Lawler Medal for Community Service
- The Leadership Experience for Activism Program Scholar
- The Catherine and William Lynn Education Medal
- The Loyola Medal Award
- The Leon J. Malby 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 Medal for Scholarly Regional and Urban Applied Research
- 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 Medal in Philosophy
- The Maurice W. Powers Medal in Accounting
- The Lee-Anne Scaccia-Cruz Award for Excellence in Gender and 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 Chapter of the New York State Society of Certified Public Accountants Joseph J. Eron Certificate of Merit
- 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 Bishop Foery Medal in Religious Studies
- The Eugene J. Fitzmartin Medal in English
- The H. Paul Nelligan Medal in Pure Science
- The The Robert J. Dermody Medal in Junior Accounting
- The Bishop David F. Cunningham Medal in Junior Liberal Arts
- The Joseph J. Pietrafesa Medal in Philosophy
- The Maurice W. Powers Medal in Accounting
- The Lee-Anne Scaccia-Cruz Award for Excellence in Gender and Women's Studies
- The Elizabeth Schlaerth Memorial Medal in History
- The Service Award from the Center for Personal Growth and Counseling
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- 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

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 honors 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: Sherilyn Smith

The Integral Honors Program at Le Moyne College offers the exceptional student a unique educational opportunity. While all students at Le Moyne build on a foundation of humanities core courses along with the natural and social sciences, Integral Honors students experience the majority of their core curriculum requirements in advanced level honors courses taught from an integrated, interdisciplinary perspective. This interdisciplinary encourages students to explore new ideas, seek connections, and express their intellectual creativity. Additional honors courses challenge students to do research...
Undergraduate Information

In addition to being interdisciplinary, honors courses are team-taught by a variety of expert professors, providing a rich panoply of perspectives. Classes are small, interactive, and very dynamic, with abundant opportunity for discussion of ideas and engagement with the tapestry of human experience. Students learn to ask and to attack difficult questions, to think non-linearly, and to become increasingly responsible for their own learning. Close reading of text in various media and critical analysis of ideas are emphasized, which serve to prepare students in all majors for life's challenges in an increasingly complex world.

In the freshman, sophomore, and senior years, honors students enroll in the 2-hour sequence of honors humanities courses. This sequence replaces 2 hours of Le Moyne College core requirements in English, history, philosophy and religious studies. Teams of professors guide students in an examination of the development of human civilization from ancient times to the present day. A distinctive feature of the Integral Honors Program is the opportunity to explore other cultures here or abroad under the guidance of Le Moyne faculty in one of the senior level courses.

In the junior year, honors students take Interdisciplinary Approaches to Knowing, a course which builds on and enhances the students’ humanities foundation by exploring the methodologies and epistemologies of other disciplines. Students are then required to apply their understanding of how knowledge is acquired by formulating a proposal for their senior Honors Thesis project. This project is done under the guidance of a professor-mentor of the student’s choosing, often in the student’s major department. The Honors Thesis is the capstone of the Honors Program, a celebration of the honors student’s intellectual and personal growth and accomplishment.

Students of all majors are welcomed in the Integral Honors Program! The program director and the Honors Committee invite eligible students to apply for admission into the program during their freshman year. Criteria for admission include the student’s high school record, national standardized test scores, current grades, recommendations from faculty, a writing sample and other materials submitted by the student. Approximately twenty students are selected each year by the committee.

To maintain Integral Honors status, a student must earn at least a B in each honors course and maintain an overall G.P.A. of 3.25. Successful completion of all requirements earns the award of an Integral Honors degree, the highest distinction Le Moyne College confers upon its graduates.

Students in the Integral Honors Program pay regular tuition, but have the privilege of taking extra courses (overload) without charge. Such added hours may not be applied, however, to early graduation, and any summer courses require payment of regular tuition.

For further information please contact the program director.

Financial Information

<table>
<thead>
<tr>
<th>Tuition, Room &amp; Board</th>
<th>Semester</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$11,520</td>
<td>$23,040</td>
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<tr>
<td>Room (dormitory)</td>
<td>$2,860</td>
<td>$5,720</td>
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<tr>
<td>Room (townhouse)</td>
<td>$3,145</td>
<td>$6,290</td>
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<tr>
<td>Board (carte blanche)</td>
<td>$1,655</td>
<td>$3,310</td>
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<tr>
<td>Board (16-meal plan)</td>
<td>$1,555</td>
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</tr>
<tr>
<td>Board (12-meal plan)</td>
<td>$1,455</td>
<td>$2,910</td>
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<tr>
<td>Board (8-meal plan)</td>
<td>$1,115</td>
<td>$2,230</td>
</tr>
</tbody>
</table>

Additional Fees

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.

Mandatory Fees

| Activity fee per semester | $200 |
| Application fee           | $35  |
| Computer usage fee (per semester) | $50 |

Health Fee

| Resident Student (per semester) | $60 |
| Commuter Student (per semester) | $30 |

Orientation Fees

| Transfer students | $75 |
| Freshmen         | $150 |

Academic Fees

| Communications 219 | $25 |
| Video Production Fee | $25 |
| Communications 305 | $25 |
| Basic Studio Operations | $25 |
| Communications 306 | $25 |
| Advanced Studio Operations | $25 |
| English 307 Communications Photography | $45 |
| English 410 Drama in Performance | $130 |
| Honors 400 Music in Performance | $25 |
| Music 390 Applied Music I | $137 |
| Music 391 Applied Music II | $275 |
Science Laboratory Fee (per laboratory) $65
Chemistry Breakage Fee (per laboratory) $0
Visual Arts Fee (per course) $40

**Incidental Fees**

<table>
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<td>Housing security deposit (refundable)</td>
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<tr>
<td>Tuition per semester above hour maximum allowed credits</td>
<td>$489</td>
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<tr>
<td>Transcript of record</td>
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<tr>
<td>Late registration</td>
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<tr>
<td>Late payment</td>
<td>$100</td>
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<tr>
<td>Returned check</td>
<td>$20</td>
</tr>
<tr>
<td>Chemistry breakage fee per course</td>
<td>$10</td>
</tr>
</tbody>
</table>

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 $500 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 18 credit hours will be charged $489 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 $489 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 the 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. This includes students who add courses to achieve full-time status after the start of the semester. 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 the 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
- No refund 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. 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 comprehensive program of scholarships, grants, loans and employment to supplement resources of 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.

For the 2007-2008 academic year, the estimated expenses for the average student will be as follows:

- Tuition: $23,040
- Average Fees: $720
- Room: $5,720
- Board (carte blanche): $3,310
- Personal (Travel, Books, Misc.): $1,930*

* 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 15. The Le Moyne College Financial Aid Application will be provided to all accepted students and is available on the college Web site. It should be received in the Financial Aid Office by February 15.

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 G.P.A. 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 3.0 cumulative G.P.A.

Ignatian Scholarship Program

Endowed by the Jesuits at Le Moyne and individual donors, this program provides scholarships to students from Jesuit high schools. It is renewed annually provided the student maintains a 3.0 cumulative G.P.A.

Loyola Scholarship

Awarded to promote diversity at Le Moyne College. The scholarship is renewed annually based on student maintaining 3.0 cumulative G.P.A.

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 degree. Tribal membership documentation is required.
**Financial Information**

**Undergraduate Information**

**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.
- Robert C. Kehoe Scholarship: Endowed by Coopers & Lybrand, Certified Public Accountants to honor the memory of Robert C. Kehoe.
- 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, LLP in memory of Daniel R. Brandhorst '82.

**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 and 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.
- 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 G.P.A. must be maintained.

**Visual Arts**

**General**
- Andrew J. Brady, S. J. Scholarship Fund: Endowed by friends of Father Brady.
- Dr. Jerry Brown ’70 Scholarship: Endowed by Dr. Jerry Brown ’70.
- John J. Buccignano ’69 Scholarship Fund: Endowed by Mr. and Mrs. John J. Buccignano ’69.
- Madeline McDonald Doerr Scholarship Fund: Endowed by Madeline McDonald Doerr ’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 / Joseph M. McShane, S.J. Scholarship Fund: Endowed by members of the Class of ’93.
- 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...
Non-Traditional Students and Students with Special Needs

- Robert L. Errico and Nicolina Scirto Errico Scholarship Fund: Endowed by Robert L. Errico '57 and Nicolina 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.
- 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.

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 G.P.A. must be maintained.
- Ralph H. Yahn Memorial Athletic Scholarship: Endowed by family and friends to honor the memory of Ralph H. Yahn.

Grants

Federal Pell Grants

These federal grants range from $400 to $4,310 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 $500 and $1,500 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 program. Interest for loans disbursed on or after July 1, 2007 will have a fixed rate of 6.8 percent and does not begin to accrue until six months after the student ceases to be enrolled at least at the half-time level. The repayment period is usually 10 years. A 2 percent loan origination/insurance fee may be deducted from the loan proceeds.

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:

<table>
<thead>
<tr>
<th>Annual Federal Loan Limits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Federal Stafford plus Federal Unsubsidized Stafford)</td>
</tr>
<tr>
<td>1st year students</td>
</tr>
<tr>
<td>2nd year students</td>
</tr>
<tr>
<td>3rd and 4th year students</td>
</tr>
<tr>
<td>Graduate students</td>
</tr>
</tbody>
</table>

**Federal Plus Loan For Parents**
This federally guaranteed loan is available to parents of students to assist with their children’s 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 for PLUS loans disbursed on or after July 1, 2007 will have a fixed rate of 8.5 percent. Parents usually take up to 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.

To apply for the PLUS loan, follow directions on the Le Moyne College Web site.

**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 G.P.A. will be automatically granted waivers of the quantity and time-limit requirements. These guidelines are outlined in the Academic Information section of this catalog.
Undergraduate Information

section. Such a student thus remains eligible for aid. Also, the Office of the Vice President for 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>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours Attempted</td>
</tr>
<tr>
<td>Percent of attempted credit hours successfully completed (grade of D or better)</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:

   **Calendar: Semester**  |  **Program: Baccalaureate Degree**

   Before being certified for this payment

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9**</th>
<th>10**</th>
</tr>
</thead>
</table>
   Students must have accrued at least this many credits

<table>
<thead>
<tr>
<th>0</th>
<th>3</th>
<th>9</th>
<th>21</th>
<th>33</th>
<th>45</th>
<th>60</th>
<th>75</th>
<th>90</th>
<th>105</th>
</tr>
</thead>
</table>
   With at least this grade-point average

<table>
<thead>
<tr>
<th>0</th>
<th>1.0</th>
<th>1.2</th>
<th>1.3</th>
<th>2.0</th>
<th>2.0</th>
<th>2.0</th>
<th>2.0</th>
<th>2.0</th>
<th>2.0</th>
</tr>
</thead>
</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.
Undergraduate Programs

The Core Curriculum
First Year Advisement

Division of Arts & Sciences
Anthropology, Criminology and Sociology
Criminology & Crime and Justice Studies
Biological Sciences
Natural Systems Science
Chemistry and Physics
Economics
Education
English
Communications
Creative Writing
Foreign Languages and Literatures
Classics
French
German
Greek
Hebrew
History
Mathematics
Computer Science
Nursing
Philosophy
Political Science
Psychology
Religious Studies
Visual and Performing Arts
Music
Theatre Arts
Visual Art
Transfer Programs
Combination Undergraduate Degree Programs
Three-Two Engineering Programs
Early Assurance Programs in Dental Medicine and Medicine
Pre-Environmental Science & Forestry
Pre-Professional/Graduate Combination Degree Programs
Pre-Optometry
Dental Medicine
Pre-Podiatry
Two-Year Cooperative Transfer Articulation Agreements
Cytotechnology
Medical Technology
Respiratory Care
Physical Therapy

Division of Management
Accounting
Applied Management Analysis
Statistics
Finance
Industrial Relations and Human Resource Management
Information Systems
Management and Leadership
Marketing
Economics

Interdisciplinary Programs
Biochemistry
Consortium for Culture and Medicine
Gender and Women's Studies
Integral Honors
Library
Multiple Science
Peace and Global Studies
Urban and Regional Studies
The Core Curriculum

Directors: Michael Davis and Mary Ann Donnelly

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 12 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, 00-level courses, then 200-level, 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 102 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 318* Perspectives in Literature (3)
(*required of ENG, CMM and THR majors in lieu of ENG 200)
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 Major Authors (3)
PHL 300-399 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)
HST 400-420 Seminars in History (3)
PHL 400-49 Seminars in Philosophy (3)
REL 400-49 Seminars in Religious Studies (3)

– or –

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.

First Year Advisement

**Associate Dean for Academic Affairs:** Anne J. Herron

Academic advisement plays a critical role in fulfilling the Mission of Le Moyne College. It enhances the undergraduate experience by providing guidance and support as students explore the many opportunities that characterize the “education of the whole person.”

Le Moyne College’s Academic Advisement is a comprehensive four-year program that fosters a continuous advisor-student relationship and develops a meaningful educational plan that works to enhance the student’s intellectual, social, and personal growth. In support of this vision, the College requires first-year students to enroll in a specially-designed advisement course (one credit) during their first semester of college. First-year students who successfully complete this course should:

1. Achieve a greater understanding of what it means to pursue a Jesuit education at Le Moyne with a focus on learning and service of others.
2. Cultivate a deeper understanding of their strengths and interests and begin to think about career planning steps.
3. Acquire the necessary learning strategies and skills to succeed at the college level, and be aware of the resources available to help them succeed.
4. Develop a mentor relationship with a faculty member/advisor that encourages them to grow academically.
5. Gain sensitivity to and understanding of issues of diversity resulting in a greater respect for each other's differences.

A unique feature of the first-year advisement seminar is that students choose among a diverse group of “short courses” which fulfill several AVS 101 course objectives. Examples of short course topics include: Racial Profiling; Contributions of the Social Sciences; Introduction to Law; Children and Television; Human Rights at Work; Mixed Messages: The Art of Crossing Cultures; Suffering, Politics, and Liberation: An Introduction to Catholic Social Teaching; In Search of Solutions: Creative Problem Solving; Ethical Issues in Sports, etc.
The Division of Arts and Sciences offers a Bachelor of Science degree with majors in: biochemistry, chemistry, multiple science, nursing, physics and psychology and a Bachelor of Arts degree with majors in: biology, communication, criminology and crime & justice studies, economics, English, French, history, mathematics, peace and global studies, philosophy, physics, psychology, religious studies, sociology, Spanish and theatre arts.

All undergraduate students in the division share a common liberal arts core. Students have several opportunities to pursue two concurrent majors within the division.

In addition, the division offers master’s degree programs in physician assistant studies, education and nursing.

The Division of Arts & Sciences

Anthropology, Criminology & Sociology

Chair: Clifford B. Donn
Professors: Chin, Donn, Kelly
Associate Professor: Tooker
Assistant Professors: Loveland, McCartan, Ridei, Ternikar
Adjunct Faculty: Bahns, Doucette, Episcopo, Hall, Jumbelic, Lange, Lei, McCullough, Owens, Radford, Robison, Snyder, Stacey, Tauxe, Vandeberg
Emeritus: Zewe
Emerita: Bogdan

The Department of Anthropology, Criminology & Sociology offers a major in sociology with five concentrations (human services, criminology and criminal justice, theory and research, dual childhood and special education and anthropology), 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.

Sociology 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 five 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 organizations or for graduate study in applied sociology, clinical sociology or social work. The concentration in research and theory is for the student who is interested in an academic career such as teaching and doing research in sociology. Students with a concentration in research and theory also may go on to do graduate study in either Ph.D. or applied master’s programs in sociology or professional education in fields such as business, public health and urban planning. The concentration in criminology and criminal justice and the interdisciplinary major in criminology and crime & justice studies prepare the student for study in any area of the criminal justice system or for graduate work in law or criminology. The education concentrations combine intensive work in the Department of Anthropology, Criminology & Sociology and the Department of Education to prepare students for teaching careers. The concentration in anthropology prepares the student for cross-cultural interactions and understanding, a tool that is useful in any career.
Core Requirements

The core requirements are identical for all five programs:

<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 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 (fulfilled by major requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

The major requirements differ among the programs as indicated.

Program A: Human Services Concentration

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 240 Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303 Social Theory in Anthropology and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 341 Human Services Case Management: Theory and Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>SOC 402 Program Evaluation Research Methodology and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 490 Internship in Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology or Anthropology Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Three of the following</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>ANT 101 Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 200 Cultural Myths and Cultural Realities</td>
<td>3</td>
</tr>
<tr>
<td>SOC 231 Marriage and Families</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232 Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 233 Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>SOC 241 Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 265 Population/Demography</td>
<td>3</td>
</tr>
<tr>
<td>SOC 335 Economics of Poverty</td>
<td>3</td>
</tr>
<tr>
<td>SOC 344 Gender and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401 Sociological Perspectives in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 403 Group Dynamics and Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>SOC 406 Race/Ethnicity, Gender, Class</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Support

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101 Introductory Psychology</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>MTH 111 Introduction to Statistics I</td>
</tr>
<tr>
<td><strong>Two of the following:</strong></td>
</tr>
<tr>
<td>ECO 113 Principles of Microeconomics</td>
</tr>
<tr>
<td>ECO 114 Principles of Macroeconomics</td>
</tr>
<tr>
<td>PSC 331 Introduction to Public Administration</td>
</tr>
<tr>
<td>PSC 332 Public Policy</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
</tbody>
</table>

Program B: Concentration in Research and Theory

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303 Social Theory in Anthropology and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 402 Program Evaluation Research Methodology and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td>SOC 495 Empirical Research Project</td>
<td></td>
</tr>
<tr>
<td>SOC 499 Research in Sociology</td>
<td></td>
</tr>
<tr>
<td><strong>Two of the following</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>SOC 241 Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 265 Population/Demography</td>
<td>3</td>
</tr>
<tr>
<td>SOC 390 Independent Study in Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401 Sociological Perspectives in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Sociology or Anthropology Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Three Cognate Social Science Electives</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Major Support

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 111 Introduction to Statistics I</td>
</tr>
<tr>
<td>Foreign Language</td>
</tr>
<tr>
<td>Free Electives</td>
</tr>
</tbody>
</table>
Program C: Concentration in Criminology and Criminal Justice

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 121 Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 220 The Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>SOC 221 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303 Social Theory in Anthropology and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 321 Law, Society and Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 323 Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>SOC 402 Program Evaluation Research Methodology and Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOC 490 Internship in Sociology (or alternative as approved by department chair)</td>
<td>3</td>
</tr>
<tr>
<td>Three of the following</td>
<td>9</td>
</tr>
<tr>
<td>ANT 101 Introduction to Anthropology</td>
<td></td>
</tr>
<tr>
<td>ANT 200 Cultural Myths and Cultural Realities</td>
<td></td>
</tr>
<tr>
<td>SOC 241 Social Inequality</td>
<td></td>
</tr>
<tr>
<td>SOC 344 Gender and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 406 Race/Ethnicity, Gender, Class</td>
<td></td>
</tr>
<tr>
<td>Major Support</td>
<td></td>
</tr>
<tr>
<td>MTH 111 Intro to Statistics I</td>
<td>4</td>
</tr>
<tr>
<td>Foreign Language(^3&amp;4)</td>
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<tr>
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<tr>
<td>HST 316 History of American Law</td>
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<tr>
<td>PHL 351 Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>PSC 243 Law and Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 331 Public Administration</td>
<td></td>
</tr>
<tr>
<td>PSC 451 Constitutional Law I</td>
<td></td>
</tr>
<tr>
<td>PSC 452 Constitutional Law II</td>
<td></td>
</tr>
<tr>
<td>SOC 231 Marriage and Families</td>
<td></td>
</tr>
<tr>
<td>SOC 232 Family Violence</td>
<td></td>
</tr>
<tr>
<td>SOC 233 Sociology of the City</td>
<td></td>
</tr>
<tr>
<td>SOC 240 Social Welfare</td>
<td></td>
</tr>
<tr>
<td>SOC 331 Sociology of Work and Families</td>
<td></td>
</tr>
<tr>
<td>SOC 341 Human Services Case Management: Theory and Service Learning</td>
<td></td>
</tr>
<tr>
<td>SOC 403 Group Dynamics and Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>Sociology or Anthropology Electives</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>21</td>
</tr>
</tbody>
</table>

Program D: Concentration in Sociology for Dual Childhood/Special Education

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303 Social Theory in Anthropology and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>One of the following</td>
<td></td>
</tr>
<tr>
<td>SOC 245 Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>SOC 403 Group Dynamics and Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SOC 490 Internship in Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 495 Empirical Research Project</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following</td>
<td></td>
</tr>
<tr>
<td>ANT 101 Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 109 Human Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ANT 200 Cultural Myths and Cultural Realities</td>
<td>3</td>
</tr>
<tr>
<td>ANT 213 Peoples and Cultures of Southeast Asia: A Topical Approach</td>
<td>3</td>
</tr>
<tr>
<td>ANT 300 Anthropological Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>ANT 315 Temples, Shrines and Tells: Ancient Near East Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 360 Anthropology Examines Traditional Religion: Witchcraft, Oracles and Magic</td>
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<tr>
<td>SOC 241 Social Inequality</td>
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<tr>
<td>SOC 344 Gender and Society</td>
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<td>SOC 406 Race/Ethnicity, Gender, Class</td>
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<td>SOC 240 Social Welfare</td>
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<tr>
<td>SOC 231 Marriage and Families</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232 Family Violence</td>
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<tr>
<td>SOC 233 Sociology of the City</td>
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<td>SOC 241 Social Inequality</td>
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<td>SOC 323 Juvenile Delinquency</td>
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<tr>
<td>SOC 403 Group Dynamics and Interpersonal Communication</td>
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<tr>
<td>Sociology or Anthropology Electives</td>
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<td>Free Electives</td>
<td>21</td>
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Program E: Concentration in Anthropology

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOC 101 Introductory Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 303 Social Theory in Anthropology and Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 101 Introduction to Anthropology</td>
<td>3</td>
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<td>ANT 200 Cultural Myths and Cultural Realities</td>
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**One of the following**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ANT 300 Anthropological Linguistics</td>
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</tr>
<tr>
<td>BIO 109 Human Evolution</td>
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</tr>
<tr>
<td>REL 315 Temples, Shrines and Tells: Ancient Near East Archeology</td>
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</table>

**One of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ANT 213 Peoples and Cultures of Southeast Asia</td>
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**Two of the following**

<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
<tr>
<td>Sociology or Anthropology electives</td>
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**Major Support**

<table>
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<tr>
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<tbody>
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<tr>
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**Three of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Cognate social sciences²</td>
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<tr>
<td>PHL 331 Contemporary Continental Thought</td>
<td>3</td>
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<tr>
<td>PHL 356 Philosophy and the Social Sciences</td>
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</tr>
<tr>
<td>Foreign Language⁵</td>
<td>3-9</td>
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</tbody>
</table>

**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. History is included for the anthropology concentration only.
3. Must be taken in same language.
4. Students in this concentration are strongly encouraged to pursue foreign language training in Spanish.
5. If a second language is started 6+ credits is required. The requirement for a continued language is 3+ credits.

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 advisor. 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 advisor 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 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 as possible and prior to their enrolling in any upper-level sociology course.

**Criminology & 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.

### Typical Program for Human Services Concentration

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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</tr>
<tr>
<td>SOC 101</td>
<td>3</td>
<td>SOC group*</td>
<td>3</td>
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<tr>
<td>ENG 102/PSY 101</td>
<td>3</td>
<td>PSY 101/ENG 102</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
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<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
<td>3</td>
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<tr>
<td>PHL 101</td>
<td>3</td>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
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<td>ENG 200/SOC group*</td>
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<td>ENG 200/SOC group*</td>
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<td>PHL 201/SOC/ ANT Elective</td>
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<td>PHL 201/Free Elective</td>
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<tr>
<td>REL 200/Free Elective</td>
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<td>REL 200/SOC/ ANT Elective</td>
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<td><strong>Junior Year</strong></td>
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<tr>
<td>SOC 303</td>
<td>3</td>
<td>SOC group*</td>
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<td>ECO 114 or PSC 332</td>
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<td>ENG 300/SOC/ ANT Elective</td>
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<td>PHL 300-303/ SOC 341</td>
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<tr>
<td>REL 301-399/Free Elective</td>
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<td>REL 301-399/Free Elective</td>
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<tr>
<td><strong>Senior Year</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SOC 490 (or alternative as approved by department chair)</td>
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<td>SOC 402</td>
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<td>ENG/HST 400-419/Free Elective</td>
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* SOC group = 3 of ANT 101, ANT 200, SOC 231, SOC 265, SOC 233, SOC 241, SOC 335, SOC 340, SOC 344, SOC 401, SOC 403, SOC 406

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<thead>
<tr>
<th>Minor Requirements</th>
<th>Hours</th>
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<tr>
<td>CJS 101 Introduction to Criminology and Crime &amp; Justice Studies</td>
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<td>CJS 121/SOC 121 Deviance</td>
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<td>CJS 221/SOC 221 Criminology</td>
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<td>CJS 321/SOC 321 Law, Society and Social Sciences</td>
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<td>CJS 323/SOC 323 Juvenile Delinquency</td>
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Typical Program for Research and Theory Concentration

<table>
<thead>
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<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<tr>
<td>SOC 101</td>
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<tr>
<td>ENG 102/Cognate Social Science**</td>
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<td>HST 101/103</td>
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<td>HST 102/104</td>
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<tr>
<td>PHL 101</td>
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<td>Natural Science 3-4</td>
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<tr>
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<td><strong>Sophomore Year</strong></td>
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<td>ENG 200/SOC/ANT Elective</td>
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<td><strong>Junior Year</strong></td>
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<td>SOC 32</td>
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* SOC group = 2 of SOC 241, SOC 265, SOC 390, SOC 401
** Cognate Social Science group = any ANT, CJS, ECO, EDU, PSC, PSY

Typical Program for Criminology & Criminal Justice Concentration

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<td>SOC 221</td>
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<td>SOC 321</td>
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<td>SOC/ANT Elective</td>
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<td>ENG 300</td>
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<td>Free Elective/PHL 301-303</td>
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<td><strong>Senior Year</strong></td>
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<td>Cognate Social Science group**</td>
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* SOC/ANT group. Three of the following: ANT 101, ANT 200, SOC 241, SOC 344, SOC 406.
** Cognate Social Science group. Two of the following: HST 316, PHL 351, PSC 243, PSC 331, PSC 451, PSC 452, SOC 231, SOC 232, SOC 233, SOC 240, SOC 341, SOC 403.
Typical Program for Anthropology Concentration

<table>
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<th>Hours</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Freshman Year</td>
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* World Civilizations is recommended for the anthropology concentration.

Courses

No prerequisite(s) 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 bureaucracy, 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. The following mini-courses are offered:

SOC 184. Problems of Work (1).
SOC 197. Poverty, Children & Public Policy (1).

SOC 200 (CJS 200). Careers, Practice and Professional Computing for 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
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 22 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 (GWS 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.


This course will provide a 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 (GWS 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 244 (URB 244/CJS 244/GWS 244). Race and Ethnic Relations (3).

Race and ethnicity are a significant aspect of American society, especially as one of the main modes of social stratification. This class will introduce students to the major sociological perspectives on race and ethnicity and will further develop their sociological understanding of and critical thinking about race in the United States. This class will also encourage students to examine race in the US, with an emphasis on class, gender and urban life. At the end of this class, students should be familiar with the social importance that race and ethnicity play in everyday life.

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 251 (CJS 251). Victimology (3).

This course analyzes and scientifically examines the physical, emotional and financial impact of crime on its victims. Specific types of victims and crime will be studied, including homicide, sexual assault, domestic violence, child maltreatment, elder abuse and assault. This in-depth course requires the student to analyze restitution issues, the
treatment of victims by the criminal justice system, victims’ rights legislation and contemporary trends in the treatment of victims. Pre-requisites or corequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

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/CJS 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 325 (CJS 325). Poverty and Social Justice in the Legal System (3).
This class will explore the concept of social justice, with a special emphasis on the root causes and persistence of poverty, and how the legal system confronts, changes or contains those problems. Pre-requisites: SOC 101, CJS 101 or permission of instructor.

SOC 335 (ECO 335/URB 335). Economics of Poverty (3).
See course description for ECO 335.

SOC 341. Human Services Caseload Management: Theory & 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 (GWS 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 socio-cultural 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 social forces have 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.

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 or IRL 442 or ECO 325 or STA 201 or MTH 111 or MTH 122 or MTH 145 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 406 (GWS 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.

SOC 408 (REL 408). Advanced Studies of Contemporary American Catholicism: Historical and Social Scientific Perspectives and Applications (3).
See course description for REL 408.

See course description for CCM 415.

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 pro-
gram 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:** Jeffrey Chin

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.

There are six concentration areas for the criminology, crime and justice studies major:
1. Law enforcement concentration
2. Research concentration
3. Forensic science concentration – chemistry track
4. Forensic science concentration – biology track
5. International affairs concentration
6. Human services concentration

Each of the concentrations is tailored to prepare students for their particular interests and career goals. All students complete the core curriculum; students also complete the coursework required for his or her concentration.

**Criminology and Crime & Justice Studies Major**
The following courses are required regardless of concentration

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 101 Introduction to Criminology, Crime &amp; Justice Studies</td>
<td>3</td>
</tr>
<tr>
<td>CJS 200 Careers, Practice and Professional Computing for Sociology and Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 201 Research Methods in the Social and Political Sciences</td>
<td>3</td>
</tr>
<tr>
<td>CJS 321 Law, Society and Social Science</td>
<td>3</td>
</tr>
<tr>
<td>CJS 221 Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 323 Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CJS 381 Understanding Modern Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>or CJS 301 Crime/Punish in Comparative Perspective</td>
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<tr>
<td>CJS 401 Advanced Seminar in Criminology</td>
<td>3</td>
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<tr>
<td>SOC 402 Program Evaluation Research Methodology &amp; Policy Analysis</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Other Requirements</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Core requirements (see page 51)</td>
<td>39</td>
</tr>
<tr>
<td>MTH 111 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Foreign language:</td>
<td>12</td>
</tr>
<tr>
<td>Students must pass an oral exam at the intermediate level (104) near the end of the junior year. Four three-credit course slots are reserved for students to meet this competency level.</td>
<td></td>
</tr>
<tr>
<td>Concentration requirements</td>
<td>27/28</td>
</tr>
<tr>
<td>Free electives</td>
<td>12</td>
</tr>
</tbody>
</table>
### Law Enforcement Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Two of the following</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 241 Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>SOC 240 Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SOC 406 Race/Ethnicity, Gender, Class</td>
<td>3</td>
</tr>
<tr>
<td><strong>Two of the following</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 121 Deviance</td>
<td>3</td>
</tr>
<tr>
<td>SOC 232 Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>SOC 245 Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>CJS 324 White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td><strong>Two of the following</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230 Motivation and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 280 Abnormal/Normal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CJS 335 Psychology and the Law</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following</strong></td>
<td></td>
</tr>
<tr>
<td>PSC 331 Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151 Introduction to Information Processing</td>
<td>3</td>
</tr>
<tr>
<td>URB 101 Introduction to Urban Studies</td>
<td>3</td>
</tr>
<tr>
<td>Electives from CJS/SOC/PSC/PSY/URB/CSC/MIS</td>
<td>9</td>
</tr>
</tbody>
</table>

### Research Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three of the following</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 265 Population/Demography</td>
<td>3</td>
</tr>
<tr>
<td>SOC 401 Sociological Perspectives in Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 408 Advanced Studies of Contemporary American Catholicism</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 301 Psychological Testing</td>
<td>3</td>
</tr>
<tr>
<td><strong>One of the following</strong></td>
<td></td>
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<tr>
<td>SOC 341 Human Services Case Management: Theory and Service Learning</td>
<td>3</td>
</tr>
<tr>
<td>CJS 390 Independent Study in Criminology or CJS 495 or 499</td>
<td>1-3</td>
</tr>
<tr>
<td>CJS 490 Internship in Criminology</td>
<td>1-6</td>
</tr>
<tr>
<td><strong>Two of the following</strong></td>
<td></td>
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<tr>
<td>PSC 332 Public Policy</td>
<td>3</td>
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</tbody>
</table>

### Forensic Science Concentration

#### Chemistry track

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 151 Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHM 152 Chemical Principles</td>
<td>4</td>
</tr>
<tr>
<td>CHM 223 Organic Chemistry*</td>
<td>4</td>
</tr>
<tr>
<td>CHM 224 Organic Chemistry*</td>
<td>4</td>
</tr>
<tr>
<td>CHM 311 Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHM 312 Instrumental Methods of Analysis</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Biology track

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 191 General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 192 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 218 Cell and Molecular Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

#### One in each of the following four categories

1. Microscopy
   - BIO 322 Histology                                                       | 4     |
   - BIO 325 Microbiology                                                    | 4     |
   - BIO 340 Parasitology                                                   | 4     |
   - BIO 485 Biological Electron Microscopy                                 | 4     |
2. Physiology
   - BIO 405 Endocrinology                                                  | 4     |
   - BIO 410 Toxicology                                                     | 3     |
   - BIO 431 Mammalian Physiology                                           | 4     |
3. Molecular Laboratory Techniques                                          |       |
   - BIO 418 Advanced Molecular Biology                                    | 4     |

*MTH 145 should be substituted for MTH 111. Students who enroll in the chemistry concentration will also earn a minor in chemistry. CHM courses highly recommended as free electives in this concentration.
International Affairs Concentration

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CJS 390 Independent Study in Criminology</td>
<td>1-3</td>
</tr>
<tr>
<td>or</td>
<td>3-6</td>
</tr>
<tr>
<td>CJS 499 Research in Criminology</td>
<td></td>
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</tbody>
</table>

*Students will take CHM 223, CHM 224 and their labs for 8 credits instead of a second year of foreign language. Students will have to use 8 free electives to take CHM 151 and CHM 152 and their labs. These courses will not count towards the concentration.*

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.
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 244 (SOC 244/URB 244/GWS 244). Race and Ethnic Relations (3).
See course description for SOC 244.

CJS 251 (SOC 251). Victimology (3).
See course description for SOC 251.

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 322 (ECO 322/SOC 322). Economics of Crime and Punishment (3).
See course description for ECO 322.

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.

CJS 325 (SOC 325). Poverty and Social Justice in the Legal System (3).
See course description for SOC 325.

CJS 335 (PSY 335). Psychology and the Law (3).
See course description for PSY 335.

CJS 381. Understanding Modern Terrorism (3).
This course is designed to introduce students to the academic understanding of terrorism. Through this course students will come to understand the motivations underlying terrorist behavior on an individual and structural level. In addition, the student will become more aware of the role of the US in world affairs and the reaction from other countries regarding this involvement. The impact of these two areas on terrorist behaviors will then be analyzed. Through readings of both historical events and academic research, students will become more aware of the influences on the rise, success and the end of terrorist campaigns. Prerequisites: CJS 101 and CJS 221 or CJS 323.

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 workload 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 upper-class 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.

The Anthropology Program offers a minor in anthropology and a major concentration within the sociology major.

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, archaeological 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 sociocultural, to be selected from among:
   ANT 109 (BIO 109) Human Evolution
   ANT 300 Anthropological Linguistics
   ANT 315 (REL 315) Temples, Shrines and Tells: Ancient Near East 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 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
Courses

No prerequisite(s) 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 102 (PGS 102). World Cultures (3).
What is it like to grow up in New Guinea? How do the Maya fit into the world system? Where do the Massai go when looking for a mate? This is a survey course to make you aware of various social structures and cultural practices around the world. By systematically analyzing many socio-cultural factors, such as subsistence, family, kinship, gender, political system and religion, the course will illuminate basic similarities and differences among all peoples and cultures.

ANT 109 (BIO 109). Human Evolution (3).
See course description for BIO 109.

ANT 200 (GWS 200/PGS 200). Cultural Myths & 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.

ANT 213 (GWS 213/PGS 213). Peoples and Cultures of Southeast Asia: A Topical Approach (3).
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 231 (URB 231). Environment, Culture and Power (3).
This course looks at issues in human interaction with environment and resources from a cross-cultural perspective. Anthropological approaches to environment will be presented along with ethnographic examples from various types of societies around the world. Assignments will encourage students to apply this knowledge both to their own community and to environmental concerns on a global scale.

ANT 300 (FLL 301/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 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 subtitle from E. E. Evans-Prichard'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 concerning 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. 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 422 (CCM 416). Medical Anthropology (3).
See course description for CCM 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.

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.
The Department of Biological Sciences offers B.A. and B.S. degree programs in Biological Sciences and a B.S. degree in Natural Systems Science. In addition, minors in biological sciences and natural systems science are available. Students interested in graduate study in biology or in medical, dental or veterinary training should choose one of the B.S. programs with two or more years of chemistry. Those interested in a 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 with the B.S. program.

The department offers three concentrations leading to the degree B.S. in biological sciences and two leading to the B.A. degree:

- The B.S. health professions concentration is most appropriate for students interested in animal structure and function as related to medical treatment.
- The B.S. molecular biology concentration is most appropriate for students interested in the molecular and cellular regulation of life.
- The B.S. neurobiology concentration is most appropriate for students interested in the intersection of biology and psychology.
- The B.A. biological education concentration is most appropriate for those students interested in teaching biological content to K-12 students.
- The B.A. in biological sciences is most appropriate for those students who do not wish to focus on the above concentrations or who might like to pursue a double major.

In addition to the above, a five-year program leading to a B.S. degree in biological sciences and an M.S. in physician assistant studies is available to successful applicants.

All students are encouraged to conduct research with faculty members.

**B.S. Biological Sciences**

(Graduate studies, health professions, veterinary, biochemistry, minor in chemistry and other areas)

### Health Professions Concentration

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

- BIO 191 General Biology I or
- BIO 193 Advanced General Biology
- BIO 192 Gen. Biology II
- BIO 225 The Poisoning of a Planet
- BIO 218 Cell and Molecular Biology
- At least one from the area of Ecology and Population Biology
  - (BIO 230 General Ecology; BIO 245 Evolution; BIO 250 Genetics; BIO 360 Insect Ecology)
- At least one from the area of Biological Diversity
  - (BIO 325 Microbiology; BIO 327 Botany; BIO 330 Tropical Marine Biology; BIO 340 Parasitology; BIO 350 Invertebrate Biology)
- Biology Electives
  - (BIO 201 - BIO 202 recommended)
- Major Support
  - CHM 151-152 Chemical Principles
  - CHM 223-224 Organic Chemistry

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The B.S. in natural systems science is most appropriate for students interested a multidisciplinary or systems approach to the study of the environment and global ecosystems and how they are changing, with emphasis on the relevant interactions of the Earth’s biosphere, geosphere, hydrosphere and atmosphere.

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**Chair:** Beth F. Mitchell

**Professors:** Mitchell

**Associate Professors:** Pritts, D. Smith, S. Smith, Szebenyi, Tanner

**Assistant Professor:** Yurco

**Visiting Professor:** Manson

**Adjunct Faculty:** Carson, Graziano, McLaughlin, Scherer

**Emeritus:** Lugthart

**Distinguished Scientist in Residence:** De Gennaro
### Molecular Biology Concentration

#### Core Requirements

<table>
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<th>Requirement</th>
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<tr>
<td>BIO 191 General Biology I or BIO 193 Advanced General Biology</td>
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<tr>
<td>BIO 192 General Biology II</td>
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<td>BIO 225 The Poisoning of a Planet</td>
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<td>(BIO 230 General Ecology; BIO 245 Evolution; BIO 250 Genetics; BIO 360 Insect Ecology)</td>
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<tr>
<td>At least one from the area of Biological Diversity</td>
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<td>(BIO 325 Microbiology; BIO 327 Botany; BIO 330 Tropical Marine Biology; BIO 340 Parasitology; BIO 350 Invertebrate Biology)</td>
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<td>Biology Electives (BIO 418, 460, 461 and 462 recommended)</td>
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#### Major Support

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<td>CHM 151-152 Chemical Principles</td>
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<tr>
<td>CHM 223-224 Organic Chemistry</td>
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<tr>
<td>PHY 101-102 or PHY 105-106 General Physics</td>
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<tr>
<td>MTH 111-112 Statistics</td>
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<tr>
<td>Two semesters of the same foreign language or two semesters of MTH 145-146 Calculus</td>
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<td>Electives</td>
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### Neurobiology Concentration

#### Core Requirements

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<td>Biology Electives (BIO 270 and BIO 375 recommended)</td>
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Typical Program for B.S. Biological Sciences: 
Health Professions Concentration

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Typical Program for B.S. Biological Sciences: 
Molecular Biology Concentration

<table>
<thead>
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<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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Typical Program for B.S. Biological Sciences: Neurobiology Concentration

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<td>BIO 192</td>
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<td>CHM 152</td>
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<td>BIO 270</td>
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<td>BIO 375</td>
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<td>CHM 223</td>
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<td>BIO 218</td>
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<td>BIO 225</td>
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<td>PHL/REL Seminar</td>
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<td>Language/MTH 145</td>
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B.A. Biological Sciences

Biological Education Concentration with Certification in Dual Childhood/Special Education (Grades 1-6)

<table>
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<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
<td>6</td>
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<tr>
<td>Philosophy or Religious 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</td>
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<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 191 General Biology I or</td>
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<tr>
<td>BIO 193 Advanced General Biology</td>
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<tr>
<td>BIO 192 General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 225 The Poisoning of a Planet</td>
<td>3</td>
</tr>
<tr>
<td>BIO 218 Cell and Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 315 Biology in Practice</td>
<td>3</td>
</tr>
<tr>
<td>At least one from the area of Ecology and Population Biology (BIO 230 General Ecology; BIO 245 Evolution; BIO 250 Genetics; BIO 360 Insect Ecology)</td>
<td>4</td>
</tr>
<tr>
<td>At least one from the area of Biological Diversity (BIO 325 Microbiology; BIO 327 Botany; BIO 330 Tropical Marine Biology; BIO 340 Parasitology; BIO 350 Invertebrate Biology)</td>
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<td>Biology Elective</td>
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<table>
<thead>
<tr>
<th>Major Support</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHM 151-152 Chemical Principles</td>
<td>8</td>
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<tr>
<td>MTH 110 or MTH 111</td>
<td>3-4</td>
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<tr>
<td>MTH 120</td>
<td>3</td>
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<tr>
<td>Two semesters of the same foreign language</td>
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<table>
<thead>
<tr>
<th>Education</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 105 Teaching Diverse Society</td>
<td>3</td>
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<tr>
<td>EDU 120 Child Abuse Prevention</td>
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<tr>
<td>EDU 205 Childhood Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 225 Assessment and Decision</td>
<td>3</td>
</tr>
<tr>
<td>EDU 305 Principles Literacy Learn.</td>
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<tr>
<td>EDU 315 Planning Inclusive Class.</td>
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<tr>
<td>EDU 365 Adapting Literacy Learn.</td>
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<tr>
<td>EDU 375 Strategies Inclusive Class.</td>
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<tr>
<td>EDU 405 Preservice Clinical Teaching Seminar</td>
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<tr>
<td>EDU 430 Supervised Preservice (1-6)</td>
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<tr>
<td>EDU 431 Supervised Preservice Grades SPE 1-6</td>
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Biological Education Concentration with Education Minor with Certification in Adolescence Education (Grades 7-12)

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<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
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<tr>
<td>Philosophy or Religious Studies Seminar</td>
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<tr>
<td>English</td>
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<tr>
<td>English or History Seminar</td>
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<td>History</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
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Natural Science *(fulfilled by major requirements)*

**Major Requirements**

BIO 191 General Biology I *or* BIO 193 Advanced General Biology

BIO 192 General Biology II

BIO 225 The Poisoning of a Planet

BIO 218 Cell and Molecular Biology

BIO 315 Biology in Practice

At least one from the area of Ecology and Population Biology *(BIO 230 General Ecology; BIO 245 Evolution; BIO 250 Genetics; BIO 350 Insect Ecology)*

At least one from the area of Biological Diversity *(BIO 325 Microbiology; BIO 327 Botany; BIO 330 Tropical Marine Biology; BIO 340 Parasitology; BIO 350 Invertebrate Biology)*

Biology Elective

**Major Support**

CHM 151-152 Chemical Principles

CHM or PHY sequence

MTH 110, 111 or 145

CHM or PHS/PHY*

Two semesters of the same foreign language

**Education**

EDU 105 Teaching Diverse Society

EDU 120 Child Abuse Prevention

EDU 215 Learning Sociocultural

EDU 303 Multicultural Literacy

EDU 315 Planning, Assessing and Managing the Inclusive Classroom

EDU 325 Teaching and Adapting

EDU 335 Literacy Development

EDU 401 Secondary Strategies

EDU 405 Preservice Clinical Teaching Seminar

EDU 450 Supervised Preservice (7-9)

EDU 460 Supervised Preservice (10-12)

Biological Education Concentration with Education Minor with Certification in Dual Adolescence Education/Special Education (Grades 7-12)

<table>
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<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>History</td>
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<tr>
<td>Social Science</td>
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Natural Science *(fulfilled by major requirements)*

**Major Requirements**

BIO 191 General Biology I *or* BIO 193 Advanced General Biology

BIO 192 General Biology II

BIO 225 The Poisoning of a Planet

BIO 218 Cell and Molecular Biology

BIO 315 Biology in Practice

At least one from the area of Ecology and Population Biology *(BIO 230 General Ecology; BIO 245 Evolution; BIO 250 Genetics; BIO 350 Insect Ecology)*

At least one from the area of Biological Diversity *(BIO 325 Microbiology; BIO 327 Botany; BIO 330 Tropical Marine Biology; BIO 340 Parasitology; BIO 350 Invertebrate Biology)*

Biology Elective

**Major Support**

CHM 151-152 Chemical Principles

MTH 111-112

Two semesters of the same foreign language

**Education**

EDU 105 Teaching Diverse Society

EDU 120 Child Abuse Prevention

EDU 215 Learning Sociocultural

EDU 225 Assessment and Decision

EDU 303 Multicultural Literacy

EDU 315 Planning, Assessing and Managing the Inclusive Classroom

EDU 325 Teaching and Adapting
### Core Requirements

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<td>Natural Science <em>(fulfilled by major requirements)</em></td>
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### Major Requirements

<table>
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<th>Course</th>
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<tr>
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### Major Support

<table>
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### Electives

33

### Education

<table>
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<th>Course</th>
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<tr>
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<td>EDU 120 Child Abuse Prevention</td>
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<td>EDU 215 Learning Sociocultural</td>
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<td>EDU 305 Principles Literacy Learn.</td>
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<td>EDU 315 Planning, Assessing and Managing the Inclusive Classroom</td>
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<td>EDU 325 Teaching and Adapting</td>
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<td>EDU 335 Literacy Development</td>
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<td>EDU 400 Middle School Strategies</td>
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<td>EDU 405 Preservice Clinical Teaching Seminar</td>
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<td>EDU 440 Supervised Preservice (5-6)</td>
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<td>EDU 450 Supervised Preservice (7-9)</td>
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* Must have at least one semester of PHY/PHS for certification in general science.
Typical program for B.A. Biological Sciences: Biological Education Concentration Adolescent/Middle Childhood*

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<th>Second Semester</th>
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<td>PHL 101</td>
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<td>HST 101/103</td>
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<td>HST 102/104</td>
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<td>BIO 191/193</td>
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<td>BIO 192</td>
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<td>CHM 151</td>
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<td>REL 200</td>
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<td>BIO 225</td>
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<td>BIO 218</td>
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<td>EDU 215</td>
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<td>EDU 325/326</td>
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<td>EDU 315</td>
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<td>EDU 335</td>
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<td>EDU 400/401</td>
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</table>

* This generic schedule should work for middle childhood or adolescent teacher preparation programs, and will allow students to be certified in both biology and general science. Students who wish to obtain certification in dual adolescent/special education will need to take two additional EDU courses; they cannot take the extra CHM/PHS to be certified in general science unless they take several summer classes.

** To be certified in general science, students must take at least one science course in each of CHM and PHY/PHS and have a total of at least 18 credits in sciences other than biology.

Typical program for B.A. Biological Sciences: Biological Education Concentration Dual Childhood/Special Education

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<td>ENG 102</td>
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<td>PHL 101</td>
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<tr>
<td>BIO 191/193</td>
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<td>BIO 192</td>
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<td>CHM 151</td>
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<tr>
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<td>REL 200</td>
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<td>ENG 300</td>
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<td>REL 301-399/PHL 301-303</td>
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<td>EDU 365</td>
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<td>EDU 315</td>
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<td>ENG 405</td>
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<td>ENG/HST Seminar</td>
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<td>BIO Elective</td>
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<tr>
<td>EDU 430</td>
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<td>BIO (Diversity Area)</td>
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<tr>
<td>EDU 431</td>
<td>6</td>
<td>PHL/REL Seminar</td>
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Typical program for B.A. Biological Sciences: Biological Sciences Concentration

First Semester | Hours | Second Semester | Hours
--- | --- | --- | ---
**Freshman Year**
BIO 9/93 | 4 | BIO 92 | 4
CHM 5 | 4 | CHM 52 | 4
ENG 102 | 3 | PHL 101 | 3
HST 101/103 | 3 | HST 102/104 | 3
AVS 101 (not applicable to transfer students) | 1 |  |

**Sophomore Year**
REL 200 | 3 | ENG 200 | 3
BIO 218 | 4 | BIO 225 | 3
Elective/PHL 201 | 3 | PHL 201/Elective | 3
Language | 3 | Language | 3
Elective | 3 | Elective | 3

**Junior Year**
ENG 300/Elective | 3 | Elective/ENG 300 | 3
PHL 301-303/REL 301-399 | 3 | REL 301-399/PHL 301-303 | 3
BIO (Ecol/Pop) | 4 | BIO (Diversity) | 4
PHY/CHM/MTH | 3/4 | PHY/CHM/MTH | 3/4
Social Science/Elective | 3 | Elective/Social Science | 3

**Senior Year**
ENG/HST Seminar | 3 | PHL/REL Seminar | 3
BIO Elective | 3/4 | BIO Elective | 3/4
Elective | 3 | Elective | 3
Elective | 3 | Elective | 3

**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.

Natural Systems Science

The Natural Systems Science major emphasizes a multidisciplinary or systems approach to scientific and environmental problems. The primary goal of the major is to train majors in a systems approach to scientific problems in general and problems of global change in particular. By exposing students to the problems of understanding, measuring, and predicting the consequences of global change, and by providing them with field-based research experiences at an early point in their academic careers, we hope to stimulate an interest in these young scientists in pursuing research-oriented career paths.

Natural Systems Science Minor
To complete a minor in natural systems science (17-19 credits), students must complete BIO 191 or BIO 128, NSS 121 or BIO 126, NSS 205, and two of either BIO 230 or NSS 320 or BIO/NSS 335 or BIO 458, none of which may be taken pass/fail.

Typical program for B.S. Natural Systems Science

First Semester | Hours | Second Semester | Hours
--- | --- | --- | ---
**Freshman Year**
ENG 101/102 | 3 | PHL 101 | 3
HST 101/103 | 3 | HST 102/104 | 3
BIO 191 | 4 | NSS 121 | 3
CHM 151 | 4 | CHM 152 | 4
AVS 101 (not applicable to transfer students) | 1 | Elective | 3

**Sophomore Year**
ENG 200/Elective | 3 | MTH 145 | 4
PHL 201/REL 200 | 3 | REL 200/PHL 201 | 3
BIO 230 | 4 | NSS 128 | 4*
MTH 110/111 | 3/4 | NSS 205 | 4
Social Science | 3 |  |

**Junior Year**
ENG 300 | 3 | MTH/SCI Elective | 3/4
PHL 301-303 | 3 | REL 301-399 | 3
Language | 3 | Language | 3
NSS 320 | 4 | NSS 335 | 3
PHY 101 | 4 | PHY 102 | 4

**Senior Year**
ENG/HST Seminar | 3 | PHL/REL Seminar | 3
BIO/NSS 458 | 3 | BIO 499 | 3
BIO Elective | 4 | BIO/NSS Elective | 4
NSS Elective | 4 | Elective | 3
Elective | 3 | Elective | 3

*Required field experience (could be as a part of BIO 330 or comparable course(s) and field trips to Iceland, Four Corners, Arizona, or Ecuador)
Courses

No prerequisite(s) required unless noted.

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 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.

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 80 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 environment. 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 embryology. 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, circulation throughout the body, and how hormones 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 121 (NSS 121). Global Resources (3).
See course description for NSS 121.

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 awareness of plants used by industrialized cultures and plants of historical importance. Fundamental scientific and botanical concepts advance an understanding of diet, herbal medicines, plant products in manufacturing, biotechnology and conservation biology. Three hours of lecture per week. Does not carry biology major credit.

BIO 126. Earth’s Global Environment: Iceland (3).
Understanding Earth’s ecological environment requires study of the delicate balance between geological, biological, climatologic and anthropogenic processes. This introductory course offers students the opportunity to study these fundamental processes in Iceland, a country where the fragile nature of this environment, and the processes that shape it, are readily observed. Separate fees are required for the field component of the class.

Understanding the function of ecosystems around the world, particularly those that exist within a sensitive climatic balance, is important for all students. This introductory course offers students the opportunity to study the fundamentals of evolution, ecology and earth science culminating in a two-week field experience in Costa Rica. Students will explore the principles of scientific investigation: comparisons of floral and faunal diversity in high-altitude (cloud) versus low-altitude (rain)
Lectures, readings and discussions will be conducted at Le Moyne as well as at the field sites. Satisfies core science requirement. Additional fees will be required for this course.

**BIO 131. Ecosystems and the Biosphere (4).**

Principles of ecology are not just words in textbooks; they govern our everyday lives. In this course we will explore particular aspects of ecosystem structure and function that are prominent in central New York. Class discussion and specific field activities will focus on processes and ecological systems such as Onondaga Lake, disturbed and undisturbed soil communities, the use of geothermal and wind energy in the area and solid waste disposal/cycling within ecosystems. Three hours lecture, three hours laboratory per week. Does not carry biology major credit.

**BIO 132. Endocrine Toxicology (3).**

Students enrolled in this course will learn basic concepts associated with hormone production, release, and circulation. Disorders associated with abnormal amounts of hormones will be discussed. Students will be expected to work independently and cooperatively on certain topics, as well as make presentations to the class. Three hours lecture, three hours laboratory per week. Does not carry biology major credit.

**BIO 134. 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 135. Human Physiological Processes (4).**

This one semester course provides a study of the human body from combined anatomical and physiological perspectives. Laboratory sessions involve dissection, and study of three-dimensional models of human organ systems. Three hours of lecture and two hours laboratory per week. Course does not carry biology major credit.

**BIO 138. 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 191. General Biology I (4).**

This course introduces fundamental unifying 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 animal development, form and physiology; basic characteristics of all kingdoms of life; population biology and ecology. Prerequisite: 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 discipline of biology. The types of issues to be addressed may include biodiversity, ecosystem structure and function, development, physiological adaptations, and evolution. Students will be expected to work independently 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 201. Anatomy and Physiology I (4).**

This course provides a study of the anatomy and physiology of the various systems of the human body, specifically the skeletal, endocrine, nervous, muscle and integumentary systems. The cat is the primary dissection specimen in the laboratory. This course is intended for those students who are interested in the health-related professions. Three hours of lecture and two hours of laboratory per week. Carries biology major credit.

**BIO 202. Anatomy and Physiology II (4).**

This course is the second part of a study of the anatomy and physiology of the various systems of the human body, specifically the circulatory, respiratory, immune, urinary, digestive and reproductive
BIO 203. Nutrition (3).
This course is a study of nutrition as it relates to normal growth, development, health, body systems and processes. Additionally, therapeutic diets for specific disease conditions will be discussed and evaluated. Three hours of lecture per week. Prerequisites or corequisites: BIO 201, 202. Does not carry biology major credit.

BIO 205. Basic Microbiology (4).
This course is a survey of microbial life with special emphasis on those organisms of clinical interest. Laboratory exercises emphasize the isolation, identification and control of microorganisms. Three hours of lecture and two hours laboratory per week. Prerequisite or corequisite: BIO 201, 202. 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.

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 hours lecture and two hours laboratory per week. Carries biology major credit.

BIO 250. 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.

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 135 or BIO 201-202.

BIO 315. Biology In Practice: Lab And Field Approaches (3).
Aimed at providing students, especially those who are planning to teach, with additional laboratory and field experience, this course explores empirical techniques currently used in a variety of biological subdisciplines. Formulation and testing of hypotheses, experimental design, data analysis and interpretation of results will be addressed. Students will have the opportunity to get hands-on experience with various techniques as well as methods of data analysis. A major objective of the course is the development of exercises utilizing these techniques to foster inquiry-based learning in biology. Writing techniques appropriate to the discipline will also be an important component. Two hours lecture and three hours laboratory per week. Carries biology major credit. Prerequisites: BIO 191-192 or BIO 218.
Biological Sciences

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.

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 151-152. 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 occur 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 335 (NSS 335). Biodiversity (3).
See course description for NSS 335.

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/heritability, immune system problems, inflammation and infection, endocrinology, and malignant processes. The etiology and progression of disease and disorder states are examined from the microscopic (cellular) and macro (organ) level. Prerequisites: BIO 201, BIO 202 and BIO 205. Does not carry biology major credit.

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 360. 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 or corequisites: BIO 191-192 or BIO 193, BIO 225. Three hours lecture and three hours laboratory per week. Carries biology major credit.

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: 5 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 28. 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, BIO 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 may include gene regulation, molecular genetics, protein targeting, and/or cell signaling, and cellular differentiation in development. Two hours lecture and six hours laboratory per week. Carries biology major credit. Prerequisites or corequisites: BIO 218; CHM 223-224 and at least junior standing.

**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 (3).**
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 per week. Carries biology major credit.

**BIO 435. Epidemiology (3).**
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. Statistical measures are applied to describe the incidence and prevalence of disease, fertility rates, morbidity and mortality rates, health beliefs 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 or corequisites: BIO 201 and BIO 202 or equivalent; BIO 205 or BIO 325; MTH 110 or MTH 111; a research methods course such as NSG 350 or PSY/SOC/CJS 201 or PSC 202, BIO 499 or by permission of the chair. Does not carry biology major credit.

**BIO 458. Global Systems Science (3).**
In this class, students will come to recognize that Earth’s biosphere, atmosphere, hydrosphere and geosphere operate in complexly linked systems in which various components are exchanged over greatly varying time scales. Using laboratory and field studies, students will measure, discuss and define the impact of global change on natural systems. Prerequisites: CHM 151-152 and a minimum of 15 credits of BIO, including at least one course in the Ecology/Population Biology area.

**BIO 460 (CHM 460). Biochemistry I (3).**
See description for CHM 460.

**BIO 461 (CHM 461). Biochemistry II (3).**
See course description for CHM 460.

**BIO 462 (CHM 462). Biochemistry Laboratory (1).**
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: Biology of Cancer (3).
This seminar will offer advanced students the opportunity to further develop research and presentation skills required in graduate or medical school. Cancer biology is an area of intense research in fields ranging from toxicology and environmental biology to molecular biology. This seminar will examine the cell and molecular basis of cancer as a means to improve students' ability to critically evaluate the scientific literature. Students will select papers from the scientific literature for analysis and presentation in both written and oral formats. Students may be required to attend a scientific lecture off campus during the semester. Prerequisites or corequisites: Junior or senior standing in biological sciences or biochemistry or permission of the instructor. Three hours of lecture per week. Carries biology major credit.

BIO 481. Seminar: Endocrine Disruptors (3).
This seminar will offer upper level students in the sciences the opportunity to develop or enhance research and presentation skills required in graduate or professional school. Improper use and disposal of chemicals and physical agents by humans have caused a number of adverse effects in all living things. This seminar will specifically focus on environmental contaminants what have been shown to alter the function of the endocrine system in wildlife and humans. Although this course will utilize textbooks, it will rely heavily on the scientific literature for additional readings and assignments. Students may be required to attend one scientific lecture off campus during the semester. Prerequisites or corequisites: Junior or senior standing in biological sciences, biochemistry or permission of the instructor. Carries biology major credit.

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 and scanning electron microscopy. Three hours lecture and three hours laboratory per week. Prerequisites: BIO 191-192 or BIO 193, BIO 218; CHM 223 recommended. 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. Carries 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 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 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.

Natural Systems Science Courses

NSS 121 (BIO 121). Global Resources (3).
Resources can be thought of as anything that an organism needs for survival. While this holds true for all life forms, in this class we will focus primarily on humans and human societies. The consumption of resources often results in a struggle for survival and this competition manifests itself at many levels, from the town and region (which tribes and ethnic groups have access to the best and land and water supply), to the nation (control of the nation's oil, water, mines) and to the world at large.

NSS 205. Physical Geology (4).
Physical Geology is an introduction to the study of the composition of the Earth and the processes that operate internally and at the surface. Students are introduced to basic geological concepts including plate tectonics, volcanoes, earthquakes, geologic time, types of rocks that form the crust and how they form and surficial processes. Three hours lecture and three hours of laboratory per week. Prerequisites: BIO 191, BIO 192 or NSS 121 or permission.

NSS 320. Earth's Surface (4).
This course describes the interaction of sedimentary, hydrologic and biologic processes at the surface of the Earth, with particular attention to the role of organisms and climate on the formation and erosion of soils. Topics will include sedimentary processes, landforms, surficial hydrology, pedogenesis, fluvial and glacial processes and landforms. Significant fieldwork and mapping applications will be a part of this course. Three hours lecture and three hours of laboratory per week. Prerequisites: NSS 205 or permission.

NSS 335 (BIO 335). Biodiversity (3).
This course is designed to acquaint the student with the phenomenal
diversity of life with which we share this planet. To do this, we will refresh the students’ memories concerning evolution and the various mechanisms through which communities of life forms have become adapted to their environment. We will spend some time with taxonomy and biogeography before we can begin to examine the current state of biodiversity as well as future trends. The implications of these trends will signal a stopping point for the course but will hopefully serve as a beginning for the student as they move away from Le Moyne and take a place in society. Prerequisites: minimum of 10 BIO/NSS credits. Not open to those who have completed BIO 225.

Chemistry & Physics

Chair: Theresa Beaty
Professors: Giunta
Associate Professors: Beaty, Masingale, Mullins
Assistant Professors: Craig, Kyrkos
Adjunct Faculty: Bisignano, Cody, Kaul, Leo, Lockwood, Porter, Sampere, 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: general, organic, analytical and physical chemistry; inorganic chemistry and biochemistry; and one upper-division chemistry elective. A student completing the program is certified by the American Chemical 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.

<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>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>English or History Seminar</td>
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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 380 Scientific Literature    | 1     |
| CHM 435 Inorganic Chemistry       | 3     |
| CHM 460 Biochemistry              | 3     |
| Chemistry Elective (upper division)| 3     |

Major support

| BIO 191 General Biology I         | 4     |
| PHY 105-106 General Physics (recommended) or | 6 |
| PHY 101-102                        |       |
| PHY 103-104 General Physics Lab    | 2     |
| MTH 145-146 Calculus I and II      | 8     |
| Foreign Language*                  | 6     |
| Free Electives                     | 24    |

*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. Please contact the department chair.

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 for the program follows.

Chemistry Major B.S. with a Minor in Biology  
(premedical, dental, veterinary, biochemistry, graduate)

**Core Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tr>
<td>Philosophy</td>
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<td>Social Science</td>
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<td>Natural Science</td>
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<tr>
<td>(fulfilled by major requirements)</td>
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**Major Requirements**

<table>
<thead>
<tr>
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<th>Hours</th>
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<td>CHM 223-224 Organic Chemistry</td>
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<tr>
<td>CHM 311-312 Analytical Chemistry</td>
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<td>CHM 327-328 Physical Chemistry</td>
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<td>CHM 331-332 Physical Chemistry Laboratory</td>
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<td>CHM 380 Scientific Literature</td>
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<td>CHM 435 Inorganic Chemistry</td>
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<td>CHM 460 Biochemistry</td>
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**Minor Requirements**

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<tr>
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<td>BIO 218 Cell and Molecular Biology</td>
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**Major support**

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<td>PHY 103-104 General Physics Lab</td>
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<td>MTH 145-146 Calculus I and II</td>
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<td>Foreign Language*</td>
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<tr>
<td>Free Electives</td>
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</table>

*Must be taken in same language.

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**Chemistry Minor**

The usual requirements for the minor are four courses, at least three of which must include lecture and laboratory (15-16 credits). At least one course must be at the 300- or 400-level.

An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs.

**Typical Program for Chemistry Major - B.S.**

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<thead>
<tr>
<th>Semester</th>
<th>Hours</th>
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<tr>
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<td>HST 101/103</td>
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<td>ENG 102</td>
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<td>PHL 101</td>
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<td>CHM 151</td>
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<td>CHM 152</td>
</tr>
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<td>MTH 145</td>
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<td>MTH 146</td>
</tr>
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<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<td>PHY 105/103</td>
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<td>PHL/ENG 300</td>
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<td>CHM 311</td>
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<td>BIO 191</td>
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<td><strong>Senior Year</strong></td>
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<td>ENG or HST Seminar</td>
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<td>Elective</td>
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<td>CHM 327/331</td>
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<td>CHM 327/332</td>
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<td>CHM 435</td>
<td>3</td>
<td>CHM Elective</td>
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<td>CHM 460</td>
<td>3</td>
<td>CHM 380</td>
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**Division of Arts & Sciences**

Chemistry & Physics

Chemistry
## Typical Program for Chemistry Major with Minor in Biology - B.S.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
<td>4</td>
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<tr>
<td>BIO 191</td>
<td>4</td>
<td>BIO 192</td>
<td>4</td>
</tr>
<tr>
<td>MTH 145</td>
<td>4</td>
<td>MTH 146</td>
<td>4</td>
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<tr>
<td>HST 101/103</td>
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<td>HST 102/104</td>
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<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHL 101</td>
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<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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</tbody>
</table>

| Sophomore Year | | | |
| CHM 223 | 4 | CHM 224 | 4 |
| PHY 105 | 4 | PHY 106 | 4 |
| Foreign Language | 3 | Foreign Language | 3 |
| ENG 200 | 3 | Social Science | 3 |
| PHL 201/ REL 200 | 3 | REL 200/PHL 201 | 3 |

| Junior Year | | | |
| CHM 311 | 4 | CHM 312 | 4 |
| REL/PHL | 3 | REL/PHL | 3 |
| ENG 300 | 3 | Elective | 3 |
| BIO 218 | 4 | Biology Elective | 3 |

| Senior Year | | | |
| CHM 460 | 3 | Elective | 3 |
| CHM 435 | 3 | Elective | 3 |
| ENG or HST Seminar | 3 | Elective | 3 |
| CHM 380 | 1 | CHM 328/332 | 4 |
| CHM 327/33 | 4 | PHL or REL Seminar | 3 |

Note: An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs.

## Chemistry Courses

No prerequisite(s) 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. 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.

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 electrometric methods. Prerequisite: CHM 223-224. 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 dynamic processes as chemical kinetics and transport properties. Prerequisites: CHM 223-224 and MTH 145-146, 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. Prerequisites or corequisites: CHM 327 and CHM 331.

CHM 436. Advanced Organic Chemistry (3).
A study of conformational, resonance and inductive effects on the rate and direction of organic reactions. Special emphasis is on the application of such effects to synthetic organic reactions. Prerequisites: CHM 223-224.

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 191 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. Prerequisite or corequisite: CHM 460.

CHM 462 (BIO 462). Biochemistry Laboratory (1).
This laboratory will introduce techniques for studying proteins, nucleic acids and/or lipids. Prerequisites: CHM 223-224, BIO 191 or permission of instructor. Corequisite: CHM 460.

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 article. A copy of this report will be kept on file in the office of the department chair. At the end of the semester each student will present a short (15 minutes) 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. are available. Please see the department chair.

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 B.A./M.S.T.) course of study makes it possible to earn a physics B.A. and a master's degree in secondary education, including preliminary certification, in five years. Further information about this course of study can be obtained from the department chair.

Physics Major B.A.

Core Requirements

<table>
<thead>
<tr>
<th>Core Requirement</th>
<th>Hours</th>
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<tr>
<td>Religious Studies</td>
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<tr>
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<td>English</td>
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<td>Social Science</td>
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<tr>
<td>Natural Science (fulfilled by major requirements)</td>
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Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>PHY 105-106 General Physics for Scientists and Engineers I &amp; II</td>
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<tr>
<td>PHY 101-102 Non-Calculus General Physics I &amp; II</td>
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<td>PHY 103-104 Gen. Physics Lab I &amp; II</td>
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<tr>
<td>PHY 201 Fields and Waves</td>
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<tr>
<td>PHY 203 Foundations of Modern Physics</td>
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<td>PHY 231 Fundamental Laboratory Physics</td>
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<tr>
<td>PHY 303 Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 307 Introductory Quantum Mechanics</td>
<td>3</td>
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<tr>
<td>PHY 321 Analytical Mechanics I</td>
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<td>PHY 331 Intermediate Physics Lab</td>
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Major Support

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<tr>
<td>MTH 145-146 Calculus I &amp; II</td>
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<td>MTH 245 Calculus III</td>
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<tr>
<td>MTH 303 Differential Equations</td>
<td>3</td>
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<td>CHM 151-152 Chemical Principles</td>
<td>8</td>
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<tr>
<td>CSC 171 Introduction to Programming Methodology</td>
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<td>Foreign Language*</td>
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Electives

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Physics Major B.A., M.S.T.

Please see department chair.
# Physics Major B.S.

### Core Requirements

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<td>English</td>
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</tr>
<tr>
<td>History</td>
<td>6</td>
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<tr>
<td>English or History Seminar</td>
<td>3</td>
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<tr>
<td>Social Science</td>
<td>3</td>
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<tr>
<td>Natural Science (fulfilled by major requirenments)</td>
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</table>

### Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHY 105-106 General Physics for Scientists and Engineers I &amp; II (preferred)</td>
<td>6</td>
</tr>
<tr>
<td>or PHY 101-102 Non-Calculus General Physics I &amp; II</td>
<td></td>
</tr>
<tr>
<td>PHY 103-104 Gen. Physics Lab I &amp; II</td>
<td>2</td>
</tr>
<tr>
<td>PHY 201 Fields and Waves</td>
<td>3</td>
</tr>
<tr>
<td>PHY 203 Foundations of Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 231 Fundamental Laboratory Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303 Electricity &amp; Magnetism I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 304 Electricity &amp; Magnetism II or</td>
<td>3</td>
</tr>
<tr>
<td>PHY 403 Physical Optics</td>
<td></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 322 Analytical Mechanics II or</td>
<td>3</td>
</tr>
<tr>
<td>PHY 215 Statics</td>
<td></td>
</tr>
<tr>
<td>PHY 331 Intermediate Physics Lab</td>
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</tr>
<tr>
<td>PHY 401 Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 405 Statistical Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 431 Advanced Physics Lab or</td>
<td>1-3</td>
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<tr>
<td>PHY 441 Research Project</td>
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### Major Support

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MTH 145-146 Calculus I &amp; II</td>
<td>4/4</td>
</tr>
<tr>
<td>MTH 245 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>
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<tr>
<td>Foreign Language*</td>
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</table>

### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free electives</td>
<td>12</td>
</tr>
</tbody>
</table>

* Two semesters in the same language. 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 145-146
- PHY 201
- PHY 203
- PHY 231

For a total of nine courses with 24 credit hours.

## 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.

### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>CHM 151/Elective</td>
<td>4/3</td>
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<tr>
<td>PHS Elective</td>
<td>3</td>
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<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHL 101</td>
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<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>CHM 152/Elective</td>
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<tr>
<td>PHS Elective</td>
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### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200</td>
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</tr>
<tr>
<td>CSC 171</td>
<td>4</td>
</tr>
<tr>
<td>MTH 145</td>
<td>4</td>
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<tr>
<td>PHY 105</td>
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</tr>
<tr>
<td>PHY 103</td>
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### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
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<td>Social Science</td>
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</tr>
<tr>
<td>PHY 201</td>
<td>3</td>
</tr>
<tr>
<td>MTH 245</td>
<td>4</td>
</tr>
<tr>
<td>Elective/CHM 151</td>
<td>3/4</td>
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### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/HST Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Free electives

12 credits

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Division of Arts & Sciences

Chemistry & Physics
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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHL 101</td>
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<td>HST 101/103</td>
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<td>HST 102/104</td>
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<td>4</td>
</tr>
<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
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<td>PHY 105</td>
<td>3</td>
<td>PHY 106</td>
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<tr>
<td>PHY 103</td>
<td>1</td>
<td>PHY 104</td>
<td>1</td>
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<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<td></td>
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<tr>
<td>REL 200</td>
<td>3</td>
<td>PHL 201</td>
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<tr>
<td>MTH 245</td>
<td>4</td>
<td>ENG 200</td>
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<td>CHM 223</td>
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<td>Foreign Language II</td>
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<td>BIO 191</td>
<td>4</td>
<td>BIO 192</td>
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<tr>
<td><strong>Junior Year</strong></td>
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<tr>
<td>REL 300-399</td>
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<td>PHL 301-303</td>
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<td>PHY 201</td>
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<td>CSC 171</td>
<td>4</td>
<td>MTH 303</td>
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<tr>
<td>BIO 218*/Elective</td>
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<td><strong>Senior Year</strong></td>
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<tr>
<td>ENG/HST Seminar</td>
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<td>PHL/REL Seminar</td>
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<td>PHY 303</td>
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<td>PHY 307</td>
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<tr>
<td>PHY 321</td>
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<td>BIO 225/Elective**</td>
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<td>CHM 460*/Elective</td>
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<td>CHM 461/Elective</td>
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<td>CHM 462 ***</td>
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* BIO 218 may be replaced by an elective unless seeking a minor in biology.
** 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.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ENG 102</td>
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<td>PHL 101</td>
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<td>Foreign Language II</td>
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<tr>
<td>MTH 145</td>
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<td>MTH 146</td>
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<td>PHY 103</td>
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<td>PHY 104</td>
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<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<td>REL 200</td>
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<td>PHL 201</td>
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<td>CSC 171</td>
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<td>ENG 200</td>
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<tr>
<td>PHY 201</td>
<td>3</td>
<td>PHY 203/231</td>
<td>4</td>
</tr>
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<td>MTH 245</td>
<td>4</td>
<td>MTH 303</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Junior Year</strong></td>
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<tr>
<td>REL 300-399</td>
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<td>PHL 301-303</td>
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<td>Social Science</td>
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<td>ENG 300</td>
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<td>3</td>
<td>PHY 307</td>
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<tr>
<td>PHY 321</td>
<td>3</td>
<td>PHY 322/215</td>
<td>3</td>
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<td>CHM 151</td>
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<td>CHM 152</td>
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<td>PHY 331</td>
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<td><strong>Senior Year</strong></td>
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<td>PHL/REL Seminar</td>
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<td>PHY 305</td>
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<td>PHY 304</td>
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<td>PHY 401</td>
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<tr>
<td>Elective(s)</td>
<td>3-6</td>
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</table>
**Physics Courses**

*No prerequisite(s) 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) & (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 three-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. Pre-calculus is not adequate. 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. Pre-calculus is not adequate.

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.

PHY 201. Fields and Waves (3).

An introduction to the physics of fields and waves, focusing primarily on electric and magnetic fields and electromagnetic waves. May include physical optics. Prerequisites: Calculus II (MTH 146) and General Physics II (PHY 102 or PHY 106). May be offered in conjunction with physics courses at Syracuse University.

PHY 203. Foundations of Modern Physics (3).

Introduction to the pillars of modern physics: special relativity and quantum mechanics. Includes a historical account of the theoretical and experimental development of quantum theory and an introduction to its concepts and methods. Additional topics may include, but are not limited to, the quantum physics of atoms, molecules and solids, and contemporary applications. Prerequisites: Calculus II (MTH 146) and General Physics II (PHY 102 or PHY 106). May be offered in conjunction with physics courses at Syracuse University.

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 MTH 146. May be offered in conjunction with physics courses at Syracuse University.

PHY 231. Fundamental Laboratory Physics (1).

Introduction to experimental methods in physics through experiments measuring fundamental properties of light and matter. Topics may include, but are not limited to, analysis of experimental data and propagation of uncertainties, computer-aided data acquisition, and an introduction to instrumentation. Experimental topics may include, but are not limited to, the mass and charge of the electron, the speed of light, Planck's constant, properties of lasers and laser light, concepts of photon interference and quantum measurement, resonance and chaos in dynamical systems. One three-hour laboratory period per week. Prerequisites: Calculus II (MTH 146), General Physics II (PHY 102 or PHY 106). Prior completion of PHY 201 is strongly desirable but not required. Corequisite: PHY 203. May be offered in conjunction with physics courses at Syracuse University.

PHY 303-304. Classical Electromagnetic Theory (3) and (3).

An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magneto-statics. 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 and General Physics (PHY 102 or PHY 106). Three lecture hours and one three-
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 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 online 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 431. 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 Courses

No prerequisite(s) required unless noted.

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. Satisfies the natural science core requirement.

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. Satisfies the natural science core requirement.

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.

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. Satisfies the natural science core requirement.

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. Satisfies the natural science core requirement.

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 anti-matter, holographic projection and more. Satisfies the natural science core requirement.

PHS 140 (GWS 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 physicists now and throughout history. Satisfies the natural science core requirement.

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.

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. Satisfies the natural science core requirement.
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 liberal arts and business management 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 emphasize the development of quantitative skills and applications widely used in the business disciplines.

**Economics Major B.A.**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>History</td>
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<tr>
<td>English or History Seminar</td>
<td>3</td>
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<tr>
<td>Social Science (fulfilled by major requirements)</td>
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<td>Natural Science</td>
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**Bachelor of Arts Requirements**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>ECO 113-114 Economic Principles</td>
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</tr>
<tr>
<td>STA 201-202 Statistics I and 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>
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</tbody>
</table>

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     |

**Economics Electives**

24 hours

* Any student planning to study economics at the graduate level should enroll in MTH 145-146.

** Must be taken in same language

**Economics Major B.S.**

<table>
<thead>
<tr>
<th>Core Requirements</th>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>History</td>
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<td>English or History Seminar</td>
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<tr>
<td>Social Science (fulfilled by major requirements)</td>
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<td>Natural Science</td>
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**Bachelor of Science Requirements**

<table>
<thead>
<tr>
<th>Course Requirements</th>
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<tr>
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</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>
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<td>ECO 325 Econometrics</td>
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### Major Support

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<th>Department</th>
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<tr>
<td>Mathematics(^1)</td>
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<tr>
<td>ACT 203 Financial Accounting</td>
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</tr>
<tr>
<td>Statistics(^2)</td>
<td>6</td>
</tr>
<tr>
<td>Quantitative Electives(^3)</td>
<td>6</td>
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</tbody>
</table>

1 Two classes at the 120- or higher level must be taken. It is recommended, not required, that the courses be part of a sequence. The recommended sequences include MTH 120-122, MTH 122-123 or MTH 145-146. Students with strong backgrounds in math, or who plan to apply to graduate school, are encouraged to take MTH 145-146 (Calculus I and II).

2. Any two statistics courses in a sequence may be taken. These include MTH 111-112, STAT 201-202 or MTH 311-312. MTH 311-312 is highly recommended for students interested in combining economics and mathematics.

3. Two additional quantitative courses selected from a list of approved courses must be taken to complete the requirements. Examples include courses in mathematics, accounting, finance, management information systems and applied management analysis at the 200- or higher level. Other classes will require approval from the department chair.

### Economics Minor

#### Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ECO 113-114 Economic Principles</td>
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**Intermediate Economics**

<table>
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<tr>
<td>ECO 250 Intermediate Microeconomic Theory</td>
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<tr>
<td>or ECO 355 Managerial Economics</td>
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<tr>
<td>or ECO 345 Industrial Organization</td>
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<tr>
<td>ECO 252 Intermediate Macroeconomic Theory</td>
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</tr>
<tr>
<td>or ECO 228 (FIN 302) Money, Credit and Banking</td>
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**Economics Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
</table>

One course from outside the department, judged to have significant economics content may be substituted for an economics elective to complete the minor in economics. Examples include: 1) a 300-level or higher finance elective; or 2) a course in a related discipline from the social science or management division with a significant economics context.

### Typical Program for B.A. in Economics

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
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<td>ENG 102</td>
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<td>HST 101/103</td>
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#### Second Semester

<table>
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<td>Mathematics</td>
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#### Sophomore Year

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<td>ECO 250</td>
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<td>ENG 200</td>
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#### Junior Year

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<td>ECO Elective</td>
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<td>ENG 300</td>
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#### Senior Year

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Typical Program for B.S. in Economics

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<td>AVS 101 (not applicable to transfer students)</td>
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<td>ACT 203</td>
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<td>PHL/REL</td>
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Economics Courses

**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 eco-
nomic 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/CJS 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 Lagrange 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 350. The Economics of Sports (3).
Professional sports in the United States are multibillion dollar businesses. This course applies the principles of economics to evaluate professional and amateur sports. The topics include league structure, team decision-making, labor-relations, incentive structures, free agency, salary caps and stadium financing and the role of public policy. The economic issues and institutional structure of other areas of sports that may be explored include Title IX, NCAA, golf, tennis, sports equipment, advertising, minor leagues and the Olympics. Economic factors affect the behavior of participants in sport markets—owners, managers, median and players—just as they affect the behavior of individuals in other markets. Basic economic principles and formal economic models help make sense of many issues in the world of sport. In addition, the sports world is full of evidence which helps illustrate economics in action and provides a wealth of information for testing economic theories. The objective of this course is to offer a deeper understanding of both. Prerequisite: ECO 113.

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 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.
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 3-4 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.

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 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 (URB 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.

Education

Chair: Cathy Leogrande
Professors: Fleury, Schmidt
Associate Professors: Choi, Eppolito, Leogrande
Assistant Professors: Ayanru, Cooney, Fini, Ma, Malikow, Zigo
Visiting Professor: Anderson
Emeritus: M. L. Collins
Field Placement Coordinator/Partner School Liaison: Ringwood
Credentials Officer: Trait

The education department collaborates with several arts and sciences departments to prepare teachers who will address the needs of all children. Le Moyne preservice teachers select a major, and also complete a rigorous program of teacher education. Le Moyne teacher candidates address state learning standards through effective pedagogy, and also attend to the social and political demands of public and private education in the world. The department administers New York state approved programs for initial certification in TESOL (grades K-12), childhood and special education (grades 1-6),
middle level education specialist (grades 5-9) and adolescent education (grades 7-12) in content areas and special education.

Mission Statement
The education department of Le Moyne College is a learning community in the Jesuit tradition, dedicated to preparing teachers for service in schools for a participatory democracy.

Applying To The Program
Students must formally declare education as part of their degree program by the end of sophomore year in order to complete the program in a timely manner. Application forms are available in the education office (Reilly Hall 101). These forms must be signed by the chair of the student’s major department and the chair of the education department, and submitted to the registrar.

Additional Academic Criteria for Education Students
1. Education students must earn a grade of B or better in the following courses: EDU 225, EDU 303, EDU 305, EDU 315, EDU 325, EDU 326, EDU 335, EDU 345, EDU 355, EDU 365, EDU 375, EDU 400, EDU 401, EDU 402.
2. If a grade lower than B (i.e. B-) is earned in any of the courses listed above, a student must repeat the course. When this situation arises, the student will automatically be placed on probation status as an education student.
3. A student will be allowed to repeat a course only once. If a student receives a grade below B in any two courses listed above, he/she will be dropped from the education program.
4. All teacher candidates must have a minimum 3.0 cumulative average in their education courses and a minimum 2.7 G.P.A. prior to the start of full-time preservice teaching.
5. All teacher candidates must pass the required New York state teacher certification exams in order to become certified.
6. All teacher candidates must pass at least one course in mathematics and one course in science in order to become certified.
7. These certification programs and requirements are subject to change if modifications occur in New York state education department regulations.

Portfolio Assessment and Fees
All teacher candidates must pass the requirements set in the education department electronic portfolio assessment. Currently, the education department uses LiveText® software to manage the electronic portfolio. Students must purchase a LiveText® account online at college.livetext.com/purchasing.

Education Minor
It is possible for student to complete a minor in education without obtaining teacher certification. Five approved courses must be successfully completed. None of these courses may be taken pass/fail. Any student seeking a minor in education must consult with the chair of the education department.

Religion and Education Minor
The department of education in cooperation with the department of religious studies offers a minor program for religious studies majors who are prospective religion teachers or directors of religious education in a religious center.

Professional Partnership Agreements
The education department has entered into partnerships with a number of schools. The goal of these partnerships is to better serve the interests of our partner schools, who, in turn, provide opportunities for Le Moyne students to observe and/or student teach.

Practicum
Each semester, Le Moyne students are required to complete field observation/practicum as a component of the program. Students are required to complete 100 hours of fieldwork in urban, rural and suburban settings prior to preservice teaching semester, as part of New York state teacher certification regulations.

The Le Moyne College Field Placement Coordinator, will arrange all practicum placements. Students are NOT allowed to make their own arrangement for observation/practicum. The deadline for completing practicum each semester is the final day of classes. Students who have not fulfilled practicum requirement by this date will receive a grade of I (incomplete) for the course, and must meet with the field placement coordinator and/or chair of the education department to address the situation.

The goal of the observation/practicum is to serve as a bridge between the educational theory and practice taught in courses and the reality of public and private school classrooms. The host teacher will ultimately decide the nature and extent to which the Le Moyne student has opportunities to work in the classrooms (i.e. tutor one-to-one or small groups of students, teach all or part of a lesson, grade tests and quizzes, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively engaged in the classroom.

Student Teaching
Students are required to student teach for one full semester. No other courses may be taken during student teaching. Student teachers follow the schedule of the schools in which they are placed. Students are discouraged from participating in other activities, including employment and athletics, during the student teaching semester. If a student must participate in any outside activity, (s)he must meet with the chair and the field placement coordinator.
The Le Moyne College Field Placement Coordinator, will arrange all student teaching placements. Students are NOT allowed to make their own arrangements for student teaching. Every effort is made to meet the New York state education department requirement for urban, suburban and rural experience. Students are not allowed to student teach outside the central New York area. A Le Moyne College supervisor will be assigned to observe the student teacher weekly.

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates are required to work in both of their assigned field sites (for a minimum of 12 hours at each site). This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach, to forge a collaborative relationship with their cooperating teachers, and plan for the student teaching semester.

In order to be eligible to student teach, students must meet the following criteria:

1. Overall G.P.A. of 2.7 or better
2. Grade of B or better in key education courses
3. Education G.P.A. of 3.0 or better
4. Meet the application deadline
5. Demonstrate evidence of professional commitment

Students who do not meet the criteria listed above must meet with the chair of the department and the field placement coordinator in order to determine the course of action to be taken.

Typical Program for Dual Childhood/Special Education (Grades 1-6)

**Freshman Year**

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

<table>
<thead>
<tr>
<th>Fall</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 205</td>
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</tr>
<tr>
<td>Child Development and Special</td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 225</td>
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<tr>
<td>Assessment &amp; Decision Making for Equity &amp; Inclusion</td>
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<td>20 hours of field experience</td>
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Typical Program for Middle Childhood Specialist (Grades 5-9)

**Freshman Year**

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<tr>
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<tbody>
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<td>EDU 105</td>
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<tr>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 215</td>
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<tr>
<td>Learning Within a Sociocultural Context</td>
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**Junior Year**

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

**Fall**
- EDU 400  Middle School Strategies & Technology  
  30 hours of field experience

**Spring**
- EDU 120  Child Abuse, Prevention and Reporting and Violence Prevention  
- EDU 405  Preservice Teaching Clinical Seminar  
- EDU 440  Supervised Preservice Teaching (5-6)  6  
- EDU 450  Supervised Preservice Teaching (7-9)  6  
  **Total 37**

### Typical Program for Adolescent Program (Grades 7-12)

#### Freshman Year

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

**Sophomore Year**

**Fall or Spring**
- EDU 215  Learning within a Sociocultural Context  
  20 hours of field experience

**Junior Year**

**Fall**
- EDU 303  Multicultural Literacy  
- EDU 315  Planning, Assessing & Managing Inclusive Classrooms  
  20 hours of field experience

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

**Senior Year**

**Fall**
- EDU 401  Secondary Strategies & Technology  
  30 hours of field experience

**Spring**
- EDU 120  Child Abuse, Prevention and Reporting and Violence Prevention  
- EDU 405  Preservice Teaching Clinical  
- EDU 450  Supervised Preservice Teaching (7-9)  6  
- EDU 460  Supervised Preservice Teaching (10-12)  6  
  **Total 43**

### Typical Program for Dual Adolescent and Special Education Program (Grades 7-12)

#### Freshman Year

**Fall or Spring**
- EDU 105  Teaching in Diverse Society  
  10 hours of field experience

#### Sophomore Year

**Fall**
- EDU 215  Learning within a Sociocultural Context

**Spring**
- EDU 225  Assessment & Decision Making for Equity & Inclusion  
  20 hours of field experience

#### Junior Year

**Fall**
- EDU 303  Multicultural Literacy  
- EDU 315  Planning, Assessing & Managing Inclusive Classrooms  
  20 hours of field experience

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

#### Senior Year

**Fall**
- EDU 401  Secondary Strategies & Technology  4  
- EDU 345  Collaborating & Transition Planning for Students  
  30 hours of field experience

**Spring**
- EDU 120  Child Abuse, Prevention and Reporting and Violence Prevention  
- EDU 405  Preservice Teaching Clinical Seminar  
- EDU 451  Supervised Preservice Teaching (SPE 7-12)  6  
- EDU 450  Supervised Preservice Teaching (7-9)  6  
- EDU 460  Supervised Preservice Teaching (10-12)  6  
  **Total 43**
Typical Program for Teaching English to Speakers of Other Languages (TESOL)

### Freshman Year

**Fall or Spring**

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<thead>
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<tbody>
<tr>
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### Sophomore Year

**Fall**

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<tbody>
<tr>
<td>EDU 215</td>
<td>Learning Within a Sociocultural Context</td>
<td>3</td>
</tr>
<tr>
<td>EDU 355</td>
<td>Cultural Perspectives for Teaching Language Acquisition</td>
<td>3</td>
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<tr>
<td></td>
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**Spring**

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<tbody>
<tr>
<td>ENG 301</td>
<td>Advanced Grammar and Usage</td>
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<tr>
<td>ANT 300</td>
<td>Anthropological Linguistics</td>
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### Junior Year

**Fall**

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<th>Course</th>
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<tr>
<td>EDU 303</td>
<td>Multicultural Literacy</td>
<td>3</td>
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<tr>
<td>EDU 315</td>
<td>Planning, Assessing and Managing Inclusive Classrooms</td>
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**Spring**

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<tbody>
<tr>
<td>EDU 305</td>
<td>Principles &amp; Methods of Multicultural Literacy</td>
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### Senior Year

**Fall**

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<tr>
<td>EDU 402</td>
<td>Methods of Teaching ESOL through Math, Science &amp; Social Studies</td>
<td>4</td>
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**Spring**

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 120</td>
<td>Child Abuse, Prevention and Reporting and Violence Prevention</td>
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<tr>
<td>EDU 405</td>
<td>Preservice Clinical Teaching Seminar</td>
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<tr>
<td>EDU 430</td>
<td>Supervised Preservice Teaching (1-6)</td>
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</tr>
<tr>
<td>EDU 450</td>
<td>Supervised Preservice Teaching (7-9)</td>
<td>6</td>
</tr>
<tr>
<td>or EDU 460</td>
<td>Supervised Preservice Teaching (10-12)</td>
<td>6</td>
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</tbody>
</table>

**Total** 43

Courses

*No prerequisite(s) 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 practicum 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 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 (1-6). 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 practicum 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 (5-9), T.E.S.O.L. (K-12), Adolescence (7-12) or Adolescence/Students with Disabilities (7-12). It involves students in examining, analyzing and developing theories of how students learn within a social, cultural and
EDU 225. Assessment and Decision Making for Equity and 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 (URB 303). Multicultural Literacy for Urban Education (3).

To fully comprehend urban education, sociologists and educators come together to study issues related to poverty, racism and linguistic, cultural and ethnic diversity. This course is designed to assist students in their understandings of urban education and sociology as they participate in service learning, (tutoring and classroom observations), at urban schools. Students enrolled in this course will become familiar with the significance of home, school and community connections for academic achievement and recognize the need for culturally relevant pedagogy. Literacy learning in schools is a major focus of this course, since reading, writing, listening, speaking and viewing skills provide the means for developing many potential abilities and talents.

Most of the articles and the recommended text for this course are considered educational and sociological in nature. The required text was specifically written for urban literacy education. Assignments will assist future educators and sociologists as they confront urban diversity issues. Students will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentricism and cultural conflicts. Additionally, they will study multicultural literacy teaching methods as they tutor youth in the schools, gather a bibliography of multicultural literature, materials, and resources and create strategic plans for establishing school environments that connect home, school and community for literacy learning. This course is required of students seeking New York state teacher certification in Adolescence (7-12), Adolescence/Students with Disabilities (7-12) and T.E.S.O.L (Teachers of English to Students of Other Languages) (K-12). Prerequisite: EDU 215. Corequisite: EDU 315.

EDU 305. Principles and Methods of Multicultural Literacy Learning (3).

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities (1-6), Middle Childhood Specialist (5-9) and T.E.S.O.L (K-12). This course is designed to prepare preservice teacher (grades 1-12) for the implementation of culturally relevant literacy instruction for inclusive urban, suburban and rural settings. It also offers a training process for reading, writing, listening, speaking and viewing instruction for diverse learners, such as those students with physical handicapping conditions, students with special cognitive and emotional needs, and students learning English as a second language. Studies will alternate between the College classroom and two hours of weekly observations and participation in school classrooms. During the time in the College classroom, the focus will be on the learning and teaching of reading, writing, listening, speaking and viewing. In light of theoretical perspectives and belief systems, the focus will be on students and teachers during the literacy learning process. In both settings, the preservice teacher/researcher, will explore and observe effective methods and materials including electronic texts and literacy learning computer programs; discussion and reflection will be encouraged and reported. Finally, there will be an emphasis on the use of multicultural literature across the curriculum. Prerequisite: EDU 205. Corequisite: EDU 315.


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 (7-12) and Dual Adolescence/Special Education (7-12). 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 information is that strategies will be integrated in order to meet the various needs of all students in both general and special education settings. 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. A required field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. 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 (5-9). The focus of this course is on tools and strategies that can be used by general educators at middle level to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this information is that strategies will be integrated in order to meet the various needs of all children in inclusive settings. Emphasis will be placed on cooperative planning with a multidisciplinary team and on teaching strategies that are consistent with the student’s developmental and/or 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. Prerequisite: EDU 315. Corequisite: EDU 335.

EDU 335. Literacy Development in the Content Area (3).
This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist (5-9), Adolescence (7-12), Adolescence/Students with Disabilities (7-12). 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 and possibilities. Diagnosis, evaluation and assessment of all students will be discussed especially through content area resources and materials including electronic texts and computer programs. Prerequisite: EDU 303 and EDU 315.

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 (7-12). 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. 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 (K-12). 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 215.

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 (1-6). 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.
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 (4).

This course is required of all students seeking New York state certification as a Middle Childhood Specialist (5-9). 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. Prerequisite: EDU 326.


This course is required of all students seeking New York state certification in Adolescence (7-12) or Dual Adolescence/Students with Disabilities (7-12). 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. Prerequisite: EDU 325.


This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages (K-12). 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. Prerequisites: EDU 303, EDU 305 and EDU 315.

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 375 or EDU 400 or EDU 401 or EDU 402.

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 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
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, Middle Childhood Specialist, Dual Adolescence/Students with Disabilities or Teaching English to Speakers of Other Languages 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.

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 within 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 ASL I. 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 and 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.
The department of English houses two majors, English and communication, while within the English major two concentrations of study are offered: literature and creative writing. Each of these programs is committed to the discovery of meaning and value in language—a commitment that is grounded both in contemporary academic and professional concerns within English and communication studies as well as in humankind’s enduring traditions of self-expression, speculative inquiry and social communication through literature and the rhetorical arts. In particular, the department’s programs are designed to involve students in challenging and rewarding encounters with literary works representing a variety of types and time periods; to expand students’ awareness of the range, subtlety, and power of language; to help students develop their own expressive powers in language; and to assist them toward increasingly mature syntheses of literature and communications with other life experiences.

### English Major

English majors may follow the curriculum for the literature concentration, the creative writing concentration, or one of five literature and education tracks designed for students earning an English major with teaching certification. Students in the education tracks also have the option of adding the creative writing concentration to their degree. The literature and creative writing concentrations must be declared by the end of the junior year. Students must declare one of the literature and education tracks and apply formally to the education program no later than the end of their sophomore year; however, they are strongly encouraged to do so earlier since fulfilling the requirements will demand careful planning in scheduling courses.

### Requirements for the Literature Concentration (120 credit hours)

The literature program offers a variety of courses that give students an essential grounding in literary history and the opportunity to pursue individual interests. Students choosing the literature concentration fulfill the following course requirements. The major is listed on the student’s transcript as “English (Literature concentration).”

#### Core Requirements

<table>
<thead>
<tr>
<th>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 Religious Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English 102, 218 (in lieu of 200), 300 (author other than Shakespeare)</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

**Introductory Sequence of English Major Courses**

- ENG 218 (See above under Core Requirements)
- ENG 250 Introduction to Poetry
- ENG 318 Shakespeare

**English and American Literature Survey Courses**

- ENG 305-306 Survey of British Literature
- ENG 350 or 351 Survey of American Literature

**English Department Electives**

Four ENG courses in four of five historical periods (ancient/medieval; Renaissance; long 18th century; 19th century; 20th/21st century), plus one additional ENG course in any period or topic (remaining three courses may be in ENG, CRW and/or CMM)

#### Major Support

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language ** (see page 101)</td>
<td>9</td>
</tr>
<tr>
<td>Free Electives</td>
<td>30</td>
</tr>
</tbody>
</table>

* Only ENG 218 is a prerequisite for subsequent literature courses, but it is strongly recommended that students complete ENG 250 and ENG 318 as early as possible in the major program.
Requirements for the Creative Writing Concentration

In the creative writing program students have the opportunity to develop their talents along with others who share their love of writing. Emphasizing both experimentation and craft, classes are designed as writing workshops—providing a balance of individual attention and group critiques to help students explore their powers and potentials as writers. Major requirements for the creative writing concentration differ from the Literature concentration in two respects:

1. one ENG historical period elective is required instead of four, and it must be in 19th or 20th/21st century literature;
2. four elective courses are required in Creative Writing (CRW), as described below (the remaining three courses may be in ENG, CRW, CMM, and/or THR).

Three of the four required CRW courses will be writing workshops (Creative Writing Workshop, Playwriting, Advanced Playwriting, Scriptwriting, Advanced Fiction Workshop, Advanced Poetry Workshop, Nonfiction Writing Workshop; any workshop may be repeated once for credit). The fourth required CRW course is the capstone for the 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 must be made in consultation with the student’s advisor. If the advisor is not part of the creative writing teaching faculty, the student should additionally consult with the director of creative writing.

Requirements for English Major and Education Tracks

Students earning teacher certification fulfill the core requirements as described above but follow one of the programs of study detailed below. Note that all five tracks require one advanced writing course and one media literacy elective. Any upper-division course in writing satisfies the requirement for the advanced writing course, but students are encouraged to make their selection according to their teaching interests—e.g., Creative Writing Workshop (CRW 385) for those who wish to prepare themselves to teach creative writing; Fundamentals of Journalism (CMM/ENG 374) for those who anticipate teaching journalism classes or advising their school newspaper. The media literacy elective is fulfilled by CMM 250 or one of the film studies courses offered by the English department.
Literature Concentration and Adolescent Education (124 credit hours)

**Core Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes EDU 105 (see below under education)</td>
<td>42</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 250 Introduction to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 318 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 305 and 306 English Literature</td>
<td>6</td>
</tr>
<tr>
<td>ENG 350 or 351 American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382 African-American Literature (replaces EDU 303 for English literature majors only)</td>
<td>3</td>
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<tr>
<td>or</td>
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<tr>
<td>ENG 383 American Ethnic Literature (replaces EDU 303 for English literature majors only)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 301 Advanced Grammar and Usage</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Writing Course</td>
<td>3</td>
</tr>
<tr>
<td>Media Literacy Elective</td>
<td>3</td>
</tr>
<tr>
<td>Department Electives: four ENG literature courses in four of the five historical periods (ancient/medieval; Renaissance; long 18th century; 19th century; 20th/21st century)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Major Support**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language** (see below)</td>
<td>9</td>
</tr>
<tr>
<td>Education and Education Support Courses (see details under Education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105, which satisfies the College core social science requirement)</td>
<td>40</td>
</tr>
</tbody>
</table>

**Notes:**

**The 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 mid-intermediate level (103), he or she may substitute an English elective for the remaining hours.**

Literature Concentration and Dual Adolescent/Special Education (130 credit hours)

The core and major requirements for this concentration are identical to those for English and adolescent education (see above). An additional six credit hours of coursework are required in education (see details under education program requirements).

Literature Concentration in English and T.E.S.O.L. Education (127 credit hours)

**Core Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes EDU 105 (see below under education)</td>
<td>42</td>
</tr>
</tbody>
</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 250 Introduction to Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENG 318 Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENG 311 Overview of British Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 350 and 351 American Literature</td>
<td>6</td>
</tr>
<tr>
<td>ENG 301 Advanced Grammar and Usage</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Writing Course</td>
<td>3</td>
</tr>
<tr>
<td>Media Literacy Elective</td>
<td>3</td>
</tr>
<tr>
<td>Department Electives: three ENG literature courses in three of the five historical periods (ancient/medieval; Renaissance; long 18th century; 19th century; 20th/21st century)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Major Support**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language (Of the 12 hours required, nine must be in one language. The remaining three credits may be in the same or in a second foreign language)</td>
<td>12</td>
</tr>
<tr>
<td>Education and Education Support Courses (see details under education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105, which satisfies the College core social science requirement)</td>
<td>40</td>
</tr>
</tbody>
</table>

Adding the Creative Writing Concentration to the Literature and Education tracks (6 additional credit hours)

Students in any of the education tracks may add the creative writing concentration as an addition to the literature concentration by taking the following:

1. two CRW workshop courses (one of which fulfills the advanced writing course requirement);
2. one of the following advanced workshop courses (each of which includes extensive study of contemporary texts) to fulfill the 20th/21st century historical period requirement*: ENG/CRW 395 (Nonfiction Writing Workshop), ENG/CRW 387 (Scriptwriting), ENG/CRW 389 (Writing the One Act Play), ENG/CRW 391 (Advanced Poetry) or ENG/CRW 392 (Advanced Fiction);
3. CRW 481 (Creative Writing Tutorial).

* A student is allowed to take a 20th/21st century historical period elective other than an advanced workshop, but in this case the student must take a third CRW workshop.

**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.
Irish Literature Minor

This minor offers students the opportunity to concentrate on the literature of Ireland while gaining an understanding of its historical, cultural and literary contexts.

Students completing the Irish literature minor must take:

- three literature courses specifically related to Ireland
- one course in literature not related to Ireland
- one approved course from either history or peace and global studies

The non-Irish literature course will ground students’ understanding of the wider British canon, while the history or peace and global studies course provides knowledge of the wider European and global contexts that Irish writers navigate. Study abroad and summer language programs are options for the fulfillment of this minor, and students interested in these options should speak to the director of the minor.

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.

Film minors will be invited to participate in the annual Syracuse International Film and Video Festival, an exciting community event held in the spring at venues throughout Syracuse, including Le Moyne. Opportunities are available to intern at the festival and to work on and attend pre-festival events throughout the year.

To complete a film minor, the following five courses are required:

1. History of Film: Beginnings to 1940 (ENG/THR 372)
2. History of Film: 1940 to the Present (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 Unknownness (PHL 413)
   - Politics in Film (PSC 354)
   - History and Culture in the Modern Middle East: Cinema, Media, Art and Internet (HST 410/PGS 410)
   - French Through Film (FRN 206)
5. Choose from the following:
   - Representations of the Media in Film (ENG358/CMM 358/GWS 358)
   - Documentary Film (CMM 310/ENG 310)
   - 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/GWS 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, director of the film program.

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.

<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 Religious Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English (ENG 102, ENG 218 and ENG 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>
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<tr>
<td>Natural Science</td>
<td>3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></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>6</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.

Requirements
1. 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.
2. Interns must keep a detailed journal of activities. This journal is to be examined by the internship director.
3. Interns meet with the internship director according to a predetermined schedule.
4. The internship director will make on-the-spot visits during the semester.
5. 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.

Departmental Honors
In accord with guidelines approved by the academic dean, department chairs and program directors (Fall, 1988), the English department offers a degree in honors designed for:

a. the student who excels primarily in the major and who deserves further challenge and recognition,

b. the student who does not surface as honors material in time to join the Integral Honors Program and
c. especially competent transfers.

The chair will invite all eligible students to apply for departmental honors by the junior year. Requirements for the degree include a 3.0 overall G.P.A. and a 3.5 G.P.A. in English department courses. Students who choose to pursue the English honors degree will complete and defend an honors project according to the following schedule:

Junior year: The candidate will define a topic, write a proposal and choose a mentor who will guide him or her through the development of an honors project. While most students will choose to accomplish a lengthy research paper, some may decide to do a creative, artistic project.

The proposal should include: a topic or title, a thesis, a plan for accomplishment and a working bibliography. This proposal needs to be approved by the mentor before the spring dates for fall registration; the student will then register for ENG 480 (Honors Project).

Senior year: The student works on the project with the guidance of the mentor. It is the student's responsibility to set up and keep a weekly appointment with the mentor and to work consistently toward the completion of the project. The mentor will send a brief progress report to the chair of the department at the end of the fall semester. The student may then gain permission to sign for another three credits (ENG 480) for the spring semester if doing so is useful and necessary.

By April 1, the student will give a copy of the completed project to each of the following: the mentor, the department chair, the director of the Integral Honors Program and the members of an oral examination committee (this will be set up by the mentor, with the approval of the department chair).

With the help of the mentor, the student will arrange a place and time for the defense. The mentor will communicate that information to all members of the department and the director of the Integral Honors Program. This date should allow time for any revisions necessary after the defense. The mentor, in consultation with the chair and the project committee, will decide whether the candidate meets both departmental and school wide standards.

Having satisfactorily completed the above requirements, the student will have a earned departmental honors, which will be officially conferred at graduation.

See also the general description of departmental honors programs on page 36.
Courses

No prerequisite(s) required unless noted.

ENG 101. Introduction to Critical Writing (3).
This three-credit, pass/fail course will, for some students, be a prerequisite for ENG 102. Admission to ENG 101 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 102. Pass/fail only.

ENG 102. 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 105.

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 102.

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. Prerequisites: ENG 102, ENG 218.

ENG 204 (CLS 204). Classical Literature in Translation (3).
See course description for CLS 204. Prerequisites: ENG 102, ENG 218.

ENG 215 (CLS 215). Greek and Roman Comedy (3).
See course description for CLS 215. Prerequisites: ENG 102, ENG 218.

ENG 218. Critical Perspectives on Literature (3).
A critical introduction to the study and enjoyment of literature. Students will read, discuss and write about a variety of genres including works of fiction, poetry and drama from a range of cultures and historical eras, many of them by women and minority authors. In addition to instruction in the critical terms and conventions of literary study at the college level, the course emphasizes intensive critical writing based on the close reading of texts and an understanding of the variety of interpretive questions and critical perspectives that these texts invite. Prerequisite: ENG 102.

ENG 220-239. Special Topics (3).
A course sequence that offers thematically focused elective courses of current interest to instructor and students. Prerequisites: ENG 102, ENG 218.

ENG 250. Introduction to Poetry (3).
Intensive critical study of poetry from across the ages and across cultures to discover how poems work in form and content, to achieve their variety of effects. In discussion and writing, students will explore and explain how poems convey meaning and emotions through language, how they inspire thoughts and feelings in readers, and how different critical perspectives on literature enrich our appreciation of these powers. Prerequisite: ENG 102. 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 102, 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 102, 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 102.

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 102, 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 102, 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 102, 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 102, 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 102, ENG 218.

ENG 310 (CMM 310). Documentary Film (3).
See course description for ENG 310.

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 102, 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 102, ENG 218.

ENG 313. Medieval Quests and Romances (3).
A selection of outstanding literature of medieval times, including works by Dante, Marie de France and Chaucer along with many writers who remain unknown: emphasis on the way that Medieval themes and materials crossed geographical and linguistic borders. Prerequisites: ENG 102, ENG 200/ENG 218.

ENG 314. Advanced Grammar II (3).
This course is a continuation of Advanced Grammar, to be offered as an elective during the summer sessions. Picking up where Advanced Grammar concludes, Advanced Grammar II will assess syntactic structures. Beyond the level of the single clause, continue reviewing he parts of speech, and focus more intensively on the uses of punctuation. We will diagram increasingly complex sentences and use this skill to identify and correct errors in sentences from student writing and published work. Prerequisite: ENG 301.

ENG 315. Medieval Literature (3).
A study of selected major prose, poetry and/or drama of the English medieval period, with attention to classical, continental and religious influences, as well as relevant historical contexts. This course will variously focus on Old English literature, including “Beowulf,” Old English shorter poems and saint’s lives, the works of Bede, Aelfric, Wulfstan and/or Asser, as well as Middle English literature, including the works of Chaucer, Gower, the Gawain poet, Langland, Julian of Norwich, Margary Kempe, Layamon, anonymous romances, lyrics, sermons and plays. Any one of the following themes might be focused on, in any given semester: dreamers and dream visions, love and war, faith and pilgrimage, gender and chivalry, monsters and heroes. Prerequisites: ENG 101/ENG 102 and ENG 200/ENG 218.

ENG 316. 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 102, ENG 218. Suggested prior course: ENG 250.

ENG 317. Shakespeare (3).
A study of selected works by Shakespeare toward developing a critical appreciation of his plays in particular. The course emphasizes close readings of Shakespeare’s texts and analyses of the relationship between playcript and performance, in addition to providing instruction in conducting library research on literary topics. Prerequisites: ENG 102, ENG 218.
Modern Irish Drama begins with a brief look at the drama and history of the Irish stage before the twentieth century but focuses primarily on the Irish Literary Revival and on postwar dramatists. In addition to reading plays by some prominent Irish playwrights – texts by such authors as Yeats, Lady Gregory, Shaw, Synge, Wilde, O’Casey, Colum, Devey, Carr, Beckett, Johnston, Fallon, Friel, Murphy, McDonagh and McPherson – readings will include select secondary essays on Irish history and the political and social resonances of Irish drama, towards an understanding of how the drama takes part in and later problematizes constructions of national identity, or “Irishness.” In some semesters, the course may include optional travel to Dublin, along with overnight trips to visit theaters and/or festivals in Belfast or Galway. Prerequisites: ENG 200/ENG 218.

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ENG 322 (CMM 314). Journalism and American Literature (3).

This course will survey the rich history of American journalists who have either produced creative works or who have relied upon literary techniques in their journalistic endeavors. Beginning with Thomas Paine and Benjamin Franklin, the course will move through the revolutionary period of essayists and pamphleteers, proceed to the nineteenth century and the romantic writings of political activists like Margaret Fuller and Henry David Thoreau, and the realist and naturalist fictions of writers like Mark Twain, Stephen Crane and Charlotte Perkins Gilman. The course will end by surveying the works of black and white writers of the early twentieth century – W.E.B. DuBois, Zora Neale Hurston, Ernest Hemmingway and H.L.O. Menken, who negotiate their critiques of modern American culture and political life both as journalists and creative writers. Throughout the course, we will be exploring the relationship between the world of the American journalist and his or her subsequent influences upon American literature. Prerequisites: ENG 102, ENG 218.

ENG 324. Milton (3).

A study of John Milton’s poetry and prose, with attention to its historical and biographical contexts. Though the main focus will be on his writings themselves, reading them in relation to his life and times will help us understand how and why, form his lyric poems to polemical prose to “Paradise Lost,” Milton regarded writing as both a political and spiritual “calling.” Prerequisites: ENG 100, ENG 218.

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 102, 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 102, ENG 218.


This course will introduce students to theories of colonialism through the study of world literatures. What is the impact of colonization on a culture? How do questions of language, race, class and gender impact the experience of colonialism? Students will read novels and short works from a variety of formerly subject nations, including India, Nigeria, Egypt and Ireland. Short segments of theory will guide and accompany these readings. Prerequisites: ENG 102, ENG 200/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 102, ENG 218. Suggested prior course: ENG 250.

ENG 346 (GWS 346). Victorian Prose & 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 Tennnyson, 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. Prerequisites: ENG 102, ENG 200/ENG 218.
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 102, ENG 200/ENG 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 102, 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 102, ENG 218.

ENG 352. Introduction to Children’s Literature (3).
An introduction to literary works for children, with special emphasis on developing skills for the critical analysis of children’s literature and for incorporating it effectively into the school curriculum at different grade levels. Prerequisites: ENG 102, 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 Locke and the confining religious orthodoxy of New England Calvinism. Prerequisites: ENG 102, ENG 218.

ENG 357 (THR 357). Performing Literature (3).
See course description for THR 357.

ENG 358 (CMM 358/GWS 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 102, ENG 200/ENG 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 102, ENG 218.

ENG 364 (GWS 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 102, ENG 200/ENG 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 102, 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 102, 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 102, 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/GWS 357). 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 (CMM 381/THR 371/GWS 351). 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.
ENG 372 (CMM 381/THR 372). History of Film: Beginnings to 1940 (3).
A study of the development of film, from its beginnings through the 1930s. 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 picture, film noir and others). Required for film minor. Prerequisites: ENG 102, ENG 200/ENG 218.

ENG 373 (CMM 382/THR 373). History of Film: 1940 to the Present (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 102, ENG 200/ENG 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.

In this course, we will examine whether Hitchcock’s films can be said to constitute a coherent “body” of work – identifying in the process potential stylistic idiosyncrasies and thematic preoccupations. And we will try to come to some understanding of what is gained and what is lost by thinking in these terms. We will use Hitchcock’s desire to develop a rigorously cinematic mode of presentation as a means of opening a discussion about the ways films “speak.” And we will wonder, along with a handful of contemporary critics, what kind of viewer the films seek to construct. We will take the films’ explicit interest in watching as a point of departure for an analysis of voyeurism and its centrality in contemporary western culture. Finally, and not incidentally, we will use the occasion the course provides to spend time watching a number of engaging films. Prerequisites: ENG 102, ENG 200/ENG 218.

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, he 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 department’s major requirement courses. Prerequisite: ENG 218 or ENG 250. The student will have to have taken the course in which he or she will be working. Pass/fail. Not open to EDU, CMM or THR students.

ENG 380 (GWS 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 102, ENG 200/ENG 218.

ENG 381 (GWS 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 102, ENG 200/ENG 18.

ENG 382 (GWS 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 may include Douglass, Jacobs, Chesnutt, Hurston, Hughes, Brooks, Wright, Morrison, Naylor and others. English majors earning certification in Adolescent and Dual Adolescent/Special Education will also study and practice curriculum design and instructional strategies that connect the course’s content to today’s multi-cultural classrooms. Only English majors may satisfy the EDU 303 teacher.
certification requirement by completing this course. Prerequisites: ENG 102, ENG 200/ENG 218.

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. English majors earning state teacher certification in Adolescent and Dual Adolescent Special Education will also study and practice curriculum design and instructional strategies that connect the course’s content to today’s multi-cultural classrooms. Only English majors may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: ENG 102, ENG 200/ENG 218.

ENG 384 (GWS 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 102, ENG 200/ENG 218.

ENG 385 (CRW 385). Creative Writing Workshop (3).
See course description for CRW 385.

ENG 386 (CRW 386/THR 386). Introduction to Playwriting (3).
See course description for CRW 386.

ENG 387 (CRW 387/CMM 387). Scriptwriting (3).
See course description for CRW 387.

ENG 388 (CRW 388). Writing Into the World: Service Learning (1).
See course description for CRW 388.

ENG 389 (CRW 389/THR 389). Writing the One Act Play (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.

ENG 395 (CRW 395). Nonfiction Writing Workshop (3).
A workshop that will introduce students, through reading of contemporary writers and weekly short writing assignments, to the many varieties of creative nonfiction, including the personal essay, memoir, travel writing, the lyric essay, the portrait and the political essay. We'll engage the eternal concerns and debates of nonfiction writing, including: what it means to tell the “truth.” Representing the “I” or first-person narrator as a character, telling other people’s secrets, the (un)reliability of memory, etc. We’ll learn how to use traditional fiction techniques (scene, character, setting, dialogue) in nonfiction, as well as practice techniques more typically seen in creative nonfiction, such as enacting on the page the writer’s “story of thought.” On occasion this writing workshop will be offered with a particular focus, such as writing about science, family or sports. The focus will be announced in advance of registration. Prerequisites: ENG 102, ENG 200/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 102, ENG 200/ENG 218, ENG 300.

ENG 401. Early Modern Literature of Travel & 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). Prerequisites or coreq-
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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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 organizational setting. 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 404 (GWS 404). Literature & 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 405 (GWS 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 408. The Holocaust in Literature and Film (3).
European and American writers whose pens bore witness to the horrors of the Nazi concentration camps. Through nonfiction 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 412 (GWS 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 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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, ie. 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 414 (CMM 414/GWS 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 415 (CMM 415/GWS 415). Twelve 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 Scorcese 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 416 (CMM 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 418. Literature & 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. Roughly equal attention is devoted to the aesthetic and the historical dimension. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 420 (HST 420). Race & 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 works. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 422 (GWS 422). Literature & Science (3).
This course explores relationships between literature and science
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 102, ENG 200/ENG 218, ENG 300 or senior status.

ENG 424. Literature & 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. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 425. Sports & Culture in America (3).
This course explores sports as literary subject, metaphor, motif and symbol. Readings in fiction, autobiography, reportage, history and cultural criticism will lead us into considerations of athletes as heroes and icons; concepts of individualism and teamwork; sports as religion and/or salvation; the nature of fandom; and ways in which the culture of sports has influenced or been influenced by issues of gender, race and class. Prerequisites or corequisites: ENG 102, ENG 200/ENG 218, ENG 300.

ENG 455 (CCM 422). Medicine in Literature and Film (3).
See course description for CCM 422.

ENG 480. Honors Tutorial (3).
See description of Departmental Honors, page 103.
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 102, CMM 250.

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. Students will be charged a lab fee of $25.00. Prerequisite: CMM 105.

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. Students will be charged a lab fee of $25.00. Prerequisite: CMM 305.

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. A 35mm camera with manual settings is required, though some camera rentals are available.

CMM 308. Media Layout and Design (3).
Students will develop the skills to design and construct effective visual messages appropriate to specific media formats for specific target audiences. Students will produce camera-ready art for advertisements, newsletters, brochures and Web pages. The rhetorical elements that inform design choices will be discussed. Prerequisites: CMM 105, CMM 374, CMM 375 or CMM 377.

CMM 309 (ENG 309). American Culture and the Art of Johnny Cash (3).
Students will be asked to engage in an interdisciplinary investigation of the varied contexts – media, religious, political, historical, economic and geographic – that helped define the creative world of Johnny Cash, a major songwriter and musician. Prerequisites: ENG 102, ENG 200/ENG 218.

CMM 310 (ENG 310). Documentary Film (3).
Emphasis on the study of important documentary filmmakers, influential documentaries, and major schools of documentary film, as well as issues such as the role of the documentary filmmaker, the notion of objectivity in documentary, ethics in filmmaking and the influence of the camera. Prerequisites: ENG 102, ENG 200/ENG 218.

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 102, 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 202.

CMM 314 (ENG 322). Journalism and American Literature (3).
See course description for ENG 322.

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.

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 102.

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 02.

CMM 353 (PSC 353). Government and the Mass Media (3).
See course description for PSC 353.

CMM 358 (ENG 358/GWS 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. Prerequisites: CMM 05, ENG 02, ENG 200/28.

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. Prerequisites: CMM 374, ENG 102, ENG 200/218.

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. Prerequisites: CMM 105, ENG 102, ENG 200/218.

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. Prerequisites: CMM 105, ENG 102, ENG 200/218.

CMM 380 (ENG 371/GWS 351/THR 371). Critical Approaches to Film (3).
See course description for ENG 371.

CMM 381 (ENG 372/THR 372). History of Film: Beginnings to 1940 (3).
See course description for ENG 372.

CMM 382 (ENG 373/THR 373). History of Film: 1940 to the Present (3).
See course description for ENG 373.

See course description for ENG 378.

CMM 387 (ENG 387/CRW 387). Scriptwriting (3).
See course description for CRW 387.

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 414 (ENG 414/GWS 414). American Film Noir and the Femme Fatale (3).
See course description for ENG 414.

CMM 415 (ENG 415/GWS 415). Twelve American Films: Auteurism (3).
See course description for ENG 415.

CMM 416 (ENG 416). Literature, Film and Culture (3).
See course description for ENG 416.

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.
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 communication. 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 Courses

No prerequisite(s) required unless noted.

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. Any CRW special topics course may be used to fulfill part or all of the creative writing curriculum requirement for nine hours of writing workshops.

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 102 and ENG 200/ENG 218.

CRW 386 (ENG 386/THR 386). Introduction to 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: ENG 102, ENG 200/ENG 218.

CRW 387 (CMM 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 102, ENG 200/ENG 218.

CRW 388 (ENG 388). Writing into the World: Service Learning (1).
This is a five-week course for students interested in sharing their creative writing skills with senior citizens in a workshop held at the Jewish Health and Rehabilitation Center. Students will meet weekly with the instructor to plan workshop strategies, then will implement those strategies in a weekly workshop geared toward helping senior citizen participants grasp a few basic elements of creative writing. Additionally, students will produce new writing of their own and will share that writing in workshops. Thus, the student will have the opportunity to act as both participant and facilitator. Prerequisites: ENG 102, ENG 200/ENG 218.

CRW 389 (ENG 389/THR 389). Writing the One Act Play (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 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 & SCIENCES

Division of Arts & Sciences

of arts and sciences' office. An independent study concentrating on writing may be used to fulfill part or all of the creative writing curriculum requirement for nine hours of writing workshops.


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 102, ENG 200/ENG 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 and may include the writing of an extended work of prose fiction or a linked series of short stories. Prerequisites: ENG 102, ENG 200/ENG 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 & LITERATURES

Chair: Leonard Marsh
Professors: Vetrano
Associate Professors: Marsh, McMahon, Ocampo
Assistant Professors: Álvarez, Dahlinger, Zampini
Adjunct Faculty: Goodisman, Gonzalez, Sisera, Walter, Wrinn
Emeriti: O’Leary, Romeu, Wiley

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 (30 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. SPANISH MAJORS MAY FULFILL THIS REQUIREMENT THROUGH PARTICIPATION IN THE DOMINICAN REPUBLIC CONSORTIUM OR ANOTHER PROGRAM WITH AN ESTABLISHED AND RECOGNIZED INSTITUTION. 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 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

<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 Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
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<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
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<tr>
<td>Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

30 credit hours in language study and French or Spanish literature to include:

French Major

- FLL 302 Introduction to Language and Linguistics: 3
- FRN 301 Conversation: 3
- FRN 302 Advanced Grammar and Composition: 3
- Two literature courses at 300-level or higher: 6
- FRN 330 French Civilization*: 3
- Electives in French: 12

Spanish Major

- FLL 302 Introduction to Language and Linguistics: 3
- 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: 9

Both French and Spanish majors must also complete:

Major Support

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMM 201 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science (in addition to core)</td>
<td>3</td>
</tr>
<tr>
<td>Free Electives</td>
<td>39</td>
</tr>
</tbody>
</table>

*These and other advanced courses are not offered every year. A major program sequence should be planned in consultation with the student’s faculty advisor 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.

Minors

Classical Humanities

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 & Literature

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. The pass/fail option may not be used to fulfill requirements for a minor.

Japanese

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

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.

Italian

An Italian minor is offered to students who complete 12 credit hours beyond Intermediate Italian. These 12 credit hours must include at least two courses at the 300-level. The pass/fail option may not be used to fulfill requirements for a minor.

Typical Program for French or Spanish Major

First Semester | Hours | Second Semester | Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103**</td>
<td>3</td>
</tr>
<tr>
<td>Social Science**</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101**/ CMM 201*</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102**</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>HST 102/104**</td>
<td>3</td>
</tr>
<tr>
<td>Social Science*</td>
<td>3</td>
</tr>
<tr>
<td>PHL 101**/CMM 201*</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Typical Program for French or Spanish Major
<table>
<thead>
<tr>
<th>Year</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore Year</td>
<td>PHL 201/REL 200** 3</td>
</tr>
<tr>
<td></td>
<td>ENG 200**/Elective 3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language 3</td>
</tr>
<tr>
<td></td>
<td>Elective 3</td>
</tr>
<tr>
<td>Junior Year</td>
<td>PHL/REL** 3</td>
</tr>
<tr>
<td></td>
<td>FLL 302 3</td>
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<tr>
<td></td>
<td>Foreign Language 3</td>
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<tr>
<td></td>
<td>Natural Science** 3</td>
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<td></td>
<td>ENG 300**/Elective 3</td>
</tr>
<tr>
<td>Senior Year***</td>
<td>ENG/HST or PHL/REL Seminar 3</td>
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<td></td>
<td>Foreign Language 3</td>
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<td>Elective 3</td>
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<td>Elective 3</td>
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<td>Elective 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(s) required unless noted.

ARA 101-102. Elementary Arabic (3) and (3).
This course is designed for those students who are beginning the study of Arabic. Students will learn to communicate in spoken and written Arabic and will study the cultural contexts in which it is used.

ARA 103-104. Intermediate Arabic (3) and (3).
This course is designed for students who have a complete command of the Arabic alphabet and sound system and can already communicate in simple social situations. The course is designed to bring the student to the point of communicating in several well defined social situations and contexts. The root and pattern system of Arabic grammar and complex sentence structure are studied using vocabulary, complex texts and translation exercises. Prerequisite(s): ARA 102 or equivalent.

CHN 101-102. Elementary Chinese (3) and (3).
This course is designed for those students who are beginning the study of Mandarin Chinese. Students will learn to communicate in spoken and written Mandarin Chinese and will study the cultural contexts in which it is used.

Classics

CLS courses do not fulfill a foreign language requirement.

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 (GWS 205). Women & 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 301 (ANT 300/PGS 300). Anthropological Linguistics (3).

See course description for ANT 300.

FLL 302. Introduction to Language and Linguistics (3).

This course will provide an introduction to language and linguistics as scientific fields of inquiry. The first half of the course will focus on the nature of language and linguistic knowledge, through a descriptive analysis of its individual components (phonetics, phonology, morphology and syntax).

FLL 310. Senior Seminar: World Literature in Translation (3).

Great works of literature such as Dante’s “Divina Commeda,” 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/GWS 315/PGS 315). Latin American Women Writers (3).

The course introduces students to the narrative production by women writers of Spanish America and 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), comics, 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.


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.
Division of Arts & Sciences

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 dean of arts and sciences. 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 practice is supplemented by audio assignments.

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 practice is supplemented by audio assignments. 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. 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. 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 improvement 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 FRN 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 with emphasis on the most successful results of experimentation in the various genres. Prerequisite: any FRN 200-level course.

FRN 310 (THR 310). Staging French Theater (3).
A course in French literature in which students experience performing plays in French, some of these in front of an audience. Plays and/or scene selections taken from the repertoire of the medieval, classical, eighteenth century, and contemporary French theater. Students will analyze plays for structure, style, and themes. Works selected will be studied not simply as objects for performance but also for their literary merit. Class conducted in French. Theater students and others with the requisite skills in French are also invited to enroll in this course. Prerequisites: 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.

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. 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 three or four 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 selec-
**Greek & Italian**

** 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**

**ITAL 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 practice is supplemented by audio assignments.

**ITAL 103-104. Intermediate Italian (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 practice is supplemented by audio assignments. Prerequisite: ITL 102 or two or three years of high-school Italian.

**ITAL 201-202. Conversation and Composition (3) and (3).**
Emphasis on correct expression and vocabulary development. Audiovisual 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.

**ITAL 301. Advanced Conversation (3).**
Intensive practice in speaking Italian about topics of personal and contemporary interest. Emphasis is placed on the development of functional language skills needed for face-to-face communication.
Additional emphasis on improving pronunciation. Prerequisites: ITL 202 or permission of instructor.

**ITL 302. Advanced Composition (3).**
Systematic and intensive practice of written Italian. Students write regularly on topics of personal and contemporary interest, and produce academic essays in Italian. Emphasis is placed on advanced grammatical and stylistic topics as they relate to well-written Italian. Prerequisites: ITL 202 or permission of instructor.

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**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 practice is supplemented by audio assignments.

**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. 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.

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**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 Pliny. 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 co-requisite: 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 27. 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 literature 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 practice is supplemented by audio assignments.

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 is supplemented by audio assignments. 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. 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 lit-
erature from the epic poem, Cantar de Mio Cid, to the 20th century. Prerequisite: SPN 301 or 302 or permission of the chair.

**SPN 310 (PGS 310). Readings in Social Issues in Latin America (3).**
A course designed to improve students’ listening and reading comprehension and overall ability to communicate effectively in Spanish. It examines issues of gender, ethnicity and class shaped by world historical events such as colonization, imperialism and globalization in Latin America from the perspective of the region. Prerequisite: any 200-level SPN.

**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/GWS 315). Latin American Women Writers (3).**
See course description for FLL 315.

**SPN 317 (FLL 317/GWS 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.
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**

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<th>Requirement</th>
<th>Hours</th>
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<tr>
<td>Philosophy</td>
<td>9</td>
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<tr>
<td>Religious Studies</td>
<td>6</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>Social Science</td>
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<td>Natural Science</td>
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**Major Requirements**

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<tr>
<td>HST 101/103 or 102/104</td>
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</tr>
<tr>
<td>HST 211-212 American History Survey</td>
<td>6</td>
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<tr>
<td>HST 301-302 Research Sequence</td>
<td>6</td>
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<tr>
<td>History of Religion*</td>
<td>3</td>
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<tr>
<td>History Electives*</td>
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**Major Support for History Majors**

<table>
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<th>Requirement</th>
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<tr>
<td>Foreign Language*</td>
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<tr>
<td>Social Science**</td>
<td>3</td>
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<tr>
<td>Free Electives</td>
<td>30</td>
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</tbody>
</table>

* 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.

**Major Support for History Majors Seeking NYS Teacher Certification**

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<th>Requirement</th>
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<tbody>
<tr>
<td>Foreign Language</td>
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<tr>
<td>Free Electives (fulfilled by education requirements*)</td>
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**NYS Certification Requirements**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSC 101 American National Politics</td>
<td>3</td>
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<tr>
<td>MTH Elective</td>
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<tr>
<td>ECO 113 Principles of Microeconomics</td>
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</tr>
<tr>
<td>ECO 114 Principles of Macroeconomics</td>
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</tbody>
</table>

* Please refer to the education section for details.

* For a list of HST and REL courses that qualify, please see the department chair.

A history elective may be any HST course numbered 300 or above that is not also used by the student to fulfill another requirement. History majors are strongly advised to take at least two electives that deal primarily with non-Western (Asian, African, Islamic, Latin American, and/or American Indian) history.

** For the purposes of the history major, courses in anthropology, economics, political science, psychology and sociology (but not education) may count as social sciences.

### Double Major in History & Political Science

**Core Requirements**

<table>
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<tr>
<th>Requirement</th>
<th>Hours</th>
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<tr>
<td>Philosophy</td>
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<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>Natural Science</td>
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<td>Social Science (fulfilled by major requirements)</td>
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Major Requirements

History Requirements
HST 211 American History Survey 3
HST 212 American History Survey 3
HST 301 Methods of Historical Research 3
HST 302 Historical Research and Writing 3
HST Electives 18

Political Science Requirements
PSC 101 American National Politics 3
PSC 201 Scope of Political Science 3
PSC 202 Methods of Political Science 3
PSC Electives 21
PSC Service Learning 2

* Two cross-listed HST/PSCA courses may be double-counted for both the HST and PSC major requirement credits, lowering the total major credit count from 62 to 56.

Major Support Requirements
MTH 111 4
Foreign language (must be taken in the same language) 6
Social Science courses (other than PSC) 6
Free Electives (Depends on how many cross-listed HST/PSC courses are taken.) 3-9

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.

Internship Program (HST 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.

Courses

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 world 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 world 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 231-232. British History Survey (3) and (3).
Development of the monarchy and parliamentary institutions from Anglo Saxon times to the Hanoverian accession in 1714, and the emergence of the Church of England during the Tudor-Stuart era (first semester). Industrialization, imperial acquisition, growth in global influence from 1714 to 1914, and the challenge of foreign competition, world war and third-world nationalism since 1914 (second semester). Students may take either half of the sequence without taking the other.

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. 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. Prerequisites: HST 101/102 or HST 103/104 or their equivalents, HST 211 or its equivalent and at least one 300-level HST elective.

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 308. Medieval Mediterranean World 500-1500 (3).
This course covers the historical development of the Mediterranean region from the end of the Roman Empire until the exploration of the New World, approximately 500 to 1500 CE. This period is known by historians as the medieval period or the Middle Ages. The course examines the various political, economic, social, religious, spiritual and cultural forces that shaped the many peoples who lived and worked in areas that are located along the Mediterranean Sea.

HST 309. Tudor-Stuart Britain & Ireland (3).
This course is designed to introduce students to the "New British His-
"history," which emphasizes the importance and interactions of all four nations of the British Isles, namely: England, Ireland, Scotland and Wales. We will examine the economic and social, political and military, religious and cultural history of these four nations during the Tudor and Stuart periods, approximately 1485 to 1714. Among other areas of interest, we will discuss the impact of the Renaissance, the Reformation and the age of overseas exploration and settlement, as well as the various attempts of the dominant nation – England – to exert control over its Celtic neighbors and their various responses. Fulfills course requirement for Irish literature minor.

**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 314. The Age of Renaissance and Reformation (3).**

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 319. United States Colonial History (3).**

This course will examine the social, cultural, economic and political consequences of European colonization of North America from 1492 to 1763. Placed within the context of the greater Atlantic world, it will emphasize the interactions of competing European cultures with one another as well as the Native Americans and Africans. In addition to the struggles between European powers for imperial control of North America, we will explore themes and events such as the development of race-based slavery, the “Columbian exchange,” expansion, Native American resistance, ethnic diversity, the Great Awakening and the Enlightenment.

**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 ascendency 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 '50s 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, Reaganomics, the yuppie factor, Iran Contra, George Bush and beyond.

HST 329 (PSC 329/PGS 329). History of Latin American Social Movements (3).
Will examine peaceful Latin American social change movements in historical and global context. The civil components of violent revolutions will be examined along with peaceful social movements that confronted ruthless dictatorships across Latin America, energizing democracy and expanding ethnic rights. The course will look at how these movements redefined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

A consideration of the South from Reconstruction through the presidential election of 2000. Major topics include regional distinctiveness, Reconstruction, the New South, the South and the Great Depression, economic growth and World War II, the South and Cold War, the modern civil rights movement, economic diversification in the post World War II era, cultural contribution of the region, the Goldwater Revolution of 1964, dominance of evangelical Protestantism, development of the Sunbelt and growth of the suburbs and increased ethnic and racial diversity at the dawn of the 21st century.

HST 332 (PGS 332). 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 335 (PGS 337/GWS 333). Global Perspective on the British Empire (3).
An examination of the global pattern of cultural and economic exchange among the world’s peoples produced by the British imperium of 1815 to 1914, and a consideration of the consequences of that imperium in the post-1914 world. Prerequisites: HST 101 or HST 103 and HST 102 or HST 104 or their equivalents.

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 338 (PGS 338). Sex, Empire, Industrialization: Britain in the Victorian Age (3).
This course examines British domestic and foreign affairs during Britain’s century of greatness with particular emphasis on the development of Victorian social mores and their gendered consequences, the acquisition of empire and its impact on race relations, and the transformation wrought by industrialization on British politics and social class structures. Prerequisite: HST 101 or HST 103 and HST 102 or HST 104 or their equivalents.

This course examines how expensive wars, imperial overreach, poor leadership, human rights violations, flawed intelligence, “culture wars,” foreign competition, budget deficits and trade imbalances contributed to the eclipse of Britain’s great power status in the twentieth century. Prerequisites: HST 101 or HST 103 and HST 102 or HST 104 or their equivalents.
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 341. Native American History to 1890 (3).
Native American History to 1890 begins with the premise that American Indians were active participants in the creation of their own history and not merely victims of disease, oppression and societal change brought to North America by Europeans. This course is designed to explore the changing world of American Indians from the pre-Columbian period through Wounded Knee in 1890. We will be studying topics common in American history through the 19th century such as colonialism, the American Revolution, the New Republic, the Civil War and the settling of the West. We will be looking at these events with the focus being on how Native Americans both actively participated in and were affected by them. The goal in this approach is to understand the complex nature of European/Indian interactions as well as to gain an understanding of the rich and diverse Indian cultures present in North America from 1492-1890.

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 344 (PSC 312/GWS 312). Women and Politics (3).
See course description for PSC 312.

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.

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 (PGS 358). Cold War and Global Confrontation, 1945-1964 (3).
An intensive study of superpower confrontations and conflicts from 1945 through 1964. 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.

An intensive study of the later years of the Cold War and the post-Cold War period. Continued Soviet and American rivalry combined with efforts to control the nuclear arms race, Third World “proxy wars” such as Vietnam and Afghanistan, the collapse of the Iron Curtain and end of the Soviet Union, global adjustments to the development of a unipolar world, the rise of terrorism and jihadist tendencies, 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...
HST 371. East Asia to 1600 (3).
This course will introduce students to 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.

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 practices; 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.

HST 378. History of the Middle East II, 1300-1792: The Gunpowder Empires (3).
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 harems 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. In this period, modern technology, rapid forms of travel and communication and new ideas and concepts challenged for many the certainties of religion, family, gender, and class. A fundamental feature of these two centuries has been the growing role of Europe and Europeans in the lives of the inhabitants 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.

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.

1870 marks the beginnings of the West's systematic dominance of sub-Saharan Africa through colonization. The colonial encounter transformed both Africa and the West, as Africans fought to survive under a foreign administration, and Europeans struggled to uphold their hegemony and explain Africa to their compatriots “back home.” As we familiarize ourselves with portions of Africa's history of late-19th century to the present, we will remain conscious of the ways in which Africa has been portrayed in the West throughout the years. We will also seek out the ways in which Africans and people of African descent portrayed themselves. In so doing, we will pay particular attention to
the post World War II ideologies that surfaced throughout Africa and its Diaspora and the political, cultural and philosophical writings that emerged in conjunction with nationalist movements.

HST 389 (PSC 389/PGS 389). Drug Wars and International Politics (3).
Looks at “wars on drugs” as well as the many “drug wars” that are financed and promoted by commerce in drugs. After a survey of historical antecedents, we will look at the connections between heroin and cocaine cultivation, production and commerce, and modern warfare. Most importantly, we will examine the victims of drug wars, who are usually overlooked, the populations of drug producing regions.

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 40). 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.

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.

HST 406 (PGS 406). Seminar: Modern East Asia (3).
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 (GWS 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 ENG/HST senior core requirement.

HST 409. Seminar: History & 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 410 (PGS 410). Seminar: History & Culture in the Modern Middle East: Film, Media, Art and the Internet (3).
The history of film, drama, museums, literature, media and the internet in the Middle East during the period 1880-2004 are covered in this course; it is also a course about how we can use culture, broadly conceived, as a way to better understand the social and intellectual history of that part of the world. Capstone seminar for PGS.

HST 411 (GWS 411/PGS 411). Seminar: Race and Gender in the British Empire (3).
An examination of the creation and negotiation of racial and gender categories in the British Empire’s heyday, from 1858 – 1939. Particular attention is paid to the ways race and gender shaped the political and socio-economic interactions of the colonized with the colonizer. Not open to students who have taken HST 335/PGS 337.

HST 412 (ANT 412). Seminar: Ethnohistorical Approaches to Native North American History and Culture (3).
See course description for ANT 412.

HST 413. Seminar: Native American Approaches to History (3).
The senior seminar in Native American Approaches to History is designed to explore the history of North America and American Indians primarily from a Native American perspective. We will study various Native American approaches to recording their history such as oral tradition, wampum belts and winter counts. We will also read works from Native American historians, anthropologists, activists and novelists in order to gain a greater understanding and appreciation for both Native American history and Native American approaches to historical study. Not open to students who have taken HST 34.

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 movements 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.

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 (ENG 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 427. Seminar: 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 428 (PGS 328). Seminar: 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 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: 2.5 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.)

Mathematics & Computer Science
Chair: Sul-Young Choi
Professors: Choi, Hsu, M. Miller, Rinaman
Associate Professors: W. Miller, Schramm
Assistant Professor: Voorhees
Adjunct Faculty: Chen, DiCaprio, Dilmore, Kleiner, Lienhard, Maravi, Wilczek
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

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<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
<td>9</td>
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<tr>
<td>Religious Studies</td>
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<tr>
<td>Natural Science (fulfilled by major support requirements)</td>
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Major Requirements

| MTH 145-146 Calculus I and II | 8 |

**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 hours
- **CHM 151-152 Chemical Principles**: 8 hours
- **BIO 191-192 General Biology**: 8 hours
- **Foreign Language (Intermediate or advanced level recommended)**: 6 hours
- **Free Electives (Depends on concentration)**: 3-27 hours

*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: MTH 303, MTH 306, MTH 307, MTH 361, MTH 370, MTH 431, MTH 481, MTH 471, MTH 472.

**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 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.

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* CSC 151, CSC 385 and CSC 490 cannot be used to meet the requirements of a computer science minor.
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Typical Program for Operations Research Concentration

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Typical Program for Statistics Concentration

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Typical Program for Actuarial Science Concentration

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Typical Program for Adolescence Education Concentration

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Typical Program for Childhood Education

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Courses

No prerequisite(s) 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 Educators (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. Introduction to Statistics I (no computer lab) (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 (with computer lab) (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 population 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. Students may not take both MTH 120 and MTH 123.

MTH 122. Brief Calculus (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. Students may not take both MTH 120 and MTH 123.
MTH 130. Precalculus (3).

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 145 offered each fall. MTH 146 offered each spring).

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).
Multivariate calculus with vectors. Line integrals and Green’s theorem. Prerequisite: MTH 146. (Offered each fall.)

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. (Offered each fall.)

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, eigenvalues and eigenvectors. Series solutions. Prerequisite: MTH 245. (Offered each spring.)

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. (Offered every other fall.)

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. (Offered each fall.)

MTH 312. Mathematical Statistics (3).

MTH 313. Applied Statistics (3).
Review of statistical methods. Simple and multiple linear regression. Regression diagnostics. Time series models. Moving average, autoregressive and ARIMA models. Forecasting with regression and time series models. Prerequisite: MTH 311. (Offered every other spring.)

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. (Offered each spring.)

MTH 341. Abstract Algebra (3).
Introduction to group theory. Cyclic, Abelian, symmetric and product groups. Subgroups, equivalence relations, homomorphisms. Prerequisite: MTH 261 or permission of the department chair. (Offered each fall.)

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. (Offered every other fall.)

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. (Offered every other spring.)

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 42. 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 26 also, knowledge of a high level programming language or permission of the department chair. (Offered every other fall.)

MTH 43. 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 (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). (Offered each fall.)

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. (Offered each spring.)

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.

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. (Offered each every other spring.)

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. (Offered every other spring.)

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.
Academic Criteria for Undergraduate Nursing Students

1. A grade of C or better must be earned in each nursing course and in courses supporting the nursing major to progress in the undergraduate program of study. Only two courses can be repeated and a course can be repeated only once.

2. Nursing courses from previous college course work with a grade of C and taken within 10 years prior to the date of matriculation will be considered for transfer credit to meet upper-division BS degree program requirements with the approval of equivalency by the course instructor. Courses taken more than 10 years prior to matriculation may be considered for transfer credit only with approval of equivalency by the course instructor and department chair if justification can be documented, such as the student has been in active nursing practice since taking the courses.

3. Successful completion of the clinical component of courses carrying clinical hour requirements must be achieved to successfully pass the course.

4. A student not yet licensed as an R.N. but eligible for NYS registered nurse licensure may be conditionally accepted into the B.S. degree program, pending successful completion of the State Board exam (NCLEX) no later than the end of the first semester of matriculation. If the student is not successful at passing the licensing exam by that time, s/he must take a leave of absence from the program until R.N. licensure is granted.

5. Every student, prior to registering for clinical courses, must be in compliance with the health requirements of Le Moyne College and of each institution and agency in which they practice for the purpose of fulfilling the clinical component of their course work. Students will be blocked from course registration until proof of health clearance has been provided.

6. Every student is expected to display professional behavior in the classroom, laboratory, clinical, and service learning setting according to the nursing standards and ethical codes of conduct of the American Nurses Association.

7. Each student must be able to meet the basic technical standards of performance necessary for the practice of nursing (provided at the time of application and published below and in the Department of Nursing’s student handbook) for admission and progression in the program of study.

8. A part-time student in the upper-division B.S. degree program is expected to complete the program of study within six years of matriculation.

Technical Standards for B.S. Degree in Nursing

The Nursing Department’s curriculum is designed to provide the general education necessary for the practice of nursing at the baccalaureate level of preparation. Students build on the fundamental principles of nursing, acquire skills of critical judgment based on education and experience, and develop an ability to use principles and skills wisely in decision making and problem solving pertaining to the delivery of high quality nursing services. Students in the program of nursing are expected to fulfill the following technical standards:

- Acquire information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through lecture, group seminar, small group activities and physical demonstrations.
- Acquire information from written documents and computer-information systems (including literature searches and data retrieval), and identify information presented in images from paper, videos, transparencies and slides.
- Use and interpret information from diagnostic maneuvers (e.g. sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic representations of physiological phenomena during the course of conducting a comprehensive physical assessment of a client.
- Accurately elicit information, including a medical history and other information, required to adequately and effectively assess and evaluate a client’s condition.
- Synthesize information to develop a plan of care.
- Problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, and timely and accurately complete responsibilities attendant to the delivery of care to clients.
- Maintain effective, mature, and sensitive relationships with clients, students, faculty, staff and other professionals under all circumstances.
- Perform specific procedures and interventions (e.g. basic life support techniques) sufficient to provide safe and effective nursing care according to prescribed therapeutic regimens.
- Communicate effectively and efficiently with faculty, patients, families and all members of the health care team about a patient’s condition as called for under the circumstances.
- Practice in a safe manner and respond appropriately to emergencies and urgencies.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the clinical practice of nursing.
- Practice universal precautions against contamination and cross contamination with infectious pathogens (e.g. wearing personal protective equipment, working with sharp objects and hazardous
chemicals, treating clients with infectious diseases).

- Demonstrate manual dexterity and motor skills in performing nursing procedures such as giving a bed bath, making an occupied or unoccupied bed, and positioning and transferring clients safely.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in these technical standards either with or without accommodation.

RN-BS Program

This state approved and professionally accredited 64-65-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 a minimum of 60 credits of prerequisite course work as a basis for earning 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 English, 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 semester. The curriculum is designed to be completed in two years by a full-time student or within three to five years by a part-time student. To facilitate completion of the curriculum in a timely fashion, many core courses are offered both semesters, with most 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.

There is no time limit for transfer of courses to meet prerequisites for admission. The following are the 60 credits of prerequisites for students with associate degrees and diplomas in nursing:

- Biology (microbiology 3-4 credits; anatomy and physiology 6-8 credits) 9
- Nursing 30
- Math (college algebra or higher) 0-3
- Electives in Liberal Arts and Science 6-9
- English (3 credits must be in composition) 6
- Social Sciences (3 credits must be in psychology) 6

Admission Criteria for RN-BS Students

See admission process and requirements for part-time and full-time transfer students under Enrollment Information, General Information in this catalog.

Typical Program for Nursing Major – B.S.

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<th>Hours</th>
<th>Second Semester</th>
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* Includes lab.
** MTH 110 Introduction to Statistics (3 credits) may be taken as a substitute for MTH 111.
*** Includes practicum hours.

BS Program Objectives

After completion of the nursing course of study in the Jesuit tradition, which calls for the development and fostering of internalized Judaic-Christian values, beliefs, and commitment, the graduate’s personal and professional growth and development will be enhanced. It
is an expectation that upon successful completion of the baccalaureate degree in nursing at Le Moyne College, the graduate will:

1. practice in the multidimensional role of a generalist in the provision of health care to individuals, families, groups, and communities.
2. synthesize knowledge from the liberal arts and sciences and nursing for application to professional nursing practice.
3. communicate effectively with clients, colleagues, and other health professionals through proficient use of listening, verbal, non-verbal, and written skills as well as proficient use of information technology.
4. integrate principles of compassion, ethical decision-making, cultural diversity, and caring in the delivery of health services to clients.
5. incorporate research-based findings into practice when delivering care to clients.
6. apply critical thinking skills when assessing, designing, managing, implementing, and evaluating outcomes of nursing interventions.
7. demonstrate evidence of professional development and growth by seeking opportunities to promote the advancement of the profession.
8. apply principles of teaching and learning in health promotion and protection, risk reduction, disease management, and rehabilitation activities.

These above objectives apply to students prepared in both the RN-BS and DDPN programs.

Dual Degree Program in Nursing (DDPN)

The DDPN represents a unique articulation agreement between Le Moyne College and St. Joseph’s College of Nursing at St. Joseph’s Hospital Health Center. This 1+2+1 DDPN requires two years of full-time study at Le Moyne College (years 1 and 4) and two years of full-time study at St. Joseph’s College of Nursing (years 2 and 3) to satisfy both the associate degree and bachelor degree requirements (see DDPN curriculum plan following).

In addition to the B.S. program objectives, the program objectives of this articulation model are to:

- Provide an innovative approach that contributes to the recruitment and retention of applicants pursuing nursing education.
- Promote the smooth transition of qualified applicants intending to complete the DDPN at Le Moyne College and St. Joseph’s College of Nursing.
- Provide students with a dynamic four-year living and learning campus environment at Le Moyne that enhances their personal and educational development.

Admission Criteria for DDPN Students

See admission process and requirements for full-time freshman under Enrollment Information, General Information in this catalog.

High school seniors are required to apply simultaneously to both Le Moyne College and St. Joseph’s College of Nursing. The decision to admit students considered qualified for the DDPN will be at the sole discretion of the appropriate admissions committee of each college. Progression of students to the second year of the DDPN at St. Joseph’s College of Nursing will be decided prior to the fall semester of enrollment. Agreement on the number of students accepted each year into the DDPN will be at the discretion of the two institutions.

High school seniors who are accepted to the DDPN must meet all of the conditions of their acceptance as required by each individual college. Students already enrolled in their first year of study at Le Moyne College who have not previously applied for the DDPN may be considered for acceptance as an internal transfer on an individual basis.

Students will be admitted to Le Moyne College as undeclared majors and will declare their major as Nursing at the completion of the third year of study at St. Joseph’s College of Nursing and prior to beginning their fourth year of study at Le Moyne College.

- Students must meet the academic, health, technical standards and financial requirements of both institutions.
- Students must maintain full-time status while enrolled in the first and fourth years at Le Moyne College and the second and third years at St. Joseph’s College of Nursing and are expected to live on the Le Moyne campus during all four years of study.
- Students must successfully complete all first-year courses at Le Moyne College prior to beginning the second year of study at St. Joseph’s College of Nursing.

Verification of eligibility for progression to St. Joseph’s College of Nursing following the first year at Le Moyne College must be submitted in writing by the chair of the nursing department to the dean of the St. Joseph’s College of Nursing no later than March 30th prior to the fall semester of the second year of study. Evidence for progression requires:

- A written report from the chair of nursing at Le Moyne College of the student’s academic status related to achievement in courses work in year one.
- The student to request an official transcript from Le Moyne College, to be sent to the dean at St. Joseph’s after completion of the spring semester of year one, indicating the student is in good standing with a minimum G.P.A. of 2.0 with a C or above in the liberal arts and sciences courses required for the major.

To meet the graduation requirements for the Associate Degree in Applied Science (A.A.S.) from St. Joseph’s College of Nursing, students must satisfy the required course work as designed in the DDPN curriculum plan.
Division of Arts & Sciences

Upon successful completion of the St. Joseph’s Associate Degree nursing program, students will have earned an A.A.S. degree with a major in nursing and are expected to successfully challenge the National Council Licensure Examination (NCLEX) for licensure as a Registered Professional Nurse in the summer between the third and fourth years of study.

Progression into the fourth year of full-time study at Le Moyne College for completion of the Bachelor of Science degree with a major in nursing requires the student to have a minimum G.P.A. of 2.0 and evidence of R.N. licensure.

Dual Degree Program in Nursing
(1+2+1 Program)
Le Moyne College and St. Joseph’s College of Nursing

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 201*</td>
<td>4</td>
<td>BIO 202*</td>
<td>4</td>
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<tr>
<td>PSY 101*</td>
<td>3</td>
<td>ENG 200††</td>
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<tr>
<td>ENG 102†*</td>
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<td>HST 102/104</td>
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<tr>
<td>SOC 101*</td>
<td>3</td>
<td>MTH 110/111**</td>
<td>3/4</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

*required for progression to the nursing program at St. Joseph's
**may take MTH 110 (3 credits) as substitute for MTH 111
†ENG 101: Introduction to Critical Writing may need to be taken before enrolling in ENG 102 depending on outcome of entry English placement exam.
††If ENG 101 is taken in the first semester and successfully completed, then ENG 102 must be taken in the second semester and ENG 200 in the summer session.

Optional Summer Session
PSY 101 and ENG 200.

<table>
<thead>
<tr>
<th>Second Year</th>
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</thead>
<tbody>
<tr>
<td>NSG 100‡</td>
<td>1</td>
<td>NSG 102‡</td>
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<tr>
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<td>PSY 220‡</td>
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<td>PHL 201</td>
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<td>REL 200</td>
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<table>
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<tr>
<th>Third Year</th>
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<td>PHL 305‡</td>
</tr>
<tr>
<td>ENG 300‡</td>
<td>3</td>
<td>REL 300-399</td>
</tr>
</tbody>
</table>

†These courses are part of St. Joseph’s program of study and are taken at St. Joseph’s College:
NSG 100 Pharmacology I
NSG 101A Fundamental Nursing Skills
NSG 101B Introduction to Professional Nursing Practice
NSG 102 Nursing Practice Across Life Span
NSG 103 Pharmacology II
BIO 203 Nutrition
PSY 220 Human Development
NSG 200 Psychiatric/Mental Health
NSG 201 Women/Children & Families (6 weeks)
NSG 205 Leadership Seminar
NSG 202 Nursing Practice Across Life Span (12 weeks)
NSG 203 Pharmacology III
NSG 206 Transition to Professional Nursing Practice
BIO 205 Microbiology
PHL 305 Ethics

Fourth Year
NSG 315  3 | NSG 350  3
NSG 330  3 | NSG 420  3
BIO 345  3 | BIO 435  3
NSG 410*  3 | NSG 440*  4
NSG 375  3 | NSG 461  3
ENG/HST 400  3 | PHL/REL 400  3

*includes practicum hours

Optional Summer Session
Two courses from the fourth year

Courses
Enrollment in the following Bachelor of Science (B.S.) degree level nursing courses requires the student to be enrolled in year three of the DDPN or to have completed the Associate Degree in Nursing.

NSG 315. Health Assessment (3).
This course uses a systems perspective to broaden the student’s knowledge of physical, cultural, sociological and nutritional aspects of health assessment of individuals across the life span. A laboratory setting is used to acquire and refine the techniques of physical assessment and critical thinking skills are emphasized in the identification of risk factors and other variables affecting health patterns. A focus is placed on therapeutic communication skills for effective interviewing and history taking, which are essential in the collection of health assessment data. Students are expected to accurately perform a systematic, comprehensive health assessment and a critical analysis of assessment data.

NSG 330. Professional Issues & Trends (3).
This course focuses on the role of the professional nurse from an evolutionary, present and future perspective. Educational, organiza-
NSG 350. Research in Nursing (3).
This course, which addresses the principles of scientific inquiry, introduces the student to the development of nursing as a science. An understanding of the major steps of the research process fosters the acquisition of analytical thinking, problem solving and critical appraisal skills. Students are guided in the assessment and evaluation of both quantitative and qualitative research methodologies. The role of the professional nurse as data collector, designer, producer, replicator and consumer of research is explored. The opportunity to critique selected research studies allows the students to apply knowledge of the research process and to understand how research findings provide the basis for evidenced-based practice. Prerequisite: MTH 110 or MTH 111 recommended.

NSG 375. Health Promotion & Protection (3).
This course focuses on a variety of biological, psychological, spiritual and cultural patterns that influence the health of individuals and that reflect their health experiences. Health values and beliefs, as well as personal health patterns and lifestyle choices are examined to determine the impact of clients' attitudes and practices on their overall health status. Assessment of relevant health data and selected risk factors provide students with the opportunity to develop and evaluate health promotion plans and protection measures that have the potential to modify deleterious habits and encourage healthy behaviors. Health promotion models, concepts and theories are critiqued as frameworks for developing intervention strategies to improve health, reduce risk and protect the well-being of individuals and groups across the lifespan. Emphasis is on the nurse as client advocate, change agent and participant in political activities and public policy decision making related to the quality of health care. Discussions of current health promotion and health protection topics based on relevant research enhance the communication and critical thinking skills of students. Students are provided the opportunity for service learning in a wide variety of health care settings to improve the health and well-being of the community through volunteer activity.

NSG 380-389. Special Topics in Nursing (3).
This series of courses provide the opportunity for the study of content specifically related to nursing and health care that is not included in regularly scheduled course offerings. Courses designated as such will explore professional topics and issues of particular interest to students and faculty. Prerequisites: junior or senior standing or permission of instructor.

NSG 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 arts and sciences. It will be kept on file in the dean of arts and sciences' office. Pass/fail option.

NSG 410. Management & Leadership in Nursing (3).
This course addresses the professional role of the nurse as manager and leader within the health care environment. The multiple and complex factors involved in the management and leadership function of the professional nurse are examined, including employment practices, staffing, institutional development, budgetary and health care financing concerns, accountability, information management, consumer satisfaction, and employee and employer relations. Selected management and leadership models, concepts, and theories are explored as a basis for planning, organizing, directing, changing, and controlling dynamic human resources for the provision of quality nursing care in a variety of health care settings. Particular emphasis is placed on ethical decision making and on the development of communication and interaction skills essential to effectively working with groups and organizations. A clinical practicum experience provides the student with the opportunity to observe the role of the nurse as manager and leader and to apply the principles of management and leadership within a practice setting. Prerequisite/corequisite: NSG 330.

NSG 420. Family Health (3).
The focus of this course is on the family as client. The framework for investigation is family systems theory combined with a developmental life-cycle approach. The growth of many types of family systems, such as traditional, single parent, and divorced families, are traced as they evolve overtime. Cultural, ethnic, racial, religious, and socioeconomic variables that strongly influence family life are identified and analyzed. In addition, study is directed at special family problems, such as the impact of chronic illness, abuse, incest, and separation. Advanced communication skills are integrated throughout the course as students have
the opportunity to thoroughly assess their own nuclear and extended families, a process which is then applied to the holistic assessment of client families. Critical thinking is emphasized as students are challenged to critique current family theory and research for the planning of nursing interventions with client families. Prerequisite(s)/corequisite(s): NSG 330, NSG 375.

NSG 440. Community Health (4).
This capstone course focuses on the theory and practice of community health nursing using an open systems framework. It blends the components of public health science, which incorporates the principles of epidemiology and the art and science of nursing. The emphasis is on the community as client for a population-focused practice of nursing. Students conduct assessments of individuals, families and groups to identify health needs and commonly encountered health problems within the population. Research-based findings are critically examined and applied in the process of planning, implementing and evaluating nursing interventions at the primary, secondary and tertiary levels of prevention. Using the many community-based resources available for nursing practice, students are provided the opportunity for clinical experience in a wide variety of settings to advance their skills in delivery of care to populations and in communicating and collaborating with clients and health care team members for the overall improvement in the health of the community. Prerequisite: NSG 330. Prerequisite/corequisite: BIO 435, NSG 420.

NSG 461. Principles of Teaching & Learning (3).
The focus of this course is on role development of the nurse as educator and is designed to provide students with the knowledge and skills necessary to educate various audiences in a variety of settings with efficiency and effectiveness. It is a comprehensive coverage, both in scope and depth, of the essential components of the education process and the principles of teaching and learning. Designed to increase students' proficiency in education of others, it takes into consideration the needs and characteristics of the learner as well as how to choose and use the most appropriate instructional techniques and strategies by which to optimize learning. Although the theories and concepts addressed in this course can be applied to any audience of learners, the focus is on patient education. An understanding of the basics of teaching and learning allows the educator to function as a "guide by the side" and as a "facilitator" of learning, rather than merely as a "giver of information." This approach enables clients to act as responsible partners in their own health care. Emphasis is placed on preparing students to assess, teach and evaluate learners at all stages of development based on their learning needs, learning styles and readiness to learn. Students conduct critical analysis of education materials, apply research findings to patient education, and consider the legal, ethical, economic and political aspects of health care delivery on patient education. Prerequisite/corequisite: NSG 330.

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 41 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 philosophical areas. Philosophy electives are organized under five headings: (a) Logic, (b) History of Philosophy and Regional Philosophies, (c) Aesthetics and Moral / Social / Cultural Philosophy, (d) Metaphysics, Epistemology, Philosophy of Language
and Philosophy of Science, and (e) Special Topics / Independent Study and Research. A student who majors in philosophy must take (1) the requirements of the core, (2) a course in logic (PHL 310 or PHL 311 or PHL 312), (3) two courses in the history of philosophy (to be chosen from PHL 320, PHL 321, PHL 322, and PHL 323) and (4) five additional philosophy courses.

**Philosophy Major**

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<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>
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<tr>
<td>History</td>
<td>6</td>
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<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>

**Logic Requirements**

| Logic (PHL 310 or PHL 322 or PHL 323) | 3     |

**History of Philosophy (two from the following):**

| PHL 320, PHL 321, PHL 322 and PHL 323 | 6     |

**Major Electives**

| Major Electives | 15    |

**Major Support**

| Foreign Language* | 6     |
| Mathematics or Computer 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 (PHL 310-399). 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.

**Philosophy Core Courses**

_No prerequisite(s) required unless noted._

**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 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 400 (PGS 409). Self-Knowledge, Cosmopolis and Transcendence (3).
This course pays close attention to our own historicity. Each participant will make a conscious attempt to be authentic in responding to the question, “Who am I?”, and to engage the question of the meaning of their own identity and existence in relation to the cosmos, transcendence and society. The selected readings and pedagogy employed will serve as a maieutic – midwife - in the Socratic sense: inspiring the student to articulate who he or she is, and how she ought to live with others, care for the earth, and collaborate in originating creative healing social and environmental structures. In this connection we will engage the significance and implications of the following phenomenon: “to equip an animal with intelligence constitutes not only the possibility of culture and of science but also the possibility of every abomination that has occurred in the course of human history.” Prerequisites: PHL 102, 201, 301 or 302 or 303.

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 sublime state of meaningfulness. Some may have also experienced, in the evaporation of such meaning, the specter of meaninglessness. 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 humankind’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 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 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 examines 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 & 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 (4).**

This course will explore the familiar human cycle of disappointment and desire for change in oneself through examining a series of classic Hollywood and recent foreign films, in conjunction with readings in philosophy and literature. The films are concerned with marriage—marriage as a possibility to be reinvented with one’s spouse, or alternatively as a possibility to be foregone in favor of some other, more private ideal. The work of the course will draw from philosophical and literary texts (chiefly by Stanley Cavell, but including works by Emerson, Locke, Nietzsche, Freud, Henry James, Shakespeare and others) as well as from classic and recent Hollywood and foreign films (Moonstruck, Philadelphia Story, Now Voyager, Breaking the Waves and others). Prerequisites or corequisites: PHL 101, PHL 201 and 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 theoretical 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 416. Between Experience and Knowledge (3).
When one is questioned about the origin of her knowledge, she must refer to her experience. This course explores more precisely just what the tie is between one's experiences and one's knowledge. For, despite the familiarity of this association, the bond between experience and knowledge remains illusive. Through some enjoyable exercises in literary analysis and historical/autobiographical works, we will address three different relationships between experience and knowledge: scientific, social/cultural/historical and phenomenological. Prerequisites: PHL 101, PHL 201.

PHL 417. Located Knowledges (3).
This course will be an exploration of the ethical and epistemological consequences of social location. Is your understanding of the world and your ability to move responsibly in it impacted by your race, gender, class or sexuality? As you finish your final year at Le Moyne, we will reflect on how you have been prepared to promote justice in a diverse society. Prerequisites: PHL 102, 201, 301 or 302 or 303.

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, ecocentric, 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.

PHL 480-489. Special Topics for Senior Studies (3).
These courses allow students to fulfill their requirement for a senior seminar in philosophy in new ways. The specific thematic focus and approach of each course, as well as the genre of texts and cultural materials employed will vary.

Philosophy Electives

Logic

PHL 310. 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.

PHL 311. 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, predicative 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.

PHL 312. 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.

History of Philosophy and Regional Philosophies

PHL 320. 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.

PHL 321. Philosopher 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.
PHL 322. 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.

PHL 323. 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 historicomaterialist 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.

PHL 324 (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.

PHL 325 (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.

PHL 326 (PGS 342/GWS 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 327. 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.

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.

PHL 329. 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.

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.

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, post-structuralism, European feminism and critical theory.

Moral/Political/Social/Cultural Philosophy

PHL 340. Philosophy of Art (3).
Why do we call some things beautiful and others not? And why do we often disagree? Is “This is beautiful” never more than an opinion, or can it be true? If it can’t be true, then are works of art meaningless? If they aren’t meaningless, how do we know what they mean? This course will examine these and related questions through careful reading and discussion of classic and contemporary writings in the philosophy of art. Visual artists, musicians, dancers, actors and creative writers should find it especially valuable, as will anyone who likes to think about art.

PHL 341. Philosophy and Literature (3).
This course will explore the various literary and philosophical dimen-
sions 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.

**PHL 342 (THR 333). Studies in Philosophy and the Theatre: Ancient Greek (3).**

This course offers one a study of the intimate weave between the development of ancient Greek philosophy and that of ancient Greek theater. Through careful analysis of both philosophic and theatrical text, one is afforded a richer and more sophisticated sense of the genealogical/conceptual/cultural interdependence of both genres of wisdom literature. Set within a phenomenological resurrection of the political and religious realities that nurtured to life such philosophic artistry, the study will walk through the great pillars of classical theatre, tragedians and comic playwrights both, as well as those of classical philosophy (Plato and Aristotle).

**PHL 343 (THR 332). Philosophy and the Theatre: Transition to Modernity (3).**

A philosophical exploration into the nature of theatre, this course would attempt to elucidate the richly theatrical dimensions of daily life. A careful interweaving of selections from the theatre (both classical and modern) and selections from the philosophical literature, will afford students the opportunity to enhance their appreciation of the artistry of the theatre as well as the theatrical artistry of life. The thesis which underlies the study is that meaningful life requires the presence (in one's life) of the fictive (i.e., the theatrical). Central to the development of this thesis will be the philosophical theory of the "as if" of Hans Vaihinger.

**PHL 344. 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.

**PHL 345. 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 in nursing. Specific topics will vary. Open only to students in the Bachelor of Science in Nursing.

**PHL 347 (CCM 408). Ethics and the Health Professions (3).**

See course description for CCM 408.

**PHL 348. 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.

**PHL 349. 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.

**PHL 350. 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.

**PHL 351 (PGS 352). The Moral Assessment of Global Policies Studies (3).**

This course consists of three main elements. The first is an overview of great traditions in ethics, with particular attention to their use
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.

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.

PHL 354. 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.

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 356 (GWS 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.

PHL 357 (URB 323/GWS 323). The Social Production of Space (3).
This course is an introduction to the work done in philosophy, geography and cultural studies that addresses the social production of space. In contrast to modern conceptions of space as a pre-given, homogenous and infinite grid of possible locations, the idea of a social production of space leads to a conceptualization of space as deeply textured, often conflicted, and historically produce and reproduced. Key concepts to be covered are: abstract space, time-space compression, the decorporealization of space, the impact of everyday practices on spatial production, multiple spaces, raced spaces and spaces of resistance.

PHL 358. 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.

Metaphysics, Epistemology, Philosophy of Language and Philosophy of Science

PHL 360. 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.
PHL 361. 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.

PHL 362. 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.

PHL 363. 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.

PHL 364 (GWS 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.

Special Topics/Independent Study and Research Courses

PHL 380-389. Special Topics in Philosophy (3).
These courses provide an opportunity for in-depth study in a particular area of philosophy. The specific thematic focus and approach taken in each course will vary according to student interest and faculty expertise.

PHL 390-399. Independent Study.
Independent study is intended for any student wanting a program of study in philosophy for which there is no existing course in the department. 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.

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.

Political Science

Chair: John F. Freie
Professors: Behuniak, Boyd, Freie
Associate Professor: Shefrin
Assistant Professor: Popescu
Emeritus: 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
Division of Arts & Sciences

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 stimulating 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

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

<table>
<thead>
<tr>
<th>Core Requirements</th>
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<tbody>
<tr>
<td>PSC 101 American National Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 201 Scope of Political Science</td>
<td>3</td>
</tr>
<tr>
<td>PSC 202 Methods of Political Science</td>
<td>3</td>
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<tr>
<td>Service Learning*</td>
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<tr>
<td>Political Science Electives</td>
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**Major Support Requirements**

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<th>Core Requirements</th>
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<tbody>
<tr>
<td>Social Science (sociology, anthropology, criminal justice, psychology, economics, education)</td>
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<tr>
<td>HST 211-212 American History Survey</td>
<td>6</td>
</tr>
<tr>
<td>MTH 111 Introduction to Statistics</td>
<td>4</td>
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<tr>
<td>Foreign Language**</td>
<td>6</td>
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<tr>
<td>Free Electives</td>
<td>24</td>
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</table>

* 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.

Double Major in Political Science and History

**Core Requirements**

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**Major Requirements**

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<th>Core Requirements</th>
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<tr>
<td>HST 211 American History Survey</td>
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<tr>
<td>HST 212 American History Survey</td>
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</tr>
<tr>
<td>HST 301 Methods of Historical Research</td>
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<td>HST 302 Historical Research and Writing</td>
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**Political Science Requirements**

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<tr>
<td>PSC Electives</td>
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<td>PSC Service Learning</td>
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*Two cross-listed HST/PSCA courses may be double-counted for both the HST and PSC major requirement credits, lowering the total major credit count from 62 to 56.

**Major Support Requirements**

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<th>Core Requirements</th>
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<td>Foreign language</td>
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<tr>
<td>Social Science courses (other than PSC)</td>
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<td>Free Electives</td>
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(Depends on how many cross-listed HST/PSC courses are taken.)

Double Major in Political Science and Peace and Global Studies

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<tbody>
<tr>
<td>PGS 201</td>
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<td>PSC 202</td>
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<td>Electives - Regional*</td>
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<td>Electives -Thematic*</td>
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<td>Capstone Experience**</td>
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<tr>
<td>Foreign Language</td>
<td>18</td>
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<tr>
<td>Statistics</td>
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</table>
Free Electives*** 17
Social Science (fulfilled by major requirements)

* Twelve of the 18 credit hours should be courses with PGS/PSC cross listing
** normally fulfilled by study abroad experience
*** students are urged to fulfill the extra two credit hours through participation in service learning courses.

B.A. in Political Science With Teacher Certification

Concentration in Adolescent Education

<table>
<thead>
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<td>Service Learning</td>
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<td>Economics</td>
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<td>EDU 105 Teaching in a Diverse Society</td>
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<tr>
<td>EDU 215 Learning Within a Sociocultural Context</td>
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<tr>
<td>HST 211 &amp; 212 American History Survey</td>
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<tr>
<td>MTH 111 Introduction to Statistics</td>
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<td>Foreign Language**</td>
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<tr>
<td>EDU 303 Multicultural Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 315 Planning, Assessment and Managing Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 325 Teaching and Adapting Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 335 Literacy Developing in the Content Area</td>
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**Political science majors are required to take either two semesters of the same language at the introductory or intermediate level or to complete one course past the intermediate level.

Concentration in Childhood/Special Education (Grades 1-6)

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<td>EDU 205 Child Development and Special Needs</td>
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<tr>
<td>EDU 225 Assessment and Decision Making for Equity and Inclusion</td>
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<td>MTH 111 Introduction to Statistics</td>
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<td>Foreign Language**</td>
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<td>EDU 305 Principles and Methods of Multicultural Literacy Learning</td>
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<td>EDU 315 Planning, Assessment and Managing Inclusive Classrooms</td>
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<td>EDU 365 Adapting Literacy Learning for Students w/Special Needs</td>
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**Political science majors are required to take either 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.

Leadership Experience for Activism Program (L.E.A.P.)
The Leadership Experience for Activism Program provides the student with a unique combination of experiences to prepare him or her for a life of leadership in a democracy. It is a model of engaged learning – linking the academic with the experiential with the goal of developing civic leaders for the future.

Admission
Students must apply to the chair of the department of political science for admission. They must be political science majors or minors and maintain a G.P.A. of at least 3.25. (G.P.A. requirements may be waived at the discretion of the chair.)

The Le Moyne College transcript distinguishes L.E.A.P. scholars, thus enhancing job and graduate school opportunities and identifying the democratic leadership potential of participating students.

There are five dimensions to the program:
1. Service Learning: L.E.A.P. students take three political science courses that contain one credit service learning components.
2. Internship: Students must complete an internship in a not-for-profit organization.
3. Off-campus experience: The student must spend at least one month in an academic program off-campus (e.g. a semester abroad, a semester in Washington, D.C.)
4. Student leadership experience: During at least one semester the student must hold a position of leadership in a Le Moyne student organization (e.g. student senate, political science academy, College Democrats, POWER)
5. Research: In the senior year the student must write a major research paper about democratic leadership. The paper will be directed by a political science faculty member.

Typical Program for Political Science Major

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<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<td>Language</td>
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</tr>
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<td>Natural Science</td>
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<td>PSC 101</td>
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<td>PSC 101S</td>
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<tr>
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<td><strong>Junior Year</strong></td>
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Typical Program for B.A. in Political Science
With Teacher Certification (Concentration in
Adolescent Education)

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Sophomore Year

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Junior Year

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Senior Year

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*Political science course cross-listed with history. Taken as history credit.

Typical Program for B.A. in Political Science
With Teacher Certification (Concentration in Childhood/Special Education (Grades 1-6))

<table>
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<tr>
<th>First Semester</th>
<th>Hours</th>
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Sophomore Year

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Junior Year

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Senior Year

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<tr>
<td>EDU 431</td>
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Courses

No prerequisite(s) 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 207. Power and Justice (3).
What is power? How do we know when power is exercised unjustly? This introductory course in political theory examines classic texts in political theory that explore three interrelated themes: power, identity and resistance. The aim of the course is to clarify: the mechanisms of power, how individuals function within these power structures and how they can resist unjust power.

PSC 221. State Government and Politics (3).
This course examines the role of the states in the U.S. political system, with special emphasis on New York state government’s institutions, political processes and public policies. The evolving nature of federalism and intergovernmental relations is covered, as are specific areas of state policy: education, environment, criminal justice, welfare, healthcare and economic development. A field trip to Albany, focusing on a current controversy in state politics, is a required part of the course.

PSC 221S. State Government and Politics (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 (GWS 312/HST 344). 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 (URB 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 329 (HST 329/PGS 329). History of Latin American Social Movements (3).
See course description for HST 329.

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 334 (GWS 334). Social Activism (3).
An experiential and academic examination of social activism in the United States. The course first explores the meaning of citizenship and the role of activism in a democratic republic. It then focuses on how activism is done by analyzing various social movements and the impact they have had on citizenship, public policy and social change.

PSC 334S. Social Activism (1).
Service learning experience.

The interdisciplinary study of science and technology. This course explores the relationship between science and technology on the one hand and politics, culture, economics and society on the other. The role of government, the responsibilities of citizenship and the process of making science and technology policy are covered. Special emphasis is placed on cases from the fields of biotechnology and medicine.

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 (CMM 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 355. Politics and Literature (3).
Literature often represents a commentary on an individual’s place in the political context of the times. But, it is also a reflection of the place and time to which it belongs. Within that context this course focuses on the question of political freedom as posed by the authors of literary texts.

PSC 359 (HST 359/PGS 369) Cold War and Global Upheaval, 1964–Present. (3).
See course description for HST 359.

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 conduct, 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 375. The New Europe: Central & Eastern Europe (3).
This course provides a comparative analysis of the political systems in Eastern Europe from 1945 to the present. The goal of this course is to provide students with a broad perspective on the changes that took place in Eastern Europe over the last century with an emphasis on the period around and after the 1989 revolutions.

PSC 389 (HST 389/PGS 389). Drug Wars and International Politics (3).
See course description for HST 389.

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
Division of Arts & Sciences

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.


See course description for SOC 402.

PSC 405 (GWS 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 (GWS 405S/PGS 405S). International Human Rights (1).

Service learning experience.


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 and students. Prerequisites: junior or senior standing; permission of the instructor.


This course focuses on the questions that come from Supreme Court interpretations of the U.S. Constitution. Part I cases arise from disputes involving the separation of powers and federalism. Prerequisites: junior or senior standing; PSC 401 recommended.

PSC 452. American Constitutional Law II (3).

This course focuses on the questions that come from Supreme Court interpretations of the U.S. Constitution. Part II cases arise from conflicts over civil rights and civil liberties. Prerequisites: junior or senior standing; PSC 401 recommended.

PSC 490-491. Political Internship (3) or (9).

Participation in a field learning experience closely related to one of the areas of political science. 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. Prerequisite: permission of the department chair. Does not count as political science elective hours toward a major or minor.

PSC 495. Honors Project (3).

To qualify for an honors degree in political science, a student must be a declared political science major, have a G.P.A. of at least 3.5 overall and 3.5 in political science, and complete an honors project. The project will consist of a research effort completed under the direction of a political science professor and presented to the department. A preliminary thesis, outline, methodology and bibliography must be approved by the professor before the student may register. (Normally taken in the first semester of the senior year and only with permission of the department chair).
Division of Arts & Sciences

Psychology

Chair: Susan Scharoun
Professors: Batcho, Hevern
Associate Professors: DiTullio, Holmes, B. Kirby, Michaelson, Scharoun, Ward, White
Assistant Professors: Bryant, Sylvia

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 teaching certification in Child Education (1-6). This degree program trains students to teach in both special education and regular education settings.

Psychology Major B.A.

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<tr>
<th>Core Requirements</th>
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<td>Philosophy</td>
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<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>History</td>
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<td>English or History Seminar</td>
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<tr>
<td>Social Science (fulfilled by major requirements)</td>
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<td>Natural Science (fulfilled by major support requirements)</td>
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Psychology Major B.S.

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<td>Social Science (fulfilled by major support requirements)</td>
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<tr>
<td>Natural Science (fulfilled by major support requirements)</td>
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Major Requirements

| PSY 101 Introductory Psychology         | 3     |
| PSY 201 Introduction to Research Methods| 4     |
| Psychology Electives*                  | 24    |

Major Support

| MTH 110 or 111 and 112 Introduction to Statistics | 6     |
| BIO 103, BIO 191 or PSY 340                    | 3-4   |
| Natural Science Elective                      | 3     |
| Language (Foreign or American Sign Language)**| 6     |
| Social Science***                            | 9     |
| Visual Arts                                 | 3     |
| Free Electives                              | 23-24 |

*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.

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<tr>
<th>Core Requirements</th>
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<tr>
<td>PSY 101 Introductory Psychology</td>
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<tr>
<td>PSY 201 Introduction to Research Methods</td>
<td>4</td>
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<tr>
<td>PSY 270 Learning or PSY 340* Brain and Behavior</td>
<td>3</td>
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<tr>
<td>Psychology Electives**</td>
<td>21</td>
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Major Support

| BIO 103, BIO 191 or PSY 340             | 3-4   |
| MTH 110 or 111 and 112 Introduction to Statistics | 6     |
| Science Electives***                   | 12    |
| Math or Computer Science Electives     | 3     |
| Language (Foreign or American Sign 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.

**Psychology Minor**

<table>
<thead>
<tr>
<th>Minor Requirements</th>
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<tbody>
<tr>
<td>PSY 101 Introductory Psychology</td>
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<tr>
<td>PSY 201 Introduction to Research Methods</td>
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<td>Psychology Electives</td>
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**B.S. in Psychology with Teacher Certification (Concentration in Child Education)**

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<tr>
<td>PSY 201 Introduction to Research Methods</td>
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<tr>
<td>PSY 215 Child and Adolescent Psychology</td>
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<tr>
<td>PSY 250 Cognition or PSY 270 Learning¹</td>
<td>3</td>
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<tr>
<td>PSY 301 Psychological Testing</td>
<td>3</td>
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<tr>
<td>PSY 315 Childhood Disorders</td>
<td>3</td>
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<tr>
<td>PSY 401-449, 499</td>
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<tr>
<td>Psychology Electives²</td>
<td>9</td>
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<tr>
<td>MTH 110 or 111 and 112 Intro to Statistics</td>
<td>6</td>
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<td>BIO 103 or 191 or PSY 340</td>
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<tr>
<td>Language (Foreign or American Sign Language³)</td>
<td>6</td>
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<tr>
<td>EDU 105 Teaching in a Diverse Society</td>
<td>3</td>
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<tr>
<td>EDU 120 Child Abuse Prevention and Reporting and Violence Prevention⁴</td>
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<tr>
<td>EDU 205 Childhood Learning &amp; Special Needs</td>
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<td>EDU 225 Assessment &amp; Decision Making</td>
<td>3</td>
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<tr>
<td>EDU 305 Literacy Learning</td>
<td>3</td>
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<tr>
<td>EDU 315 Planning, Assessing, Managing⁵</td>
<td>3</td>
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<tr>
<td>EDU 365 Adapting Literacy/Students Sp Needs⁶</td>
<td>3</td>
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<tr>
<td>EDU 375 Strategies &amp; Technology</td>
<td>6</td>
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<tr>
<td>EDU 405 Preservice Clinical Teaching⁴</td>
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<td>EDU 430 Supervised Teaching (Grades 1-6)⁴</td>
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<tr>
<td>EDU 431 Supervised Teaching SPE (Grades 1-6)⁴</td>
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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. American Sign Language is an alternative to a foreign language.
4. Coursework done during "Student Teaching" semester in the fall of senior year.

**Courses**

No prerequisite(s) 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. Prerequisite or corequisite: 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,
Motivation and Emotion (3).
Abnormal/Normal Psychology (3).
Cognition (3).

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 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, Carrell) and learning (e.g., Skinner, Bandura) and empirical investigations of self-esteem, anxiety and defense mechanisms. Prerequisite: PSY 101 or permission of the instructor.

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 (CCM 409). Culture and Mental Disorder (3).
See course description for CCM 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 anti-social 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.

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 & 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 101 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 01.

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 01 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 01 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 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. 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 01, 021.

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 01.

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 01 and either a basic course in psychology subspecialty in which an advanced topics course is being offered or permission of the instructor.

PSY 441 (CCM 402). Stages of Life & Health Care (3).

See course description for CCM 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. Story in Psychology: Narrative Perspectives on Human Behavior (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 scope. 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 sub-specialty course at the 200-300-level. Limited to juniors and seniors.


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.


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, institutionalization 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: Jennifer Glancy
Professors: Glancy, Glennon, Kirby, MacDonald
Associate Professors: Maldari, Nash
Assistant Professors: Caterine, Makuja
Adjunct Faculty: Beall, Beritela, Jeter, Kobeisy, Krisher, Lawson, Snow
Emerita: Ring, Barnett

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 & 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200 Religious Perspectives on the Human Situation</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 Religious 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</td>
<td>3</td>
</tr>
</tbody>
</table>

### Major Requirements

**Interpretation of Religious Texts**

Six hours in one of the following areas and at least three hours in the remaining areas.

- Religion and Culture
- Religious Ethics
- History of Religion
- Religious Thought

Colloquium | 3
REL 400-499 | 3

### Major Support

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language*</td>
<td>6</td>
</tr>
<tr>
<td>Electives**</td>
<td>36</td>
</tr>
</tbody>
</table>

* Chosen after consultation with the student’s faculty advisor 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 advisor and the department chair.

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### Minor in Catholic Studies

The minor in Catholic Studies is designed as an interdisciplinary course of studies. It offers students an understanding of Catholicism and the role it has played throughout history in the formation of various cultures, including worldviews, economic systems and social arrangements. Students also will learn how Catholicism has been shaped by historical and cultural events, particularly those occurring in the Western hemisphere.

The minor consists of 18 credits, nine in Catholic theology and nine in another, related discipline such as sociology or history.

#### Minor Requirements

- REL 375 Understanding Catholicism
- REL 376 The Theological Venture
- REL 377 Community in Christ

#### Human Service Track

- SOC 369 Sociology of Religion
- SOC 240 Social Welfare
- SOC 341 Human Services Caseload Management: Theory and Service Learning

#### Applied Social Research Track

- SOC 369 Sociology of Religion
- SOC 265 Population/Demography or SOC 402: Program Evaluation Research Methodology and Policy Analysis
- SOC 408 Advanced Studies of American Catholicism: Historical and social Scientific Perspectives and Application or SOC 390 Independent Study in Sociology or SOC 490 Internship in Sociology or SOC 495 Empirical Research Project in Sociology

Questions should be directed to the director of the Sanzone Center for Catholic Studies and Theological Reflection.

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### Minor in Religious Studies

#### Minor Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 200 Religious Perspectives on the Human Situation</td>
<td>3</td>
</tr>
<tr>
<td>Interpretation of Religious Texts</td>
<td>3</td>
</tr>
<tr>
<td>Religious Studies Electives</td>
<td>9</td>
</tr>
<tr>
<td>Senior Seminar in Religion</td>
<td>3</td>
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## Typical Program for Religious Studies Major with an Education Minor

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 102</td>
<td>3</td>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
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<tr>
<td>ENG 300</td>
<td>3</td>
<td>REL</td>
<td>3</td>
</tr>
<tr>
<td>PHL (any 300 level)</td>
<td>3</td>
<td>REL Ethics</td>
<td>3</td>
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<tr>
<td>REL Elective</td>
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<tr>
<td><strong>Senior Year</strong></td>
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<td></td>
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</tr>
<tr>
<td>EDU 120</td>
<td>0</td>
<td>REL Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 405</td>
<td>3</td>
<td>ENG Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 430</td>
<td>6</td>
<td>REL Elective</td>
<td>3</td>
</tr>
<tr>
<td>EDU 431</td>
<td>6</td>
<td>REL Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>(any department)</td>
<td></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>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>ECO 113</td>
<td>3</td>
<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>3</td>
<td>BUS 101</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>HST 101</td>
<td>3</td>
<td>HST 102</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Sophomore Year** |       |                 |       |
| ACT 203 | 3 | ACT 204 | 3 |
| STA 201 | 3 | STA 202 | 3 |
| REL 200 | 3 | PHL 201 | 3 |
| ENG 200 | 3 | MIS 301 | 3 |
| Visual Arts | 3 | LAW 200 | 3 |

| **Junior Year** |       |                 |       |
| MGT 301 | 3 | OPM 301 | 3 |
| LAW Elective | 3 | FIN 301 | 3 |
| MKT 301 | 3 | PHL 301/302/303 | 3 |
| REL 301/312 | 3 | ENG 300 | 3 |
| REL Elective | 3 | REL Elective | 3 |

| **Senior Year** |       |                 |       |
| ENG or HST Seminar | 3 | PHL or REL Seminar | 3 |
| ECO 355 | 3 | MGT 470 | 3 |
| Concentration Course | 3 | Concentration Course | 3 |
| Concentration Course | 3 | Concentration Course | 3 |
| REL Elective | 3 | Elective | 3 |
Courses

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 course is an exploration of the plurality of cultural and religious contexts in which healing occurs with the goal of enabling students to appreciate the overlap between the fields of medicine and religion. We research the understandings that religions and healing systems, both traditional and modern, have of the human condition, of health and illness, and of acceptable ways of maintaining and restoring health. We look at how religious commitments and practices both facilitate and inhibit processes of healing. Through readings, guest lectures, and field trips, students become exposed to alternative and complementary forms of medicine, and healing practices and the religious and spiritual worldviews that give shape to them.

Interpretation of Religious Texts

REL 301. Old Testament (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. Prerequisite: REL 200 and senior standing.

REL 303. Old Testament Prophets (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. Old Testament Narrative (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.

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. Pauline 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 deuto-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 & Culture

REL 315 (ANT 315). Biblical 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, attention will also be devoted to particular questions of ethics and public policy that pertain to science and religion. Prerequisite or corequisite: REL 200.

REL 319. Varieties of Latino/a Religions (3).
Varieties of Latino/a Religions is an introduction of New World religions in Mexico, the Caribbean and the United States. This course will analyze the emergence of new traditions in and through the contact, collision and exchange of Spanish Catholic, African and American indigenous cultures. It will also explore their further transformations in the context of the modern, Anglo-Protestant culture of the United States. Theoretical issues to be explored will include religion and political in/subordination, religion and ‘hyphenated identity’ and religion and capitalism. Prerequisite: REL 200.

REL 320 (GWS 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: Symbol & Practice (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. Christian Spirituality (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 Film (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 370. The Occult in American Religions (3).
Throughout the history of the United States, metaphysical/occult movements have demonstrated a remarkable ability to evoke both fascination and terror in the minds of the uninitiated. “Occultism” refers to the practice, usually within a closed community, of rituals believed to effect changes in the physical or social worlds. The distinctive “metaphysics” underlying such practices typically espouse various theories about correspondences between human beings, the natural world and unseen spiritual realms. Metaphysical/occult traditions have coexisted with Christianity since the earliest days of the American colonies; the infamous witch trials of seventeenth century New England pitted Puritan prelates against allegedly demonic, occultist practitioners. The histories of Freemasonry, Mormonism and Spiritualism in the nineteenth century, and Ufology in the twentieth century, represent continuations or new appropriations of metaphysical/occult ideas and practices in a modern nation context. No less than their colonial predecessors, these movements have ignited charges of religious heresy and political subversion, and inspired tales of national intrigue. The Occult in American Religions is a historical introduction to some of the important, metaphysical/occult movements in American religious history, and an analysis of their stigmatization. Prerequisite: REL 200.

REL 377. The Church: Community in Christ (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
Religious Ethics

REL 331. Christian 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 Social Ethics (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. Judaism (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, immigration and nativism, Manifest Destiny and the rise of indigenous American religious communities. Prerequisite: REL 200.

REL 365. Islam (3).
This course will study the life and personality 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 developments, especially the rise of fundamentalism. Prerequisite: REL 200.
REL 367. American Catholicism (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 consideration of the problems which the church faced as it tried simultaneously to be American enough to please a frequently skeptical and sometimes hostile American culture; conspicuously Catholic enough to please Rome and Catholic enough in the forms of piety and governance to please the diverse ethnic groups that comprised its membership. Topics covered will include Catholic patriotism, Americanization, the Americanist 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 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 faculty expertise. Topics included, for example, would be method in the history of religion, the history of religious thought and institutions in various periods and cultures. Various topics will be offered on an irregular basis as student interest and faculty availability permit.

Religious Thought Courses

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 American identity, culture, politics and material history. Particular attention will be given to the diversity and syncretization of religious traditions, as well as to the continuing importance and influence of pre-conquest religious ideas, values, and traditions. Topics considered include: colonialism and missionary history; influence and effects of Spanish and African religious traditions; religion and intellectual life; political movements and the theologies of liberation; relationship; relationship to U.S. Latino religious identity and traditions. Prerequisite: REL 200.

REL 375. Catholic Theology (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, eclecology, morality and sacramental theology. Prerequisite: REL 200.

REL 376. Theological Method (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. The Church: Community of Christ (3).
An exploration of the community of Jesus’ disciples which developed into a worldwide, multi-faceted and structured 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 interreligious 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 324). Philosophies of Judaism (3).
See course description for PHL 324.

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 395-397. 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.

REL 398-399; 498-499. Religious Studies Colloquium (1).
The colloquium will meet bi-weekly for two hours to examine significant topics and developments pertinent to the history, expression and study of religion. Faculty and students will decide upon a unifying theme for the course each semester, but course topics will depend on the interests of the student (or occasionally faculty person) presenting for the day. Colloquium will take advantage of public lectures, both at Le Moyne and in the region. Students will actively assess their progress toward meeting religious studies learning objectives. Eligible students may develop ideas for departmental honors projects and, as they progress on their projects, present their research to their peers. Prerequisite: junior or senior standing. Only open to religious studies majors and minors. Major requirement. Religious studies majors with sophomore standing are permitted to enroll; majors are required to enroll in the colloquium at least three semesters during junior and senior years. Religious studies minors with junior or senior standing are permitted to enroll.

Seniors 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 400 (PGS 408). Religion, Conflict and Peace in an African Context (3).
This course is designed to introduce the class to basic questions, patterns and contemporary issues on religion, justice and peace in
an African context. As such, the course will not be centered on the presentation of a particular narrative, thematic or structural account of the history of the multiple conflict situations in Africa. On the contrary, it is the aim of this course to take a case-study approach to the problems affecting Africa. In the light of the perspectives of the Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in African context. While the course aims to introduce students to contemporary African problems, it will also seek to acquaint students with how some of the socio-economic, political and religious problems affecting the continent go back to the colonial period. Prerequisites: REL 200 or REL 300.

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 deals with the critical social and moral questions that such an economic life raises. Through a combination of case studies, lectures and student group projects, the course will underscore the importance of the religious ethical traditions, especially the Christian, in the struggle to understand whether "economic decisions have human consequences and moral content." Open to students from all major disciplines. Senior core seminar. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 402 (PGS 404). Jerusalem: The Politics of Sacred Space (3).
Stressing student initiative and research, this seminar focuses on Jerusalem: Jerusalem, sacred to Jews, Christians and Muslims; Jerusalem, bloodied by history and in the current struggle between Israel and Palestine. Readings range from Scripture to daily newspapers; topics range from the concept of sacred space to the definition of terror, from crusader architecture to the contemporary architecture of occupation. While the seminar will always integrate dimensions of the study of religion with an emphasis on conflict, violence, and the peace process, interests of students enrolled in a particular section will affect the direction the seminar takes and the particular topics covered. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 403 (GWS 403). Religion & Globalization (3).
The peoples of the world have increasingly come to live as a single social unit. The historical process by which this has come about is referred to as globalization. Religions have contributed to, and been affected by, globalization. While some religions aspire to become global, today many religious leaders decry globalization, and in particular the global economy, for forcing developing countries to become severely dependent on industrial and post-industrial nations. The seminar discusses the concept of globalization, investigates the globalization of religions, and pursues ethical issues concerning globalization. A case study approach encourages students to work collaboratively on topics of interest to them and to make the seminar a capstone experience in which they may integrate their work across the curriculum. Prerequisites: REL 200, a REL 300-level course and senior standing.

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 406. Theology of Christian Art (3).
The course will explore Christian religious art as symbols which promote human faith and the consequent creative and redemptive work of God. This course explores the works of Christian art in tandem with Christian expressions of and/or reflection upon that faith which those works seek to promote. Through the study of primary texts which elucidate that faith in its historical contexts the seminar will seek to understand the role which art plays in God’s work of creation and redemption. Readings will be drawn from key texts from scripture, the early Christian apologists, patristic writers, ecumenical councils, mystics, theologians and reformers. Art works will range from frescoes in the catacombs through medieval, renaissance and modern architecture, sculpture and painting. Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 408 (SOC 408). Advanced Studies of Contemporary American Catholicism: Historical & Social Scientific Perspectives & 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 semiannual, longitudinal, national survey of American Catholics. Prerequisites or corequisites: 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
REL 409. Cults & 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 (GWS 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. The seminar 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 & 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 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

Visual Arts Minor

Throughout history, humans have expressed themselves through the arts. The aim of the department of visual arts is to contribute to the education of the total person through courses designed to provide educated control and exploration of aspects of human potential involving the senses. An exploration of the work and methods of artists, who might be defined as individuals with purposefully heightened perceptions, enables students to enhance their own ability to perceive the world in which they live. These skills also enhance problem solving, management and administration in future career and life situations.

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<tr>
<th>Minor Requirements</th>
<th>Hours</th>
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<tr>
<td>ART 109 Survey of Art and Music</td>
<td>3</td>
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<tr>
<td>ART 220 Drawing</td>
<td>3</td>
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<tr>
<td>ART 226 Sculpture</td>
<td>3</td>
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<tr>
<td>ART 231 Printmaking</td>
<td>3</td>
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<tr>
<td>ART 236 Painting</td>
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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(s) required unless noted.

ART 109 (MUS 109).
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).
See course description for MUS 115.

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 multibillion 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.

ART 200. Women in the Fine, Creative & Performing Arts (3).
The role of women as symbol, creator and performer will be examined and analyzed within a cultural and societal context. Issues such as education and training, discrimination, gender bias, ethnicity and market value will be discussed. Women of significant impact and contribution in the fine and creative arts, music, dance, theatre and film will be highlighted with an emphasis on women active in the 20th century in these disciplines. Open to all enrolled students.

ART 220-223. Drawing (3).
A studio course stressing drawing of the human form. 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. Final project is a pastel painting. 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. Printmaking (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. This experience can be helpful for those interested in fields such as computer graphics and animation. 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 and white and color, will be the primary emphasis, but film photography and black and 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.

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 20th 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 musical language and performance through the music minor program. Students will experience thorough courses in the traditions and theories of the music they study. All music minors should be enrolled in MUS 390 or MUS 391 for at least four of the eight semesters during their undergraduate education. They should also participate in at least one of the performing ensembles for at least four of the eight semesters during their undergraduate education. It is essential that students have contact with their instrument each semester in order to practically apply what they learn in the classroom. Therefore, participation may need to take place, during some semesters, for non-credit so that students do not exceed their maximum credit load.

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<tr>
<td><strong>Classical Track</strong></td>
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<tr>
<td>MUS 101 The History of Western Music</td>
<td>3</td>
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<tr>
<td>MUS 201 The Musical Process</td>
<td>3</td>
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<tr>
<td>MUS Elective</td>
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<tr>
<td><strong>Jazz Track</strong></td>
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<tr>
<td>MUS 117 Introduction to the History and Traditions of Jazz</td>
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<tr>
<td>MUS 240 Jazz Improvisation</td>
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<tr>
<td>MUS Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

MUS 101. Music History - The Western Tradition (3).
An introduction to the various styles that form the Western tradition in music, beginning with the earliest notated musical forms of the 13th and 14th centuries and continuing through the modern period.

See course description for ART 109.

MUS 115 (ART 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.

MUS 116 (ART 116). Introduction to Music Theory (3).
See course description for ART 116.

MUS 117. Introduction to the History & Tradition of Jazz (3).
An introduction to the roots and development of jazz. Topics include the key styles and figures that have influenced jazz in the 20th century. In-class listening (CD, DVD).
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 240. Jazz Improvisation (3).
An introductory course in instrumental jazz improvisation emphasizing basic jazz theory and application of harmonic functions. Topics include the Ionian, Dorian and Mixolydian jazz modes as well as progressions, parent scales and pentatonic scales. Prerequisite: Permission of instructor.

MUS 312 (THR 312). Fundamentals of Singing (3).
An introduction to the basic components of singing: respiration, phonation, resoration, registration, articulation and interpretation. Instruction includes studio exercises, lecture, student presentation and individual coaching.

MUS 390. Applied Music I (1).
The study of musical performance techniques through private lessons in either voice or an instrument. One half-hour tutorial per week with expectation of individual practice of three hours per week. This is a pass/fail course that may be repeated for credit up to four credits. Note: students must pay $137 per semester for MUS 390.

MUS 391. Applied Music II (2).
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. Note: students must pay $275 per semester for MUS 391.

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.

Core Requirements

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<tr>
<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<tr>
<td>English</td>
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<td>History</td>
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<tr>
<td>English or History Seminar</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Natural Science</td>
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Major Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>THR 105 Introduction to Theatre</td>
<td>3</td>
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<tr>
<td>THR 110 Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>THR 202 Training the Speaking Voice</td>
<td>3</td>
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<td>THR 205 Acting I</td>
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<td>THR 210 Fundamentals of Design</td>
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<tr>
<td>THR 260 Theatre Practicum</td>
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<tr>
<td>THR 302 History of the Theatre I</td>
<td>3</td>
</tr>
<tr>
<td>THR 303 History of the Theatre II</td>
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</tr>
<tr>
<td>ENG 311 English Literature: Overview</td>
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<tr>
<td>American Literature Elective</td>
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<td>THR/ENG/CMM Elective</td>
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<tr>
<td>THR 440 Theatre Context</td>
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<tr>
<td>Theatre Arts Electives *</td>
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Major Support

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<tr>
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<tr>
<td>Free Electives:</td>
<td>21</td>
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</tbody>
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* Courses in this area must include at least one performance class and at least one design class.
** The 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 mid-intermediate level, he or she may substitute a theatre arts elective for the remaining hours.
Typical Program for Theatre Majors

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<tr>
<td>ENG 102</td>
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<td>ENG 218</td>
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<tr>
<td>PHL 101</td>
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<td>HST 102 or 104</td>
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<td>HST 101 or 103</td>
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<td>Social Science</td>
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<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
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<td>PHL 201</td>
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<td>REL 300-399</td>
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<td>REL 200</td>
<td>3</td>
<td>THR 210</td>
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<td>THR 205</td>
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<td>Natural Science</td>
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<td>THR Elective</td>
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<td>Foreign Language</td>
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<td>ENG 300</td>
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<tr>
<td>ENG 311</td>
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<tr>
<td>THR 301</td>
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<td>American Literature</td>
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<td>THR 302</td>
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<td>THR Elective</td>
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<tr>
<td>Free Elective</td>
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<td>Free Elective</td>
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<table>
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<td>PHL/REL Seminar</td>
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<td>THR 440</td>
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<td>THR/ENG/CMM Elective</td>
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<td>THR Elective</td>
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<td></td>
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<td>Free Elective</td>
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</tbody>
</table>

**Theatre Arts Minor**

Nonmajors are welcome to study theatre arts as a minor. To complete a theatre arts minor, the following courses are required:

- THR 105 Introduction to Theatre 3
- **One course in acting or performance** 3
  - THR 205 Acting I
  - THR 305 Acting II
  - THR 306 Acting III
  - THR 307 Acting Shakespeare
  - THR 357 Performing Literature
- **One course in theatre design or technology** 3
  - THR 110 Stagecraft

**B.A. in Theatre Arts with Dual Childhood and Special Education Concentration**

Certifies to teach grades 1-6 and Special Education. Although it does not initially certify in theatre (K-12), theatre certification may be attained through direct application to the state education department on an individual basis, or later when teachers acquire their masters degree.

**Core Requirements** 3

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

**Major Requirements**

- THR 105 Introduction to Theatre 3
- THR 110 Stagecraft 3
- THR 205 Acting I 3
- THR 210 Fundamentals of Design 3
- THR 260 Theatre Practicum 3
- THR 302 History of the Theatre 3
- THR 303 History of the Theatre II 3
- THR 340 Directing 3
- THR 357 Performing Literature 3
- THR 382 Creative Drama in the Classroom 3
- Theatre Arts Electives 6
- Foreign Language* 6
- MTH 102 Math for Educators 3
- EDU 120 Child Abuse, Drug & Violence Prevention Workshop 0
B.A. in Theatre Arts with Education Concentration

Certifies to teach theatre in grades K-12 (with a focus on grades 7-12).

**Core Requirements**

<table>
<thead>
<tr>
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<td>Natural Science</td>
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<tr>
<td>THR 302 History of the Theatre I</td>
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<tr>
<td>THR 303 History of the Theatre II</td>
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</tr>
<tr>
<td>THR 305 Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THR 340 Directing</td>
<td>3</td>
</tr>
<tr>
<td>THR 382 Creative Drama in the Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

* Theatre arts majors who plan to become certified teachers must take six credits in the same language.

**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 106. Introduction to Acting (3).**

A studio practicum designed to introduce the actor’s art to students who are new to, or who have an interest in acting. Coursework is based on creative voice and physical exercises, improvisation and scene study. The instructor provides lecture and exercise material as well as scene text. Students will apply theoretical and practical learning to individual, paired and group work. Primarily offered to non-majors or those who may be considering a theatre major/minor.

**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 170. Pilates and Core Dance Concepts (3).**

The exploration and development of movement, body awareness and physical fitness. Students will be introduced to a basic understanding of movement with the emphasis on alignment and coordination.
Through various pilates and yoga exercises, the student will enhance coordination, control, balance, strength and flexibility.

**THR 202 (CMM 202). 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.

**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 102. Prerequisite or corequisite: ENG 200/ENG 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 273. Contemporary Jazz Dance Technique (3).**

This course, which attends to the development and vocabulary of basic jazz dance technique, will also explore historical and contemporary jazz dance artists and choreographers. Performance techniques emphasize body alignment, coordination, strength, flexibility and musicality, while the academic focus is on research into the history of jazz and its components as well as entry-level choreography in composition.

**THR 275. Modern Dance Technique (3).**

Explorations of techniques, creative aspects and theoretical concepts of modern dance including proper body alignment and mechanics of breathing, musicality and phrasing. Structural improvisations will be introduced, as will verbal and movement vocabulary.

**THR 302 (ENG 302). Theatre History I: Classical to Neoclassical (3).**

A study of major periods of theatrical development from the Greeks and Romans through the 18th century, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: ENG 102. Prerequisite or corequisite: ENG 200/ENG 218.

**THR 303 (ENG 303). Theatre History II: Nine-teenth Century to Contemporary (3).**

A study of major periods of theatrical development from the 19th century to the present, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: ENG 102. Prerequisite or corequisite: ENG 200/ENG 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 205 or permission of instructor.

**THR 307. Acting Shakespeare (3).**

Part of a curricular learning community (Shakespeare: Page to Stage), this advanced acting course exposes the student to specific technical issues involved in acting in Shakespearean plays. The course will take
students through text analysis, consideration of verse drama, vocal issues specific to the form, as well as issues common to all dramatic performance. Students will perform a variety of scenes and monologues from a comedy, a tragedy and a history play. Prerequisites: THR 205 or permission of instructor. Corequisites: Students must also be enrolled in ENG 300, the section that is a part of this curricular learning community, or receive permission of the instructor.

THR 310 (FRN 310). Staging French Theatre (3).
See course description for FRN 310.

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 102, ENG 200/ENG 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 102, ENG 200/ENG 218 or permission of instructor.

THR 316. Design for Shakespeare (3).
This course is a part of a curricular learning community, Shakespeare: Page to Stage. By linking it to ENG 300, students will study three of Shakespeare’s works (a comedy, a tragedy and a history play) and apply what they are learning in both classes by designing theoretical settings for a variety of stages and historical time periods. Corequisites: Students must also be enrolled in ENG 300, the section that is a part of this curricular learning community, or receive permission of the 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 102, ENG 200/ENG 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 102, ENG 200/ENG 218.

THR 321 (ENG 321). Modern Irish Drama (3).
See course description for ENG 321.

THR 332 (PHL 332). Philosophy and the Theatre (3).
See course description for PHL 332.

See course description for PHL 333.

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 102.

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 102, ENG 200/ENG 218.

THR 369 (ENG 369/GWS 357). Modern European Drama (3).
A study of representative plays of European dramatists from the mid 19th century to the mid 20th century. Prerequisites: ENG 102, ENG 200/ENG 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 102, ENG 200/ENG 218.

THR 371 (CMM 380/ENG 371/GWS 351). Critical Approaches to Film (3).
See course description for ENG 371.
THR 372 (CMM 381/ENG 372). History of Film: Beginnings to 1940 (3).
See course description for ENG 372.

THR 373 (CMM 382/ENG 373). History of Film: 1940 to the Present (3).
See course description for ENG 373.

THR 374 (SPN 374). Latin American and U.S. Latino Theatre (3).

THR 380. Choreography Workshop (1).
Upon acceptance of application, student choreographers attend 15 hours of instructional workshop concurrent with choreography, rehearsal and performance of original work in student dance concert. May be repeated for up to three credits.

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 102, ENG 200/ENG 218.

THR 386 (ENG 386/CRW 386). Introduction to Playwriting (3).
See course description for CRW 386.

THR 389 (CRW 389/ENG 389). Writing the One Act Play (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 410. Career Development in the Theatre (1).
This course provides guidance in the creation of resumes and cover letters, design portfolios and audition techniques. The intention is to prepare students for the interview and audition process either for work in the profession or admission into graduate school. The class will meet for three hours on Saturdays: twice in the beginning of the semester, twice mid-semester and once at the end of the semester. This is a pass/fail course and may only be taken once for credit in either the junior or senior year.

THR 440. Theatre Context (4).
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. Three hours of lecture/discussion and one hour of workshop per week. Prerequisites: 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.

Articulation Programs

Articulatory Institution: Upstate Medical University
Through an articulation agreement presently under development with 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
Le Moyne Requirements for Three-Two Engineering Candidates*

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
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<td>Religious Studies</td>
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<td>English</td>
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<td>History</td>
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</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science (fulfilled by major requirements)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 105-106 Genral Physics for Scientists and Engineers (preferred)</td>
<td>6</td>
</tr>
<tr>
<td>or PHY 101-102 Non-Calculus General Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 103-104 Genral Physics Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 201 Fields and Waves</td>
<td>3</td>
</tr>
<tr>
<td>PHY 203 Foundations of Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 231 Fundamental Laboratory Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303 Classical Electromagnetic Theory</td>
<td>3</td>
</tr>
<tr>
<td>PHY 321 Analytical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331 Intermediate Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Physics Elective**</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.

**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 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

Three-Four Pre-Podiatry Program with the New York College of Podiatric Medicine

**Affiliated Institution:** The New York College of Podiatric Medicine

**Eligible Le Moyne Students:** Those who meet requirements and wish to pursue studies in podiatry.

**Degrees Awarded:** Bachelor's degree in biology from Le Moyne and Doctor of Podiatric Medicine from the New York College of Podiatric Medicine

**Length of Program:** Three years at Le Moyne and four years at the New York College of Podiatric Medicine

**Contact:** Chair of the Health Professions Advisory Committee

Three-Three Doctor of Physical Therapy Program with the State University of New York (SUNY) Upstate Medical University

**Affiliated Institution:** Upstate Medical University

**Eligible Le Moyne Students:** Those who meet requirements and wish to pursue studies in physical therapy

**Degrees Awarded:** Bachelor's degree (B.A.) in biology from Le Moyne and doctoral degree (D.P.T.) in physical therapy from Upstate Medical University

**Length of Program:** Three years at Le Moyne and three years at Upstate Medical University

**Contact:** Chair of the Health Professions Advisory Committee

Five Year Bachelor’s/Master’s Degree in Engineering Program

Le Moyne College and the L.C. Smith College of Engineering and Computer Science at Syracuse University are finalizing an agreement to establish a dual-degree program in which students may earn a bachelor's degree from Le Moyne and a master's degree in engineering from Syracuse University in as few as five years. A final agreement is expected, but not guaranteed, in the fall of 2007, and all details are contingent upon the status of that agreement.

It is anticipated that concentrations in aerospace, chemical, electrical, and mechanical engineering, as well as computer science and other fields of engineering, would be available. Students would complete their core courses and most of their prerequisite and introductory classes in engineering during their first three years at Le Moyne. They would finish the remaining courses required for the master's degree at Syracuse University during the fourth and fifth year of the program. (Specialty courses required for some fields of engineering may be completed at Syracuse University earlier in the program, and some courses necessary for graduation from Le Moyne may be completed in the fourth year.) Students would have the option of living on the Le Moyne campus through the fourth year of the program and graduating with their classmates.

If an agreement is finalized during the 2007-08 academic year, students who enter Le Moyne in the fall of 2007 and complete the necessary courses are expected to be able to participate in the program. For more information, consult the appropriate department chair.

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: Three 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 College of Medicine at the State University of New York (SUNY) 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

**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
Accounting

Chair: Dean Crawford
Associate Professors: Collins, Krause, Myers, Crawford
Assistant Professors: Havranek
Adjunct Faculty: 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, the financial sector, not-for-profit organizations and the government.

The 150-hour accounting program is registered with the New York State Department of Education and meets the educational requirements for admission to the C.P.A. 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 business with a major in accounting.
   Graduates from this program are eligible to sit for the C.P.A. examination in the state of New York until July 31, 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 50-hour program leading to the degree of B.S. in professional accountancy 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 business with a major in accounting, by completing the requirements of the four-year undergraduate program. After July 31, 2009 candidates must have completed the requirements of the 150-hour program for admission to the C.P.A. examination.

Four-Year Undergraduate Program

The four-year undergraduate program will lead to a Bachelor of Science in business with a major in accounting. Graduates of this program are eligible to sit for the C.P.A. 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.
### Requirements of the Four-Year Undergraduate Major

Students majoring in accounting are required to enroll in the following courses:

<table>
<thead>
<tr>
<th>Liberal Arts 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 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 (fulfilled by major requirements)</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management Core Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 201-202 Statistics I and II</td>
<td>6</td>
</tr>
<tr>
<td>ACT 201-202 Introductory Accounting</td>
<td>6</td>
</tr>
<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>AMA 301 Management Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRM 301 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301 Introduction to Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470 Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO113-114 Principles of Microeconomics and Macroeconomics</td>
<td>6</td>
</tr>
<tr>
<td>Cultural Requirement</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 301-302 Intermediate Accounting</td>
<td>8</td>
</tr>
<tr>
<td>ACT 303 Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACT 310 Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACT 401 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACT 405 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 228 Money, Credit and Banking</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151 Introduction to Information Processing I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 122-123 Introduction to Optimization Methods and Math for ACT majors</td>
<td>6</td>
</tr>
<tr>
<td>or MTH 145-146 Calculus I and II</td>
<td>8</td>
</tr>
</tbody>
</table>

| Accounting/Business electives*        | 3     |
| Electives                             |       |
| Liberal arts electives                | 3     |

*Note: Accounting/business electives may not be taken pass/fail. Students who graduate with a four-year degree before July 31, 2009, and who wish to take the C.P.A. exam should select a business law course, preferably LAW 310 Business Law for Accountants, as their accounting/business elective.

### Accounting Minor

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201-202 Introductory Accounting</td>
<td>6</td>
</tr>
<tr>
<td>or ACT 203-204 Financial and Managerial Accounting</td>
<td>6</td>
</tr>
<tr>
<td>ACT 301-302 Intermediate Accounting</td>
<td>8</td>
</tr>
<tr>
<td>Accounting elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Courses for minor credit may not be taken pass/fail.

### Typical Program for Accounting Majors*

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHIL 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>ECO 113</td>
<td>3</td>
<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>MTH 122</td>
<td>3</td>
<td>MTH 123</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT 201</td>
<td>3</td>
<td>ACT 202</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>PHIL 201</td>
<td>3</td>
</tr>
<tr>
<td>REL 200</td>
<td>3</td>
<td>LAW 200</td>
<td>3</td>
</tr>
<tr>
<td>STA 201</td>
<td>3</td>
<td>STA 202</td>
<td>3</td>
</tr>
<tr>
<td>ECO 228</td>
<td>3</td>
<td>MIS 201</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 300</td>
<td>3</td>
<td>PHIL 300</td>
<td>3</td>
</tr>
<tr>
<td>ACT 301</td>
<td>4</td>
<td>ACT 302</td>
<td>4</td>
</tr>
<tr>
<td>ACT 303</td>
<td>3</td>
<td>ACT 310</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301</td>
<td>3</td>
<td>REL 300</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
<td>Cultural Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>3</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>BUS / ACT Elective</td>
<td>3</td>
<td>BUS 470</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301</td>
<td>3</td>
<td>MGT 301</td>
<td>3</td>
</tr>
<tr>
<td>AMA 301</td>
<td>3</td>
<td>HRM 301</td>
<td>3</td>
</tr>
<tr>
<td>ACT 401</td>
<td>3</td>
<td>ACT 405</td>
<td>3</td>
</tr>
</tbody>
</table>

*Note: Accounting/business electives may not be taken pass/fail.
* 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.

## 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 C.P.A. examination after July 3, 2009. Students must be admitted into the MBA program by the end of the second semester of their junior year.

## 150-Hour Curriculum

### Undergraduate Courses

<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>
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<tr>
<td>Philosophy or Religious Studies Seminar</td>
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</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar (ENG 403 is suggested)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (fulfilled by major requirements)</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201-202 Introductory Accounting</td>
<td>6</td>
</tr>
<tr>
<td>ACT 301-302 Intermediate Accounting</td>
<td>8</td>
</tr>
<tr>
<td>ACT 303 Cost Accounting</td>
<td>3</td>
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<tr>
<td>ACT 310 Federal Income Tax</td>
<td>3</td>
</tr>
<tr>
<td>ACT 401 Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACT 405 Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACT 406 Advanced Auditing</td>
<td>3</td>
</tr>
<tr>
<td>ACT 470 Accounting Theory and Research</td>
<td>3</td>
</tr>
<tr>
<td>One of the following accounting courses</td>
<td>3</td>
</tr>
<tr>
<td>ACT 304 Advanced Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>ACT 390-399 Independent Study</td>
<td></td>
</tr>
<tr>
<td>ACT 410 Advanced Federal Income Tax I</td>
<td></td>
</tr>
<tr>
<td>ACT 420 Advanced Federal Income Tax II</td>
<td></td>
</tr>
<tr>
<td>ACT 480-489 Special Topics in Accounting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 228 Money, Credit and Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>STA 201-202 Business Applications of Statistics</td>
<td>6</td>
</tr>
</tbody>
</table>

### Electives

- Liberal arts electives                  | 6  
- Free electives                          | 3  

* 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.

### MBA Courses

#### Foundation Courses

- Because these requirements are satisfied by the undergraduate curriculum, foundation courses will be waived.

  * If ENG 403 is not completed at the undergraduate level, BUS 501 is required at the graduate level, adding 3 hours to the MBA degree.

### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 601 Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUS 602 Environmental Influences in Business</td>
<td>3</td>
</tr>
<tr>
<td>ECO 601 International Economics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 601 Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 601 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 601 Organizational Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MIS 601 Information Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MKT 601 Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>OPM 601 Operations Management</td>
<td>3</td>
</tr>
</tbody>
</table>

### Elective Courses

Choose two from MBA Elective Courses list (pg. 247)

### Capstone Course

| BUS 750 Strategic Management               | 3     |
## Courses

No prerequisite(s) 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

### Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHL 101</td>
<td>3</td>
</tr>
<tr>
<td>MTH 122/145</td>
<td>3</td>
<td>MTH 123/146</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>ECO 113</td>
<td>3</td>
<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>CSC 151</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201</td>
<td>3</td>
<td>ACT 202</td>
<td>3</td>
</tr>
<tr>
<td>STA 201</td>
<td>3</td>
<td>STA 202</td>
<td>3</td>
</tr>
<tr>
<td>PHL 201/REL 200</td>
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<td>LAW 200</td>
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<tr>
<td>ECO 228</td>
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### Junior Year

<table>
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<th>Course</th>
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<td>ACT 303</td>
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<td>ACT 310</td>
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<td>ENG 300</td>
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### Senior Year

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<td>ACT 401</td>
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<td>ACT 470</td>
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<td>ACT 405</td>
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<td>ACT 406</td>
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<tr>
<td>MGT 601</td>
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<td>OPM 601</td>
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<tr>
<td>BUS 602</td>
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<td>MKT 601</td>
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### Fifth Year

<table>
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<th>Course</th>
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<td>FIN 601</td>
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<td>BUS 601</td>
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<td>HRM 601</td>
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<td>MBA Elective</td>
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<td>ACT Elective</td>
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<td>Free Elective**</td>
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<td>BUS 750</td>
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</table>

*ENG 403 recommended

** or BUS 501 if not ENG 403
Division of Management

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. Prerequisites: ACT 303.

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.

See course description for MIS 350.

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.

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.

Provides instruction by application of federal tax laws to incomes of corporations. Tax returns are prepared. Emphasizes research and analysis. Prerequisite: ACT 310.

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 & 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 481-489. 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.
Applied Management Analysis (A.M.A.), often referred to as management science or operations research (OR), is marketed as the “Science of Better” and is defined as: The discipline of applying advanced analytical methods to help make better decisions.

The major introduces students to quantitative modeling and analysis. Courses include applications from different disciplines of business including finance, marketing, information systems, and operations. The discipline focuses on diagnosing and solving business problems based on quantitative analysis. Modeling methods and techniques are introduced in the context of specific business situations and provide hands-on real world experience in the art of modeling.

Beyond the introductory course, there are five required courses for the major—AMA 350: Applied Forecasting Analysis, AMA 420: Strategic Management Analysis, AMA 410: Supply Chain Analysis, AMA 430: Simulation and Risk Analysis, and an analysis elective from the following list: MIS 375 Systems Analysis, FIN 365 Financial Institutions and Capital Markets, MKT 320 Transportation or ECO 325 Econometrics.

Because of the interdisciplinary nature of the major, most students pair the A.M.A. major with a second major, specifically marketing and finance. With the permission of the department chair, some of the required courses in the A.M.A. major can count toward the requirement of marketing or finance majors and vice versa.

Students majoring in A.M.A. are required to enroll in the following courses:

**Liberal Arts Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Philosophy</td>
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<td>Religious Studies</td>
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<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>History</td>
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<th>Course</th>
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<tr>
<td>English or History Seminar</td>
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<td>Social Science (fulfilled by major requirements)</td>
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**Management Core Requirements**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>STA 201-202 Statistics I and II</td>
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<tr>
<td>ACT 203-204 Introductory Accounting</td>
<td>6</td>
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<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
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<tr>
<td>MKT 301 Principles of Marketing</td>
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<td>AMA 301 Management Analysis</td>
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<td>FIN 301 Managerial Finance</td>
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<td>HRM 301 Human Resource Management</td>
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<td>MGT 301 Introduction to Organization and Management</td>
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<td>BUS 470 Business Policy</td>
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<td>ECO113-114 Principles of Microeconomics and Macroeconomics</td>
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**Major Requirements**

<table>
<thead>
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<td>AMA 410 Supply Chain Analysis</td>
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<td>AMA 420 Strategic Management Analysis</td>
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<td>AMA 430 Simulation and Risk Analysis</td>
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<td>Analysis Elective</td>
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<td>CSC 151 Introduction to Information Processing I</td>
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<td>MTH 120 Mathematics for Business</td>
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**Electives**

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<tr>
<td>Electives</td>
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**A.M.A. Major with a Concentration in Information Systems**

A.M.A. majors interested in completing an IS concentration need to complete the following IS concentration courses.

**IS Concentration Courses for A.M.A. Majors**

MIS 375*, MIS 455, MIS 480

Students may use their free electives toward the IS concentration.

* A.M.A. students who take MIS 375 as an analysis elective will need an additional MIS elective to fulfill the IS concentration requirements
### Typical Program for A.M.A. Majors

<table>
<thead>
<tr>
<th></th>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<td><strong>Freshman Year</strong></td>
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<tr>
<td>ENG 102</td>
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<td>MTH 120</td>
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<td>STA 201</td>
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<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<td>ACT 203</td>
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<td>Senior Seminar</td>
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<td>BUS 470</td>
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<td>AMA 430</td>
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### Applied Management Analysis Courses

*No prerequisite(s) required unless noted.*

**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 an 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 & Risk Analysis (3).**

This course is designed to provide students with a basic understanding of concepts of simulation and 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.

AMA 481-489. Special Topics in Applied Management Analysis (3).

Courses in this series offer an in-depth exploration of specific issues within the field of applied management analysis, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.

Statistics Courses

No prerequisite(s) required unless noted.

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.

Finance

Program Director: Chongyoul Kim
Professor: Consler
Associate Professor: Kim
Assistant Professors: Qian

Finance is the study of the allocation of financial (scarce) resources to maximize their utilities. Since the allocation is subject to uncertainties, tools and skills are employed to weigh the costs and benefits of the decisions. If you were to start your business, what type of questions do you need to ask yourself?

- What products to produce or sell? What kind of buildings, furniture, machines to buy?
- How to finance (to get the money)? Should I borrow or take partners?
- How to manage daily activities, collect from customers and pay suppliers?

These are some of the most important questions you need to answer, and they are related to the management of money. Career opportunities for those who have studied finance are divided into four related areas: corporate finance, investment, money and capital markets, and international finance.

- **Corporate finance**: Financial managers deal with plant expansions, securities issuing and decision on credit terms. Positions will be at banks, other financial institutions, industrial and retail firms, hospitals, schools and governments.
- **Investments**: Finance graduates who go into investments usually work for a brokerage firm (security analyst), bank, mutual fund, insurance company (portfolio management), consulting firm, pension fund or investment bank.
- **Money and Capital Markets**: Graduates in this area work for financial institutions, including banks, insurance firms, mutual funds or investment banks (valuation, regulatory environments, people skills)
- **International Finance**: At this time of accelerating globalization, the graduates who focus on international finance, when equipped with foreign language proficiency, will be offered very attractive positions with multinational corporations, foreign financial institutions, foreign and international organizations such as the IMF, World Bank and UN.

The goal of finance will continue to be value maximization, and two emerging trends will become increasingly important: the globalization of business (security analyst) and the use of information technology.

Students majoring in finance are required to enroll in the following courses:

<table>
<thead>
<tr>
<th>Liberal Arts 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>
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<tr>
<td>Philosophy or Religious Studies Seminar</td>
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<td>English</td>
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<td>History</td>
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<td>English or History Seminar</td>
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<td>Social Science (fulfilled by major requirements)</td>
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<td>Natural Science</td>
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<table>
<thead>
<tr>
<th>Management Core Requirements</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>STA 201-202 Statistics I and II</td>
<td>6</td>
</tr>
<tr>
<td>ACT 203-204 Introductory Accounting</td>
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<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
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<tr>
<td>MGT 301 Introduction to Organization and Management</td>
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<td>BUS 470 Business Policy</td>
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</table>
ECO 113-114 Principles of Microeconomics and Macroeconomics 6  
Cultural Requirement 3

**Major Requirements**

FIN 365 Financial Institutions and Capital Markets 3  
FIN 401 Investments 3  
Fin 499 Cases in Managerial Finance 3  
FIN Electives 6

(any two courses from FIN 360, FIN 402, FIN 450, FIN 455)

CSC 151 Introduction to Information Processing I 3  
MTH 120 Mathematics for Business 3

**Electives**

Liberal Arts Electives 6  
Electives 9

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**Finance Major with a Concentration in Information Systems**

Finance majors interested in completing an IS concentration need to complete the following IS concentration courses.

**IS Concentration Courses for Finance Majors**

MIS 415, MIS 465, 1MIS/CSC/CMM elective  
Students may use their free electives toward the IS concentration.

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**Typical Program for Finance Majors**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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| Sophomore Year      |       |                      |       |
| ACT 203             | 3     | ACT 204              | 3     |
| ENG 200             | 3     | REL 200              | 3     |
| PHIL 201            | 3     | LAW 200              | 3     |
| MIS 201             | 3     | AMA 301              | 3     |
| Natural Science     | 3     | Cultural Elective    | 3     |

| Junior Year         |       |                      |       |
| ENG 300             | 3     | PHIL 300             | 3     |
| MKT 301             | 3     | REL 300              | 3     |
| HRM 301             | 3     | MGT 301              | 3     |
| FIN 301             | 3     | FIN 365              | 3     |
| Liberal Arts Elective | 3     | FIN Elective         | 3     |

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**Senior Year**

| Senior Year | Hours | Senior Seminar | 3 |
| BUS 470     | 3     | FIN 499       | 3 |
| FIN 401     | 3     | Liberal Arts Elective | 3 |
| FIN Elective | 3  | Elective      | 3 |

---

**Courses**

No prerequisite(s) required unless noted.

**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 or ACT 201; STA 201; ECO 113-114.

**FIN 302 (ECO 228). Money, Credit & 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.
Division of Management

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 are 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.

A study of international financial markets where different currencies are used by international institutions, such as multinational 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 481-489. Special Topics in Finance (3).
Courses in this series offer an in-depth exploration of specific issues within the field of finance, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the 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 or corequisites: FIN 365, FIN 401 and senior standing. Business and accounting majors only.

Industrial Relations and Human Resource Management

Chair: LaVerne Hairston Higgins
Professors: Karper
Associate Professor: Higgins
Adjunct Faculty: Brogan, Carney, Farruggio, Mazza, Mangino, Tracy

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 business 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, many pursue advanced degrees in industrial relations, human resources and business administration programs, as well as law schools.

Students majoring in industrial relations and human resource management are required to enroll in the following courses:

**Liberal Arts 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 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 (fulfilled by major requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Management Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 201-202 Statistics I and II</td>
<td>6</td>
</tr>
<tr>
<td>ACT 203-204 Introductory Accounting</td>
<td>6</td>
</tr>
<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301 Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>AMA 301 Management Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 301 Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>HRM 301 Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301 Introduction to Organization and Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470 Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO113-114 Principles of Microeconomics and Macroeconomics</td>
<td>6</td>
</tr>
<tr>
<td>Cultural Requirement (fulfilled by major requirement)</td>
<td>3</td>
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</table>

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRL 301 Labor Relations Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 303 Compensation and Performance Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>HST 320/IRL 201 History of American Labor and Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 313 Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>HRM 304 Personnel Planning and Selection</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IRL 401 Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>IRL/HRM International Elective</td>
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<tr>
<td>Major Elective</td>
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**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>3-6</td>
</tr>
</tbody>
</table>

### Industrial Relations and Human Resource Management Major

**with a Concentration in Information Systems**

Industrial Relations and Human Resource Management majors interested in completing an IS concentration need to complete the following IS concentration courses.

**IS Concentration Courses for IR/HRM Majors**

- MIS 413
- MIS 455
- 1 MIS/CSC/CMM elective

Students may use their major electives toward the IS concentration.

### Industrial Relations and Human Resource Management Minor

The Division of Management offers a minor in industrial relations and human resource management 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 Majors

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 102</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
</tr>
<tr>
<td>LAW 200</td>
<td>3</td>
</tr>
<tr>
<td>STA 201</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
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</table>

**Second Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 101</td>
<td>3</td>
</tr>
<tr>
<td>HST 102/104</td>
<td>3</td>
</tr>
<tr>
<td>MIS 201</td>
<td>3</td>
</tr>
<tr>
<td>STA 202</td>
<td>3</td>
</tr>
<tr>
<td>REL 200</td>
<td>3</td>
</tr>
</tbody>
</table>

**Freshman Year**

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACT 203</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
</tr>
<tr>
<td>MGT 301</td>
<td>3</td>
</tr>
<tr>
<td>ECO 113</td>
<td>3</td>
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<tr>
<td>HST 320</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACT 204</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>3</td>
</tr>
<tr>
<td>HRM 301</td>
<td>3</td>
</tr>
<tr>
<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>IRL 301</td>
<td>3</td>
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</tbody>
</table>
Division of Management

### Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 300</td>
<td>3</td>
</tr>
<tr>
<td>HRM 303</td>
<td>3</td>
</tr>
<tr>
<td>ECO 313</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts/Cultural Elective</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 300</td>
<td>3</td>
</tr>
<tr>
<td>REL 300</td>
<td>3</td>
</tr>
<tr>
<td>HRM 304</td>
<td>3</td>
</tr>
<tr>
<td>IRL/HRM Elective</td>
<td>3</td>
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<tr>
<td>AMA 301</td>
<td>3</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Senior Seminar</td>
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</tr>
<tr>
<td>FIN 301</td>
<td>3</td>
</tr>
<tr>
<td>IRL/HRM International Elective</td>
<td>3</td>
</tr>
<tr>
<td>IRL 401</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IRL/HRM Elective</td>
<td>3</td>
</tr>
<tr>
<td>IRL/HRM Elective</td>
<td>3</td>
</tr>
<tr>
<td>BUS 470</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Courses

**No prerequisite(s) required unless noted.**

**IRL 101. Work & 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. 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 (GWS 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.

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 30.

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 and Human Resource Management Internship (1-6).
Human Resource Management Courses

No prerequisite(s) required unless noted.

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.

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.

This course explores the myths and knowledge about workplace diversity. The impact of culture, socialization and economic movements is 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: GWS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 331 (GWS 331). 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: GWS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 333 (GWS 333). Women and Work (1).
An advanced course in 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: GWS 101 or PSY 101, at least junior standing or permission of instructor. Prerequisites or corequisites: HRM 301 or MGT 305.

HRM 370-479. Special Topics in Human Resource Management (1-3).
These courses designate special interest topics offered on an occasional basis to meet student and faculty interests.

HRM 380 (PGS 380). 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 organizational dynamics and behaviors central
to human resource processes will be developed through consideration of special topics 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 organizational problems. Prerequisites or corequisites: HRM 301 or MGT 450 or PSC 361 or BUS 400 or permission of the instructor and at least junior standing.


This course explores the cultural foundations of the Japanese business system. The roles played by religion and by the government are given particular attention. The reasons for the success of Japanese management are investigated and the possibility of applying its precepts in other settings is discussed. Prerequisites: HRM 301 or JPN 101 or permission of the instructor.

Information Systems

Program Director: Martha Grabowski

Professor: Grabowski

Associate Professor: Lin, Coskun

Assistant Professors: Woo

Adjunct Faculty: Krudys, Low, Sharpsten, Sweeney, Walsh

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 interests 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 employer needs and interests, Le Moyne offers several different offerings in information systems:

- Management Information Systems (M.I.S.) minor for students majoring in subjects other than business administration. For instance, a B.A., communications with a minor in management information systems,
- B.S., business administration, information systems major, or
- A concentration in information systems for B.S., business administration students with majors in finance, marketing, leadership, applied management analysis, or industrial relations/human resource management. For instance, a leadership major with a concentration in information systems; a marketing major with a concentration in information systems; or an industrial relations/human resource management major with a concentration in information systems.

Each of these programs and degrees provides differing levels of background and experience with information systems. Students with a major other than business administration who are interested in a basic level of familiarity with information systems can pursue an M.I.S. 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 business administration, information systems major. Students interested in combining an interest in business administration with an interest in information systems may pursue applied management analysis, marketing, leadership, finance, or IR/HRM majors with a concentration in 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.

Students majoring in information systems 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.

Management Information Systems (M.I.S.) Minor

Students who wish to pursue a minor in management information systems must have a major other than business administration.

Students pursuing a minor in management information systems must complete the following course requirements:

- MIS 201
- MIS 375
- MIS 480
- MIS 455 or MIS 465

Information Systems Major

Students majoring in information systems are required to enroll in the following courses:

<table>
<thead>
<tr>
<th>Liberal Arts 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>
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<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>
</tbody>
</table>
Information Systems Concentration

Students majoring in finance, leadership, marketing, applied management analysis or industrial relations/human resource management may pursue a concentration in information systems.

Information systems concentrations are clusters of courses organized around the student’s major, designed to enhance their knowledge of the use of information systems within one or more disciplines.

Students majoring in finance, leadership, marketing, applied management analysis or industrial relations/human resource management with a concentration in information systems are required to enroll in the following information systems courses:

Accounting major/IS concentration:
MIS 350, MIS 375 or MIS 480, MIS 415

Applied Management Analysis major/IS concentration:
MIS 375, MIS 455, MIS 480. A.M.A. students who use MIS 375 as an analysis elective will be required to take an additional MIS elective.

Finance majors/IS concentration:
MIS 455, MIS 465, 1 MIS/CSC elective

Industrial Relations/Human Resource Management major/IS concentration:
MIS 415, MIS 455 and one MIS/CSC/CMM elective.

Leadership major/IS concentration:
MIS 415, MIS 455, 1 MIS/CSC/CMM elective

Marketing majors/IS concentration:
MIS 415, MIS 455, 1 MIS/CSC/CMM elective

Typical Program for an Information Systems Major

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ENG 102</td>
<td>3</td>
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<tr>
<td>ECO 113</td>
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<td>ECO 114</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120</td>
<td>3</td>
<td>Programming Course or one MIS/CSC/CMM elective</td>
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<tr>
<td>MIS 201</td>
<td>3</td>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>HST 101/103</td>
<td>3</td>
<td>HST 102/104</td>
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</tr>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<tr>
<td>ACT 203</td>
<td>3</td>
<td>ACT 204</td>
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<tr>
<td>STA 201</td>
<td>3</td>
<td>STA 202</td>
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<tr>
<td>PHL 201</td>
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<td>REL 200</td>
<td>3</td>
</tr>
<tr>
<td>ENG 200</td>
<td>3</td>
<td>MIS 480</td>
<td>3</td>
</tr>
<tr>
<td>MIS 375</td>
<td>3</td>
<td>LAW 200</td>
<td>3</td>
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</tbody>
</table>

* Programming courses are to be chosen from the following course offerings, or other programming courses approved by the program director:
  - MIS 325 Programming in Java
  - MIS 335 Client Side Web Application and Development
  - MIS 385 Programming in Visual Basic
  - 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
**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 301</td>
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<tr>
<td>FIN 301</td>
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<tr>
<td>REL 300</td>
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<tr>
<td>ENG 300</td>
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</tr>
<tr>
<td>Elective (Internship)</td>
<td>3</td>
</tr>
<tr>
<td>PHL 301/302/303</td>
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<tr>
<td>Cultural Elective</td>
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<tr>
<td>Liberal Arts Elective</td>
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**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG/HST Seminar</td>
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<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301</td>
<td>3</td>
</tr>
<tr>
<td>MIS 465 or MIS 425 or one MIS/CSC/CMM elective</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Courses**

No prerequisite(s) required unless noted.

**MIS 201.** 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 in an increasingly global logistics world. Students will develop familiarity with the principles of information systems as well as hands-on experience with a variety of information systems tools, techniques and models of methods.

**MIS 325.** 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. Prerequisite: MIS 201.

**MIS 335.** Client Side Web Application 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 201, one programming course.

**MIS 350 (ACT 350).** Accounting Information Systems (3).

This course will examine the design, control and operation of accounting information systems with a strong emphasis on integration. The course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, databases and enterprise systems. Understanding and appreciation of accounting information systems is critical to successfully managing, auditing and developing systems to support today’s evolving business environment. This course offers a focused look at accounting information systems as part of enterprise resource planning systems, with a focus on SAP another comparable enterprise systems to demonstrate concepts. Prerequisites MIS 201 and ACT 201, ACT 202 or ACT 203, ACT 204.

**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 201.

**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 201.

**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
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.


This course introduces the subject of knowledge management from the perspective of business management. It emphasizes how information technology can be used to facilitate the process of managing and creating knowledge in large and small organizations. Students will explore theoretical and technological foundations of knowledge management, as well as different knowledge management systems, including knowledge capture, knowledge sharing and knowledge application systems. Prerequisite: MIS 201.


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. Prerequisite: MIS 201; Prerequisite or corequisite: MIS 375 or permission of instructor. Offered as an alternative requirement to MIS 465 or to one programming course.

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 in global organizations 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 201, MIS 375. Recommended: MIS 480.

MIS 465. Electronic Business (3).

Electronic business 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 business and learn how to successfully develop an electronic business plan. The course focuses on the infrastructures of electronic business, including e-business technologies, strategies, capital, media and public policy. Students will explore electronic business design from the front and back end, taking a dynamic business environment into account. The front end focuses on customer relationship management, including market analysis, brand name building and interface issues. The back end focuses on business process re-engineering and various capital management techniques. Issues in the business environment, including media and public policy, will be explored. Prerequisite: MIS 201. Offered as an alternative requirement to MIS 425 or to one programming course.

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 201, 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 201, 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.

Management and Leadership

Program Director: Dennis O’Connor
Professor: Arogyaswamy
Associate Professors: O’Connor, Orne
Assistant Professor: Lee

The mission of the management and leadership major in business administration is to prepare young students for both the people and leadership challenges inherent in modern organizations. We believe that leadership is primarily an art, rather than a science, and involves the exercise of substantial judgment, creativity, and style. Educating leaders requires significant attention to both general principles and theories, and the development of the individual. This development includes building interpersonal and small group skills, gaining awareness of one’s strengths, weaknesses, and values, and becoming motivated to learn continuously from experience.

Each offering in the leadership major is designed to address the issues of leadership, ethics, system dynamics, and cultural diversity as it focuses on its primary content area. Additionally, to build the behavioral competencies central to leadership, the courses in this major will employ a variety of engaging and interactive activities including case studies, role plays, simulations, group projects and presentations, and class discussions. Students may choose any five of the approved electives. The list of BUS/MGT electives includes: BUS 400 International Business, MGT 310 Entrepreneurship, MGT 450 Personal and Interpersonal Dimensions of Leadership, MGT 451 Group Skills and Team Leadership, MGT 452 Organizational Development, MGT 455 Leadership: Classic Perspective From Literature and Film, MGT 457 Managing Multicultural Connections, SOC 403 Group Dynamics.

Finally, it is our view that students’ growth as leaders does not begin, nor does it end at Le Moyne College; the seeds were planted long ago and their maturity will occur decades after college. Our transitional role is to create a context where students can safely acquire the requisite theory, values, skills and sense of self that will sustain their specific leadership journeys.

Students majoring in management and leadership are required to enroll in the following courses:

<table>
<thead>
<tr>
<th>Liberal Arts 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 Religious Studies Seminar</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
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<td>History</td>
<td>6</td>
</tr>
<tr>
<td>English or History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (fulfilled by major requirements)</td>
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<tr>
<td>Natural Science</td>
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<table>
<thead>
<tr>
<th>Management Core Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 201-202 Statistics I and II</td>
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</tr>
<tr>
<td>ACT 203-204 Introductory Accounting</td>
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</tr>
<tr>
<td>LAW 200 Legal Environment of Business</td>
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</tr>
<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
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<tr>
<td>MKT 301 Principles of Marketing</td>
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<td>AMA 301 Management Analysis</td>
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<td>FIN 301 Managerial Finance</td>
<td>3</td>
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<tr>
<td>HRM 301 Human Resource Management</td>
<td>3</td>
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</tbody>
</table>
Management and Leadership Major

Management and Leadership majors interested in completing an IS concentration need to complete the following IS concentration courses.

IS Concentration Courses for Leadership Majors
MIS 415, MIS 455, 1MIS/CSC/CMM elective
Students may use their free electives toward the IS concentration.

Business Administration Minor

The business administration minor is offered to students whose major is 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.

A minor in business administration requires the completion of the following courses for a letter grade.

ECO 113 or ECO 114
STA 201 or MIS 201
LAW 200

Business Courses

No prerequisite(s) required unless noted.

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. It will be kept on file in the office of the dean of management. Ten hours work per week for each credit. Hours and credit to be determined by the student and department chair.

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 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.

BUS 481-489. 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.

Management Courses

No prerequisite(s) required unless noted.

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 & 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 481-489. Special Topics in Management and Leadership (3).
Courses in this series offer an in-depth exploration of specific issues with the field of management and leadership, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.

Marketing
Program Director and Business Administration Chair: David L. Moore
Professors: Considine, Elmer, Donnelly, Arno
Associate Professor: Moore
Adjunct Faculty: Ristau, Snepinger

Marketing is a vital link between the organization and the consumer. Every company must serve customer needs—create customer satisfaction—to succeed. Rapidly changing business landscapes create new challenges for companies, whether they are giant multinational firms or small boutiques, profit-oriented or not-for-profit. Marketing strategies provide the tools by which firms identify and analyze customers’ needs and then inform these customers about how the company can meet these needs.

The marketing major is centered on two required courses beyond the introductory course: MKT 401: Marketing Research and MKT 402: Marketing Management. Students in these two courses work on a yearlong marketing research project for a local organization. During this period, students will meet with a representative(s) of the firm to first help identify the information that will enable the organization to more effectively make strategic decisions. The students will develop a questionnaire to address the pre-identified information needs and then collect and analyze the data. Finally, the students will make a presentation to the organization and present their findings and recommendations. This year-long project has been well-received by the business community and is an excellent “hands-on” experience for the students.

Beyond the two required courses, a marketing major student must select three more electives. Possible offerings include MKT 310 Advertising, MKT 320 Transportation and Distribution Management, MKT 403 Sales Force Management, MKT 405 Sports Marketing, MKT 425 Industrial Marketing, and MKT 430 Consumer Behavior. Another possibility would be for the student to obtain an internship in a marketing-related position and use BUS 490 Business Internship as one of the electives. Internships are strongly encouraged as they provide excellent real-world experience and also help enhance the student’s resume.

Marketing major graduates will be prepared for broad and promising career options, which might include advertising and promotion management, business-to-business marketing, consumer marketing management, marketing research, new product development, retailing and wholesaling, sales management, sports marketing, or transportation and logistics.
Students majoring in marketing are required to enroll in the following courses:

**Liberal Arts Core Requirements**

<table>
<thead>
<tr>
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<th>Hours</th>
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<tbody>
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**Management Core Requirements**

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<tr>
<td>MGT 301 Introduction to Organization and Management</td>
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<tr>
<td>BUS 470 Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECO113-114 Principles of Microeconomics and Macroeconomics</td>
<td>6</td>
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<td>Cultural Requirement</td>
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**Major Requirements**

<table>
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<th>Course</th>
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<tr>
<td>MKT 401 Marketing Research</td>
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<tr>
<td>MKT 402 Marketing Management</td>
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<tr>
<td>MKT Electives</td>
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</tr>
<tr>
<td>CSC 151 Introduction to Information Processing I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 120 Mathematics for Business</td>
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</table>

**Electives**

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
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</tbody>
</table>

**Typical Program for Marketing Majors**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><em>Freshman Year</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHIL 101</td>
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<td>HST 101/103</td>
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<td>HST 102/104</td>
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<tr>
<td>ECO 113</td>
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<td>ECO 114</td>
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<td>CSC 151</td>
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<td>MTH 120</td>
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<td>STA 201</td>
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<td>STA 202</td>
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<tr>
<td>AVS 101 (not applicable to transfer students)</td>
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</tr>
</tbody>
</table>

| *Sophomore Year* |       |                 |       |
| ACT 203         | 3     | ACT 204         | 3     |
| ENG 200         | 3     | PHIL 201        | 3     |
| REL 200         | 3     | LAW 200         | 3     |
| MIS 201         | 3     | AMA 301         | 3     |
| Natural Science | 3     | MKT 301         | 3     |

| *Junior Year* |       |                 |       |
| ENG 300        | 3     | PHIL 300        | 3     |
| FIN 301        | 3     | REL 300         | 3     |
| HRM 301        | 3     | MKT Elective    | 3     |
| MGT 301        | 3     | Cultural Elective | 3 |
| MKT Elective   | 3     | Liberal Arts Elective | 3 |

| *Senior Year* |       |                 |       |
| Senior Seminar | 3     | Senior Seminar  | 3     |
| BUS 470       | 3     | MKT Elective    | 3     |
| MKT 401       | 3     | MKT 402         | 3     |
| Liberal Arts Elective | 3 | Elective | 3 |
| Elective      | 3     | Elective        | 3     |

**Marketing Major with a Concentration in Information Systems**

Marketing majors interested in completing an IS concentration need to complete the following IS concentration courses.

**IS Concentration Courses for Marketing Majors**

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>MIS 415, MIS 455, 1MIS/CSC/CMM elective</td>
<td></td>
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</tbody>
</table>

Students may use their free electives toward the IS concentration.

**Courses**

*No prerequisite(s) required unless noted.*

**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, organizing, 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 406. Nonprofit Marketing (3).
This course explores the role of marketing strategy used by nonprofit organizations. While the number of nonprofits continues to grow, many face significant declines in traditional sources of revenue, dramatic changes in their customer mix, and bold new competition. Many non-profits need help in rethinking where they are going and what broad strategies they should be using to get there. Marketing strategy is quickly becoming the most critical discipline needed by nonprofit organizations. Prerequisite: 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 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.

MKT 481-489. Special Topics in Marketing (3).
Courses in this series offer an in-depth exploration of specific issues within the field of marketing, as well as topics of current interest to instructors and students. Prerequisites: junior or senior standing or permission of the instructor.

Law Courses

No prerequisite(s) required unless noted.

LAW 200. Legal Environment of Business (3).
This course provides an introduction to the various ways in which laws and the legal system effect the conduct of business. Students will be encouraged to use their understanding of law and the legal system as a tool in ethical business decision-making. Some reference to the impact of law in the international sphere will be included.

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.

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 U.S. 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.

Students minoring in business administration are required to complete the following courses and their prerequisites for a letter grade.

<table>
<thead>
<tr>
<th>Minor Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 113 Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 114 Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>STA 201 Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MIS 201 Introduction to Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>LAW 200 Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>ACT 201 Introductory Accounting</td>
<td>3</td>
</tr>
<tr>
<td>or ACT 203 Financial Accounting</td>
<td>3</td>
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</tbody>
</table>

One of the following:

- MKT 301 Principles of Marketing | 3
- MGT 301 Introduction to Organization and Management | 3
- FIN 301 Managerial Finance* | 3
- HRM 301 Human Resource Management | 3
- AMA 301 Management Analysis | 3

*Students who choose FIN 301 need to also have completed the second of the ECO 113/ECO 114 sequence.

**Business Administration Minor**
The division 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 pro-
The Interdisciplinary Programs at Le Moyne College offer students the opportunity to earn a Bachelor of Science degree with majors in biochemistry and general science and a Bachelor of Arts degree with a major in peace and global studies. In addition, students may choose to minor in peace and global studies, urban and regional studies, and gender and women’s studies. Also through the Interdisciplinary Programs, students may take library courses and courses at the Syracuse Consortium for Culture and Medicine and participate in the College’s Integral Honors Program.

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 these two disciplines. 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 in public health policy or patent or environmental law.

The director of the major is the chair of chemistry and physics; however, because of the interdisciplinary nature of the program, curricular oversight is shared with the Department of Biological Sciences.

Biochemistry Major B.S.
132 Credits

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

Major Requirements

<table>
<thead>
<tr>
<th>Biology</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIO 191-192 General Biology</td>
<td>8</td>
</tr>
<tr>
<td>BIO 218 Cell and Molecular Biology</td>
<td>4</td>
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<tr>
<td>BIO 418 Advanced Molecular Biology</td>
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<table>
<thead>
<tr>
<th>Chemistry</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CHM 151-152 Chemical Principles</td>
<td>8</td>
</tr>
<tr>
<td>CHM 223-224 Organic Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CHM 312 Instrumental Analysis</td>
<td>4</td>
</tr>
<tr>
<td>CHM 327 &amp; 331 Physical Chemistry I &amp; lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 460-461 &amp; 462 Biochemistry I + II &amp; lab</td>
<td>7</td>
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</tbody>
</table>

Two semesters of a foreign language are strongly recommended.

Biology/Chemistry Electives

Four additional courses from among the following, at least three of which must be lab courses, marked by an asterisk (15-16 credits)

BIO 225 Poisoning of a Planet 3
### Typical Program for Biochemistry Major: B.S.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<tr>
<td>ENG 102</td>
<td>3</td>
<td>PHL 101</td>
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<tr>
<td>HST 101/103</td>
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<td>HST 102/104</td>
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<tr>
<td>BIO 191</td>
<td>4</td>
<td>BIO 192</td>
<td>4</td>
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<tr>
<td>CHM 151</td>
<td>4</td>
<td>CHM 152</td>
<td>4</td>
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<tr>
<td>MTH 111</td>
<td>4</td>
<td>Social Science</td>
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<tr>
<td><strong>Sophomore Year</strong></td>
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<tr>
<td>ENG 200/PHL 201</td>
<td>3</td>
<td>PHL 201/ENG 200</td>
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<tr>
<td>PHY 101 &amp; 103</td>
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<td>REL 200</td>
<td>3</td>
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<tr>
<td>BIO 218</td>
<td>4</td>
<td>PHY 102 &amp; 104</td>
<td>4</td>
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<tr>
<td>CHM 223</td>
<td>4</td>
<td>CHM 224</td>
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<td>MTH 145</td>
<td>4</td>
<td>MTH 146</td>
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<td><strong>Junior Year</strong></td>
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<tr>
<td>ENG 300</td>
<td>3</td>
<td>PHL 301-303</td>
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<tr>
<td>BIO/CHM Elective</td>
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<td>REL 300-399</td>
<td>3</td>
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<tr>
<td>CHM 460 &amp; 462</td>
<td>4</td>
<td>BIO 418/CHM 312</td>
<td>4</td>
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<tr>
<td>Elective</td>
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<td>CHM 461</td>
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<td>Elective</td>
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<td><strong>Senior Year</strong></td>
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<tr>
<td>ENG/HST Seminar</td>
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<td>PHL/REL 400-419</td>
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<td>CHM 327 &amp; 331</td>
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<td>BIO 418/CHM 312</td>
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<tr>
<td>BIO/CHM Elective</td>
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<td>BIO/CHM Elective</td>
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<tr>
<td>BIO/CHM Elective</td>
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<tr>
<td>Elective</td>
<td>3</td>
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**Major Support**

| PHY 101-102 Non-Calculus General Physics | 8 |
| or | |
| PHY 105-106 & 103-104 General Physics & lab (preferred) | |
| MTH 145-146 Calculus | 8 |
| MTH 111 Statistics | 4 |
| Free Electives | 12 |
Courses of the Syracuse Consortium for Culture and Medicine (CCM) 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 8-10 students from each institution. Contact the Le Moyne director at (315) 445-5436 for information about course registration or the need to be put on a waiting list. Most courses meet at the Upstate Medical University, with the class meeting once each week in various three-hour evening time slots.

Course offerings each semester will be selected from those listed in the catalog, and additional courses can be found on the Web site at www.upstate.edu/ccm under Course Descriptions. CCM will announce a course schedule and meeting times in advance of each semester.

Courses

No prerequisite(s) required unless noted.

CCM 402/502 (PSY 441). Stages of Life & 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. Life-course 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.

CCM 405/505. First Person: Narratives of Illness, Disability and Identity (3).
In this course we will read first-person narratives of illness and disability to explore the experiences of those who fall outside the boundaries of health and physical ability and what is often perceived as physical and/or mental "normalcy." We will discuss first-hand accounts of authors who, rather than remaining silent as the object of unthinking stares or insensitive medical care, have spoken out as subjects. We will consider the difficulties those with serious illness and disability encounter within their families, social groups and health care settings and examine how these difficulties are at odds with health care practitioners' objectives and perspectives. We will examine what it means to look, move and think differently in society and how that "difference" affects sympathy and attraction, the forces that knit individuals into a social fabric.

CCM 408/508 (PHL 347). Ethics and the Health Professions (3).
This course examines the origins and use of ethical theories in the clinical, professional, organizational and political-economic fields of action in health care. Specific issues presented in the context of case studies illuminate the several fields. These issues include assisted suicide, professional codes of ethics, the ethics of "cost-cutting" and justice with respect to care.

CCM 409/509 (PSY 309). Culture and Mental Disorder (3).
Psychological and cultural determinants of mental disorders are examined with special emphasis on authors who portray mental disorders as social roles, such as Goffman, Szasz, Scheff, and Laing. Phenomenological perspective will be used to study personal accounts of mental illness from a variety of societies: East African, Mexican, Hutterite and Chinese. Finally, a transculturally valid model of psychosis is offered, combining social and biogenetic theories of mental disorders.

CCM 416/516 (ANT 422). Medical Anthropology (3).
The fundamental tenets of health care delivery are analyzed and the concepts of "health," "illness," "patient," "cure" and "efficiency" are explored. Western medical practices are compared to practices in other cultures; implicit premises and deficiencies in western medicine are highlighted. Topics include analysis of status and roles in hospitals; socialization into the culture of medicine; magical curing; economic barriers to better health care; problems introducing western medicine into alien cultures; and the patient's role.

CCM 422/522 (ENG 455). Medicine in Literature and Film (3).
The relationships between artistic creators and medicine will be explored through the study of novels, film, short stories, and essays about medical situations, characters and themes. Thematic areas to be examined include the responsibility of medical research; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality; and the experience of disease. Discussion on what writers/directors are communicating and how they do so will emphasize characterization, setting, tone, and point of view.
CCM 429/529. Dying and Death in American Literature (3).

The course will examine American attitudes and responses toward the end of life through the perspective of American fiction, non-fiction, poetry and film. We will explore how Americans deal with progressive, incurable disease, terminal illness, death and bereavement. Students will analyze readings as well as keep a journal documenting their responses toward the literature and class discussion.

CCM 430/530. Global Health & Ethics (3).

This course involves a careful examination of ethical issues in global and international health. The course focuses critical attention on ethical issues about trade in human organs, cultural practices that harm health, human migration, infectious diseases (like HIV and SARS), research conducted in low-income countries, drug pricing, health inequalities between countries, malnutrition, globalization, international civil society and service abroad. To deal with these issues, the readings and lectures will develop ideas about respect, autonomy, community, need, responsibility, ethical relativism, human rights and global justice.

CCM 431/531. AIDS in American Literature (3).

This course will examine attitudes (cultural, professional, medical, personal) towards those who have HIV/AIDS. The literature presented will reflect a combination of fictional and real characters through whose lives the progression of the disease will be followed from its initial incarnation as a mysterious, frightening curse to its current status as a chronic illness that can be managed with proper treatment and medication. Ethical dilemmas will be explored as AIDS is brought to the forefront of medicine, law and politics and today's responses will be analyzed in comparison with those in the first days of the epidemic.

CCM 432/532. Interdisciplinary Approaches to Aging Issues (3).

This course will bring together students, faculty and guests from multiple disciplines to explore interdisciplinary approaches to serving the needs of older adults. Each class will be devoted to a discrete topic ranging from end-of-life care, to driving cessation, to surrogate decision making, to elder abuse. Students will be offered readings from multiple disciplines relating to the topic of the week and one or two case studies to consider in advance of class. Class time will be devoted in large part to an interactive discussion of the case study or studies of the week. The aim of the course is for students to learn how other disciplines might approach problems they encounter in their work with seniors, what other resources are available to assist them in their work with seniors, and how to work in a truly interdisciplinary manner with professionals from multiple disciplines.

CCM 434/534. Representations of the Nurse in Literature, Film and Television (3).

How the nurse has been represented historically in literature, film and television is explored, focusing specifically at the relationships among images of nurses, ideologies of nursing, and the practice of nursing. Representations of nursing in late nineteenth-century and twentieth-century texts are examined in relation to larger class and gender issues, including the ways in which the nurse threatened traditional notions of women. The social contexts of representations of nurses in late twentieth-century culture are analyzed, from Nurse Ratched in One Flew Over the Cuckoo's Nest to the gay male nurse Belize in Angels in America, and stereotypes and iconoclastic figures are identified. Focusing on more recent literature, film, and television, the figure of the nurse is considered in relation to contemporary concerns about the nursing profession, such as the relationship between nurses and physicians, the economy of the hospital and health care, and the nursing shortage. Professional nurses guest lecture in the course.

CCM 533. The History of Public Health in America (3).

This course will analyze the changes, and crises, in public health in the United States in the 19th and 20th centuries. After establishing the realities of medicine in the 19th century, episodes will be examined that helped shape our national sensibility about public health. From the treatment of Bubonic plague in San Francisco (1906) to scientific study in Tuskegee, Macon county, Alabama (1932-1972), from germ theory to AIDS, students will learn about the successes and failures in public health. Mistakes and accomplishments in the past can serve as useful tools for those who will shape the future of our health and health care. Prerequisite: graduate student status.

CCM 535. Bioethics and the Law (3).

Bioethics and the Law studies the challenging questions that occur at the intersection of law, medicine and ethics. A focus of the course will be on examining key cases which reflect or have shaped the ethical and often societal consensus, as well as instances in which the law falls short of ethical norms. This seminar is open to medical, graduate nursing and law students. Basic introductory sessions on the law (for nursing and law students) and clinical medicine (for law students) will start the course, as well as joint presentations on ethical theory. Topics include ethical issues surrounding pregnancy, assisted-reproductive technology, genetics, organ transplants, refusal of treatment based on religious or cross-cultural differences, clinical research, futile treatment, medical decisions at the end-of-life and physician-assisted dying. The course requires thoughtful, vigorous class discussions of the material, with two papers. Not open to undergraduate students.
Interdisciplinary Programs

Gender and Women’s Studies Program

Director: Julie Olin-Ammentorp

Committed to understanding the experiences and perspectives of women and men as gendered beings in a variety of cultures and in different periods of time, gender and 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, gender and 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 gender and 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 gender and women’s studies, students must take GWS 101, GWS 401 and nine other credit hours cross-listed with gender and women’s studies and selected in consultation with the program director. No more than three credit hours may normally come from the allied gender and women’s studies curriculum and no more than six credit hours may normally come from any single department. The pass/fail option may not be used to fulfill requirements for the minor. Please consult the program director if you have any questions.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 101 Women, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>GWS 401 Theories of Sex and Gender</td>
<td>3</td>
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</table>

### Primary Gender and Women’s Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 205 (CLS 205) Women and Literature in Ancient Greece</td>
<td>3</td>
</tr>
<tr>
<td>GWS 221 (ENG 221) African Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>GWS 275 (PSY 275) The Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>GWS 308 (HST 408) Seminar: Women and Patriarchy in Western Civilization</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GWS 312 (PSC 312) Women and Politics</td>
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</tr>
<tr>
<td>GWS 315 (FLL 315/SPN 315) Latin American Women Writers</td>
<td>3</td>
</tr>
<tr>
<td>GWS 320 (REL 320) Women and Religion</td>
<td>3</td>
</tr>
<tr>
<td>GWS 322 (PHS 140) Women in the Physical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>GWS 334 (PSC 334) Social Activism</td>
<td>3</td>
</tr>
<tr>
<td>GWS 343 (PHL 3336/PGS 342) U.S. Latina Thought</td>
<td>3</td>
</tr>
<tr>
<td>GWS 344 (SOC 344) Gender and Society</td>
<td>3</td>
</tr>
<tr>
<td>GWS 353 (HST 353) Social History of American Women, 1820-1980</td>
<td>3</td>
</tr>
<tr>
<td>GWS 360-379 Special Topics</td>
<td>1-3</td>
</tr>
<tr>
<td>GWS 380 (ENG 380) Literature by Women: 17th-19th Centuries</td>
<td>3</td>
</tr>
<tr>
<td>GWS 381 (ENG 381) Literature by Women: 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>GWS 384 (ENG 384) Contemporary American Fiction</td>
<td>3</td>
</tr>
<tr>
<td>GWS 406 (SOC 406) Race/Ethnicity, Gender and Class</td>
<td>3</td>
</tr>
<tr>
<td>GWS 407(HST 404) Seminar: Medieval and Renaissance Women</td>
<td>3</td>
</tr>
<tr>
<td>GWS 411 (HST 411). Race and Gender in the British Empire (3).</td>
<td>3</td>
</tr>
<tr>
<td>GWS 414 (CMM 414/ENG 414) American Film Noir and the Femme Fatale</td>
<td>3</td>
</tr>
<tr>
<td>GWS 416 (REL 412) Religion, Sex and Gender</td>
<td>3</td>
</tr>
<tr>
<td>GWS 417 (REL 417) Women and Religion in the Greco-Roman World</td>
<td>3</td>
</tr>
<tr>
<td>GWS 430 (HRM 430) Workplace Diversity and Human Resource Management Practices</td>
<td>1</td>
</tr>
<tr>
<td>GWS 431 (HRM 431) Power and Influence in Organizations</td>
<td>1</td>
</tr>
<tr>
<td>GWS 433 (HRM 433) Women &amp; Work</td>
<td>1</td>
</tr>
</tbody>
</table>

### Allied Gender and Women’s Studies Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWS 200 (ANT 200/PGS 200) Cultural Myths and Cultural Realities</td>
<td>3</td>
</tr>
<tr>
<td>GWS 213 (ANT 213) Peoples and Cultures of Southeast Asia</td>
<td>3</td>
</tr>
<tr>
<td>GWS 231 (SOC 231) Marriage and Families</td>
<td>3</td>
</tr>
<tr>
<td>GWS 240 (SOC 240) Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>GWS 241 (SOC 241) Social Inequality</td>
<td>3</td>
</tr>
<tr>
<td>GWS 244 (SOC 244/URB 244/CJS 244) Race and Ethnic Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
Interdisciplinary Programs

Courses

No prerequisite(s) required unless noted.

GWS 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 gender and women's studies topics that will interest and challenge both women and men. Required of all genders and women's studies minors.

GWS 200 (ANT 200/PGS 200). Cultural Myths and Cultural Realities (3).
See course description for ANT 200.

GWS 205 (CLS 205). Women and Literature in Ancient Greece (3).
See course description for CLS 205.

GWS 213 (ANT 213). Peoples and Cultures of Southeast Asia: A Topical Approach (3).
See course description for ANT 213.

GWS 231 (SOC 231). Marriage and Families (3).
See course description for SOC 231.

See course description for SOC 240.

GWS 241 (SOC 241). Social Inequality (3).
See course description for SOC 241.

GWS 244 (SOC 244/CJS 244/URB 244). Race and Ethnic Relations (3).
See course description for SOC 240.

GWS 275 (PSY 275). The Psychology of Women (3).
See course description for PSY 275.

GWS 308 (HST 408). Seminar: Women and Patriarchy in Western Civilization (3).
See course description for HST 408.

GWS 312 (PSC 312/HST 344). Women and Politics (3).
See course description for PSC 312.
   See course description for ENG 340.

GWS 315 (FLL 315/SPN 315). Latin American Women Writers (3).
   See course description for FLL 315.

GWS 316 (PHL 356). Philosophy of the Body (3).
   See course description for PHL 356.

GWS 317 (FLL 317/SPN 317). Cuban Literature in Translation (3).
   See course description for FLL 317.

GWS 320 (REL 320). Women and Religion (3).
   See course description for REL 320.

   See course description for PHL 321.

GWS 322 (PHS 140). Women in the Physical Sciences (3).
   See course description for PHS 140.

GWS 323 (PHL 357/URB 323). The Social Production of Space (3).
   See course description for PHL 357.

   See course description for HST 329.

GWS 333 (PGS 337/HST 335). Global Perspective on the British Empire.
   See course description for HST 335.

GWS 334 (PSC 334). Social Activism (3).
   See course description for PSC 334.

GWS 335 (IRL 335). Equal Employment Opportunity (3).
   See course description for IRL 335.

   See course description for FLL 374.

GWS 343 (PHL 326/PGS 342). U.S. Latina Thought (3).
   See course description for PHL 326.

GWS 344 (SOC 344). Gender and Society (3).
   See course description for SOC 344.

GWS 345 (ENG 345). Victorian Poetry (3).
   See course description for ENG 345.

GWS 346 (ENG 346). Victorian Prose & Poetry (3).
   See course description for ENG 346.

GWS 347 (ENG 347). The Victorian Novel (3).
   See course description for ENG 347.

GWS 351 (CMM 380/ENG 371/THR 371). Critical Approaches to Film (3).
   See course description for ENG 371.

   See course description for HST 353.

GWS 354 (ENG 364). Modern American Fiction (3).
   See course description for ENG 364.

GWS 355 (PHL 364). Philosophy of Science (3).
   See course description for PHL 364.

GWS 357 (ENG 369/THR 369). Modern European Drama (3).
   See course description for THR 369.

GWS 358 (ENG 358/CMM 358). Representations of the Media in Film (3).
   See course description for ENG 358.

GWS 359 (CMM 383/ENG 378). The Films of Alfred Hitchcock (3).
   See course description for ENG 378.

GWS 360-379. Special Topics (1-3).
   Courses in this series offer an in-depth exploration of specific issues or topics in gender and 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."

GWS 380 (ENG 380). Literature by Women: 17th-19th Centuries (3).
   See course description for ENG 380.
Interdisciplinary Programs

GWS 381 (ENG 381). Literature by Women: 20th Century (3).
See course description for ENG 381.

GWS 382 (ENG 382). African-American Literature (3).
See course description for ENG 382.

See course description for ENG 383.

GWS 384 (ENG 384). Contemporary American Literature (3).
See course description for ENG 384. When crosslisted with GWS, the course will focus entirely on women authors.

GWS 401. Theories of Sex and Gender (3).
This interdisciplinary seminar explores the roots of contemporary theories of sex and gender by examining the rich variety of perspectives on sex and gender that have evolved since the nineteenth century. We will address cultural and biological explanations for identity formation, as well as selected topics of interest in contemporary culture and the impact of feminisms and gender studies on ways of reading classic and contemporary materials such as film, literature and art. The course is designed not only to give students some familiarity with the history and content of feminist theories, but also to provide them with a context for considering and developing their own positions on issues concerning sex, gender and power. Prerequisite: three credit hours in GWS or permission of the instructor. Required of all gender and women's studies minors.

GWS 403 (REL 403). Religion and Globalization (3).
See course description for REL 403.

GWS 404 (ENG 404). Literature & Psychology (3).
See course description for ENG 404.

GWS 405 (PSC 405). International Human Rights (3).
See course description for PSC 405.

GWS 406 (SOC 406). Race/Ethnicity, Gender and Class (3).
See course description for SOC 406.

GWS 407 (HST 404). Medieval and Renaissance Women (3).
See course description for HST 404.

GWS 408 (ENG 405). Gender and Literature (3).
See course description for ENG 405.

GWS 411 (HST 411). Race and Gender in the British Empire (3).
See course description for HST 411.

GWS 412 (ENG 412). American Outlaws and Outcasts (3).
See course description for ENG 412.

GWS 414 (CMM 414/ENG 414). American Film Noir and the Femme Fatale (3).
See course description for ENG 414.

See course description for ENG 415.

GWS 416 (REL 412). Religion, Sex and Gender (3).
See course description for REL 412.

GWS 417 (REL 417). Women and Religion in the Greco-Roman World (3).
See course description for REL 417.

GWS 422 (ENG 422). Literature and Science (3).
See course description for ENG 422.

See course description for HRM 430.

GWS 431 (HRM 431). Power and Influence in Organizations (1).
See course description for HRM 431.

GWS 433 (HRM 433). Women and Work (1).
See course description for HRM 433.

GWS 447 (PSY 447). The Psychology of Stereotypes, Prejudice and Discrimination (3).
See course description for PSY 447.
General Science

**Director:** Theresa Beaty

Students who major in general 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 concentration in one natural science. At least one 300-level course and at least one 400-level course must be taken. Also, students must complete two distinct two-semester sequences in mathematics or one two-semester sequence in mathematics and one two-semester sequence in computer science. In addition, they must have at least one full year of study in two other natural sciences and one additional year of any natural science, mathematics or computer science. In order to fulfill a major requirement for the general science major, courses must fulfill the major requirements for the specific discipline’s major or minor.

Students may transfer to the general science program from the biology, chemistry or physics programs. This is most easily done at the conclusion of any of the first two semesters.

**General Science 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 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 (fulfilled by major requirements)</td>
<td></td>
</tr>
</tbody>
</table>

**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

Integral Honors Program

**Director:** Sherilyn Smith

Students in the Integral Honors Program combine their regular core courses with a special interdisciplinary honors 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.

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. In that course, 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. 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 G.P.A. of 3.25 is required for graduation with the Integral Honors Degree.

**College Core and Honors Sequence**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 102</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 or 103</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
</tbody>
</table>
**Courses**

No prerequisite(s) required unless noted.

**HON 101. Ancient and Medieval Worlds (6).**
This seminar course approaches the ancient and medieval worlds (up to c. 1400 AD) through close readings of philosophical, religious/theological, literary, scientific and artistic/architectural sources in their historical and cultural contexts. Although much time is spent on developments in the Mediterranean basin and western Europe, the non-Western cultures of the Fertile Crescent, Mesopotamia, India and China are also explored. The thematic approach taken in this course challenges traditional disciplinary boundaries and encourages a more holistic view.

**HON 201. The Rise of Modernity (6).**
This course raises for consideration central questions of the human condition as articulated in some of the great works of Western culture from the Renaissance, Reformation, Enlightenment and early Romantic periods, as well as works from non-Western cultures (c. 1400-1800 AD). Sources in religion, the sciences, literature, the arts, philosophy and political theory will guide the exploration of how “modernity” emerged from the global religious, scientific, cultural, economic and political revolutions that began in the sixteenth century.

**HON 202. The Modern World (6).**
This interdisciplinary seminar explores important forces, ideas and events that have shaped both the “modern” world (c. 19th through mid-20th century) and today’s contemporary world. Readings for the course will vary but will always range widely across the disciplines – including literature, religion, history, philosophy, the sciences, the arts and the social sciences-and will work to blur disciplinary boundaries. Particular attention will be paid to issues of race, class and gender. The focus of this exploration is to develop a deep understanding of what it means to be human in the modern world, an understanding that will help us define ourselves. Particularly in relation to others, in the 21st century.

**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.
**Library Courses**

No prerequisite(s) required unless noted.

**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.

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**Peace and Global Studies**

**Director:** J. Barron Boyd

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 seminars 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. The letters T or R, listed at the end of course descriptions, indicate to which specialization the course is associated.

**Thematic Specializations**

- Human Rights & Democratization
- Violence
- Peace and Reconciliation
- International Relations
- Cross-Cultural Encounters

**Regional Specializations**

- Sub-Saharan Africa
- Latin and South America
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

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

**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    |

*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.

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 201 and a PGS capstone seminar. Minors must take four additional courses approved by the director of peace and global studies.

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

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Hours</th>
<th>Second Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Freshman Year</td>
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<td></td>
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<tr>
<td>ENG/PHL</td>
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<td>ENG/PHL</td>
<td>3</td>
</tr>
<tr>
<td>HST 103</td>
<td>3</td>
<td>HST 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>
<tr>
<td>AVS 101 (not applicable to transfer students)</td>
<td>1</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>ENG/PHL</td>
<td>3</td>
<td>ENG/PHL</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>PGS 201</td>
<td>3</td>
<td>Regional Specialization</td>
<td>3</td>
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<tr>
<td>Thematic Specialization</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective/REL</td>
<td>3</td>
<td>Free Elective/REL</td>
<td>3</td>
</tr>
</tbody>
</table>

Double Major in Political Science and Peace and Global Studies

- PGS 201 3
- PSC 201 3
- PSC 202 3
- Electives - Regional* 9
- Electives - Thematic* 9
- PSC Electives (300 or higher) 6
- Capstone Course 3
Junior Year

All peace and global studies majors are encouraged to study abroad during their junior year.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG/PHL</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Regional Specialization</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Regional Specialization</td>
<td>3</td>
</tr>
<tr>
<td>Thematic Specialization</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

No prerequisite(s) required unless noted.

PGS 101 (ANT 101). Introduction to Anthropology (3).

See course description for ANT 101. (T)

PGS 102 (ANT 102). World Cultures (3).

See course description for ANT 102.

PGS 105 (PSC 105). Comparative Government (3).

See course description for PSC 105. (T)

PGS 200 (ANT 200/GWS 200). Cultural Myths and Cultural Realities (3).

See course description for ANT 200. (T)

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/GWS 213). People & Cultures of Southeast Asia: A Topical Approach (3).

See course description for ANT 213. (R)

PGS 300 (ANT 300/FLL 301). Anthropological Linguistics (3).

See course description for ANT 300. (T)

PGS 310 (SPN 310). Readings in Social Issues in Latin America (3).

See course description for SPN 310. (R)


See course description for ENG 340.


See course description for FLL 315. (R)

PGS 317 (ART 317). The Art & Politics in Nazi Germany & Soviet Russia (3).

See course description for ART 317. (R)

PGS 318 (FLL 317/SPN 317). Cuban Literature in Translation (3).

See course description for FLL 318. (R)

PGS 328 (HST 328). Latin America Since 1825 (3).

See course description for HST 328. (R)


See course description for HST 329. (R)


See course description for PSY 330. (T)

PGS 333 (HST 333). Hitler’s Germany (3).

See course description for HST 333. (R)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PGS 334</td>
<td>(HST 334). The Holocaust in History (3).</td>
<td>See course description for HST 334. (R)</td>
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<td>PGS 335</td>
<td>(PHL 325). Asian Philosophy (3).</td>
<td>See course description for PHL 325. (R)</td>
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<td>PGS 336</td>
<td>(REL 336). Comparative Religious Ethics and Social Concerns (3).</td>
<td>See course description for REL 336. (T)</td>
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<td>PGS 337</td>
<td>(HST 335/GWS 333). Global Perspective on the British Empire (3).</td>
<td>See course description for HST 335. (R)</td>
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<td>PGS 338</td>
<td>(HST 338). Sex, Empire, Industrialization: Britain in the Victorian Age (3).</td>
<td>See course description for HST 338. (R)</td>
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<td>PGS 339</td>
<td>(HST 339). Lessons for World Powers: Britain in the Twentieth Century (3).</td>
<td>See course description for HST 339. (R)</td>
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<td>PGS 340</td>
<td>(LAW 340). International Business Law (3).</td>
<td>See course description for LAW 340. (T)</td>
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<td>PGS 341</td>
<td>(ECO 340). Economics of Developing Countries (3).</td>
<td>See course description for ECO 340. (T)</td>
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<td>PGS 342</td>
<td>(PHL 326/GWS 343). U.S. Latina Thought (3).</td>
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<td>PGS 345</td>
<td>(HST 345). World War II (3).</td>
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<td>PGS 352</td>
<td>(PHL 351). The Moral Assessment of Global Issues (3).</td>
<td>See course description for PHL 351. (T)</td>
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<td>PGS 353</td>
<td>(PHL 353). Latin American Social Philosophy (3).</td>
<td>See course description for PHL 353. (R)</td>
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<td>PGS 358</td>
<td>(HST 358) Cold War and Global Confrontation, 1945-1964 (3).</td>
<td>See course description for HST 358. (R)</td>
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<td>PGS 359</td>
<td>(REL 359). Muslim Communities in Translation (3).</td>
<td>See course description for REL 359. (T)</td>
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<td>PGS 360</td>
<td>(ANT 360/REL 360). Anthropology Examines Traditional Religions: Witchcraft, Oracles and Magic (3).</td>
<td>See course description for ANT 360. (T)</td>
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<td>PGS 362</td>
<td>(HST 362). Russian History Since 1900 (3).</td>
<td>See course description for HST 362. (R)</td>
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<td>PGS 363</td>
<td>(PSC 363). U.S. Foreign Policy (3).</td>
<td>See course description for PSC 363. (R)</td>
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<tr>
<td>PGS 364</td>
<td>(PSC 362). International Legal Systems (3).</td>
<td>See course description for PSC 362. (T)</td>
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<tr>
<td>PGS 365</td>
<td>(REL 363). Religions of Asia (3).</td>
<td>See course description for REL 363. (R)</td>
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<td>PGS 366</td>
<td>(REL 368). Religious Thought and Culture in Latin America (3).</td>
<td>See course description for REL 368. (R)</td>
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<tr>
<td>PGS 369</td>
<td>(HST 359/PSC 359) Cold War and Global Upheaval, 1964–Present. (3).</td>
<td>See course description for HST 359</td>
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<tr>
<td>PGS 380</td>
<td>(REL 380). Christian Theologies of the Third World (3).</td>
<td>See course description for REL 380. (T)</td>
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<tr>
<td>PGS 381</td>
<td>(REL 381). Christianity in Dialogue with World Religions (3).</td>
<td>See course description for REL 381. (T)</td>
</tr>
<tr>
<td>PGS 389</td>
<td>(HST 389/PSC 389). Drug Wars and International Politics (3).</td>
<td>See course description for HST 389. (T)</td>
</tr>
<tr>
<td>PGS 400</td>
<td>(BUS 400) International Business: Principles and Practice (3).</td>
<td>See course description for BUS 400. (T)</td>
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Urban and Regional Studies

Director: Frank M. Ridzi

Urban and regional studies is an interdisciplinary field that analyzes cities and the regions surrounding them as cultural, social, historical and ecological systems. To understand these systems, urban and regional studies draws upon theories and methodologies from the social sciences (anthropology, criminology, demography, economics, political science, psychology and sociology), the humanities (philosophy, art, literature, cultural studies and history), the natural sciences (ecology and environmental studies), urban architecture and design and public policy & planning.

The urban and regional studies minor works with students to develop the following competencies and skills:

- The ability to analyze cities and the regions around them as complex historical, socio-cultural, biological and physical systems from a multidisciplinary perspective.
- The ability to apply multiple disciplinary perspectives to developing solutions to concrete urban and regional problems.
- A knowledge and appreciation of the diversity of urban and regional populations, especially regarding race, gender and class.
Interdisciplinary Programs

- An appreciation for the many opportunities for graduate and professional study and careers focusing on urban and regional systems.
- Understandings and applied experiences that encourage an ethic of service, citizenship and involvement that is responsive to the pressing needs of many urban and regional populations.

The urban and regional studies minor requires the completion of five courses (15 credits) including the following:

URB 101 Introduction to Urban Studies 3
Two courses from the list of Urban and Regional Studies Dedicated Courses 6
Two courses from the list of Urban and Regional Studies Allied Courses 6

Students intending to pursue the minor should meet with the director of the program to develop an official Plan of Study for completing the five-course requirement. Each plan will adhere to the two following curricular regulations:

- Consistent with the interdisciplinary nature of the minor, three of the five courses listed on the Plan of Study must come from outside the student's major.
- Within the 15-credit requirement, at least one course listed on the Plan of Study shall serve as a capstone course and/or experience. This requirement may be met in two ways:
  
  1. One 400-level course from the dedicated or allied course lists may be used to fulfill the requirement.
  2. A 400-level internship, directed study course, or departmental honors project, which has been approved by the director, may be used to fulfill this requirement. This approval will come after the faculty supervisor of the 400-level internship, course or project and the director of the Urban and Regional Studies minor have reached an agreement on how the 400-level course will meet the capstone expectations of the Urban and Regional Studies minor. If this option is pursued, the director waives three credits from either the dedicated or allied course requirements.

It is the responsibility of the director of the urban and regional studies minor to assure that all approved plans of study are realistic in terms of available course offerings.

**Required Courses**

URB 101

**Dedicated Courses**

URB/SOC 233 Sociology of the City
URB/EDU 303 Multicultural Literacy for Urban Education
URB/PSC 322 Urban Politics
URB/ECO 430 Urban Economics

**Allied Courses**

ECO 427 Public Finance
PSC 221 State and Local Government
PSC 331 Public Administration
PSY 215 Child and Adolescent Psychology
PSY 280 Abnormal/Normal Psychology
PSY 302 Personality
SOC 241 Social Inequality
SOC 265 Population/Demography
SOC 406 Race/Ethnicity, Gender and Class
URB 244 Race and Ethnic Relations
URB 323 The Social Production of Space
URB 335 Economics of Poverty
URB 412 Philosophy Seminar: Philosophy and Architecture
URB 391-399 Special Topics Seminar

**Courses**

No prerequisite(s) required unless noted.

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 231 (ANT 231). Environment, Culture and Power (3).
See course description for ANT 231.

URB 233 (SOC 233). Sociology of the City (3).
See course description for SOC 233.

URB 244 (SOC 244/CJS 244/GWS 244). Race and Ethnic Relations (3).
See course description for SOC 244.

URB 303 (EDU 303). Multicultural Literacy for Urban Education (3).
See course description for EDU 303.

URB 322 (PSC 322). Urban Politics (3).
See course description for PSC 322.

URB 323 (PHL 357/GWS 323). The Social Production of Space (3).
See course description for PHL 357.
URB 335 (ECO 335/SOC 335). Economics of Poverty (3).
    See course description for ECO 335.

URB 391-399. Selected Topics in Urban and Regional Studies (3).
    Courses in this series offer an in-depth exploration of specific issues and topics within the various subspecialties of urban and regional studies in which 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.

    See course description for PHL 412.

URB 430 (ECO 430). Urban Economics (3).
    See course description for ECO 430.
Students entering Le Moyne College at the graduate level have the opportunity to engage in a master’s degree program within business management, education, nursing or physician assistant studies.

Business management, graduate education and nursing 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.

The Physician Assistant Studies program is a full-time program with a cohort of students entering each fall semester. Candidates who fulfill the admission requirements are accepted only as full-time, degree-seeking students.

Specific information about entrance requirements and course of study within these programs, can be found under the graduate program sections.

Academic Information

Student Classifications

Matriculated — graduate students who have fulfilled all the entry requirements 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 — students whose application does not meet the criteria for full matriculation, but who appear to have the capability to successfully complete graduate courses. An applicant is admitted with academic conditions that must be met before their application and status will be reviewed again and a decision will be made.

Note: This is not a designation with the MBA Program or the Physician Assistant Studies Program.

Nonmatriculated — prospective degree candidates who have not completed the matriculation process or who may be taking graduate courses for transfer.

Nondegree — students who qualify for graduate work and whose purpose for completing graduate courses is enrichment, transfer credits or certification, not to complete a degree.

Full-time Graduate Student — the course load for full-time graduate 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.

Registration

Registration dates and course availability can be found online. Students are responsible for following registration procedures, which begin in the appropriate graduate office.

Course Numbering

All courses at the master’s degree level are numbered at the 500 to 700 levels.

Semester Schedules

Graduate courses are offered during the fall, spring and summer sessions. Most fall and spring classes are scheduled Monday through Thursday for graduate programs in business management, nursing and education. Physician assistant studies courses are scheduled Monday through Friday, during the day, with an occasional evening course. Saturday classes may be 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 and nursing students. Summer MBA classes meet two nights a week. First-year physician assistant students continue their coursework; second-year students complete their clinical rotations and capstone seminar.

Consortium for Culture and Medicine

The Syracuse Consortium for Culture and Medicine (CCM), 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.

CCM 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 8-10 students from each institution.

Immunizations

New York state immunization requirements must be on file in the student health services office in order to be part of a Le Moyne College graduate program. Specifically, documentation of two doses of measles vaccine, two of mumps and one of rubella, given after the first birthday, or lab reports of positive titers for measles, mumps and rubella are required.

Additionally, all registered students must complete the Meningococcal Meningitis Vaccination Response Form before they can be in compliance with New York state immunizations laws. Failure to comply with these regulations will result in being withdrawn from class and unable to register for any further classes, per NYS Public Health Law.

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.
Graduate Information

Grade Point Average
Students are considered in good standing if their scholastic index is 3.0 or higher. The quality point index is calculated by dividing the number of credit hours attempted into the total number of quality points earned. Specific academic criteria are found under the individual program sections.

Retaking Courses
If a matriculated student fails one course (F or WF), he or she will be required to retake the course or its equivalent. If the student successfully completes the course, only the second grade will count in the calculation of the G.P.A. However, both the original failing grade and the new grade will appear on the student’s transcript. If the same student fails a second course, the failing grade will count in the calculation of the G.P.A.

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.

Financial Information

MBA – The cost per credit hour for graduate management courses is $577 per credit hour. Since courses are all three credits, the course fee is $1,731.

Education – The cost per credit hour for graduate education courses is $507 per credit hour. Course fees vary from course to course depending on the number of credits.

Nursing – The cost per credit hour for graduate nursing courses is $507 per credit hour.

Physician Assistant Studies – The full-time rate of tuition for graduate physician assistant studies is $9,595 per semester. The fee and estimated budget cost can be accessed using www.lemoyne.edu/pa/pafees.htm.

Graduation Fee – All master’s degree candidates will be assessed a $65 fee prior to graduation.

Audit Fee
With permission of the program director, students may audit a course for which they do not earn credit. The cost per credit for MBA courses is $225. The cost per credit for graduate-level education and nursing courses is $150 and $125 for alumni.

Payment Options
Semester charges are due prior to the first day of semester classes. Bills are mailed to students in advance of the due date. Late fees will be assessed if not paid by the tuition due date. You should access the respective graduate program’s Web site at www.lemoyne.edu for further payment plan options.

Financial Responsibility
Students are responsible for any college debt they have incurred, including library fees, parking fines, tuition charges and fees. When degree requirements have been completed, if a student has any outstanding debt, monetary penalties or fines, he or she will not be awarded a degree and will not be able to receive any transcripts. The diploma and/or transcripts will be released after the outstanding debt 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.

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 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 during the first week
- 80 percent tuition refund during the second week
- 60 percent tuition refund during the third week
- 40 percent tuition refund during the fourth week
- 20 percent tuition refund during the fifth week
- No tuition refund after the fifth week

For the MBA Program refund policy, please refer to the program’s current schedule.

The date of withdrawal is the date you notify, in writing, the appropriate graduate program office or the Office of the Registrar. The enrollment status change form or the add/drop form can be obtained in the registrar’s office or at www.lemoyne.edu/registrar/forms.htm, or in the forms library link at www.lemoyne.edu/Registrar/forms.htm.

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, then Federal Perkins Loan. 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.

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., M.S. in Ed., M.S. in nursing, M.S. in physician assistant studies and MBA programs. The student must be a citizen or permanent resident of the United States and registered at least half time (six 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.

This loan is a federally subsidized and deferred interest program. Interest for loans disbursed on or after July 1, 2007 will have a fixed rate of 6.8 percent and does not begin to accrue until six months after the student ceases to be enrolled at least at the half-time level. The repayment period is usually 10 years. A 2 percent loan origination/insurance fee may 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 additional amount a graduate student may borrow through this program is $0 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) and respective graduate departments
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.

**Scholarships and Grants**

**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 209K Grewen Hall.

**Accounting**
- Frank Fernandez Accounting Scholarship Fund: Endowed by Le Moyne College accounting alumni to honor Frank Fernandez.

**Business**

**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.

**Physician Assistant Studies**
- Mindy McIntyre Scholarship: Endowed by Mack Duett and friends of Melinda McIntyre, awarded to a physician assistant studies student.

**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.
Graduate Information

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.
Graduate Programs

Business Administration
Master of Business Administration

Education
Master of Science in Education
- Elementary Education (Grades PK-6)
- Special Education
- Secondary Education
- Adolescent Education
- Childhood Education (Grades 1-6)
- Dual Childhood/Special Education (Grades 1-6)
- Middle Childhood Specialist (Grades 5-9)
- Dual Middle Childhood Specialist/Special Education (Grades 5-9)
- Childhood Education (Grades 1-6)
- Special Education (Grades 1-6)
- Adolescent Education (Grades 7-12)
- Special Education (Grades 7-12)
- General Education (non-certification)
Master of Science for Teachers
- Inclusive Childhood Education
- Adolescence Education
- Dual Adolescence Education/Special Education
Educational Leadership (M.S.Ed.)
- School Building Leadership
- School District Leadership
- School District Business Leader
Educational Leadership (C.A.S.)
- School Building Leadership
- School District Leadership
- School District Business Leader

Nursing
Master of Science
- Nurse Administrator
- Nurse Educator
Post-Master's Certificate
- Nurse Administrator
- Nurse Educator

Physician Assistant Studies
Master of Science
The Le Moyne College Master of Business Administration (MBA) program is distinctive because of its emphasis on developing decision-making managers for an increasingly complex world, 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.

The MBA program is self-sufficient in the sense that all of the academic coursework needed is contained in the program. Applicants with little or no prior background in business, without a business or accounting undergraduate degree, or whose skills need updating, will find course work available to meet their needs.

Small classes, meeting once a week in the evening and occasional Saturday offerings, 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** - Five 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 Economics for Managers
- MIS 501 Management Information Systems
- STA 501 Quantitative Decision Making

**Core Level** - Nine courses which explore each of the functional areas of business separately. Each course includes values and communications in a global management environment.

- BUS 601 Business Ethics
- BUS 602 Environmental Influences in Business Management
- BUS 603 International Business
- FIN 601 Financial Management
- HRM 601 Human Resource Management
- MGT 601 Organizational Dynamics: Leadership, Teamwork and Behavior
- MKT 601 Marketing Management
- MIS 601 Information Strategy and Management
- OPM 601 Operations 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 Management
- HRM 702 Conflict Resolution
- HRM 703 Legal Issues in the Workplace
- HRM 704 International Human Resource Management
- HRM 707 Staffing
- HRM 708 Compensation
- 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 and Interpersonal Communication
- MGT 711 Leading Organizational Change
- MGT 712 Self Assessment and Career Development
- MIS 701 Database Management Systems: Theory, Development and Operation
- MIS 703 Systems Analysis and Design
- MIS 704 Communications, Networks and Teleconferencing
- MIS 706 Electronic Commerce
- MIS 707 Risk Management in Large-Scale Systems
- MKT 701 Advertising Management
- MKT 702 Marketing Research
- MKT 703 Transportation and 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
Graduate Programs

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, quality corporate culture, leadership and global management: BUS 750 Strategic Management.

Admission Criteria

Applications for matriculation are reviewed by the MBA Graduate Admission Committee and evaluated for an applicant's intellectual abilities, needs, leadership qualities and ability to complete the program.

Applicants will be assessed according to the following criteria:

- A baccalaureate degree from an accredited institution of higher learning. Transcripts should demonstrate the attainment of an overall G.P.A. of 3.0 (on a 4.0 scale). 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.
- Relevant work experience as well as examples of professional achievement or other information that might be used to assess personal qualities and ability to complete the program.
- Recommendations attesting to the applicant's intellectual ability, leadership potential and ability to complete the program.
- GMAT score of 450 or higher. The MBA office has information on review courses and other ways of helping applicants through the GMAT testing procedure.

The Association to Advance Collegiate Schools of Business (AACSB) suggests the following guidelines for assessing applicants: 0.50 points in the formula: 200 times G.P.A. plus GMAT score.

Application Requirements

- Completed application
- Official GMAT scores
- Official transcripts from all undergraduate and graduate institutions attended.
- Two letters of recommendation from professionals or academic advisors who can attest to your ability to be successful in a graduate program.
- Professional résumé
- Advising appointment with the MBA program director.

Academic Awards

The following award is presented to graduate students at the MBA graduation dinner: The Michael D. Madden Graduate Award for Excellence in Strategic Management. It is awarded to a graduate student team for the most outstanding project in strategic management.

Academic Criteria

Each student must complete a minimum of 30 of the 51 credits in the Le Moyne MBA Program, as approved by the MBA director. All students must take BUS 750 Strategic Management, the capstone course. Successful completion of the Le Moyne MBA program requires a minimum cumulative G.P.A. of 3.0 and a minimum residency of 30 credit hours.

Transfer Credit/Waiver Policy

Waivers of courses or the acceptance of transfer credit will be considered based on the following:

Waivers of foundation courses could be granted to those who have completed the equivalent academic requirements in their undergraduate program. Typically, two undergraduate courses, in the appropriate area and at the appropriate level, completed in recent years with a grade of B or better, could be used to waive an MBA foundation course. Because of the highly diverse nature of undergraduate education, all waivers will be considered by the MBA director on a case-by-case basis.

For most courses, equivalent content level graduate courses from accredited institutions with a grade of B or better may be accepted as transfer credit. Transfer courses must be approved by the MBA director. Transfer credits are not included in the quality point index.

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 not to exceed one calendar year or three consecutive semesters.

Probation and Termination

Matriculated MBA students with a cumulative G.P.A. of less than 3.0 are immediately placed on academic probation. The student will be notified and must meet with the director before continuing with further study. Until the student meets with the director, a hold will be placed on his or her registration. The director, in consultation with the student, will specify a time and course schedule after which the student is expected to have raised his or her cumulative G.P.A. to the required 3.0 level. If the student does not meet the requirement by the specified time schedule, he or she will not be allowed to continue with the MBA program.

Withdrawal or Leave of Absence

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. Forms are located in the forms library link on the MBA Web site.
Accounting Courses

No prerequisite(s) required unless noted.

ACT 501. Introduction to Financial and Managerial Accounting (3).
An examination of objectives, concepts and principles of financial statements prepared 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 corporate 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, deductions, credits and special tax computations are studied as they relate to individuals. Income tax returns are prepared with an introduction to tax research methods. Prerequisite: ACT 501.

Business Courses

No prerequisite(s) required unless noted

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 presentation formats, 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 in 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 603. International Business (3).
This course seeks to provide an in-depth understanding of diverse aspects of international business including international politics, culture, economics, finance, technology, marketing, ethical decision-making, strategic planning and management and human resource development in a global environment. Decision-making in, and changes facing, multinational enterprises are given special attention.

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 director.

BUS 799. Independent Study (variable credit).
This designates individual study programs approved by the MBA director.

Economics Courses

No prerequisite(s) required unless noted

ECO 501. Economics for Managers (3).
This course provides an introduction of economics for managers. It applies macroeconomic methods to business decision making and current global policy issues as well as microeconomic models to consumer, producer and market behavior. Topics include interest rates, inflation, monetary and fiscal policy and labor markets, as well as demand and cost analysis, industry performance and market structure.
This course will help students gain understanding of global economic issues such as business cycles in one economy and their affect in another, rapid movement of financial crises from one economy to another and changes in the wealth distribution among nations. Prerequisites: ECO 50.

Finance Courses

No prerequisite(s) required unless noted

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, 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.

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.

FIN 703. Corporate Risk Management (3).
Survey of the principles of financial engineering that include techniques of risk identification 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 Courses

No prerequisite(s) required unless noted

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.

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.

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.

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 or-
ganizations. 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 Courses

No prerequisite(s) required unless noted

MGT 601. 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 organiza-
tion 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 702. Total Quality Management (3).
This course discusses methods for involving everyone in the busi-
ess organization toward improving performance at every level. This
improved performance is directed toward satisfying such
cross-functional goals as quality, cost, scheduling, staff develop-
ment 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.

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 exten-
sively used. Prerequisite: MGT 601.

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.

MGT 705. International
Business Leadership (3).
Given today's extensive and inten-
sive 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
grip of their antecedents and of how their business systems evolved.
This course seeks to address that need. It traces the history of the busi-
ess 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. Prerequi-
tsate: MGT 601.

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 Mayor of Castemberge, Moby Dick,
Norma Rae, The Odyssey, Twelve O’Clock High and Twelve Angry Men.
Prerequisite: MGT 601.

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 601.

MGT 709. Leadership, Power and Influence (3).
This course is designed to build the leadership skills needed to effec-
tively 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 601.
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 601.

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 metaphorical 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 601.

MGT 712. 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.

Management Information Systems Courses

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 601. Information Strategy and Management (3).
This course covers the management, strategies and performance of enterprises engaged in the use of information for competitive advantage. IT alignment with business goals and enterprise resource planning (ERP) tools, techniques and processes are introduced. Modeling and managing life cycle costs, and the impact on competitive advantage, are covered in the course. The management of third party organizations, vendors, outsourcing and the legal, ethical and environmental impacts of such activities, are important components of this course. Students will complete and present a semester-long project in enterprise resource planning. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course. Prerequisite: MIS 501.

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.

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 engineering (CASE) tools. Prerequisite: MIS 501.

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 interfacing computers by communications networks. Topics include protocols, interface design, queuing, multiplexing, coding and network configurations. Prerequisite: MIS 501.

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 address 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.

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 Courses

No prerequisite(s) required unless noted

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.

MKT 702. Marketing Research (3).
Considers the use of research information in the marketing decision-making process. Emphasis is placed on identifying an information 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.

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.

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.

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 Courses

No prerequisite(s) required unless noted

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 50, MIS 501.

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 retrieval and evaluation of policy information. Prerequisite: OPM 601.

OPM 702. Cases in Management Science (3).
This course is designed to provide students with problem-solving skills in the field of quantitative management. The case approach is adopted to introduce complex real-life examples to student-teams in a competitive environment. The course also introduces theoretical grounds for some analytical models emphasizing the assumptions and limitations of these models. The assigned cases include applications of regression, networking, linear programming, PERT, queuing theory, decision-making under uncertainty and simulation. The students are required to use available computer packages as problem-solving tools and are encouraged to conduct sensitivity (what if?) analysis in their decision-making approaches. Prerequisite: OPM 601.

Quantitative Studies Courses

No prerequisite(s) required unless noted

STA 501. Quantitative Decision Making (3).
This course provides the principles of statistical inference. Probability, random variables, univariate distribution theory, hypothesis testing and estimation theory will be the focus of the first part of the course. Additional topics are selected from decision theory, nonparametric methods and linear modeling. Emphasis is placed on the use of statistical software packages to handle practical statistical analyses.

STA 701. Forecasting (3).
This course provides techniques for the parsimonious description of univariate and multivariate time-ordered data. Various models are discussed, including Box-Jenkins models, for inference, estimation and prediction. Techniques of analysis are illustrated using actual data sets with emphasis on using the computer as an exploratory tool. Prerequisite: STA 501.
the education department uses LiveText® software to manage the electronic portfolio. Students must purchase a LiveText® account online at college.livetext.com/purchasing.

Application Requirements

1. Prospective graduate students should obtain an application packet from the education office or online at www.lemoyne.edu/education/grad.htm.
2. Submit a completed application along with a $50 application fee.
3. Take the Graduate Record Examination (G.R.E.) and request that your scores be sent to the Le Moyne College Department of Education. NOTE: The G.R.E. requirement may be waived with an undergraduate G.P.A. of 3.5 or better, current New York state teacher certification and/or an official transcript reflecting an earned masters degree. Applicants must request a waiver of the G.R.E. in writing and provide documentation.
4. Request that all official transcripts of previous academic work be sent to you to be included in your application packet. Le Moyne alumni need to sign a release form in the Office of the Registrar before their transcripts will be sent.
5. Submit two letters of recommendation. One letter must be from an individual who can speak to the candidate’s ability to successfully complete graduate level studies. One letter must be from an individual who can speak to the candidate’s abilities as an educator.
6. Submit a copy of all teaching certificate(s), if applicable.
7. International students should submit TOEFL scores.
8. Submit a detailed (one to two pages) statement of purpose for your name and field of study at the top of each page. Include your experience in education, an explanation of your study and research interests and your professional goals. Include your experiences 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.

Student Classifications

**Matriculated** – graduate students who have fulfilled all the entry requirements 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** – students whose application does not meet the criteria for full matriculation, but who appear to have the capability to successfully complete graduate courses. Conditionally matriculated students may take up to 12 credits. After that, their application will be reviewed and a decision will be made regarding their status.

**Nonmatriculated** – prospective degree candidates who have not completed the matriculation process or who may be taking graduate courses for transfer. Graduate education students may take up to six credits on a nonmatriculated basis.

Academic Criteria

**Transfer Credit/Waiver Policy**

The director of the graduate education program has the authority to waive and/or transfer courses, and waive or substitute prerequisite courses. Waivers do not decrease the total number of credits required for a degree.

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.

Academic Standing

The measures for academic standing for the graduate education program are stated in the program’s student handbook.

**Term Limit for Completion**

In the graduate education program, however, a student who is a candidate for the masters’ 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.

**Probation and Termination**

Graduate education students earning a quality point index of less than 3.0 are placed on academic probation. In addition, M.S.T. students earning below a B in certain courses will be placed on probation. The student must meet with the director of graduate education before registering for additional courses.

**Withdrawal or Leave of Absence**

Graduate education students requiring a leave of absence should apply for a formal leave and specify the date of expected return. Failure to do so for two consecutive semesters, exclusive of summer sessions, will require readmission to the program.

**Pass Rate and Employment**

In 2005-2006, students prepared in the Le Moyne College teacher education program passed the New York state teacher certification examinations at a rate of 95%. Approximately 90% of Le Moyne education graduates gain employment in the teaching profession.

**Teacher Education**

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.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
Education

Graduate Programs

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.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, 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 preservice 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.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’s 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 M.S.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.

**Professional Practice**

**Practicum**

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the program. M.S.Ed. I and II students may complete practicum assignments in their own classroom (if they are employed as a teacher or teacher assistant). M.S.T. students are required to complete 100 hours of fieldwork, in urban, rural and suburban settings, as part of New York state teacher certification regulations.

The Le Moyne College field placement coordinator will arrange all practicum placements. Students are not allowed to make their own arrangements for observation/practicum. The deadline for completing practicum each semester is the final day of classes. Students who have not fulfilled the practicum requirement by this date will receive a grade of I (Incomplete) for the course, and must meet with the field placement coordinator and/or director of the graduate education program to address the situation.

The goal of the observation/practicum is to serve as a bridge between the educational theory and practice taught in courses and the reality of public and private school classrooms. The host teacher will ultimately decide the nature and extent to which the Le Moyne student has opportunities to work in the classrooms (i.e., tutor one-to-one or small groups of students, teach all or part of a lesson, grade tests and quizzes, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively engaged in the classroom.

**Student Teaching**

M.S.T. students are required to student teach for one full semester. No other courses may be taken during student teaching. Student teachers follow the schedule of the schools in which they are placed. Students are discouraged from participating in other activities, including employment and athletics, during the student teaching semester. If a student must participate in any outside activity, the student must meet with the director of the graduate education program and the field placement coordinator.

The Le Moyne College field placement coordinator will arrange all student teaching placements. Students are not allowed to make their own arrangements for student teaching. Every effort is made to meet the New York state education department requirement for urban, suburban and rural experience. Students are not allowed to student teach outside the Central New York area. A Le Moyne College supervisor will be assigned and will observe the student teacher weekly.
Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates are required to work in both of their assigned field sites (for a minimum of twelve hours) at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach, to forge a collaborative relationship with their cooperating teachers and plan for the student teaching semester.

In order to be eligible to student teach, students must meet the following criteria:

1. Overall graduate G.P.A. of 3.0 or better
2. Grade of B or better in key education courses
3. Meet the application deadline
4. Demonstrate evidence of professional commitment

Students who do not meet the criteria listed above must meet with the director of the graduate education department and the field placement coordinator in order to determine the course of action to be taken.

**Internships**

Students enrolled in the M.S.Ed. II program are required to successfully complete a three-credit supervised internship. An internship is a 100-hour teaching experience under the guidance of a host teacher from an area school. In addition, each intern will be assigned a Le Moyne College supervisor.

Students are required to meet with the Le Moyne College field placement coordinator to complete a request for placement. This meeting should take place at least one month prior to the beginning of the internship. The field placement coordinator will make all the necessary arrangements and notify the student.

**Master of Science in Education I**

**Master of Science in Education I - Elementary Education (Grades PK-6)**

Note: This program is for students who hold provisional certification on or before 2/1/04.

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<tr>
<th>Core Requirements</th>
<th>Hours</th>
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<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>
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<tr>
<td>EDG 80 Research Methods in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 690 Master’s Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

Professional Education Courses

Select four courses from the following:

- EDU 620 Science Update for Elementary Teachers
- EDG 625 Children’s Literature
- EDG 638 Early Childhood Education
- EDG 680 Research Methods in Education
- EDG 690 Master’s Project

Electives

Total 36

**Master of Science in Education I - Special Education**

Note: This program is for students who hold provisional certification on or before 2/1/04.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 550 Application of Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 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>

**Other Requirements**

Special Education Courses

Select four from the following:

- EDG 641 Strategies & Curriculum for Emotionally Disturbed Students
- EDG 646 Collaborative Consultation
- EDG 647 Curricular Adaptations for Students with Disabilities
- EDG 648 Learning Disabilities
- EDG 649 Literacy Processes in Reading for Students with Disabilities

Electives

Special Ed/Elementary Education/Liberal Arts

Total 42

**Master of Science in Education I - Secondary Education**

Note: This program is for students who hold provisional certification on or before 2/1/04.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 550 Application of Technology in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 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>
Other Requirements

Professional Education Courses
Select three 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
- EDG 646 Collaborative Consultation 3

Electives (liberal arts/secondary/special education) 12

Total 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 New York state 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

- EDU 550 Application of Technology in Education 3
- EDG 680 Research Methods in Education 3
- EDG 690 Master’s Project 3

Other Requirements

- Concentration Requirements 9
- Electives 12

Total 30

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

- EDG 680 Research Methods in Education 3
- EDG 690 Master’s Project 3
- Technology Course (select one course from EDG 650, EDG 670 or EDG 675) 3

Other Requirements

- Content/Pedagogy Requirement 12
  Note: These courses link content and pedagogy in specific content areas. Please see page 258 for approved courses.
- Electives (must be graduate level courses in liberal arts & sciences OR education) 9

Total 30

Master of Science in Education I - Middle School Specialist (Grades 5-9)

Note: This program is for students who hold initial certification effective 9/1/04 or later.

Core Requirements

- EDG 680 Research Methods in Education 3
- EDG 690 Master’s Project 3
- Technology Course (select one course from EDG 650, EDG 670 or EDG 675) 3

Other Requirements

- Middle Level Content/Pedagogy Requirement 12
  Note: These courses link content and pedagogy in specific content areas. Please see next page for approved courses.
- Electives (must be graduate level courses in liberal arts & sciences OR education) 9

Total 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

- EDG 680 Research Methods in Education 3
- EDG 690 Master’s Project 3
- Technology Course (select one course from EDG 650, EDG 670 or EDG 675) 3
## Other Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Content/Pedagogy Requirement</td>
<td>12</td>
</tr>
<tr>
<td>Note: These courses link content and pedagogy in specific content areas. Please see below for approved courses.</td>
<td></td>
</tr>
<tr>
<td>Electives (must be graduate level courses in liberal arts &amp; sciences OR education)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 30**

### Master of Science in Education I - Adolescent

**Note:** This program is for students who hold initial certification effective 9/1/04 or later.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</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>Technology Course (select one course from EDG 650, EDG 670 or EDG 675)</td>
<td>3</td>
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</table>

### Other Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Content/Pedagogy Requirement</td>
<td>12</td>
</tr>
<tr>
<td>Note: These courses link content and pedagogy in specific content areas. Please see below for approved courses.</td>
<td></td>
</tr>
<tr>
<td>Electives (must be graduate level courses in liberal arts &amp; sciences OR education)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 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 and 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 French 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 Advanced Calculus

### Biology

- EDG 741 Biology and Ecology of Insects
- EDG 742 Physiology: The Mechanisms 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

In all phases of the master’s 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.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</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>Technology Course <em>(select one course from EDG 650 or EDG 670)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

- Adolescent Content/ Pedagogy Requirement 12

**Professional Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 555 Advanced Literacy and Practice for Inclusive Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDG 575 Strategies and Technology for the 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 <em>(must be graduate level courses in liberal arts &amp; sciences OR education)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 36

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.

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</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>Technology Course <em>(select one course from EDG 650 or EDG 670)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

- Childhood Content/Pedagogy Requirement 12

**Professional Education Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 560 Literacy Development Across the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDG 570 Secondary Strategies and Technology</td>
<td>4</td>
</tr>
<tr>
<td>Section 01 - English</td>
<td></td>
</tr>
<tr>
<td>Section 02 - Social Studies</td>
<td></td>
</tr>
<tr>
<td>Section 03 - Mathematics</td>
<td></td>
</tr>
<tr>
<td>Section 04 - Science</td>
<td></td>
</tr>
<tr>
<td>EDG 580 Pedagogical Content Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>EDG 683 Supervised Internship in Adolescent Education</td>
<td>3</td>
</tr>
<tr>
<td>Elective <em>(must be graduate level courses in liberal arts &amp; sciences OR education)</em></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 37
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.

<table>
<thead>
<tr>
<th>Core Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 675 Educational Technology in Special 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>

<table>
<thead>
<tr>
<th>Other Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent Content/Pedagogy Requirement</td>
<td>12</td>
</tr>
<tr>
<td>Note: These courses link content and pedagogy in specific content areas. Please see page 259 for approved courses.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Education Requirements</th>
<th></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 for Students with Disabilities</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 with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>EDG 684 Supervised Internship in Adolescent Special Education (Grades 7-12)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

Master of Science for Teachers

To receive the Master of Science for Teachers (M.S.T.) 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/reading s 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 (M.S.T.) Inclusive Childhood Education (Grades 1-6)

The applicant must have a liberal arts concentration of 30 credit hours, including a minimum of six credit hours in each of the following: mathematics, science and social studies (economics, geography, history, politics, psychology, science and sociology).

| EDG 500 Inquiry into Educational Issues                 | 3     |
| EDG 505 Teaching and Learning in Cultural Contexts     | 3     |

Master of Science for Teachers (M.S.T.) Adolescence Education (Grades 7-12)

The applicant must have 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.

| EDG 500 Inquiry into Educational Issues                 | 3     |
| EDG 505 Teaching and Learning in Cultural Contexts     | 3     |
| EDG 515 Introduction to the Special Education Perspective | 3     |
| EDG 520 Child Abuse Prevention and Reporting and Violence Prevention | 0     |
| EDG 530 Multicultural Literacy Education               | 3     |
| EDG 545 Planning, Assessing and Managing Inclusive Classrooms | 3     |
Graduate Programs

EDG 550 Teaching and Adapting Curriculum for Content Specialists 3
EDG 560 Literacy Development Across the Curriculum 3
EDG 565 Home, School and Community Collaboration 3
EDG 570 Adolescent Strategies and Technology 4
  Section 01 - English
  Section 02 - Social Studies
  Section 03 - Mathematics
  Section 04 - Languages other than English
  Section 05 - Science
EDG 580 Pedagogical Content Knowledge 3
EDG 654 Supervised Preservice Teaching (Grades 7-9) 6
EDG 656 Supervised Preservice Teaching (Grades 10-12) 6
EDG 695 Graduate Research Seminar 3

Master of Science for Teachers (M.S.T.) Dual Adolescence Education & Special Education (Grades 7-12)

EDG 500 Inquiry into Educational Issues 3
EDG 505 Teaching and Learning in Cultural Contexts 3
EDG 515 Introduction to Special Education Perspective 3
EDG 520 Child Abuse Prevention and Reporting and Violence Prevention 0
EDG 525 Assessment: Practices and Legalities for Students with Disabilities 3
EDG 530 Multicultural Literacy Education 3
EDG 545 Planning, Assessing and Managing Inclusive Classrooms 3
EDG 550 Teaching and Adapting Curriculum for Content Specialists 3
EDG 560 Literacy Development Across the Curriculum 3
EDG 565 Home, School and Community Collaboration 3
EDG 570 Adolescent Strategies and Technology 4
  Section 01 - English
  Section 02 - Social Studies
  Section 03 - Mathematics
  Section 04 - Languages other than English
  Section 05 - Science
EDG 562 Transition Planning and Collaboration: Practices and Legalities 3
EDG 580 Pedagogical Content Knowledge 3
EDG 657 Supervised Preservice Teaching Adolescent Special Education (Grades 7-12) 6
EDG 654 Supervised Preservice Teaching (Grades 7-9) 6
OR
EDG 656 Supervised Preservice Teaching (Grades 10-12) 6

Educational Leadership

The Le Moyne College graduate educational leadership program focuses on preparing school leaders who will transform education at a time when difficult decisions are required in the midst of political, social and economic constraints on education. It is the goal of the Le Moyne program to prepare educational leaders who not only have the skills and competencies necessary for demanding professional positions, but have the caring and compassion to ensure that all children receive an excellent education.

The revised New York State Education Department regulations sanction school leadership in New York state by three certifications:

- School Building Leadership (SBL)
- School District Leadership (SDL)
- School District Business Leader (SDBL)

Le Moyne College has approval from the New York State Education Department for graduate programs in all three leadership certification areas.

New York state regulations address required content for leadership programs. All candidates must complete studies sufficient to demonstrate, upon program completion, the knowledge and skills necessary to develop and implement an educational vision for preparing all students to meet the state learning standards; communicate effectively with parents, staff, students, community leaders and other community members, providing clear, accurate written and spoken information that publicizes the school’s goals, expectations and performance results, and builds support for improving student achievement; create the conditions necessary to provide a safe, healthy and supportive learning environment for all students and staff; apply statutes and regulations as required by law, and implement school policies in accordance with law; and maintain a personal plan for self-improvement and continuous learning.

Admission Criteria & Application Requirements

Admission to all educational leadership programs will be based on the following:

- Completion of a baccalaureate degree from an accredited institution (with a minimum G.P.A. of 2.75 and 3.0 in major courses)
• Completion of a master’s degree from an accredited institution of higher education, if applicable
• Submission of two letters of written recommendation
• Completion of the Graduate Record Examination (G.R.E.), if applicable (NOTE: The G.R.E. requirement may be waived with an undergraduate G.P.A. of 3.5 or better and/or current New York state teacher certification.)
• Writing sample
• Interview with faculty

Applicants to the SBL and SDL programs must also provide the following:

• Evidence of permanent or professional certificate as a classroom teacher and/or pupil personnel service provider (i.e. guidance counselor) or substantial equivalent
• Evidence of a minimum of three (3) years of successful full-time teaching and/or pupil personnel service experience in K–12 schools or substantial equivalent
• Written recommendations must include at least one from a certified school administrator familiar with the applicant's work as a professional educator

Applicants to the SDBL programs do not need teacher certification. However, they must provide the following:

• Evidence of a minimum of three (3) years of successful full-time employment in business management or the substantial equivalent
• Written recommendations must include at least one from an individual who can speak to the applicant’s potential to be a school district business leader

All leadership candidates must pass the required New York state leadership certification exam in order to become certified.

These certification programs and requirements are subject to change if modifications occur in New York State Education Department regulations.

School Building Leader (SBL)
School Building Leadership is a class of certification for school administrators that includes building level positions such as principal, housemaster, supervisor, department chairperson, assistant principal, coordinator, unit head or supervisory position.

In this program, 24 credits of required coursework includes educational leadership for social justice, human resource management, culturally responsive leadership, legal issues in education, school finance and facilities and a build level internship. Students must complete six (6) credits of additional electives selected from professional program specialty area courses.

Transfer credit of leadership courses may be considered for persons in this program, where appropriate.

Persons who already have an earned master’s degree should contact the education department to discuss their program and plan to complete the 30-credit Certificate of Advanced Study (C.A.S.) in Educational Leadership that will lead to New York state certification. For persons not having an earned master’s degree when they begin the program, an additional six credits and completion of a scholarly research project are required for a Master of Science in Education degree. A minimum of three years of teaching and an earned master's degree are required by New York state for certification as a school building leader.

School District Leader (SDL)
School District Leadership is a class of certification for school administrators that includes superintendent of schools, district superintendent, deputy superintendent, associate superintendent, assistant superintendent and any other person having responsibilities involving general district-wide administration.

In this program, 27 credits of required coursework includes educational leadership for social justice, human resource management, school finance and facilities, legal issues in education, culturally responsive leadership, public relations for school leaders, superintendency and district level leadership and a district level internship. In addition, students must complete 33 credits of electives selected from professional program specialty area courses.

Up to 30 graduate credits of education courses may be considered for transfer credit for persons in this program, where appropriate.

Persons who already have an earned master’s degree should contact the education department to discuss their program and the option of earning a Certificate of Advanced Standing (C.A.S.) in Educational Leadership that will lead to New York state certification. For persons not having an earned master’s degree when they begin the program, an additional six credits and completion of a scholarly research project are required for a Master of Science in Education degree. A minimum of three years of teaching and an earned master's degree are required by New York state for certification as a school district leader.

School District Business Leader (SDBL)
School District Business Leader is a class of certification for the position of deputy superintendent for business, associate superintendent for business, assistant superintendent for business and any other person having professional responsibility for the business operation of the school district.

In this program, 42 credits of required coursework includes educational leadership for social justice, human resource management, school finance
and facilities, financial and managerial accounting, legal issues in school business management, education facilities planning and an internship in school business leadership. An additional 18 credits of electives must be selected from professional program specialty area courses.

Up to 30 graduate credits of courses may be considered for transfer credit for persons in this program, where appropriate.

An earned master's degree is required for New York state certification as a school district business leader. Persons who already have an earned master's degree should contact the education department to discuss their program and the option of earning a Certificate of Advanced Standing (C.A.S.) in Educational Leadership that will lead to New York state certification. For persons not having an earned master's degree when they begin this program, an additional six credits and completion of a scholarly research project are required for a Master of Science in Education degree.

Permanent or professional certification in teaching or pupil personnel services work is not required.

Courses

No prerequisite(s) required unless noted.

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 curriculum, 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.


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, 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 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.

EDG 505. Human Development 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 507. 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 508. Connecting Video Games, Teaching & Learning Strategies (3).
This course will examine the pedagogy of games and the potential applications of the teaching and learning strategies found in these informal, out-of-school settings to the content of classrooms. Participants will examine the concepts of motivation and play, and how it is possible (as game designers have) to make learning so challenging and fun that students spend hours engaging in the activity. Throughout the course, participants will explore board games, card games, video games and online games.

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 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 violence prevention module will also be presented to students at this workshop. (Open only to students enrolled in student teaching.) A material fee will be charged.

EDG 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.

This course is required for all prospective teachers seeking the dual New York state certification in Childhood/Adolescent 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 student's educational achievement. Assessment will be used as a method of instructional and curriculum-based diagnosis for all 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 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.

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 536. Advanced Communication for Teachers (3).

Special training in the use of performance techniques and presentation 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.


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 preplanning 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. Corequisite: 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 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.


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, content 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 556. 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.
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.


This course is required for all graduate students seeking New York state 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. The course 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 positive 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.

EDG 570. Adolescence Strategies and Technology (4).

This course is required of all students seeking New York state certification in Adolescence Education. It is designed to cover curriculum, instruction and assessment in a particular subject area (English, social studies, science, mathematics and languages other than English) for students in various high school classrooms. The course will focus on organization of content, instruction, assessment and management to actively assist all students in meeting the state learning standards. Students will be placed in two field sites in which they will student teach the following semester. This will afford them the opportunity to apply and practice skills and knowledge discussed in text and class. 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 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
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 545.

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 590. Independent Study.

EDG 600. Designing Interdisciplinary Curriculum and Instruction (Grades 1-6) (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.

EDG 605. Reading/Writing/Language Arts for the TESOL Classroom (Grades K-12) (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 606. Law and Ethics for the Classroom Teacher (3).
This course provides an examination of the legal, ethical and democratic rights and responsibilities of teachers and students as determined by constitutional, statutory and case law. The purpose of this course is to empower practitioners with a critical and reflective sense of how law, ethics and democratic ideals affect the contexts of teaching and schooling for classroom teachers. The course is taught from the perspective of the centrality of the classroom teacher and the advocacy of empowering classroom teachers and their students.

EDG 607. 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.

EDG 609. Teaching Literature in the Secondary Classroom (3).
This course provides teachers with techniques for exploring reading and writing as sources of pleasure in middle and high school classrooms. Teachers will be empowered to help their students discover how writers form ideas through various uses of literary language. Teachers will also develop a toolkit of practical skills necessary to teach a variety of texts.

EDG 610. Issues in Curriculum and Instruction (3).
Teaching critical thinking and structured reasoning will be the
EDG 611. Curriculum Development and Instruction in Middle Schools (Grades 7-12) (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. Curriculum Development and Instruction in Secondary Schools (Grades 7-12) (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 613. Strategies for ELA Discussions in Classrooms (Grades K-12) (3).

This course will assist teachers in using discussion and dialogic interaction for literacy instruction and learning in English language and literature in K-12 classrooms. Classes will include theoretical and best practices related to three models: book clubs, open discussion and literate environment.

EDG 614. Mental Health Issues in the Classroom: Best Practices (3).

This course is designed to assist teachers in identifying and intervening in their students' emotional or behavioral reaction to mental health conditions and situations. Teachers will develop the competencies necessary to identify, access services for and carry out interventions for students in their classrooms related to mental health disorders.

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 roles 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 Strategies (Grades 4-6) (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 617. Curriculum and Instruction for Pre-K – Grade 2 (3).

This course will present current research and best practices related to teaching preschool and primary grades. Innovative methods and techniques will be discussed and applied. The subject matter areas studied are math, science, social studies, music, art and language arts. The purpose of this course is to examine developmentally appropriate curricula, current issues and practices at the preschool and primary grade levels. This course is designed to be taken by students who may have no specific background in early childhood education.


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 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 for the TESOL Classroom (Grades K-12) (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 Adolescent Literature (Grades 5-9) (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 (EDL 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.

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 645. Curriculum and Strategies for Educating Gifted Students (Grades 4-8) (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 and Strategies for Students with Special Needs (Grades K-12) (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. Not open to students who have taken EDG 675.

EDG 651. Supervised Preservice Teaching (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. No other courses may be taken while student teaching.

EDG 652. Supervised Preservice Teaching - Students with 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 with students with disabilities. Each candidate will fulfill a teaching experience in one elementary classroom (grades 1-6) with students with disabilities. 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 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.

EDG 655. Educational Strategies for Students with Disabilities (3).

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 656. 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. No other courses may be taken while student teaching.
EDG 657. Supervised Preservice Teaching Adolescent Special Education (Grades 7-12) (6).

This is a required course for all teacher candidates preparing for the New York State Dual Certificate in Adolescence/Special Education. Teacher candidates, who have successfully completed the prerequisite courses and competencies, must fulfill a teaching experience in an area middle or secondary special education classroom. 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. Pass/Fail only. Prerequisite: EDG 570.

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.


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.


This course examines federal and state laws affecting the rights, privileges and duties of administrators, teachers, pupils and citizens. Attention is given to structural organization of government, public and private education, finance, collective bargaining and other pertinent factors.


This course examines aging as an individual, social and educational process. Also, individuals who work with older adults in governmental agencies, community senior programs, skilled living and nursing facilities and institutions of higher education, need to understand various gerontological (aging) trends, issues and policies. Furthermore, they need to develop the skills required to perform required services for older adults in their respective work sites.

EDG 670. Curriculum and Technology (Grades 7-12) (3).

This course examines the relationship between curriculum and technology. With a focus on the challenges and potential solutions of educational technology in curriculum design, technological environment of various school settings and digital equity issues that impact the effectiveness of technology and pedagogy will be discussed to guide the development of a more responsive curriculum.

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. Not open to students who have taken EDG 650.


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 681. Supervised Internship Childhood (Grades 1-6) (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 teacher certification.

EDG 682. Supervised Internship Special Education (Grades 1-6) (3-6).

Supervised internship in a special education setting selected under advisement. Analysis of innovative 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, SPE 504, SPE 540, SPE 560, SPE 612, SPE 650.

EDG 683. Supervised Internship in Adolescent Education (Grades 7-12) (3).
Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted. Open only to students who already possess provisional or permanent certification. Prerequisites: EDG 615, EDU 640.

EDG 684. Supervised Internship Adolescent Special Education (Grades 7-12) (3-6).
Supervised internship in a special education setting selected under advisement. Analysis of innovative 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 from the cooperating teacher and the college supervisor. Open only to students who already possess provisional/initial or permanent/professional certification. Pass/fail only.

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).
Students seeking New York state teacher certification will be involved in this weekly research seminar within the first twelve hours of their program. This course provides preservice teachers with systematic research strategies for continually developing reflective teaching practices in their professional careers. Through immersion in the research literature on teaching and learning, participants will identify a variety of classroom topics to examine with both qualitative and quantitative techniques during their respective certification program. For successfully completing a program portfolio requirement, a minimum of three empirical "mini-studies" of their own classroom behavior are required, one of which must be undertaken as part of student teaching.

EDG 700. Creative Writing for Teachers (Grades 7-12) (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.

EDG 701. Advanced Strategies for Language Arts Education (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. Content and Strategies for Mathematics Teaching (Grades 5-8) (3).
This class is designed to increase mathematical knowledge and skills of certified elementary and middle school teachers. Concepts that are part of the newly restructured New York state mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and ratios, probability and statistics, data analysis, fractions and decimals. The course will also focus on effective strategies and methods pertaining to the teaching of mathematics in grades 5-8.

EDG 703. Advanced Strategies for Science Education (Grades 1-6) (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 understandings 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. Advanced Strategies for Social Studies Education (Grades 1-6) (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 705. Content and Strategies for Primary Mathematics Teaching (Grades K-4) (3).

This class is designed to increase mathematical knowledge and skills of certified elementary teachers. Many of the concepts that are part of the newly restructured New York state mathematics curriculum will be explored and examined. These content areas include algebraic thinking, geometric concepts, measurement, proportions and ratios, probability and statistics, data analysis, fractions and decimals. The course will also focus on effective strategies and methods pertaining to the teaching of mathematics in grades K-4.

EDG 710. Developing and Implementing a Community-Based Curriculum for all Students (3).

This course is designed to provide a foundational understanding of community-based curriculum planning, development and teaching strategies for children and youth across a range of disabilities. Community-based experiences develop critical skills which children must learn for success in life. The course will guide graduate students in the development and implementation of a community-based curriculum by using a series of projects created so that children can learn and practice functional and life skills both in their classrooms and natural community environments. An essential component will be the use of problem solving in the development of a variety of integrated activities that promote membership and learning for both special education and general education students. Our goal is to prepare children to lead productive lives at home, in school and in their social relationships.

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. M.S.Ed. students only.

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 Howells’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 stylistics of French and English. M.S.Ed. students only.

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. Prerequisite: 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 and the role of culture. (Given in French) M.S.Ed. students only.

EDG 726. Advanced Grammar and Stylistics 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 status.

EDG 729. Topics in Hispanic Literature: Borges, Cortazar and the Fantastic (3).
Advanced course in Hispanic literature. Topics/authors may vary from semester to semester. Writing intensive. Emphasis on literary analysis.

EDG 731. Harry Potter Across the Curriculum: Multidisciplinary Approaches (3).
There is much debate about the Harry Potter books and whether or not they have a place in public school curricula. This course will have focus on three main issues: the debate over the merits and challenges of teaching the Rowling novels; the cultural phenomenon around the novels and the impact on young people; and effective strategies for using the novels as a starting point for other topics required by the New York State Learning Standards. Within the discussions will be issues related to literacy, and the role of children's literature in shaping the next generation's beliefs about gender, social class, race, imperialism, capitalism and spirituality. Teachers will be encouraged to empower students to engage in debates and dialogues around these and other issues.

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 734. Advanced Calculus (3).
An in-depth examination of technical material typically omitted from undergraduate calculus courses: limits, continuity, differentiation and integration. Each topic will give rise to extensions of the subject beyond introductory material. Students will prepare presentations for the purpose of demonstrating the manner in which the material will inform their teaching of calculus. Prerequisite: Undergraduate sequence in calculus.

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.

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 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 usable in middle and upper school biology courses.

EDG 745. Teaching Advanced Placement Biology (3).
This one week (40 hour) course presents important pedagogical skills, strategies and the course content necessary for teaching College Board Advanced Placement Biology*. It is designed for biology teachers new to teaching AP Biology, as well as experienced AP Biology teachers looking for professional development.

* The AP Biology course, which is taught to high school students, is designed to be the equivalent of a two-semester college introductory course, usually taken by biology majors during their first year.

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 750. Teaching Advanced Placement Chemistry (3).
This course will prepare teachers to teach Advanced Placement (AP) Chemistry. It is assumed that participants have a good knowledge of those AP Chemistry topics that are also typically taught in first-year high school chemistry. It is further assumed that teachers have developed strategies for teaching that content. Therefore, even though some time will be spent on how those topics are dealt with on the exam, most emphasis will be placed on topical modules involving content that is not normally covered in the first year class. These are classifying chemical reactions and predicting their products, chemical kinetics, chemical equilibrium, thermochemistry and thermodynamics and electrochemistry. Advanced Placement Chemistry is a laboratory-based course. Emphasis will be placed on laboratory in this institute as well. Laboratory experiments are to be developed which meet the college board’s requirements for recommended laboratories.

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 756. Teaching Regents and Honors Biology (3).
This course is designed to integrate the content and pedagogy of teaching high school biology. The primary goal is to prepare new biology teachers for teaching high school biology by presenting the biological course content as outlined in the New York State Core Curriculum – The Living Environment and the appropriate pedagogy. This course can also meet the professional development requirements of new and veteran teachers alike.

EDG 759. Teaching Regents and Honors Earth Science (3).
This course is designed to integrate the content and pedagogy of teaching high school earth science. The primary goal is to prepare teachers for teaching high school earth science by presenting the course content as outlined in the New York State Core Curriculum – the Physical Setting and the appropriate pedagogy. This course can also meet the professional development requirements of new and veteran teachers alike.
EDG 760. Teaching Advanced Placement Earth Science (3).
This one week (40 hour) course presents important pedagogical skills, strategies and the course content necessary for teaching College Board Advanced Placement Earth Science. It is designed for biology teachers new to teaching AP Earth Science, as well as experienced AP Earth Science teachers looking for professional development.

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 I and II, 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 763. Teaching History of Mexico (3).
This course will provide a detailed study of Mexico from pre-Columbian times to the present. Students will connect issues across time and focus on transmitting material to others in the classroom setting. Each student will be required to research historical themes and to develop written and oral presentations which will be presented to undergraduate students as part of their History of Mexico course. The main goal of the course is to prepare students to both understand Mexico and to effectively teach Mexican society and history in the classroom. Not open to those having taken HST 403/PGS 401.

EDG 764. 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. 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. Not open to those having taken HST 321.

EDG 765. 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.

EDG 766. Civil War and Reconstruction, 1848-1877 (3).
A survey of the history of the United States from the Mexican cession of 1848 to the collapse of reconstruction in 1877. The class 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 and the rise of the third party system, the crucial battles and the failure of reconstruction. 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. Not open to students who have taken HST 323.

EDG 767. Teaching History of Modern Latin America (3).
This course is a survey of Latin America since independence in the 1820s. Students will connect issues across time and focus on transmitting material to others in the classroom setting. Each student will be required to research historical themes and to develop written and oral presentations that will be presented to undergraduate students as part of their History of Latin America since 1825 course. The main goal of the course is to prepare students to both understand Latin America and to effectively teach it in the classroom. Not open to students who have taken HST 328 or HST 428.

EDG 768. Antebellum 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. Students will be required to connect the course content to their school curriculums and appropriate
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 propagate 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 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.

EDG 790-799. Special Topics in Graduate Education (3).
Courses in this series offer an in-depth exploration of specific issues within the various subfields of education, as well as topics of current interest to instructors or students.

This course focuses on an introductory examination of issues relating to school leadership and educational administrative policy and practice. School leadership, as discussed here, encompasses the wide range of job responsibilities and activities that is engaged in by educational administrators as they work collaboratively as a member of a leadership team with other school administrators, teachers, families, students and others within the day-to-day context of schooling. Given this emphasis, the content of the course thus focuses on issues that include, but go beyond the circumstance of the classroom the primary domain of teachers, and examines leadership responsibilities, issues, duties and activities at the overall school level and beyond.

EDL 502. Leadership for Human Resources Development in Schools (3).
This course provides a conceptual and technical background in the human resources function in schools. Students have an opportunity to research and practice problem solving and leadership skills as applied to human resources. Classes promote the sharing of professional expertise.

EDL 510. Labor-Management Relations in the School Setting (3).
This course provides a conceptual and skills-based introduction to the area of union representation and collective bargaining in school districts. The classes rely heavily on simulations and experiential exercises based on “real-life” cases involving negotiation, fact finding and arbitration. Classes promote the sharing of professional expertise.

EDL 515. Assessment and Accountability for Schools (3).
This course explores various approaches to assessing student and program performance, interpreting data obtained from these assessments and reporting these results to staff and public. Topics include reliability, validity and measurement error association with assessment strategies; how assessment results are to be interpreted and communicated, and approaches to creating assessment strategies for measuring attainment of school goals.
EDL 520. The Principalship (3).
This course examines critical issues and skills related to site management at the elementary, middle or high school. Topics include varying amounts of autonomy, accountability and responsibility among discrete units within school districts; policy implementation; organization and development of curriculum; instructional models; student services and activities; evaluation/supervision of programs and personnel; change/implementation models; and assessment and long-term planning.

EDL 525. Supervision of Instruction (3).
This course examines a variety of supervisory strategies for teaching based on currently proven models. Topics include performance appraisal, professional growth and change, assessing staff needs and analyzing instructional deficiencies.

EDL 533. Communication Between and Among School Stakeholders (3).
Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying poser structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered.

EDL 534. Educational Facilities Management (3).
The course explores present and future facility planning and equipment needs of schools. The course examines the efficiency of facilities, operations, housekeeping and maintenance programs. It also reviews the planning process for school construction programs. Plans for financing construction are discussed. The role of educational facilities in the teaching/learning process is a central theme throughout the course. The course will include lecture, discussion, on-site visitation and evaluation of school plant and learner needs. Students will also be expected to complete visitations to sites where renovation and/or new construction has been completed and conduct interviews and discussions with the professionals involved in the process at these sites.

EDL 601. School Fund Accounting (3).
Participants will develop the basic competencies and understanding of school accounting to enable them to record and report activities and events affecting personnel, facilities, materials or money of an administrative unit and its programs. The focus will be on determining the necessary accounts to be maintained and the procedures and forms to be used. The recording, classifying and summarizing activities will be emphasized as well as the preparation and issuing of reports and statements which reflect conditions as of a given date and the results of operations in terms of established objectives.

EDL 620. The Superintendent and District Level Leadership (3).
This course provides an in-depth study of the role and responsibilities of the school superintendent. Students examine leadership attributes that are unique to the superintendency, including the skills needed to prosper in the position, and critical issues facing superintendents and school boards. Particular attention will be given to the superintendent’s relationship with the board of education and the community and district leadership for equity and excellence in an era of reform.

EDL 637 (EDG 637). Special Education Administration and the Law (3).
See EDG 637 for course description.

See EDG 640 for course description.

See EDG 665 for course description.

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 within 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 ASL I. It provides a more complete understanding of the language as it is used in conversation with
Core Competencies Inherent in M.S. Program

Outcomes

<table>
<thead>
<tr>
<th>Definition of Core Competencies</th>
<th>M.S. Program Outcomes</th>
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<tbody>
<tr>
<td>Professional Role Development:</td>
<td>an integrative process whereby the individual assumes the characteristics, values, and behaviors associated with a commitment to advanced nursing practice when working collaboratively with the health care team, serving as an advocate for the consumer and functioning within the health care system.</td>
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<tr>
<td>Caring: expressions of respect for the dignity and self-worth of individuals by honoring the ethical rights of others and demonstrating sensitivity, equitability and cultural appropriateness in providing services consistent with advanced professional nursing practice.</td>
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<tr>
<td>Critical Thinking: the cognitive process of decision making that involves collecting, synthesizing, analyzing and interpreting data from multiple sources to question assumptions, reason inductively and deductively, problem solve creatively and evaluate outcomes when dealing with complex and dynamic situations.</td>
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<tr>
<td>Communication: a complex process of sharing information, ideas and perceptions through the use of advanced skills in listening, verbal and non-verbal interactions, writing and multi-media technology to convey logical, organized, clear, accurate, therapeutic and relevant messages to individuals and groups.</td>
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<tr>
<td>Research: the process of identifying new and existing knowledge for application of relevant evidence to improve outcomes.</td>
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The M.S. graduate, assuming the multiple dimensions of the functional role as educator or administrator, demonstrates competencies consistent with advanced professional nursing practice.

The M.S. graduate applies the principles of ethical and transcultural care in the delivery of advanced level nursing services to others.

The M.S. graduate integrates and processes information from nursing, other disciplines and the liberal arts and sciences to make complex decisions independently and collaboratively when practicing at an advanced level.

The M.S. graduate incorporates principles of effective communication by using a variety of advanced techniques in a proficient manner when interacting with consumers, peers, other health care providers, policy makers and communities of interest.

The M.S. graduate demonstrates advanced research skills to initiate change in professional nursing practice.

Program Objectives

Master of Science

It is the expectation that the M.S. program in nursing will enhance the student’s professional growth and development as outlined in the program objectives. These objectives are derived from, elaborated on, and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation.

Expectations of Program and Graduates

Core competencies provide the foundation upon which the master's curriculum is built. They are consistent with and integral to the mission of Le Moyne College in preparing graduates for leadership and service in a diverse society. These core competencies, which are fundamental to the practice of advanced professional nursing, are reflected throughout all of the master’s-level course work and include professional role development, caring, critical thinking, communication and research. The following table provides the definitions of these core competencies and illustrates how they are operationalized in the nursing program outcomes.
Upon successful completion of the master's degree program in nursing at Le Moyne College, the graduate will be prepared to:

1. practice in the multi-dimensional role of educator or administrator with a specialty focus to provide direct or indirect health care to individuals, families, groups and communities.
2. synthesize knowledge from nursing, related disciplines and the liberal arts and sciences for application to practice at the advanced level.
3. communicate effectively with clients, colleagues and other health professionals through advanced listening, verbal, non-verbal and written skills and the proficient use of information technology.
4. integrate the principles of compassion, ethical decision making, advocacy and cultural diversity when practicing in the role of educator or administrator.
5. integrate research-based findings in advanced professional nursing practice in the role of educator or administrator to improve the delivery of health care.
6. apply advanced critical thinking skills when assessing, designing, implementing and evaluating outcomes of nursing interventions.
7. demonstrate a high level of decision-making ability for the effective and efficient use of resources in the delivery of services.
8. assume accountability for professional growth and development and improved practice outcomes through scholarship, continuing education and participation in professional organizations.
9. apply advanced principles and concepts inherent in the educator or administrator role to provide leadership and service for the enhancement of continuous quality improvement in health care.

**Post-Master’s Certificates**

It is the expectation that the post-master's certificate programs in nursing will enhance the student’s professional growth and development as outlined in the program objectives. These objectives are derived from, elaborated on, and congruent with the program outcomes and reflect expectations of what the students are able to do after graduation.

Upon successful completion of the post-master's certificate program in nursing at Le Moyne College, the graduate will be prepared to:

1. communicate effectively with clients, colleagues and other health professionals through advanced listening, verbal, non-verbal and written skills and the proficient use of information technology.
2. integrate the principles of compassion, ethical decision making, advocacy and cultural diversity when practicing in the role of educator or administrator.
3. integrate research-based findings in advanced professional nursing practice in the role of educator or administrator to improve the delivery of health care.
4. apply advanced critical thinking skills when assessing, designing, implementing and evaluating outcomes of nursing interventions.
5. demonstrate a high level of decision-making ability for the effective and efficient use of resources in the delivery of services.
6. apply advanced principles and concepts inherent in the educator or administrator role to provide leadership and service for the enhancement of continuous quality improvement in health care.

**Technical Standards**

Each student must be able to meet the technical standards of performance that are necessary to gain the knowledge and skills for advanced nursing practice.

**Master of Science**

The nursing program’s curriculum is designed to provide the education necessary for the advanced practice of nursing at the master's level of preparation. Students build on the fundamental principles of nursing, acquire skills of critical judgment based on education and experience, and develop an ability to use principles and skills wisely in decision-making and problem solving pertaining to the delivery of high quality nursing services.

Students of the M.S. program in nursing are expected to fulfill the following technical standards:

- Acquire information from demonstrations and experiences in the nursing and elective courses, including but not limited to, information conveyed through lecture, group seminar, small group activities and physical demonstrations.
- Acquire information from written documents and computer-information systems (including literature searches and data retrieval), and identify information presented in images from paper, videos, transparencies and slides.
- Use and interpret information from diagnostic maneuvers (e.g., sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic representations of physiological phenomena during the course of conducting a comprehensive physical assessment of a client.
- Accurately elicit information, including a medical history and other information required to adequately and effectively evaluate a client’s condition.
- Synthesize information, problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, timely and accurately complete responsibilities attendant to the advanced practice role.
- Maintain effective, mature and sensitive relationships with clients, students, faculty, staff, preceptors and other professionals under all circumstances.
- Communicate effectively and efficiently with faculty, colleagues, preceptors and all members of the health care team during practicum and other learning experiences.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the classroom and practice settings.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program.
The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Technical Standards either with or without accommodation.

Post-Master's Certificates

Students of the post-master's certificate programs are expected to fulfill the following technical standards:

- Synthesize information, problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, timely and accurately complete responsibilities attendant to the advanced practice role.
- Maintain effective, mature and sensitive relationships with clients, students, faculty, staff, preceptors and other professionals under all circumstances.
- Communicate effectively and efficiently with faculty, colleagues, preceptors and all members of the health care team during practicum and other learning experiences.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the classroom and practice settings.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in the Technical Standards either with or without accommodation.

Prerequisites

Master of Science

Applicants to the M.S. program who have a Bachelor of Science in Nursing must have a basic statistics class for eligibility. Applicants who possess a bachelor's degree in a field other than nursing must satisfy the following prerequisite undergraduate courses:

- Pathophysiology (3 credits)
- Health Assessment (3 credits)
- Statistics (3 credits)
- Research (3 credits)
- A four-credit transition course (NSG 475) offered through Le Moyne College or show evidence of mastery of credit-bearing courses in the content areas of family health, management/leadership, community health, health promotion and professional issues and trends.

The above prerequisites can be taken at Le Moyne College or transfer credits may be granted for equivalent course work earned at another institution. A grade of C or better must be achieved to satisfy prerequisites.

Post-Master's Certificates

Applicants to the post-master's certificate program must have a master's degree in nursing or in a related field.

Admission Criteria

Master of Science

Applicants to the M.S. program should possess a bachelor's degree (in nursing or in another field) and have a G.P.A. of 3.0 or higher. Conditional acceptance will be offered to a candidate who presents with a G.P.A. of 2.8 to 2.99 with the understanding that a 3.0 must be achieved by taking a minimum of six credits of coursework by the end of the first semester of enrollment in the program.

Applicants can enroll in either fall or spring and may begin taking classes (up to nine credits) prior to or while in the process of applying to the program.

Post-Master's Certificates

Applicants to the post-master's certificate programs must hold a master's degree in nursing or related field and have a G.P.A. of 3.0 or higher.

Applicants can enroll in either fall or spring and may begin taking classes (up to nine credits) prior to or while in the process of applying to the program.

Application Requirements

The following items must be included in the application packet:

- Completed application form
- Nonrefundable application fee:
  - $50 for the Master of Science in Nursing program
  - $35 for the post-master's certificate
- Official college transcripts
- Two letters of recommendation
- Professional résumé
- Evidence of current licensure or eligibility for licensure to practice as an RN in New York State

In addition, the application process requires:

- A personal interview
- An on-site writing sample

Note: The Graduate Record Exam (G.R.E.) is not required but scores may be submitted if they have been taken and the applicant determines that they provide additional evidence of eligibility for graduate study.
Upon receipt of a complete application, qualified candidates will be contacted to schedule an interview.

Up to nine credits may be taken as a nonmatriculated student prior to completing an application.

**Health Clearance**
Every student must be in compliance with the health requirements of Le Moyne to maintain matriculation and of each institution or agency in which they fulfill practicum components of their course work.

**Conditional Admission**
Conditional acceptance will be offered to a candidate who presents with a G.P.A. of 2.8 to 2.99 with the understanding that a 3.0 must be achieved by taking a minimum of six credits of course work by the end of the first semester of enrollment in the program.

**Academic Criteria**
1. At least a 3.0 G.P.A. to graduate from the master of science or post-master's certificate program of study.
2. A grade of B or better earned in each nursing course. A course can only be repeated once and a maximum of two courses can be repeated.
3. Evidence of licensure by the New York State Board of Nursing.
4. Professional behavior in the classroom, laboratory and practicum settings according to the American Nurses Association’s standards of practice and codes of conduct.
5. Compliance with the technical standards of performance (provided at the time of application and published in this catalog) that are necessary to gain the knowledge and skills for advanced nursing practice.
6. Completion of the program within five years of matriculation.

**Transfer Credit/Waiver Policy**
A student may transfer up to 15 credits of equivalent course work to meet master of science program requirements, but must take 24 credits in the program of study to satisfy College residency requirements. To be granted transfer credit for a course taken at another accredited or state approved college or university, a minimum grade of B must have been earned in the course, it must be at least 75% equivalent to a required course in the graduate program of study, and the course must have been taken within the last five years.

Nursing courses from previous college course work taken at the graduate level more than five years prior to the date of matriculation may be considered for transfer credit to meet program requirements only with the approval of the course instructor and department chair. Requests for transfer credit must be made in writing to the Chair of the Department of Nursing.

Completion of at least nine credits in the post-master's certificate program of study to satisfy the Le Moyne College residency requirements. A maximum of three credits of equivalent course work may be transferred to meet the certificate's program requirements.

**Term Limit for Completion**
Upon matriculation, a student has five years to complete the degree requirements. A waiver to grant the student extension beyond the five-year limit will be considered on an individual basis depending on the extenuating circumstances.

**Probation and Termination**
A student will be placed on academic probation if overall G.P.A. falls below 3.0 during any given semester. A student will be terminated if her/his G.P.A. falls below 3.0 for two consecutive semesters.

**Withdrawal or Leave of Absence**
If a student chooses to withdraw or take a leave of absence from the program, she/he should inform her/his faculty advisor or department chair and must complete an enrollment status change form available in the registrar's office. A leave of absence should be applied for if a student is not planning on taking any courses for one or more semesters. Failure to complete this form will result in an administrative withdrawal from the program and may affect readmission to the College in the future.

**Readmission**
A student who has withdrawn from the program in good standing may reapply at any time. Reapplication requires completing all admission requirements with the exception of needing only one additional letter of recommendation. Also, a letter stating the reason for requesting reacceptance must accompany the application materials. The applicant should check with the registrar to find out if original official transcripts are still on file at the College and also submit new transcripts of any additional course work taken since the date of withdrawal.

**Advisement**
Advisement is a progressive collaborative process that provides for the exchange of confidential information in an atmosphere of safety, respect, and privacy. A student must be in contact (in person, via e-mail or by telephone) with her or his advisor at least once per semester to be unblocked for course registration for the following semester. All matriculated nursing students are assigned a full-time faculty member in the department for academic advisement. Availability of advisors is by posted office hours or by appointment.
## Curriculum Overview

### Master of Science

**Typical Program Educator Track (Full-Time)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Hours</th>
<th>Spring Semester</th>
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**Typical Program Educator Track (Part-Time)**

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**Typical Program Administrator Track (Full-Time)**

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<th>Spring Semester</th>
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**Typical Program Administrator Track (Part-Time)**

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<td>NSG 625</td>
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**Post-Master's Certificates**

Two 12-credit post-master's certificate programs in education or administration are available to nurses who already hold a master's degree in nursing or in a related field.

**Typical Program Educator Track**

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<thead>
<tr>
<th>Year</th>
<th>Fall Semester</th>
<th>Hours</th>
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<td></td>
<td>NSG 635</td>
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<td>NSG 701</td>
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**Typical Program Administrator Track**

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<td>ECO 501</td>
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<td></td>
<td>MKT 601</td>
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<td>NSG 703</td>
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### Courses

**NSG 475. Transition to Advanced Nursing Practice (4).**

This course is required of nurses who hold a B.A. or B.S. degree in a field other than nursing for progression to the M.S. in nursing program of study. It is designed to include undergraduate nursing content...
foundational to graduate level course work. The course includes theories, concepts and principles related to professional issues and trends, health promotion and protection, management and leadership, family health and community health. Students are expected to gain knowledge, through course discussions, presentations and other approaches, that is essential for success at an advanced level of educational preparation. Prerequisite: R.N. with a B.A. or B.S. degree in a non-nursing field.

NSG 561. Principles of Teaching and Learning (3).

The focus of this course is to provide students with the knowledge and skills necessary to educate various audiences in a variety of settings with efficiency and effectiveness. It is a comprehensive coverage, both in scope and depth, of the essential components of the education process and the principles of teaching and learning. Designed to increase students’ proficiency in educating others, it takes into consideration the needs and characteristics of the learner as well as how to choose and use the most appropriate instructional techniques and strategies by which to optimize learning. The theories and concepts addressed in this course can be applied to any audience of learners, whether they are patients and their families, staff nurses or student nurses. An understanding of the basics of teaching and learning allows merely as a “giver of information.” This approach enables the audience of learners to act as responsible partners in the teaching/learning process. Emphasis is placed on preparing students to assess, teach and evaluate learners at all stages of development based on their learning needs, learning styles and readiness to learn. Not open to students who have taken NSG 461. If NSG 461 or its equivalent has been completed, a graduate level three-credit education elective must be substituted to meet master’s degree in nursing requirements.

NSG 566. Contemporary Issues in Nursing Administration (3).

The focus of this course is on the role of the nursing administrator at various levels of managing and leading in dealing with the myriad of issues and challenges in a changing and complex world of health care delivery. Through a review of leadership paradigms, organizational structure and current health care regulations, students have the opportunity to explore the responsibility and accountability of nurse administrators to internal and external stakeholders. Collaboration with other providers in an organization, participation in leadership functions, the influence of technology resources, adherence to ethical and legal standards, advocacy for change or maintaining tradition and the influence of policy decisions at all levels of government and organizations are considered. Also discussed are issues related to quality improvement, negotiating conflict, personnel and fiscal management and shared governance models.

NSG 610. Advanced Pathophysiology (3).

This course is a comprehensive coverage of advanced physiological mechanisms and specific pathologies affecting all of the major organ systems of the human body. The focus is on causality of alterations in human physiological functions across the lifespan. The concepts of normal physiology and pathological phenomena as a result of altered states of health are contrasted. The human physiological responses to various diseases and disorders are examined in detail from the micro (cellular) and macro (organ) level. Diagnostic test, laboratory values and treatment methods pertinent to identifying and managing these alterations in health are discussed. Prerequisite: undergraduate pathophysiology course.

NSG 615. Advanced Research (3).

This course reviews the research process and focuses on analyzing and evaluating research at the advanced level of nursing practice. Principles of scientific inquiry, including identification of nursing and multidisciplinary theoretical and conceptual frameworks, are used to delineate research questions and uncover evidence for the continuous improvement of nursing practice. Expected competencies include the identification, analysis, and synthesis of research findings related to clinical practice and health care outcomes. Emphasis is on the translation of research to support and inform practice innovations. A basis understanding by the student of the research process, terminology and statistics is assumed.

NSG 620. Advanced Health Assessment (3).

This course focuses on advanced health assessment skills with an emphasis on concepts of health promotion, risk management and disease prevention. The purpose of this course is to prepare graduate nurses with higher level knowledge and skills in communication, physical assessment and diagnostic reasoning to determine the health status of diverse clients within the health care delivery system. Strong emphasis is placed on developing sound critical thinking abilities through the collection, interpretation and evaluation of clinical data. Course assignments and laboratory practice activities enhance the student’s history taking, physical assessment and critical thinking skills essential for planning, delivering and evaluating health care across the lifespan. Prerequisite: NSG 315 or the equivalent basic health assessment course. NSG 610 is highly recommended.

NSG 625. Health Care Delivery Systems (3).

This course focuses on formal and informal health care systems within American communities by addressing their historical development, the major forces shaping their present status, and emerging directions of these systems. Throughout the course, the implications for the
roles and actions of nurses within health care organizations are explored with respect to planning, policy formulation, financing, and evolving methods of delivering services to clients. Within a rapidly changing health care environment, it is imperative that students understand the actual and potential role of nursing at the local, state, and national levels from the perspective of geographic influences, socio-cultural demands, and environmental stressors impacting on communities and on the available health care systems. Current health care reform issues, concepts and models of health care delivery, directions for change, and methods affecting organizational change on individuals, groups, as well as the nursing profession will be examined and discussed. The purpose of this course is to prepare nurses as leaders in managing various resources for the delivery of quality, cost-effective care.

NSG 630. Interventions During Health and Illness (3).
This course focuses on identifying and responding to health-related needs and concerns of diverse adult populations. Strategies to maintain health, reduce health disparities, and prevent disease and injury as well as assessing and managing client problems are explored. Common acute and chronic illnesses are discussed from the perspective of advanced knowledge and skills of pathophysiology and health assessment. Models and theories specific to communications, chronic and acute illness care, end-of-life and palliative care, health promotion, and disease prevention and risk reduction are incorporated in the discussions. Consideration is given to the genetic/familial, social, cultural, environmental, and epidemiological influences on health and illness. The nurse at the graduate level is expected to have an advanced understanding of human responses to health challenges and how to promote well-being through nursing interventions based on the latest health care research. Prerequisites: NSG 610, NSG 620.

NSG 635. Curriculum and Program Development (3).
The purpose of this role course is to further develop the knowledge and skills of the nurse as educator. Although the major emphasis is on preparing faculty for an academic role, the principles are applicable for nurse educators in staff development, in-service, and continuing education. Thus, the competencies and responsibilities of the educator in a variety of settings are explored. Ethical, legal, political, social, economic, and professional standards issues are examined as they impact on the education process and influence curriculum and program development. Students are given the opportunity to design, apply, and critique creative teaching and learning strategies as well as to develop outcome criteria as measure to evaluate the success of educational programs and curriculum plans. Seminar and other adult learning approaches are used to foster critical thinking and active participation. Prerequisites: NSG 461, NSG 561.
Graduate Programs

Physician Assistant Studies

Courses form the core of the didactic curriculum, the other courses support this core by expanding upon it, enriching it, and providing specialized content.

The 12-month clinical curriculum is comprised of rotations in primary care, internal medicine, pediatrics, women's healthcare, surgery, emergency medicine, behavioral medicine, and surgical and medical subspecialties. Emphasis is placed on developing a solid foundation for providing patient care under the supervision of a physician in a variety of primary care and specialty settings.

Accreditation
The Le Moyne College Physician Assistant Studies 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.

Prerequisites for Application
The prerequisites for students applying to the M.S. program in physician assistant studies are:

1. Possession of a baccalaureate degree from an accredited institution of higher learning. Transcripts should indicate the attainment of an overall G.P.A. of 3.0. Applicants with overall, prerequisite or science G.P.A. of less than 3.0 may be considered for an interview in exceptional circumstances; in this case, the applicant should submit a letter to the admissions office outlining those exceptional circumstances and request for special consideration.

2. Prerequisite courses:
   - Two semesters biology for science majors, with laboratory
   - Four additional biology courses for science majors, two of which must include a lab
   - Two semesters general chemistry for science majors, with laboratory
   - Organic chemistry or biochemistry
   - Two courses from statistics, calculus or physics
   - Two courses from the social sciences
   - One semester English composition or technical writing

3. Basic computing skills, including word processing, spread sheet and information searching

4. Health care experience: 750 hours of paid or volunteer or combination hands-on care

5. TOEFL score of 213 (computer-based exam) or 550 (paper-based exam) is required of all applicants whose native language is not English, with the following exceptions:
   - Graduation from an accredited American high school OR
   - Graduation from an American two- or four-year college or university OR
   - Completion of 15 graduate credits at an American college or university OR
   - Completion of 60 undergraduate credits including 6 transferable credits of English at an American college or university.

Admission Criteria
Admission decisions are based on an individual's academic abilities, health care experience, communication skills, professionalism, recommendations from prior associates, and commitment to the P.A. Program. Approximately 35 students begin the program each fall.

An application will be considered when both the Central Application Service for Physician Assistants (CASPA) and the Le Moyne College supplemental application have been received. Completed applications will be reviewed for the following admission criteria and prerequisites:

- Prerequisite courses completed prior to your anticipated entrance into the program.
- At least four courses completed within the last five years.
- Proof of health care experience. Applicants with experience exceeding 750 hours will be given preference.
- If required, competitive TOEFL scores.

After initial review, selected applicants will be called to interview with members of the P.A. Graduate Admission Committee. The interview will consist of an individual and a group interview with committee members and an on-site writing sample.

Admission decisions are based on the overall quality of the application taking into consideration academic background, completion of prerequisite coursework and quality patient contact hours, success of individual and group interviews, and caliber of writing samples.
Application Requirements

Your application will be considered when both the electronic CASPA application and the Le Moyne College supplemental application have been received.

The CASPA application requires:
- Completed application
- Official transcripts from all institutions attended
- Three letters of recommendations
- Non-refundable CASPA application fee

Upon Le Moyne's receipt of the CASPA application, the Office of Graduate Admission will email the applicant a supplemental application with instructions for completion.

Student Classifications

Candidates who fulfill the admission requirements are accepted only as full-time degree-seeking students.

Health Clearance

In addition to meeting the immunization requirements of the College, more specific health and immunization requirements must be met prior to participation in any clinical rotations.

Academic Criteria

Successful completion of the P.A. Program requires a minimum G.P.A. of 3.0 with a grade of C in fewer than three courses.

For additional policies specifically related to the P.A. Program, please refer to the Physician Assistant Studies Student Handbook (available at student orientation).

Transfer Credit/Waiver Policy

The Le Moyne College P.A. Program does not grant advanced placement, give credit for, or accept transfer of credit for P.A. courses. Previous health care experience is required, but no course credit is granted for that experience.

The director of the physician assistant studies program has the authority to substitute a prerequisite course if such a substituted course is deemed to cover similar material satisfactorily.

Term Limit for Completion

Physician assistant studies students must complete the program within four years from the date of matriculation.

Probation

Physician assistant studies students earning a quality point index of less than 3.0 are placed on academic probation. The student must meet with the director before registering for additional courses.

Typical Program for Physician Assistant Studies

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Courses

No prerequisite(s) required unless noted.

PAS 300. Medical Terminology Exam (0).

The medical terminology self-study course is to be completed prior to the start of the Physician Assistant Studies 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 Studies Program. Prerequisite: Acceptance into the Physician Assistant Studies Program. This is a pass/fail course.


This case-based course introduces students to the fundamentals of medical practice, including history taking and physical examination skills. Utilizing a systems approach, it includes a comprehensive study of diseases with emphasis on etiology, pathophysiology, signs and symptoms, diagnostic procedures, and therapeutic measures involved in treating the various medical problems. Various aspects of preventive medicine,
patient counseling and education, medical law and ethics, medical economics, physician assistant practice, and other related factors are incorporated. The laboratory component places an emphasis on active student participation in learning history taking and physical examination skills. This course is closely integrated with Human Anatomy and Physiology I and Pharmacology I. Prerequisite: Acceptance into the Physician Assistant Studies Program. Corequisites: Current registration in PAS 511, PAS 513 and PAS 521. Open only to Physician Assistant Studies students. Required for completion of degree.

PAS 502. Clinical Medicine II (7).
This is a continuation of PAS 501 Clinical Medicine I, and is integrated with Human Anatomy and Physiology II and Pharmacology II. Prerequisites: Acceptance into the Physician Assistant Studies Program, completion of PAS 501. Corequisites: Current registration in PAS 512, PAS 514 and PAS 522. Open only to Physician Assistant Studies students. Required for completion of degree.

PAS 503. Clinical Medicine III (7).
This is an advanced course in clinical medicine topics with focus on integrating basic sciences, basic medical sciences, and clinical practice. A combination of cases, lectures, and laboratory experiences provide the student with an opportunity to solidify clinical skills, critical thinking skills, self-directed learning, and professional communication skills. Prerequisites: Completion of PAS 501 and 502. Corequisites: PAS 515. Open only to Physician Assistant Studies students. Required for completion of degree.

PAS 511. Human Anatomy & Physiology I (4).
This course utilizes a systems approach to applied functional human anatomy and physiology. It includes both classroom and lab sessions so that students develop an understanding of the integral workings of the human body. Lab sessions will use models, computer simulated software and dissected human cadavers. Body systems covered include nervous, special sense, endocrine, musculoskeletal, renal, reproductive, respiratory, cardiovascular and digestive. The order may be rearranged to integrate with Clinical Medicine I and Pharmacology I. Prerequisite: Acceptance into the Physician Assistant Studies Program. Corequisites: PAS 501 and PAS 513. Open only to Physician Assistant Studies students.

PAS 512. Human Anatomy & Physiology II (4).
This is a continuation of PAS 511 and is integrated with Clinical Medicine II and Pharmacology II. Remaining body systems will be covered through didactic and laboratory sessions and will integrate with Clinical Medicine II and Pharmacology II. Prerequisite: PAS 511. Corequisites: PAS 502 and PAS 514. Open only to Physician Assistant Studies students.

PAS 513. Pharmacology I (3).
This course includes the principles of pharmacology as they pertain to therapeutic agents. Students learn the principal mechanisms of action of the major groups of therapeutic agents, absorption, metabolism, distribution, uses, side effects, and toxicities of representative drugs. This course is closely integrated with PAS 701 Clinical Medicine I and PAS 711 Anatomy and Physiology I; medical management of diseases affecting the major body systems will be covered. Prerequisite: Acceptance into the Physician Assistant Studies Program. Corequisites: Current registration in PAS 501 and PAS 511. Open only to currently enrolled Physician Assistant Studies students.

PAS 514. Pharmacology II (3).
This is a continuation of PAS 513 Pharmacology I. It is closely integrated with PAS 502 Clinical Medicine II and PAS 512 Anatomy & Physiology II. Prerequisites: Acceptance into the Physician Assistant Studies Program and completion of PAS 513. Corequisites: Current registration in PAS 502 and PAS 512. Open only to currently enrolled Physician Assistant Studies students.

PAS 515. Counseling and Public Health (3).
This course covers general public health concepts, including health promotion and disease prevention. Patient education, counseling, and intervention strategies are covered. Students explore available community and public health resources relevant to patient needs throughout the lifespan of pediatric, adult, and geriatric populations. Content is based on Healthy People 2010 guidelines. Corequisite: PAS 503. Open only to Physician Assistant Studies students. Required for completion of degree.

PAS 521 (PHL 521/REL 521). Medical Humanities Seminar I (3).
This interdisciplinary seminar is designed to engage students in thinking critically about fundamental ethical, cultural, religious and social issues concerning health, medical practice, access to health care and public policy. By taking note of the plurality of cultural and social contexts in which medical care and moral discourse about medical care take place, students will explore the values, ideologies and institutional practices that shape the meanings that health, illness and acceptable medical practices have for patients and for health care practitioners and that influence medical decision-making and interactions between patients and health care practitioners. Coordinated with Clinical Medicine I. Open only to students in the Physician Assistant Studies Program or other graduate students with permission of instructor. Corequisite: PAS 701.

PAS 522 (PHL 522/REL 522). Medical Humanities Seminar II (3).
This interdisciplinary seminar is a continuation of PAS 521 and will
be coordinated with Clinical Medicine II. Open only to students in the Physician Assistant Studies Program. Corequisite: PAS 702.

PAS 531. Evidenced-Based Medicine and Medical Literature I (1).

Based on clinical cases, students learn to utilize an evidence-based approach to reading and interpreting the medical literature, including: the use of medical informatics, evaluation of study designs, critically appraising the literature and determining the best action for a patient problem based on a review of the evidence. This course is closely integrated with Clinical Medicine I. Prerequisite: Acceptance into the Physician Assistant Studies Program. Corequisite: PAS 501. Open only to currently enrolled Physician Assistant Studies students.

PAS 532. Evidenced-Based Medicine and Medical Literature II (1).

This is a continuation of PAS 531 and is closely integrated with Clinical Medicine II. Prerequisite: Acceptance into the Physician Assistant Studies Program. Corequisite: PAS 502. Open only to currently enrolled Physician Assistant Studies students.

PAS 600. Orientation to the Physician Assistant Profession (0).

This course introduces the physician assistant to the history of the profession, role of the physician assistant in the health care team, professional organizations, requirements for licensure (including graduation from an accredited program, certification and recertification requirements), credentialing, professional liability and general trends in political and legal issues that affect PA practice. Required for completion of degree. This is a pass/fail course and must be passed in order to complete the program. Prerequisite: Acceptance into the Physician Assistant Studies program.

PAS 641. Master’s Seminar I (3).

This course is the first of four seminars that will culminate in the completion of a master's project. In this seminar, students will initiate the development of a formal project proposal in which a question or problem relevant to the science, practice or profession of medicine or physician assistant is identified; the current state of knowledge pertinent to the question or problem is assessed; and a methodology by which the question can be answered or the problem resolved is suggested. Prerequisites: PAS 531 and PAS 532. Open only to currently enrolled Physician Assistant Studies students.

PAS 642. Master’s Seminar II (2).

This course is the second of four seminars that will culminate in the completion of a master's project. This course will focus on issues relevant to the completion of the project proposal, including research ethics, the mechanics of obtaining IRB approval, and project proposal format, and will conclude coverage begun in the first course of representative, qualitative and quantitative research methods and design, and data analysis techniques. Prerequisite: PAS 641. Open only to currently enrolled Physician Assistant Studies students.

PAS 643. Master’s Seminar III (2).

This course is the third of four seminars that will culminate in the completion of a master's project. In this seminar, students will implement their proposed projects developed in PAS 642. When necessary, students will first obtain approval to conduct their studies from the Institutional Review Boards of institutions at which data is to be collected. Throughout the semester, students will consult with the course instructor and report on their progress. Prerequisite: PAS 642. Open only to currently enrolled Physician Assistant Studies students.

PAS 644. Master’s Seminar IV (3).

This course is the final seminar of a series of four that culminate in the completion of a master's project. In this seminar, students will complete their projects and submit final written reports. Students will present their findings to the College community and submit a poster proposal to a scholarly conference. Prerequisite: PAS 643. Open only to currently enrolled Physician Assistant Studies students.

PAS 651. Professional Skills I (3).

This course is designed to prepare Physician Assistant Studies students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills and techniques acquired during their clinical rotations. Communication skill, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness and other topics encountered in the clinical setting will be discussed. Prerequisites: completion of all first-year PAS courses. Corequisites: PAS 671, 672, 673, clinical rotations I, II and III. Pass/fail.

PAS 652. Professional Skills II (3).

This course is designed to prepare Physician Assistant Studies students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills and techniques acquired during their clinical rotations. Communication skill, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness and other topics encountered in the clinical setting will be
discussed. Prerequisites: Completion of all first-year PAS courses. Corequisites: PAS 674, 675, 676, clinical rotations IV, V and VI. Pass/fail.

PAS 653. Professional Skills III (2).
This course is designed to prepare Physician Assistant Studies students to practice medicine in the current health-care system. The student will address legal and ethical issues as they relate to the health profession; study behavior aspects of medicine, social causes of illness and preventative medicine; review the medical literature and apply it to a clinical setting; examine insurance, billing and coding issues; and refine the knowledge, skills and techniques acquired during their clinical rotations. Communication skill, professional standards and requirements, advanced clinical topics, health care practice issues, patient response to illness and other topics encountered in the clinical setting will be discussed. Prerequisites: completion of all first-year PAS courses. Corequisites: PAS 677, 678, clinical rotations VII and VIII. Pass/fail.

PAS 671–678. 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) behavioral medicine, 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: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee. Pass/fail.

PAS 671. Clinical Rotation I (3).
See general description. Corequisite: PAS 651.

PAS 672. Clinical Rotation II (3).
See general description. Corequisite: PAS 651.

PAS 673. Clinical Rotation III (3).
See general description. Corequisite: PAS 651.

PAS 674. Clinical Rotation IV (3).

PAS 675. Clinical Rotation V (3).

PAS 676. Clinical Rotation VI (3).

PAS 677. Clinical Rotation VII (3).
See general description. Corequisite: PAS 653.

PAS 678. Clinical Rotation VIII (3)
See general description. Corequisite: PAS 653.
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