

TABLE OF CONTENTS

Le Moyne	5	Peace and Global Studies	68
Academic Calendar	6	Double Major (B.A.) in Peace and Global Studies and Political Science	75
General Information	9	Peace and Global Studies Major (B.A.)	76
Academic Information	10	Peace and Global Studies Minor	77
Academic Standards	11	Graduate Program Pathways	78
Grading Policies	12	College of Arts and Sciences	82
Add/Drop/Withdrawal	15	Anthropology, Criminology and Sociology	82
Student Services	17	Sociology Major (B.A.)	95
Co-Curricular Activities	21	Sociology Minor	101
Facilities	21	Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	101
Center for Continuing Education	23	Criminology Major (B.A.)	103
Undergraduate Information	25	Criminology Minor	105
Undergraduate Admission	25	Anthropology Minor	105
Undergraduate Tuition and Fees	26	Biological and Environmental Sciences	106
Financial Aid	28	Biological Sciences (B.S.)	117
Degree Information	29	Biological Sciences (B.A.)	119
Academic Standing	30	Biology Minor	126
Academic Advising and Academic Support Services	31	Environmental Science Systems (B.A.)	126
Awards, Honors & Honors Programs	34	Environmental Science Systems (B.S.)	127
Graduate Information	36	Environmental Science Systems (B.S.) with a Concentration in Pre-Engineering	128
Graduate Admission and Registration	37	Environmental Science Systems Minor	130
Graduate Tuition and Fees	38	Forensic Sciences	130
Graduate Policies and Procedures	39	Chemistry	130
Undergraduate Core Curriculum	43	Chemistry Major (B.S.)	133
Interdisciplinary Programs	45	Chemistry Major B.S. with a Minor in Biology	134
B.S. in Professional Studies	45	Chemistry Major (B.S.) and M.S. in Chemical Pre-Engineering	136
Biochemistry	46	Chemistry Major (B.S.) with a Certification in Adolescence Education (Grades 7-12)	137
Biochemistry Major (B.S.)	46	Biochemistry Major (B.S.)	139
Consortium for Culture and Medicine	48	Forensic Sciences	139
Environmental Studies	54	Chemistry Minor	139
Environmental Studies Major (B.S.)	54	Communication and Film Studies	139
Environmental Studies Major (B.A.)	56	Communications Major (B.A.)	145
Environmental Studies Minor	56	Dual Major in English/Creative Writing and Communications	146
Gender and Women's Studies	56	Dual Major in English/Literature and Communications	148
Gender and Women's Studies Minor	62	Double Major in Political Science and Communications	149
Integral Honors	63	Double Major in Theatre Arts and Communications (B.A.)	150
Integral Honors	65	Communications Minor	150
Legal Studies Minor	65	Computer Science	150
Library	67		
Medieval Studies Minor	67		

Computer Science Major (B.S.)	154	Peace and Global Studies	68
Computer Science Major (B.A.)	157	Double Major (B.A.) in Peace and Global Studies and Political Science	75
Computer Science Minor	158	Peace and Global Studies Major (B.A.)	76
B.S. in Computer Science with Concentration in Pre-engineering (Computer Science)	158	Peace and Global Studies Minor	77
B.S. in Computer Science with Concentration in Pre-engineering (Computer Engineering)	159	Philosophy	231
Cybersecurity	160	Philosophy Major (B.A.)	235
Cybersecurity (B.A.)	161	Philosophy Minor	237
Economics	165	Physics	237
Economics Major (B.A.)	167	Physics Major B.A.	241
Economics Major (B.S.)	168	Physics Major B.S.	243
Economics Minor	170	Physics Minor	245
Engineering	170	Physics B.A.: Pre-Medical	245
English	170	B.S. in Physics with Concentration in Pre-Engineering: Civil with Geotechnical Focus	246
English Major (B.A.)	182	B.S. in Physics with Concentration in Pre-Engineering: Civil with Structural Focus	247
Dual Major in English/Creative Writing and Communications	185	B.S. in Physics with Concentration in Pre-Engineering: Electrical focus	248
Dual Major in English/Literature and Communications	186	B.S. in Physics with Concentration in Pre-Engineering: Environmental Focus	249
English (B.A.) and Initial Teacher Certification Tracks	188	B.S. in Physics with Concentration in Pre-Engineering: Mechanical and Aerospace Focus	250
Five-Year B.A./M.S.T. Programs	189	Political Science	250
Literature Minor	192	Political Science (B.A.) with Concentration in Pre-Law	256
Irish Literature Minor	192	Political Science (B.A.) with Concentration in Public Service	258
Creative Writing Minor	192	Political Science (B.A.) with Concentration in International Relations/Comparative Politics	260
Film Minor	192	Political Science (B.A.) with Concentration in General Study	261
Medieval Studies Minor	193	Political Science (B.A.) with Teacher Certification	262
Advanced Writing Minor	193	Double Major in Political Science and Communications	262
Foreign Languages and Literatures	193	Double Major (B.A.) in Political Science and History	263
French Major (B.A.)	202	Double Major (B.A.) in Political Science and Peace and Global Studies	263
Spanish Major (B.A.)	203	Double Major (B.A.) in Political Science and Theatre	264
Classical Humanities Minor	204	Political Science Minor	264
French and Spanish Language & Literature Minor	204	Legal Studies Minor	264
Latin Minor	205	Psychology	264
Italian Minor	205	Psychology (B.A.)	269
History	205	Psychology (B.S.)	270
History Major (B.A.)	210	Psychology Minor	272
Double Major in History & Political Science	211	Psychology (B.S.) with Teacher Certification and Concentration in Child Education	272
History Minor	212		
Five-Year B.A./M.S.T. Program	212		
Mathematics	212		
Mathematics Major (B.A.)	215		
Mathematics Minor	221		
Applied Statistics Minor	221		

Dual Major (B.A.) in Psychology and Theatre	273	Dual Major (B.S.) in Finance and Information Systems	329
Direct Entry Pathway for B.S. PSY to M.S. OT	274	Human Resource Management	330
Advising Path for B.A. PSY/LAW	275	Human Resource Management Major (B.S.)	331
Religious Studies	276	Human Resource Management Minor	332
Religious Studies Major (B.A.)	285	Information Systems	333
Religious Studies Minor	287	Information Systems Major (B.S.)	341
Faith and Social Justice Minor	287	Information Systems Dual Majors (B.S.)	342
Software Applications and Systems Development	288	Management Information Systems (M.I.S.) Minor	346
Software Applications and Systems Development (B.S.)	288	Health Information Systems (H.I.S.) Minor	346
Software Applications and Systems Development (B.A.)	290	Management and Leadership	347
Dual Major (B.S.) in Software Applications and Systems Development and Information Systems	291	Management and Leadership Major (B.S.)	352
Visual and Performing Arts	292	Management and Leadership Dual Majors (B.S.)	353
Arts Administration Minor	302	Business Administration Minor	355
Visual Arts Minor	303	Entrepreneurship Minor	356
Music Minor	303	Marketing	356
Theatre Arts Major (B.A.)	304	Marketing Major (B.S.)	359
Theatre Arts Dual Major	305	Dual Major in Marketing and Business Analytics (B.S.)	361
Theatre Arts Minor	305	Dual Major in Marketing and Information Systems (B.S.)	361
Dance Minor	305	Marketing Minor	362
Arts Administration - Graduate	306	Sports Marketing Minor	362
Arts Administration (M.S.)	307	Dual Major in Marketing and Management and Leadership (B.S.)	362
Arts Administration (Graduate Certificate)	308	M.B.A. in Management	363
Madden School of Business	309	M.B.A. in Management	373
Accounting	309	Master of Science in Information Systems	374
Accounting Major (B.S.)	314	Information Systems (M.S.)	378
Accounting Major/Information Systems Concentration (B.S.)	315	Graduate Enterprise Systems Certificate	379
Accounting Minor	316	Graduate Health Information Systems Certificate	379
Accounting 150-Hour Program (B.S. in Accounting and M.B.A.)	316	Purcell School of Professional Studies	380
Accounting 150-Hour Program (B.S. in Accounting and M.S. in Information Systems)	318	Education - Undergraduate	380
Accounting 150-Hour Program (B.S. in Accounting and M.S. in Taxation)		Dual Childhood/Special Education (Grades 1-6)	387
M.S. in Taxation	320	Adolescent Program (Grades 7-12)	387
Business Analytics	320	Dual Adolescent and Special Education Program (Grades 7-12)	387
Business Analytics Major (B.S.)	322	Teaching English to Speakers of Other Languages (TESOL)	387
Business Analytics Dual Majors (B.S.)	323	Education Minor	388
Business Analytics Minor	325	Religion and Education Minor	388
Finance	325	Education - Graduate	388
Finance Major (B.S.)	327	Master of Science in Education I	405
Dual Major (B.S.) in Finance and Business Analytics	328	Master of Science in Education II	406
		Master of Science for Teachers	407
		Educational Leadership Programs	408

Nursing - Undergraduate	411	Typical Program for Creative Writing and Communications Dual Major	477
RN - BS Program	415	Typical Program for English Literature and Communications Dual Major	478
Dual Degree Partnership in Nursing (DDPN)	416		
Accelerated Dual Degree Partnership in Nursing (A-DDPN)	418	Index	479
Nursing - Graduate	419		
Master of Science in Nursing	430		
Post-Master's Certificates	432		
Family Nurse Practitioner (MS)	432		
Occupational Therapy	434		
Occupational Therapy Studies (M.S.)	440		
Direct Entry for B.S. PSY to M.S. OT	440		
Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	101		
Physician Assistant Studies	443		
Physician Assistant Studies (M.S.)	449		
Faculty of Instruction	450		
Accounting Major/Information Systems Concentration	463		
Advising Path for B.S. PSY to M.S. OT	463		
Biological Sciences groups	465		
Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	465		
Double Major (B.A.) in Political Science and Peace and Global Studies	466		
Double Major in Political Science and Communications	467		
Dual Bachelor's/Master's Degree in Engineering Partnership	467		
Dual Major (B.S.) in Business Analytics and Information Systems	468		
Dual Major (B.S.) in Finance and Business Analytics	469		
Dual Major (B.S.) in Finance and Information Systems	469		
Dual Major (B.S.) in Information Systems and Software Applications & Systems Development	470		
Dual Major (B.S.) in Information Systems and Software Applications & Systems Development (Typical Program)	471		
Dual Major (B.S.) in Management and Leadership and Information Systems	471		
Dual Major (B.S.) in Marketing and Business Analytics	472		
Dual Major (B.S.) in Marketing and Information Systems	472		
Dual Major in English/Creative Writing and Communications	473		
Dual Major in English/Literature and Communications	474		
Human Resource Management/ Management and Leadership Dual Major	474		
Human Resource Management/ Management and Leadership Dual Major	475		
Management and Leadership/Marketing Dual Major	476		
Physics Technical Electives	477		

LE MOYNE

2018-2019

College Catalog

Please Note: The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made with respect to this information without prior notice. The course offerings and requirements of Le Moyne College are under continual examination and revision. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between Le Moyne College and the student.

ACADEMIC CALENDAR

2018-2019

August 2018

13	Monday	PA Clinical Rotations begin for 2nd year graduate students/ clinical year.
20	Monday	PA Orientation for 1st year graduate students.
21	Tuesday	PA Program classes begin for 1st year graduate students.
24-26	Friday-Sunday	New First-Year Students Orientation.
25	Saturday	New Transfer Student Orientation
26	Sunday	Residence halls open for Upperclassmen
27	Monday	Classes begin (Undergraduate and Graduate).
29	Wednesday	Mass of the Holy Spirit at 10:45am (Panasci Family Chapel). Classes that run 9:30-10:45am or 10:00am-10:50am will dismiss at 10:30. Classes scheduled for 11:00am, 12:00pm will not be held. Classes will resume at 1:00pm. Campus offices will close at 10:30am and reopen at 1:00pm.

September 2018

1	Saturday	Saturday classes begin.
3	Monday	Labor Day (no classes).
4	Tuesday	Last day to add classes, audit a class and late registration. Last day to drop a class with a full refund. Last day to file a proposal for Independent Study/ Research with Dean's Office.
11	Tuesday	Last day to drop a class with no grade. Last day for Pass/Fail option.
TBA	TBA	Fall Convocation
21-23	Fri-Sun.	Family Weekend

October 2018

2	Tuesday	Last day to withdraw from a class for a partial refund if registered below 12 credits or dropping below 12 credits.
8-9	Mon.-Tues.	Fall Break. Saturday classes will be held 10/6. No classes held 10/8 and 10/9.
10	Wednesday	Classes resume.
12	Friday	Midterm grades due by noon.

November 2018

5	Monday	Jmester registration begins for matriculated and non-matriculated Undergraduate and Graduate students.
5-9	Mon.-Fri.	Spring registration begins for matriculated MBA, Graduate Nursing, Graduate Education, Graduate Arts Administration, OT and Physician Assistant students.
12	Monday	Spring registration begins for non-matriculated MBA, Graduate Nursing, Graduate Arts Administration and Graduate Education students.
12-16	Mon.-Fri.	Spring registration begins for matriculated Undergraduate students.
16	Friday	Last day to withdraw from a class with a "W" grade. Last day to request a leave of absence for the fall semester.
21-25	Wed.-Sun.	Thanksgiving Break (no classes). Residence Halls close at 8pm on 11/20 and reopen at noon on 11/25. Thanksgiving Day is 11/22.
26	Monday	Classes resume.

December 2018

3	Monday	MayMester and Summer registration begins for Undergraduate, Graduate and Non-Matriculated students. Registration for Spring begins for Non-Matriculated Undergraduate students.
7	Friday	Undergraduate/ Graduate classes and co-curricular activities end. Faculty must resolve "I" grades from MayMester and Summer 2018 for graduate and undergraduate courses.
10-14	Mon.-Fri.	Semester ending exams. Residence Halls close at 8pm on 12/14.
15	Saturday	Final exams for Saturday classes.
17	Monday	Final grades due by Noon to Registrar's office. Then verification process begins. Jmester Session begins.

January 2019

2	Wednesday	Clinical rotations resume for 2nd year graduate PA students.
9	Wednesday	PA program classes begin for 1st year graduate students.
14	Monday	OT classes resume.
19	Saturday	Jmester sessions ends.
21	Monday	Residence Halls open at noon. Martin Luther King Jr. Holiday
22	Tuesday	Classes begin (Graduate and Undergraduate).
25	Friday	Jmester grades due to Registrar's office. Then verification process begins.
26	Saturday	Saturday classes begin.

29	Tuesday	Last day to add classes, audit a class, and late registration. Last day to drop a class with a full refund. Last day to file a proposal for Independent Study/ Research with Dean's office.
----	---------	---

February 2019

5	Tuesday	Last day to drop a class with no grade. Last day for Pass/Fail option.
26	Tuesday	Last day to withdraw from classes for a partial refund if registered below 12 credits or dropping below 12 credits.

March 2019

8	Friday	Spring break begins at end of classes; Saturday classes held. Residence Halls close at 8pm.
11-15	Mon.-Fri.	Spring Break. No Classes.
17	Sunday	Residence halls open at noon.
18	Monday	Classes resume.
20	Wednesday	Midterm Grades Due

April 2019

1	Monday	Fall registration begins for matriculated MBA, Graduate Nursing, Graduate Arts Administration, Graduate Education, OT and PA students.
8-12	Mon.-Fri.	Fall registration begins for matriculated Undergraduate students.
10	Wednesday	Spring Convocation
12	Friday	Last day to withdraw from a class with a "W" grade
18-22	Thursday-Monday	Easter Weekend Break. (Holy Thursday 4/18, Good Friday 4/19, Easter Sunday 4/21, Easter Monday 4/22)
23	Tuesday	Classes Resume.

May 2019

6	Monday	Undergraduate/ Graduate classes and Co-Curricular Activities End. Faculty must resolve "I" grades for Fall 2018 and Jmester 2019 for graduate and undergraduate courses.
7	Tuesday	Study Day
8-14	Wed.-Tues.	Semester Ending Exams. Residence Halls close for Undergraduates on Tuesday, May 15th at 8 p.m.
11	Saturday	Final Exam for Saturday Classes
15	Wednesday	Senior and Graduate grades due by noon. Then the verification process begins. Maymester session begins
17	Friday	All other grades due by noon. Then the verification process begins. Graduate Commencement (p.m.)
18	Saturday	Baccalaureate (p.m.)
19	Sunday	Undergraduate Commencement (a.m.). Seniors must move out by 8 p.m.

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

GENERAL INFORMATION

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.

Accreditations & Affiliations

Le Moyne College is approved by the Regents of the University of the State of New York (<http://www.regents.nysed.gov>) and is accredited by the Middle States Commission on Higher Education (<http://www.msche.org>).

The Nursing Program is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>) (CCNE), the Teacher Education Programs are accredited by the Council for the Accreditation of Educator Preparation (<http://caepnet.org>) (CAEP), the entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) (<http://www.aota.org/Education-Careers/Accreditation.aspx>), and the Physician Assistant Studies Program is accredited by the Accreditation Review Commission for Physician Assistant Education (<http://www.arc-pa.org>) (ARC-PA). The Madden School of Business is accredited by Association to Advance Collegiate Schools of Business International (<http://www.aacsb.edu>) (AACSB). The Chemistry Department is approved by the American Chemical Society (<http://www.acs.org/content/acs/en.html>).

The College is also a member of:

- Association of Jesuit Colleges and Universities (<http://www.ajcunet.edu>) (AJCU)
- Association of Colleges and Universities of the State of New York (<http://library.albany.edu/speccoll/findaids/apap003.htm>) (ACUSNY)
- Association of American Colleges and Universities (<http://www.aacu.org>) (AACU)
- Association to Advance Collegiate Schools of Business International (<http://www.aacsb.edu>) (AACSB)
- College Board (<http://www.collegeboard.org>)
- Commission on Independent Colleges and Universities (<http://www.cicu.org>) (CICU)
- Council of Independent Colleges (<http://www.cic.edu/Pages/default.aspx>) (CIC)
- Council for Higher Education Accreditation (<http://www.chea.org>) (CHEA)
- National Association of Independent Colleges and Universities (<https://www.naicu.edu>) (NAICU)
- National Association for College Admission Counseling (<http://www.nacacnet.org/Pages/default.aspx>) (NCAC)
- National Catholic Educational Association (<http://www.ncea.org>) (NCEA)

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
Room 977 Education Building Annex
Albany, New York 12234
Tel: 518-486-3633

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 regarding Title IX contact Dr. Deborah Cady Melzer, Vice President for Student Development at 315-445-6130. All other inquiries relative to the regulations mentioned above may be addressed to Anne Kearney, Dean of Students, at 315-445-4525.

Students with Disabilities

The Office of Disability Support Services, located in the Noreen Reale Falcone Library, 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 disability support services as soon as possible to ensure that academic accommodations are made available in a timely manner. Written documentation attesting to the existence of the disabling condition and signed by a licensed professional, is required before academic accommodations are implemented.

Contact Information

Voice: (315) 445-4118
TDD: (315) 445-4104
Fax: (315) 445-6014
Email: dss@lemoyne.edu
www.lemoyne.edu/dss

Student Records (FERPA)

Le Moyne College, in accordance with the Family Educational Rights and Privacy Act (FERPA), has implemented procedures for the review and access of student records. Institutional policy and procedures can be found on the Registrar's Office website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/FERPA-Information>).

Sexual Harassment Policy

Le Moyne College does not condone or tolerate any conduct that would constitute sexual harassment or sexual misconduct. The College's Sexual Harassment and/or Sexual Misconduct Policy may be found at www.lemoyne.edu/studenthandbook.

Academic Information

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 (M.B.A.), 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. State-approved undergraduate programs of professional preparation for prospective teachers are also offered in various certification areas. Students in these programs must major in an approved subject area (see list of programs). Enrollment in programs not registered, or otherwise approved, may jeopardize a student's eligibility for certain student aid awards. The programs are as follows:

Degree Programs

Undergraduate Programs

Program	HEGIS	Degree
Biochemistry	0404	B.S.
Biological Sciences 1,2,3,4	0401	B.A., B.S.
Business: Accounting	0502	B.S.
Business: Business Analytics	0506	B.S.
Business: Finance	0504	B.S.
Business: Information Systems	0702	B.S.
Business: Management and Leadership	0506	B.S.
Business: Marketing	0509	B.S.
Chemistry ^{1,2,3,4}	0905	B.S.
Communication	0601	B.A.
Computer Science	0701	B.A., B.S.
Criminology	2105	B.A.
Cybersecurity	2105	B.A.
Economics ^{1,2,3,4}	2204	B.A., B.S.
English ^{1,2,3,4}	1501	B.A.
English	1501	B.A./M.S.T.
Environmental Science Systems	0420	B.A., B.S.
Environmental Studies	2299	B.A., B.S.
French ^{1,2,3,4}	1102	B.A.
General Science ¹	0834	B.A.
History ^{1,2,3,4}	2205	B.A.
History	2205	B.A./M.S.T.
Human Resource Management	0515	B.S.
Information Systems and Software Applications and Systems Development	0799	B.S.
Mathematics ^{2,3}	1701	B.A.
Nursing	1203.10	B.S.
Peace and Global Studies	2210	B.A.

Philosophy ¹	1509	B.A.
Physics ^{1,2,3,4}	1902	B.A., B.S.
Political Science ^{1,2,3,4}	2207	B.A.
Professional Accountancy	0502	B.S./M.B.A.
Professional Studies	4901	B.S.
Psychology ¹	2001	B.A., B.S.
Religious Studies ¹	1510	B.A.
Sociology ^{1,2,3}	2208	B.A.
Software Applications and Systems Development	0799	B.A., B.S.
Spanish ^{1,2,3,4}	1105	B.A.
Spanish	1105	B.A./M.S.T.
Theatre Arts	1007	B.A.

- ¹ These programs are eligible for Childhood and Special Education (Grades 1-6) teacher certification. Biology, Chemistry, Economics, English, French, History, Mathematics, General Science, Philosophy, Physics, Political Science, Psychology, Religious Studies, Sociology, or Spanish
- ² These programs are eligible for Adolescent Education (Grades 7-12) teacher certification. Biology, Chemistry, Economics, English, French, History, Mathematics, Physics, Political Science, Spanish, or Sociology
- ³ These programs are eligible for Adolescent and Special Education (Grades 7-12) teacher certification. Biology, Economics, English, French, History, Mathematics, Political Science, Spanish, or Sociology
- ⁴ These programs are eligible for Teaching English to Speakers of Other Languages (Grades PK-12) certification. Consult the education department for additional information. French, Spanish, Italian

Undergraduate Certificates

Program	HEGIS	Degree
Human Resources	0515	Cert.

Minor Programs

Minor programs are offered in all of the above-listed undergraduate programs. In addition, special minor programs are offered in:

- Advanced Writing
- Anthropology
- Applied Statistics
- Arts Administration
- Classical Humanities
- Creative Writing
- Dance
- Education
- Entrepreneurship
- Faith and Social Justice
- Film
- Gender and Women's Studies
- Health Information Systems
- Irish Literature
- Italian

- Latin
- Literature
- Legal Studies
- Medieval Studies
- Music
- Sports Marketing
- Visual Arts

Minors are open to all students except those already majoring in the field.

Graduate Programs

Program	HEGIS	Degree
Adolescent Education I ¹	0803	M.S.Ed.
Adolescent Education II ²	0803	M.S.Ed.
Arts Administration	0599.00	M.S.
Childhood Education I ¹	0802	M.S.Ed.
Childhood Education II ²	0802	M.S.Ed.
Dual Adolescent/Special Education I ¹	0808	M.S.Ed.
Dual Adolescent/Special Education II ²	0808	M.S.Ed.
Dual Childhood/Special Education I ¹	0808	M.S.Ed.
Dual Childhood/Special Education II ²	0808	M.S.Ed.
General Professional Education	0801	M.S.Ed.
Teaching Literacy	0830	M.S.Ed.
TESOL	1508	M.S.Ed.
Adolescent Education	0803	M.S.T.
Dual Adolescent/Special Education	0808	M.S.T.
Inclusive Childhood Education	0808	M.S.T.
Special Education	0808	M.S.T.
Information Systems	0702	M.S.
Management	0506	M.B.A.
Nursing	1203.10	M.S.
Family Nurse Practitioner	1203.10	M.S.
Nursing Administration	1203.10	M.S.
Nursing Education	1203.10	M.S.
Nursing Informatics	1203.10	M.S.
Occupational Therapy	1208.0	M.S.
Physician Assistant Studies	1299.10	M.S.
School Building Leadership	0828	M.S.Ed.
School District Business Leader	0827	M.S.Ed.
School District Leadership	0827	M.S.Ed.

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

² These programs are for students who are already certified to teach and are seeking an additional certification. For further clarification, contact the education department at (315) 445-4376.

Certificates of Advanced Studies

Program	HEGIS	Degree
Family Nurse Practitioner	1203.12	C.A.S.
Nursing Administration	1203.12	C.A.S.
Nursing Education	1203.12	C.A.S.
Nursing Informatics	1203.10	C.A.S.
School Building Leadership	0828	C.A.S.
School District Business Leader	0827	C.A.S.
School District Leadership	0827	C.A.S.

Post-Baccalaureate Certificates

Program	HEGIS	Degree
Adult Education	0801	Cert.
Arts Administration	0599.00	Cert.
Graduate Enterprise Systems	0702	Cert.
Health Care Leadership	1202	Cert.
Health Information Systems	0702	Cert.
Higher Education Leadership	0801	Cert.

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.

Faculty and staff members should report all instances of academic dishonesty to the appropriate dean, i.e., the dean who has jurisdiction over the class in question. The dean will review the evidence in consultation with the faculty or staff member to determine the appropriate sanction, which may include failure in a course. The dean may impose further sanctions, such as suspension or expulsion from the College. It is expected that the dean will make a determination within a reasonable period of time following notification of an instance of academic dishonesty. The dean will send the student a findings letter after a determination is made. Additionally, that dean should notify and consult with the dean of the student's home school or college. A second instance of academic dishonesty may result in suspension and may be cause for expulsion. Students should note particularly the following seven 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 assignment or 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, consult the library's guide to plagiarism or the library services desk.
4. Assisting Cheating or Plagiarism—A student who knowingly assists another student in cheating or plagiarism is subject to the same rules and penalties.
5. Derived Work—Derived work is work containing material (even if modified) that has been previously submitted to fulfill the requirements of another course. Submission of derived work is allowed only with prior approval by the instructor, who may impose additional requirements (e.g., full disclosure in a citation). The penalties for unapproved submission of derived work range from failure on the assignment to expulsion from the College.
6. Class recording policy—Students must obtain prior written permission from the instructor before making any audio/video recordings of a class. Unless this permission explicitly states otherwise, such recordings may not be shared with or distributed to others, and must be deleted or erased at the end of the semester. The penalties for unauthorized recording, sharing, distribution or retention may range up to expulsion from the College. Any student with a disability who requires class recordings as an accommodation must be approved by the disability support services staff and must notify faculty by presenting his or her instructor a notification form to be signed.
7. 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 Provost to convene a review board. This request must be in writing and submitted to the Provost's office within 5 business days of the date of the findings letter. An appeal must be based on questions of improper procedure, new evidence uncovered after the date of the findings letter, the student disputing the facts of the case, or excessively harsh sanction. A review board consists of three faculty members and one nonvoting faculty member who serves as chair. These members are appointed by the president of the Faculty Senate. At the student's request, two nonvoting student members may be appointed by

the president of the Student Senate in consultation with the chair of the Academic Affairs Committee of that body.

The student has the option of appearing before the review board to answer questions and make a summary statement. Alternatively, the student may submit a written statement to the review board. The review board may recommend one of the following:

1. uphold the finding of responsibility and the sanction as originally imposed;
2. uphold the finding of responsibility but reduce the sanction; or
3. overturn the finding of responsibility.

It is expected that the board will meet to review the appeal and make its recommendation within a reasonable period of time following receipt of the appeal. The review board forwards its recommendation to the Provost who makes the final decision regarding the appeal. The Provost's decision is final and is not subject to further review.

Academic Integrity Tutorial and Exam Requirement

All matriculated Le Moyne students must pass the Academic Integrity Tutorial and Exam during their first semester as matriculated students at Le Moyne. These students will be blocked from subsequent course registration until they have passed the exam.

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 WRT 101.

NG

Indicates that no grade has been awarded for a course.

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 12th week of the semester or 80 percent 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

Students who find themselves unable to complete work for a course by the end of the regular term may request a grade of Incomplete (I) via their instructor using the Request for Incomplete Grade Form (<https://portal.lemoyne.edu/studentresources/academic/registrar/Forms/Request%20for%20Incomplete%20Grade%20Form.pdf>). This form is an agreement between the student and the instructor that specifies the reasons, conditions, and time limit for removing an incomplete (I) grade from the student record.

Except in rare cases, the student must initiate a request for an incomplete (I) grade. An incomplete (I) grade is an option only if the student has completed enough course work for the instructor to determine a grade. The form must be submitted on or before the last day of classes for the semester.

The form specifies:

- The remaining course requirements to be completed before a final grade is assigned.
- A grade to be recorded if the student does not submit the outstanding course requirements by the specified deadline.

An incomplete grade should be granted only for good cause (i.e., extenuating circumstances that prevent the student from completing required coursework within the normal time limits). Instructors may require documentation to support a request for an incomplete grade. In addition, instructors may refuse the request. If the precipitating reason for the request is of a personal nature, the student and/or instructor may seek the assistance of their Academic Dean in providing appropriate documentation.

Instructors are responsible for monitoring any assigned incomplete (I) grades and may change/update the grade at any point prior to the official deadline.

Deadlines for resolving incomplete grades are as follows:

Fall Semester & J-mester	Last day of classes for the following Spring semester
Spring, Maymester, & All Summer Sessions	Last day of classes for the following fall semester

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.

Auditing Courses

A student who wishes to audit a course may do so with the approval of the course instructor and Department Chair. Students who audit are generally exempt from assignments and examinations; however, requirements vary depending on the course and instructor expectations. Students will negotiate the performance expectations with each instructor prior to the end of the first week of classes.

Under no circumstances may a student make a course change from credit to audit after the last day to add as designated on the Academic Calendar. A grade of AUD is recorded on the transcript. No credit is given for the course.

Audit permission forms are available in the Registrar's Office for matriculated students or you may click here (<https://portal.lemoyne.edu/>)

studentresources/academic/registrar/Forms/Audit%20A%20Class%20Form.pdf). Once the form is completed matriculated students will be registered in the Registrar's Office. Non-matriculated students will complete a registration form in the Center for Continuing Education (CCE) Office and be registered there. Students indicate their top three or four course preferences, as some courses will be filled. The staff in the CCE will obtain permissions to audit.

Undergraduate students wishing to audit will be added to the course one week prior to the start of each term. Audits will not exceed a maximum of two courses per semester and one course in shortened alternate semesters (Summer, May and J-mester). Auditing students will be required to meet the prerequisites for all courses for which they register.

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. internships); OR
2. The student elects the pass/fail grading option described below. In either case, if the professor judges that the student has passed the course, the professor will record a pass for the course (PF/P) which will be included on the student's transcript. Though the student will then receive full credit for the course, the grade of PF/P *will not* be computed into the student's G.P.A. If the professor judges that the student has failed the course, the professor 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 student's G.P.A.

In order to encourage greater student participation and experimentation in course selections, the pass/fail grading option is offered for an undergraduate student whose request meets the following criteria:

1. A student who has completed at least 75 credit hours may request a grade of pass/fail in a course.
2. A student may only use the pass/fail option towards no more than one course per academic semester.
3. A student may not use the pass/fail option towards a course that fulfills the requirements for the student's major, minor, or core curriculum. The course must be a free elective.
4. A student taking a course pass/fail must complete a pass/fail form and submit it to the Office of the Registrar on or before the last day to drop a class with no grade as listed on the Le Moyne College Academic Calendar. The pass/fail forms are located in the Office of the Registrar or online at www.lemoyne.edu/registrar.
5. The student will receive grades within the course for all coursework completed, including a final examination. If the grade is D or above, the professor will record the passing grade of PF/P; credit will be awarded for the course but not calculated into the GPA. If the final grade is an F, the professor will record the failing grade of PF/F; no credit will be awarded and a grade point of zero will be calculated into the student's GPA.
6. In addition to internships and other pre-designated pass/fail courses, a student may earn up to 15 undergraduate credits with a grade of PF/P.
7. The pass/fail grading option is a matter of the student's choice; no student is required to take advantage of it.

8. A student's desire to make use of the pass/fail option shall not be a criterion in determining his or her eligibility for an open course or section.
9. Once a course has been converted from a letter-graded to a pass/fail-graded course, it cannot be converted back to a letter-graded course.

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:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D	1.00
F	0.00
WF	0.00
PF/F	0.00

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.

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 one or two 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 three (above) to the academic vice president.

Formal Academic Grievances Against Professors, Classes, or Programs

Formal academic complaints about a class or professor should be taken directly to the professor concerned first. If the issue is not resolved, a written complaint should be filed with the appropriate department chair or director. This written version should identify the complainant, specifically detail the perceived problem, the date of the meeting with the Professor and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy.

- The department chair or director 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 a resolution. If the department chair or director is the professor, the senior member of the department other than the course instructor shall hear the appeal.
- If the problem has not been resolved in steps one or two 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 or director. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair or director)
- The appropriate dean shall then forward written recommendation to the student, the professor and the department chair.
- The student may appeal the dean's decision to the academic vice president within 15 days.
- Formal academic complaints about a program should be filed with the appropriate department chair or director and then proceed to resolution through the same steps outlined above for complaints about professors or courses.

Grade Reports

Grades are posted to students' WebAdvisor account. If a student needs a printed grade report, he or she must submit the appropriate form to the Registrar's office. Grade reports may only be requested for a single semester. If additional semesters are needed, please request an official transcript. The form to request a grade report can be found on the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Requesting-a-Transcript>). It is the responsibility of the student to inform the registrar's office of a change in name or address.

Transcripts

Le Moyne College has partnered with Parchment Exchange to offer electronic transcripts to our students and alumni. Paper transcripts may also be ordered online through Parchment Exchange to be mailed to your destination or held for pick-up in the Registrar's Office.

A cost is associated with the request of an official transcript. 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. See the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Requesting-a-Transcript>) for more information.

Add/Drop/Withdrawal

The official dates to add, drop or withdraw from courses without academic penalty are posted on the academic calendar found on the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Class-Archive>) 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 a Course

All students have one week from the start of the semester to add a course.

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

Drop a Course

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 intend to drop all of your courses for a semester, you need to notify the Student Success Center if you are a matriculated undergraduate, the Center for Continuing Education if you are a non-matriculated undergraduate, or the appropriate graduate office if you are a graduate student.

Withdrawal from a Course

A student who withdraws from a course after the second week but before the end of the 12th week of the semester (or 80 percent of a Summer Session) will receive a grade of "W" on the academic record. The student must complete a course 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 12th week of the semester (or 80 percent 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

course withdrawal date if conflicting information exists regarding class attendance.

Absentee Policy

The learning process takes many shapes. It can range from formal classroom instruction to one-on-one discussion to taking advantage of internships and research opportunities. Students are expected to attend all scheduled classes and observe the attendance requirements of each instructor that are listed in the course syllabus. In the event that a student is unable to attend a class due to an illness, accident, family death or religious holiday, the individual should refer to the Policy on Student Absenteeism in the Event of Illness or Accident, Policy on Reporting Absences Due to Death in a Student's Family, and/or the Policy on the Observance of Religious Holidays as listed in the Le Moyne College Student Handbook.

Personal Leave of Absence or Withdrawal from the College

For personal reasons, a student may voluntarily discontinue enrollment at the College by requesting either a leave of absence (temporary) or a withdrawal from the College (permanent).

A personal leave of absence is a temporary hiatus from the College with the intent to return after a specified period of time. Students requesting a leave of absence must indicate when they plan to return to their studies. The total time away from the College cannot exceed two consecutive semesters. A student may not take matriculated coursework at another institution while on a leave of absence. To be eligible to return from a leave of absence, the student must demonstrate readiness to return by satisfying all requirements for return. If a student does not return from a leave of absence at the scheduled time, the student will be administratively withdrawn from the College and must apply for readmission.

A personal withdrawal is a permanent separation from the College. A student who has withdrawn must apply for readmission to the College if he or she wishes to re-enroll.

A student may request a personal leave of absence or a withdrawal by completing the Personal Leave of Absence/Withdrawal Request form available through the Student Success Center or Office of the Registrar. A student requesting a leave of absence or withdrawal will meet with College administrators to discuss the academic and financial implications of their decision. If a student wants to leave or withdraw before the end of the current semester, the request form must be submitted by the last day to withdraw from courses with a "W" grade, as specified in the Academic Calendar. Such requests will be granted if the student has a legitimate personal reason and he or she is not already liable for academic disqualification for poor scholarship or liable for suspension for misconduct. Failure to submit the leave of absence/withdrawal form in a timely fashion may result in a student's request being denied.

If the request for a personal leave of absence/withdrawal is approved for the current semester, the student must leave campus within 24-hours and be absent from campus unless he or she is otherwise expressly allowed by the vice president for student development. The student will receive grades of "W" in all enrolled courses and will have a hold on future registration until the conditions of return have been met.

If the request for a personal leave of absence/withdrawal is approved for a future semester, then the student may remain enrolled in and receive

grades for the current semester. The student will have a hold on future registration until the conditions of return have been met.

In cases of both personal leaves of absence and withdrawals, the tuition refund policies specified in the Le Moyne College Catalog apply.

Medical Leave of Absence or Withdrawal from the College

For medical or psychological reasons, a student may voluntarily discontinue enrollment at the College by requesting either a medical leave of absence (temporary) or a medical withdrawal from the College (permanent).

A medical leave of absence is a temporary hiatus from the College with the intent to return after a specified period of time. Students requesting a medical leave of absence must indicate when they plan to return to their studies. The total time away from the College cannot exceed two consecutive semesters. A student may not take matriculated coursework at another institution while on a leave of absence. To be eligible to return from a leave of absence, the student must demonstrate readiness to return by satisfying all requirements for return. If readmitted, the student will be subject to such conditions as may be imposed by the vice president for student development. If a student does not return from a leave of absence at the scheduled time, the student will be administratively withdrawn from the College and must apply for readmission.

A medical withdrawal is a permanent separation from the College. A student who has withdrawn must apply for readmission to the College if he or she wishes to re-enroll.

A student may request a medical leave of absence or a withdrawal by completing the Voluntary Medical Leave of Absence/Withdrawal request form available through the Office of Student Development or Registrar. A student requesting a medical leave of absence or withdrawal will meet with College administrators to discuss the academic and financial implications of their decision. If a student wants to leave or withdraw before the end of the current semester, the request form must be submitted by the last day to withdraw from courses with a "W" grade, as specified in the Academic Calendar. Such requests will be granted if the student has a legitimate medical reason and he or she is not already liable for academic disqualification for poor scholarship or liable for suspension for misconduct. Failure to submit the medical leave of absence/withdrawal form in a timely fashion may result in a student's request being denied.

If the request for a medical leave of absence/withdrawal is approved for the current semester, the student must leave campus within 24-hours and be absent from campus unless he or she is otherwise expressly allowed by the vice president for student development. The student will receive grades of "W" in all enrolled courses and will have a hold on future registration until the conditions of return have been met.

If the request for a medical leave of absence/withdrawal is approved for a future semester, then the student may remain enrolled in and receive grades for their current classes. The student will have a hold on future registration until the conditions of the return have been met. While on a medical leave of absence/withdrawal, the student must be absent from campus, unless access is otherwise expressly allowed by the vice president for student development.

The College may require a student to take a medical leave of absence or 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 assessment, a student may be required to undergo evaluation by either a counselor from the Le Moyne College Wellness Center for Health and Counseling, a health care provider from the College's Health Services office and/or a medical or mental health professional from outside the College community of the College's choosing. This process will also 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 remains subject to the College's regular conduct system for acts of misconduct despite the applicability of this policy and process.

A student who feels aggrieved by a 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 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.

In cases of both medical leaves of absence and withdrawals, the tuition refund policies specified in the Le Moyne College Catalog apply.

Dangerous or Life-threatening Behavior

A student may be subject to summary suspension, dismissal or involuntary withdrawal by the College for dangerous or life-threatening behavior, as determined on an individualized, case-by-case basis, for reasons including, but not limited to:

- Being unable to maintain his or her physical or psychological safety (e.g., not functioning well enough to take care of oneself in the College's academic environment);
- Posing a danger to oneself or others;
- Engaging in legal violations regarding alcohol and drugs, violent behavior and/or violating related policies as outlined in the Student Handbook;

- Otherwise engaging in behavior which is unduly disruptive, destructive or dangerous.

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, a student may be required by the assistant dean for student development to undergo assessment by a counselor or health care professional from Le Moyne College's Wellness Center for Health and Counseling and/or a medical or mental health professional from outside the College community of the College's choosing. In some cases, a student also may be required to receive medical, psychological and/or substance abuse treatment or satisfy other requirements as a condition of 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 of the decision and an opportunity to meet with the assistant dean for student development.

In unusual circumstances, where safety is of immediate concern, the assistant dean for student development 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 assistant dean for student development (normally within 72-hours) before a final decision is reached. The student also should consult the College's medical/mental health withdrawal policy, as it may also apply in certain of these situations.

In cases where the student's alleged conduct would also be misconduct subject to adjudication through the Student Conduct process, the assistant dean for student development or his/her designee will determine whether the case, including any sanction(s) to be imposed, will be addressed pursuant to this policy or will be referred to the Student Conduct Program for adjudication in that forum.

In any particular situation, the assistant dean 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 assistant dean include his/her designee.

Students who have been involuntarily withdrawn in accordance with the Dangerous or Life-Threatening behavior policy may appeal to the vice president for student development or his/her designee. Appeals must be received by the office of the vice president for student development within five business days of the decision of the assistant dean for student development. The decision by the vice president for student development normally will be distributed within five business days to the student and all involved parties.

Upon appeal, the decision of the vice president for student development shall be final and cannot be appealed by means of any other grievance or appeal procedures at the College.

Failure of the student to appeal within the designated time limit of five business days will be deemed a withdrawal of the right to appeal.

Student Services

Led by the Vice President for Student Development, Le Moyne's Division of Student Development is committed to the Ignatian principles grounded within Jesuit education. We invite our students to participate actively in

a safe, respectful, diverse and open academic community. We challenge them to grow in mind, body and spirit for the greater good. Hence, students are empowered to develop their unique skills and talents to be critical thinkers, compassionate leaders and contributing citizens in our diverse, ever-changing world. As educators, we are called to model our mission as mentors engaged in the pursuit of excellence. Our passion for integrative and holistic learning compels us to work collaboratively with the entire campus community. Through our comprehensive array of innovative programs and services, we provide the environment for students to be able to achieve their full potential.

The Division of Student Development encompasses Campus Life and Leadership, Campus Ministry, Campus Security, Career Advising and Development, the Collegiate Science & Technology Entry Program (CSTEP); Disability Support Services, Event Management, Higher Education Opportunity Program (HEOP) and African American, Hispanic, Asian, Native American Program (AHANA); Center for Inclusion, Diversity and Equity, Sodexo Food Services, Student Conduct, the Student Success Center, and the Wellness Center for Health and Counseling.

For more complete information on the programs available to Le Moyne's students, please refer to the Student Handbook located at www.lemoyne.edu/studenthandbook.

Orientation for First-year Students

Orientation is critical to student success and prepares students to transition to collegiate life – academically, socially, spiritually and personally. Le Moyne offers a unique, comprehensive program of orientation, called Heading to the Heights, for incoming students to assist in their smooth transition to the College. All first-year students, both commuter and residential, are expected to participate in this formal series of events, which begins with a one-day “Summer Welcome” and culminates with an extended, “Fall Arrival” just prior to the start of classes in late August.

During “Summer Welcome”, first-year students develop their fall course schedules, meet an academic advisor in their major, and take placement tests, and both students and parents become acquainted with the unique services and programs that Le Moyne offers to promote academic success.

“Fall Arrival” is an opportunity for the College to officially welcome new students through meaningful traditions that will create lasting memories for both students and their families. In addition, a carefully selected group of returning students called Orientation Leaders assists our students with move-in and introduces them to campus life. Through orientation, students are introduced to Le Moyne's mission, values, and expectations, build community, become acclimated to college life, and meet key faculty mentors and administrators before classes begin.

Orientation for Transfer Students

A similar, but distinct, orientation program called “TRANSFERmations” is offered to new transfer students prior to the beginning of classes in both the fall and spring. New transfer students are expected to attend “New Beginnings”, offered at various times prior to the start of the semester and then return for “Connecting to Campus” for a half-day introduction to Le Moyne. Both are tailored to the unique needs of the transfer student, with an emphasis on meeting other students and assisting in navigating their newly chosen campus.

Student ID Cards

Student picture IDs are issued from the Office of Campus Life and Leadership, located on the second floor of the Campus Center. Individuals must show proper identification, such as a driver's license/permit or state-issued ID, before being issued a college ID card. A current Le Moyne Student ID will allow you to check out books from the library, use the facilities at the recreation center, and give you access to residence halls. IDs are also needed to enter the dining hall for those who have purchased a meal plan.

Heights Alert Emergency Notification System

The Heights Alert system is designed to enhance and improve emergency communication so that all members of the Le Moyne College community can stay informed in the event of a campus emergency. This system will automatically send an email to all student, faculty and staff Le Moyne email accounts. Additionally, it allows students, faculty and staff to register to receive a text message to their cell phone, in the event of an emergency or campus closure. The system will be used only for emergency contact purposes. Subscribers to Heights Alert will pay no fees for the service, other than any regular fees associated with text messaging. To register simply go to Le Moyne's home page and click on the “create an account” under the Heights Alert tab.

Campus Life and Leadership

Campus Life and Leadership is devoted to providing dynamic living and learning environments that support the needs of the Le Moyne residential student. Recognizing that students' living environments have a profound impact on their personal and educational development, the Campus Life & Leadership staff aims to structure living environments that facilitate the overall growth of the individual. Throughout the academic year, members of the Campus Life and Leadership staff 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 they are residing with parents, or the Campus Life office has granted them authorization to live off campus. There are several types of housing offered, the details of which can be found on the Campus Life and Leadership website at www.lemoyne.edu/campuslife. Students with special housing needs should contact Campus Life.

The Campus Life and Leadership Office is open Monday-Friday from 8:30 AM – 4:30 PM. Call us at 315-445-4520 or send us an email at campuslife@lemoyne.edu.

Learning Communities

Le Moyne College is pleased to offer, and strongly encourages students to participate in, learning communities. Proven to enhance the college experience, learning communities enable new students to engage in unique academic and social opportunities with their peers and faculty during critical times of transition to college.

Several options are available for first-year student participation. Residential learning communities based on various themes give students the opportunity to live with others who share similar interests and enroll in one or more key courses together as a group. Typically, the course content emphasizes the theme of the particular learning community.

Learning communities often offer study groups for these linked courses and out-of-class experiences.

Learning community options vary each academic year based on student interests and faculty availability. Please visit our website at www.lemoyne.edu/learning_communities or call the Student Success Center at (315) 445-4597 for current options or with questions.

Dining Services

There are several dining locations on campus. These include LaCasse Dining Center, The Dolphin Den, Kaffe Nuvo, and the C-Store. For information about specific meal plans, menus, special events and hours of operation, visit the dining services website: www.lemoynedining.com (<http://www.lemoynedining.com>).

The Dolphin Den, located on the ground floor of Grewen Hall, features a convenience store, an upscale coffee shop and a full-service snack bar all in a large, comfortable space. A pub, located in the Campus Center, is a social space for the members of the Le Moyne Community who are 21 years of age or older.

Health Services

Health Services are available to all undergraduate and graduate students, full time and part time. The health services professionals practice an integrated model of care delivered through the Wellness Center for Health and Counseling. Health Services is located on the first floor of Seton Hall. All services are covered without fees or co-pays, except for PPDs and lab fees. It is staffed with a Physician Assistant and registered nurses from 8:30 a.m. to 4:00 p.m., Monday through Friday during the academic year. Appointments are preferred; walk-ins can be seen based on appointment availability. Referrals to specialists off-campus can be arranged.

Health Services offers medical care that includes emergency first-aid, treatment for injuries and illness, physical exams, medical and nursing consultations, health related counseling, laboratory tests, and other diagnostic procedures ordered by the College's Physician Assistant. Off-campus services such as allergy injections, dental, x-rays and physical therapy can be arranged through the Health Services office.

Additional health and wellness information can be found on the Wellness Center for Health and Counseling website at www.lemoyne.edu/wellness.

To schedule an appointment, please contact the office between 8:30 - 4:30, Monday through Friday, at (315) 445-4440.

Required Physical Examination

All new full-time undergraduate students, including transfer students, must submit a physical examination, medical history and immunization record. In addition, no student may participate in intercollegiate athletics, or reside on campus, until these forms are on file. All health and mental health information is held confidential by the health professionals, and is secured separate from students' academic records. All health related forms can be found at www.lemoyne.edu/wellness on the Health Services page.

Required Immunizations

In compliance with New York state law, all students born on or after January 1, 1957 must have documentation of:

- **Two** doses of live measles vaccine: given no more than 4 days prior to the student's first birthday and the second at least 28 days after the first dose **OR** submit blood test results that show immunity to measles.
- **One** dose of mumps and **one** dose of rubella vaccine given no more than 4 days prior to the student's first birthday or submit blood test results that show immunity to mumps and rubella.
- **One** dose of meningococcal ACWY (i.e. Menactra or Menveo) vaccine within the last 5 years **OR** a complete 2 or 3 dose series of Men B (Bexsero or Trumenba) **OR** a signed response form declining the vaccine.

Transfer students may submit a copy of the physical/immunization record from their previous college.

Graduate health profession programs (PA, OT, and FNP) have **additional mandatory requirements** that will be described by each program.

A \$100.00 fine will be placed on the student's account if they are not in compliance with this NYS law by having submitted these documents within 3 weeks of the start of classes. New York State law also requires the college to de-register all students taking 6 or more credit hours who are not in compliance with the regulation. Students will be unable to attend classes until the report is received and approved.

Lastly, students who are not in compliance will also have a "hold" placed on their account, and they will be unable to register for the upcoming semester. The original *Immunization Report and the Meningitis Response Form* may be submitted in person or by mail. No faxed copies will be accepted.

Medical Insurance

All full-time undergraduate and graduate students are required to have a medical insurance policy. Students will be automatically enrolled in a college health insurance policy, and this will be billed directly to the student's account. *This fee can be waived* if the student can provide evidence of other insurance. The waiver process is done online, and the instructions will accompany the tuition bill. Any student, regardless of class status or credit hours may purchase this insurance. Information is available in the health office, Office of Graduate Education and the Center for Continuing Education.

Counseling Services

Counseling Services are available to all undergraduate and graduate students, full time and part time. The counseling services professionals practice an integrated model of care delivered through the Wellness Center for Health and Counseling. Counseling Services is located in the upstairs of Seton Hall. It is staffed with licensed mental health professionals, and is open 8:30 a.m. to 4:30 p.m., Monday through Friday during the academic year. All services are covered without co-pay or fees. Sessions are scheduled by appointment by calling 315-445-4195, but in day time crisis walk-ins are accepted. Referrals to mental health providers in the community can also be arranged. For after-hour emergencies and crises, a counselor is on-call 24 hours. The on-call counselor can be reached by contacting Campus Security at (315) 445-4444.

College life can be quite challenging at times. Stress and distress can arise from academics, relationships, family, and mental health issues. It is a sign of intelligence and courage to recognize when you may need to seek help, and it is also the first step in solving any difficulty.

To support students in building resiliency skills and to find healthy and productive ways to address their problems and concerns, students are encouraged to make an appointment at the Counseling office. Services include assessments and recommendations for treatment, individual short term counseling, group counseling, and wellness coaching. A substance abuse specialist is available to provide assessments, support groups, and short-term counseling. Additionally, counseling and psycho-educational groups are offered for a variety of issues such as stress management, grief, anxiety, and ADHD.

The staff at the Wellness Center also offer wellness programming to the campus community and consultations with students, families, faculty, and staff. The counseling office holds a variety of wellness and mental health related resources, including books, and brochures as well as additional information at our social media (Facebook and Twitter) links: *Le Moyne College Wellness Center for Health & Counseling*.

The Wellness Center is a **confidential support option** if you have experienced sexual violence, relationship violence, or stalking. You also have the right to make a report to campus security, local law enforcement, and/or state police or you can choose not to report to these agencies at all. There is no time limit if you choose to file a report with our Title IX Coordinator on campus. Licensed mental health providers and medical providers are a confidential source of support and information.

If you would like to confidentially discuss an incident of sexual assault, relationship violence, or stalking, you can do so by contacting our Wellness Center for Health and Counseling at (315) 445-4195 ([http://collegecatalog.lemoyne.edu/general-information/student-services/tel:\(315\)%20445-4195](http://collegecatalog.lemoyne.edu/general-information/student-services/tel:(315)%20445-4195)) during regular hours of operation. If you wish to report an incident of sexual assault after hours, please contact the confidential sexual assault hotline at (315) 251-SAFE.

Additional counseling, health and wellness information can be found on the Wellness Center for Health and Counseling website at www.lemoyne.edu/wellness. To schedule an appointment, please contact the office between 8:30 - 4:30, Monday through Friday, at (315) 445-4195 ([http://collegecatalog.lemoyne.edu/general-information/student-services/tel:\(315\)%20445-4195](http://collegecatalog.lemoyne.edu/general-information/student-services/tel:(315)%20445-4195)).

Campus Ministry

The Daniel J. Mulhauser, S.J. Campus Ministry Center supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith “for and with others,” as a Catholic, Jesuit College.

In addition to providing for a vital Roman Catholic liturgical and sacramental life, the campus ministry team:

- offers opportunities for spiritual retreats
- organizes opportunities for prayer, worship, and small faith communities
- promotes opportunities for service to those in need, both locally and through domestic and international service-immersion trips
- promotes ethical values and educates and organizes around issues of social justice and peace
- provides pastoral counseling and spiritual direction
- responds to the diverse pastoral needs of the campus community.

The Daniel J. Mulhauser, S.J. Campus Ministry Center is located within the Panaci Family Chapel. The usual business hours

are Monday to Friday, 8:30 am to 4:30 pm. The phone number is 315-445-4110 ([http://collegecatalog.lemoyne.edu/general-information/student-services/tel:\(315\)%20445-4110](http://collegecatalog.lemoyne.edu/general-information/student-services/tel:(315)%20445-4110)). The e-mail is campusministry@lemoyne.edu. You can find more information on our website at: www.lemoyne.edu/campusministry.

Service Learning

Service learning is one of several high-impact practices offered at Le Moyne that enrich what the student learns in the classroom by linking academic study and community service so that each experience strengthens and transforms the other. Through service learning, Le Moyne students experience our Jesuit mission: “to prepare its members for leadership and service in their personal and professional lives to promote a more just society.”

Through selected courses with academic credit, service learning students are challenged to integrate a carefully selected community service experience with their course objectives. They are guided by faculty to reflect on this community experience through class discussion, journals, presentations and scholarly papers. These creative learners contribute hundreds of hours of services in the Syracuse community each year.

For several consecutive years, Le Moyne College has been selected for the President’s Higher Education Community Service Honor Roll, which recognizes institutions of higher education that support exemplary, innovative, and effective community service programs. The Presidential Award is the highest federal recognition an institution can receive for its commitment to service learning and civic engagement.

Career Advising and Development

Preparing for future careers, obtaining professional employment, and pursuing graduate or professional education are all very important concerns of college students. The mission of the Office of Career Advising and Development is to empower students for success during and after college by offering comprehensive programs, services and support to enhance students’ professional development.

Career Advising and Development 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. The office invites alumni and employers to campus for networking opportunities with students. 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.

First-year students and sophomores are encouraged to explore majors and careers with the help of a career counselor. Students should engage in career development activities through career advising beginning early and continuing up to graduation. Alumni of the College are also eligible for career advising throughout their careers.

The Career Advising & Development Office is located in Reilly Hall 342. The usual business hours are Monday to Friday, 8:30 am to 4:30 pm. Call us at 315-445-4185 or email us at careers@lemoyne.edu. You can find more information on our website: www.lemoyne.edu/Experience/Student-Services/Career-Services

Co-Curricular Activities

Athletics

Le Moyne's athletics program offers students a variety of opportunities for participation. The College has 10 men's and 11 women's varsity teams which observe the conditions for eligibility stated by the National Collegiate Athletic Association (NCAA) and the Northeast-10 Conference. 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. Le Moyne also sponsors 13 club sport teams and has an extensive intramural program.

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 campus life and leadership office. A complete list of clubs and their descriptions may be found online at www.lemoyne.edu/clubs.

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 Le Moyne College faculty led 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. Le Moyne College currently has many study abroad program sites and is working to develop additional sites. Students may also pursue approved programs sponsored by other institutions. 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. They will learn about the program criteria at the meeting such as minimum cumulative G.P.A. and judicial record criteria. For specific eligibility requirements, please refer to the office's website at www.lemoyne.edu/study_abroad. 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. Limited spots are available for study abroad. For more information, contact the Assistant Director of Global Education at (315) 445-4189.

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) or Fail (F). Interested students should apply to the chair of the department. For more information, contact the Office of Career Advising & Development at 445-4185.

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 basic courses, generally taken in the freshman and sophomore years, and advanced courses 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 courses is generally contingent upon successful completion of the Army or 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 basic courses may apply during their sophomore year for the advanced courses and compete for entry into advanced ROTC at the fall registration of the junior year.

For a complete course listing, or to learn more about Syracuse University's Army and Air Force ROTC programs, go to: armyrotc.syr.edu (<http://armyrotc.syr.edu>) and afrotc.syr.edu (<http://afrotc.syr.edu>).

Those interested 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.

Facilities

Building Accessibility

All buildings meet minimal standards of accessibility for individuals with physical disabilities. The College has a brochure that provides a map with information on facilities' accessibility. The maps can be found in the Office of Communications, the Office of Admission and in the Security Office. It can also be found online under "About Le Moyne."

Noreen Reale Falcone Library

The Library is located at the southwest corner of the campus. The two-story building, constructed in 1981 and renovated in 2018, also houses the Quantitative Reasoning Center, the Writing Center, tutoring and advisement services in the Student Success Center, and the College Archives. Its librarians provide research support and instructional services one-on-one, in classes, and online.

The library's home page contains links to research guides for every academic program, over 135 databases providing access to research materials in all disciplines, in print and digital formats.

When classes are in session, library hours are:

Monday-Thursday	8 a.m. - 2 a.m.
Friday	8 a.m. - 8 p.m.
Saturday	9 a.m. - 8 p.m.
Sunday	Noon - 2 p.m.

Vacation and holiday hours are announced via (315) 445-4153 and <http://resources.library.lemoyne.edu/library/hours>.

Additional information can be found at the library Web page: www.lemoyne.edu/library.

Wilson Art Gallery

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

Bookstore

Located in the Le Moyne Plaza adjacent to campus, the bookstore is operated by Barnes & Noble College Booksellers and 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. Books and merchandise can also be ordered online at www.lemoyne.bncollege.com (<http://www.lemoyne.bncollege.com>).

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.

Information Technology

10 Mitchell Hall, 445-4565

Campus Technology

Le Moyne College provides the College community with a wide variety of computing resources for instruction, research, administrative and other uses related to its academic mission. Campus residence halls provide network connectivity to many computing resources through student-owned computers. Additionally, computing labs – containing Windows and/or Macintosh systems and laser printers – are located throughout the campus for instructional software delivery and academic computing. All locations have high speed access to the Internet.

Classroom Audio/Visual Services

IT Service Desk, Noreen Reale Falcone Library, 445-4579

The Office of Information Technology provides audio-visual production and technical assistance to faculty, students, staff and administrators in support of the academic mission of the College.

Services include audio and video recording, duplication or editing, assistance with presentation design, as well as the set-up and tear-down of audio visual equipment in classrooms and event rooms on campus. The staff also provides instruction on the use of the equipment and will assist in classrooms if requested.

Requests for services and use of audio visual equipment must be made at least seven days in advance. Students who wish to borrow equipment for class or club projects must have the signature of a faculty sponsor, and will be approved at the discretion of Information Technology staff. All equipment loaned to students must be returned to the security office by midnight of the day borrowed; no equipment is allowed to be stored in dormitory rooms overnight.

Hours of operation while school is in session are Monday through Thursday, 8 a.m. to 9 p.m., and Friday 8 a.m. to 4 p.m. Hours of operation during the summer months are Monday through Friday, 8 a.m. to 4 p.m.

Cable TV

IT Service Desk, Noreen Reale Falcone Library, 445-4579

Le Moyne College, in partnership with Campus Televideo, provides more than 100 standard and high definition cable TV channels to residence hall rooms and common lounge areas. Among the cable TV lineup are two channels that provide student event information.

Email Accounts

Each student, upon enrolling, is issued an email account with an address in the stu.lemoyne.edu domain. This email account is the official email address to which the College will send email communications. This official address will be recorded in the College's electronic directories and records for that student. Contact the IT Service Desk at 445-4579 with questions regarding your email account.

Printing Allocation and Excess

Full time students are allocated the equivalent of 500 printed pages per term (8.5 in. x 11 in. "letter size," single sided, monochrome). Part time students are allocated the equivalent of 100 monochrome pages per course.

For all monochrome prints in excess of the allocation, a student shall pay \$0.05 per letter size print.

For all color prints, a student shall pay \$0.15 per letter size print irrespective of allocated monochrome pages.

All charges will be deducted from a student's unique Dolph-E-Card print account, associated with his/her login id.

Technology Use Policy

Students should be aware of the below referenced policies and standards policies as they apply to their use of technology resources:

- Le Moyne College Acceptable Usage Policy
- Le Moyne College assigns computing accounts to all members of the College community for exclusive use by the assignee.
- Users are responsible for protecting the security of their accounts and the information accessible by these accounts and are not permitted to share account information with other parties without exclusive permission of the chief information officer or his/her designee. Those

who allow others to use their account, either intentionally or accidentally, are held fully accountable.

- Fraudulent or unauthorized use of College or external computing systems is strictly prohibited.

Campus Crime Statistics

Campus crime statistics can be found in the Annual Campus Security and Fire Safety Report. To access crime statistics, as well as a variety of information regarding campus safety, fire safety and crime prevention simply visit www.lemoyne.edu/security or www.lemoyne.edu/annualreport.

Center for Continuing Education

The Center for Continuing Education (CCE) (<http://www.lemoyne.edu/Learn/Continuing-Education>) promotes lifelong learning and offers programs for educational, professional, and personal development; its constituents include non-matriculated, visiting, returning, and military-affiliated students. Services for Veterans and military families are coordinated through the Center under the Success for Veterans (<https://www.lemoyne.edu/Academics/Veterans-Programs-and-Military-Affairs>) program. CCE assists its learners with advisement, registration, orientation, and connections to campus resources. CCE is also home to the new Bachelor of Science in Professional Studies.

Bachelor of Science in Professional Studies

The Bachelor of Science in Professional Studies (p. 45) degree provides busy working professionals with the opportunity to complete their degrees on a part-time basis. Students choose to concentrate in either business or health-related studies. The degree provides flexibility, a foundation in critical thinking and quantitative skills, and real-world experience in project management. Admission to the BSPS is processed through Transfer Admissions (<http://www.lemoyne.edu/Apply/Transfer-Admission>) as a transfer or re-entry application (<http://www.lemoyne.edu/Apply/Transfer-Admission/Applying-for-Admission>).

Continuing Education Admission

Adults 24 years of age and older may wish—or be required—to take courses for credit as non-matriculated students. Non-matriculated students working to establish their academic credibility for admission to Le Moyne College may take up to 11 credit hours per semester. Students are eligible to apply for matriculation/admission after the completion of between nine and 18 credit hours; classes taken should include at least one college core course, one course from the intended major, and—if mathematics is required in the intended major—one course in mathematics. Non-matriculated students must apply for matriculation after 18 credit hours have been attempted, at which point they are expected to meet Transfer Admission requirements (<http://www.lemoyne.edu/Apply/Transfer-Admission>). Occasional exceptions are made at the discretion of the department.

CCE recognizes that some adult learners, due to the demands of careers and families, can only attend evening classes. Continuing Education students are welcome to select a course of study from any of Le Moyne College's majors. Daytime course work is required for most majors; other programs, such as the BSPS, can be completed with courses at night, online, and in hybrid formats across the calendar year. Students interested in the BSPS apply as transfer students.

Success for Veterans Program

The Le Moyne College Success for Veterans Program (<http://www.lemoyne.edu/Learn/Veterans-Programs-and-Military-Affairs>) offers veterans, service members, and their families a primary point of contact to help support each student's educational journey. The program provides assistance with educational benefits, academic advisement and support, and connections with campus and community resources. Veterans and service members enjoy a Veterans' House on campus, the Student Veterans Association (<https://www.facebook.com/LMCVeterans>), and special events throughout the year. Student Veterans may also utilize priority registration. Student veterans may register beginning the first day that seniors are allowed to register. For assistance, see the Veterans' Services Coordinator (315-445-4141; 210 Grewen Hall.)

Post-Baccalaureate Studies

Many people opt to change direction after receiving their baccalaureate degrees. CCE can help students enroll in courses that are required for admission to graduate programs—for example, pre-med coursework—or for certification, as in those preparing to become certified public accountants. These students are permitted to exceed the 18 credit hour limit established for non-matriculated students.

CCE also oversees a post-baccalaureate RN-to-MS academic pathway (<http://www.lemoyne.edu/Academics/Graduate-Professional-Programs/Nursing/Continuing-Education/Continuing-Education-RN-to-MS>) for Registered Nurses with a bachelor's degree in another discipline. Students complete five undergraduate courses that prepare RNs for entrance into a Le Moyne graduate nursing program.

Certificate in Human Resource Management

For those interested in pursuing a new career in the Human Resources field, or for those in the field and interested in enhancing their professional qualifications, Le Moyne offers a certificate in Human Resource Management (<https://www.lemoyne.edu/Learn/Colleges-Schools-Centers/Center-for-Continuing-Education/Certificate-Programs/Undergraduate-Certificates/Certificate-in-Human-Resource-Management>). Upon completion of any certificate, these courses and previous coursework may be applied to a Le Moyne College degree. Learners may also take an individual course to update or acquire new skills.

Professional Development

CCE also offers noncredit courses for professionals in Central New York, including preparation classes for the Society for Human Resource Management (SHRM) (<https://www.lemoyne.edu/Academics/Continuing-Education/SHRM-Preparation>) certification exams for the SHRM-CP (Certified Professional) and SHRM-SCP (Senior Certified Professional) designation.

CCE will also work with organizations to bring professional development classes, seminars, or training modules to workplaces.

Personal Enrichment

Community members may, for personal enrichment, audit classes or take courses for credit, and may take more than 18 credit hours as approved by the department. Students who audit courses generally are exempt from assignments and examinations; however, requirements vary by class, and are negotiated between the student and the professor.

J-mester, May-mester and Summer Sessions

The Center for Continuing Education administers J-mester, May-mester, and summer sessions for all matriculated, non-matriculated, and visiting students, and CCE works with admissions to offer the Summer Scholars program for high school students. Further information regarding course availability, tuition costs, and registration can be found on CCE's website (<http://www.lemoyne.edu/Learn/Colleges-Schools-Centers/Center-for-Continuing-Education>).

UNDERGRADUATE INFORMATION

- Undergraduate Admission (p. 25)
- Undergraduate Tuition and Fees (p. 26)
- Financial Aid (p. 28)
- Degree Information (p. 29)
 - Academic Standing (p. 29)
- Academic Advising and Academic Support Services (p. 31)
- Awards, Honors & Honors Programs (p. 34)

Undergraduate Admission

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/admissions.

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 Language¹ 3
 - Mathematics² 3-4
 - Natural Science 3-4
 - Social Studies 3-4
2. College entrance examination: Applicants may submit the Scholastic Assessment Test (SAT) or the American College Testing program (ACT). As Le Moyne is a test optional school, test scores are not required for admission, though scores must be submitted to be considered for top scholarships and for certain academic programs. Test scores are required for the following students: those who have been home schooled; students seeking admission to our direct entry physician assistant studies program, dual degree nursing program, early assurance medical or dental program, all affiliated 3-3 and 3-4 health and medical programs, and our Higher Education Opportunity Program (HEOP); or to be considered for our Presidential or Dean merit scholarships. For international students for whom English is not a first language, and whose educational instruction was not in English, we require either the SAT, ACT, TOEFL, or the IELTS.
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.

- ¹ 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.
- ² 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 biological sciences, natural systems science, 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 (fee waived online)
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, if desired or required (see Freshman Admission Requirements, #2). Non-native English speakers must submit either the SAT, ACT, TOEFL, or the IELTS.
5. Personal statement

Transfer Admission

Students who wish to transfer to Le Moyne from another institution are welcome and should access the application at www.lemoyne.edu/transfer.

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 coursework 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 or intermediate algebra at the college level.
3. Transfer students may use transfer credit to fulfill a core requirement when the transfer course is equivalent to the core course. Residency requirements may apply. www.lemoyne.edu/core.

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
2. Official transcript from each college attended or where credit has been earned
3. Personal statement
4. If you have completed (post high-school graduation) fewer than 24 college credit hours at the time of application, you must submit an official high school transcript.

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

Transfer of Credit

Le Moyne makes a sincere effort to transfer credits to the student's best educational advantage, provided that the previous coursework is applicable to the Le Moyne degree program. Please visit the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Transferring-Credit>) for more information on Le Moyne's policy and procedures for accepting transfer credit.

Advanced Placement

Le Moyne College supports the Advanced Placement programs of the College Entrance Examination Board and acknowledges the accomplishments of those students who, through high scores on Advanced Placement (AP) 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 college-level credit based on the College's AP Credit Policy if a specific score is met. For more information and to view a copy of the College's AP Policy, please visit the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Transferring-Credit>).

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. For more information, please visit the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Transferring-Credit>).

International Baccalaureate (IB) Credit

International Baccalaureate (IB) credit is accepted by Le Moyne College and reviewed on an individual basis. Credit is determined by the score received on the exam as well as the diploma earned. For more information, please visit the Registrar's website (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Transferring-Credit>).

Undergraduate Tuition and Fees

2018-2019 Undergraduate Expenses

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

Tuition and Regular Fees 2018-2019

Fee Description	Semester	Year
Tuition	\$16,780	\$33,560
Room (Residence Hall/Dormitory)	\$4,295	\$8,590
Room (Townhouse/Apartment)	\$4,725	\$9,450
Board (Carte Blanche)	\$2,595	\$5,190
Board (Carte Blanche Gold)	\$2,695	\$5,390
Board (16 Meal Plan)	\$2,440	\$4,880
Board (16 Meal Plan Gold)	\$2,540	\$5,080
Board (12 Meal Plan)	\$2,280	\$4,560
Board (12 Meal Plan Gold)	\$2,380	\$4,760
Board (8 Meal Plan)	\$1,745	\$3,490
Board (8 Meal Plan Gold)	\$1,845	\$3,690
15 Meal Commuter Plan (optional)	\$286 + \$125 MunchMoney	
30 Meal Commuter Plan (optional)	\$520 + \$200 MunchMoney	
60 Meal Commuter Plan (optional)	\$770 + \$200 MunchMoney	

Mandatory Fees, Incidental Fees, Deposits and Miscellaneous Charges

Mandatory Fees

Fee Description	Charge
Activity Fee (per semester)	\$250
Technology Fee Full-Time Student (per semester)	\$75
Technology Fee Part-Time Student (per semester)	\$25
Wellness Fee Resident Student (per semester)	\$70
Wellness Fee Commuter Student (per semester)	\$35
Graduation Fee	\$65
Health Insurance Policy (waivable fee if student has current health insurance coverage. Fee is waived via College insurance company website and instructions on how to waive fee are emailed to student)	\$2,395

Bursar Parking Permit Fees

Fee Description	Charge
Resident- First Year	\$300
Resident - Second Year	\$200
Resident - Third Year +	\$100
Commuters (All)	\$50

Bursar Orientation Fees

Fee Description	Charge
Transfer Students	\$150
Freshmen	\$275

Bursar Academic Fees

Fee Description	Charge
Science Laboratory Fee (per laboratory)	\$65
Chemistry Breakage Fee (per course)	\$10
Visual/Studio Arts Fee (per course)	\$50
Photography Fee (per course)	\$55
Music 390 Applied Music I	\$234
Music 391 Applied Music II	\$468
Communications Fee (per course)	\$30
Communications CMM 307	\$55

Academic Fees Involving Travel

There will be an additional fee for courses in which travel is required. It is mandatory for the registered students to sign a travel agreement form of understanding with the faculty coordinator and adhere to Le Moyne College's travel policy.

Bursar Incidental Fees

Fee Description	Charge
Housing security deposit (refundable)	\$300
Late payment	\$100
Late registration	\$25
Returned check	\$20
Application fee	\$35
Transcript of record	\$5

**All college fees are subject to change

New Student Enrollment Deposit

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

Full-Time Students

An undergraduate student is considered full time if registered for 12-18 credit hours in a given semester. A student with an overall GPA of at least 3.25 who wishes to enroll in more than 18 credit hours must visit the Registrar (GH212) to enroll in the additional credit hours. A student with an overall GPA of less than 3.25 must request approval for a course overload from the Assistant Dean for Academic Advising and Support (RH342). The student and Assistant Dean will meet to discuss the need for the additional course work based upon the student's past performance and future requirements. The course overload may not be approved if in the Assistant Dean's judgement this additional course work would jeopardize the student's academic performance.

Part-Time Students

A part-time student is a student who carries fewer than twelve (12) semester hours of credit. Such students pay a tuition fee of \$704 per

credit hour and all other fees to which they would be subject were they full-time students. Additional details from the Le Moyne College Center for Continuing Education (<http://www.lemoyne.edu/Apply/Continuing-Education-Admission/Tuition-Costs>).

Refund Policies

Students in any of the Le Moyne College programs who withdraw from the College for any circumstance are entitled to a refund of a percentage of their tuition charge based on their formal withdrawal date.

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, 100 percent during the first week, 80 percent during the second week, 60 percent during the third week, 40 percent during the fourth week, 20 percent during the fifth week and no return after five weeks. If a student fails to notify the registrar of withdrawal, no refund is made.

The cost of education is a substantial investment. You can purchase elective insurance plan coverage for tuition, room and board charges which will minimize financial loss in case of withdrawal during a term. The coverage must be purchased prior to the first day of classes for the fall semester. Questions regarding the plan should be addressed to A.W.G. Dewar at (617) 774-1555 or e-mail at trp@dewarinsurance.com

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 during the semester should contact the Office of Residence Life regarding room and board policies.

Financial Aid and Refunds

Because financial aid is supplemental to the family's primary responsibility of paying for the educational charges, any scheduled refund must be returned to the various financial aid accounts.

For all students other than those enrolled at Le Moyne for the first time and receiving federal aid the refund will be applied using the following formula:

Total Federal Grants and Loans/Total Assistance = % returned to Federal Programs

Students attending Le Moyne for the first time and receiving federal aid will receive a prorated refund for withdrawal through the ninth week of classes. Refunds will be returned to federal financial aid accounts in the following order: Federal Family Education Loan, Federal Perkins Loan, Federal Pell Grant, Federal SEOG. The remaining portion of the refund for all students is returned to the account of any state or other Le Moyne assistance that the student received.

Financial Responsibility

All students are responsible for any College debts they have incurred including library fees, parking fines, tuition charges and fees. 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 receive their diploma 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.

Payment Information

Payment of Tuition and Fees

All fees are payable fifteen (15) days prior to the first day of class. Bills are available for students to view through their WebAdvisor account based on their semester registration.

Students who do not pay their tuition on or before the due date are subject to a late registration fee and/or interest 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 twelve percent (12%). This includes students who add courses to become 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 HigherOne tuitionpaymentplan.com/lemoyne (<http://www.amsweb.com>) a 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.

Financial Aid

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.

More detailed information is available at the Office of Financial Aid. Costs can be found on the Bursar's office website.

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). The FAFSA is available online at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>), and should be complete by Feb. 15.

Returning students must file the NYS TAP Application and the FAFSA. If requested, students and/or parents must submit documents to fulfill federal verification requirements. All forms should be received by the Office of Financial Aid by April 15 each year.

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.

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 individually reviewed for the quantity and time-limit requirements. These guidelines are outlined in the Academic Information section. Such a student thus remains eligible for aid. Also, the Office of the 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.

Quantity Requirements

Credit Hours Attempted	Percent of attempted credit hours successfully completed (grade of D or better)
0-36	50%
37-89	60%
90+	75%

Time Limits on Receiving Le Moyne or Federal Aid as a Full-time Student

Academic years completed as a full-time student	Minimum number of credit hours successful completed
1	18
2	36
3	54
4	72
5	90
6	120

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.

- 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.
- Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid:
 - Payments starting prior to 2010-2011 and special academic programs.

	Certified for Payment	Credits	G.P.A.
1st	0	0	
2nd	3	1.1	
3rd	9	1.2	
4th	21	1.3	

5th	33	2.0
6th	45	2.0
7th	60	2.0
8th	75	2.0
9th	90	2.0
10th	105	2.0

b. Payments starting in 2010-2011 and thereafter.

	Certified for Payment	Credits	G.P.A.
1st	0	0	
2nd	6	1.5	
3rd	15	1.8	
4th	27	1.8	
5th	39	2.0	
6th	51	2.0	
7th	66	2.0	
8th	81	2.0	
9th	96	2.0	
10th	111	2.0	

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.

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 students in acquiring the skills, knowledge, attitudes and values that are the basis of a liberal education in the Jesuit tradition. For a complete listing of these requirements, see the Core Curriculum website (p. 43).

Matriculation

Matriculated students have been admitted into the College and must be pursuing a Le Moyne College degree. All full-time students will be considered matriculated. Nonmatriculated students may select courses according to their individual interests but are advised that if they should later decide to matriculate, only courses applicable to a specific degree

program can be counted toward that degree. Part-time students may study on either a matriculated or a nonmatriculated basis.

Degrees

All degrees awarded by Le Moyne College are authorized by the New York State Board of Regents and are registered with the New York State Education Department. See the list of degree programs on the Academic Information (p. 10) page.

Graduation Requirements

In order to receive a bachelor's degree, the student must:

- Obtain a passing grade in all courses required for the major program including the College core.
- Complete half of the major requirements at Le Moyne.
- Complete half the minor requirements at Le Moyne.
- Have a 2.0 overall G.P.A.
- Have a 2.0 G.P.A. in the major courses and/or minor courses.
- Complete the last 30 hours at Le Moyne.
- Complete any additional requirements as specified in a particular major.
- Complete all degree requirements for an undergraduate degree within 30 days of the graduation date for the given term. If requirements are not met, a student's graduation date will then be moved to the next available graduation date for degree conferral. Graduate students have 60 days of the graduation date for the given term to complete all degree requirements for issuance of their graduate degree.
 - Le Moyne College's Graduation Dates
 - May - the date of the College's Commencement Ceremony
 - August - August 31
 - December - December 31

Majors

Le Moyne College offers a wide array of undergraduate majors leading to the completion of a Bachelor of Arts or Bachelor of Science degree. See the list of undergraduate majors on the Academic Information (p. 10) page.

Dual Majors vs. Double Majors

If two or more academic departments have agreed upon an organized a curriculum, approved by the Curriculum Committee, they are referred to as a "dual majors." Any two or more majors combined within an academic program that are not approved by the Curriculum Committee as dual majors are therefore referred to as a "double major."

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

Changing or Adding a Major

Before either changing or adding a major, a student must consult with the chair of the department that administers the new major. The department chair will advise him or her of the course requirements and career opportunities in the field. Any change or addition of a major must be

presented to the Registrar's Office. A 2.0 G.P.A. must be maintained in the major.

Some departments may have caps on the maximum number of students who can pursue a major that they offer, due to staffing or other reasons. In cases where a cap has been reached, a student may not be able to change to or add this major.

Minor Programs

A list of minor programs can be found in the Academic Information (p. 10) section of this catalog.

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

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

A student must maintain a cumulative G.P.A. of at least 2.0 in the courses fulfilling the minor requirements. For more information, refer to specific areas of study.

Academic Standing

Academic standing is determined by a student's cumulative G.P.A. beginning with the final grades of 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 to college is sometimes difficult, the College has established minimum standards for first-year and transfer students in their beginning semester at Le Moyne (see 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 choose to revoke transfer credits being used towards the degree program (please contact the Registrar's office). Only credits attempted at Le Moyne are used in calculating the G.P.A.

Academic Forgiveness

There are two instances in which a student can seek 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 re-admitted. 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.

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 grade (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).

Satisfactory Academic Standing

A student who has earned a cumulative G.P.A. of 2.0 or better is in good academic standing.

Academic Warning

A warning occurs when a first-semester, first-year student receives a semester G.P.A. from 1.75 through 1.999. While on warning, a student is required to meet with a representative from the Student Success Center throughout the course of the semester, develop an academic recovery plan, and attend academic success programming. The student may receive other stipulations intended to improve the student's academic success, such as attending individual tutoring or study groups. Such students should also consult with their advisor about their first semester progress and discuss strategies for raising their grades. Students should also meet with their instructor(s) of courses in which they are struggling. A warning may be issued for one semester only.

Academic Probation

Students on academic probation have two semesters to raise their cumulative G.P.A. to 2.0 or above. While on probation, a student is required to meet regularly with an assigned probation counselor throughout the course of the semester and attend academic success programming. The student may be restricted to a reduced course load, and/or receive other stipulations intended to improve the student's academic success, such as attending individual tutoring or study groups.

The most efficient way for students to raise their G.P.A. is to retake any courses at Le Moyne in which they 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

If a student is academically disqualified (see chart on next page), one fall or spring semester must elapse before that student can apply for readmission to Le Moyne. While readmission is not guaranteed, disqualified students who are successfully readmitted must have earned above average grades at other accredited institutions while they were away from Le Moyne; sought counseling to resolve non-academic issues that were compromising their academic success; and/or resolved any financial, personal or academic support issues impeding academic achievement.

Once semester grades are reported, students who are academically disqualified are informed of their academic standing as well as the

procedures for appeal of their disqualification. Disqualification will be enforced unless, in the judgment of the Academic Appeals Committee, there are extenuating circumstances. If a student appeals disqualification and the appeal is successful, then the Assistant Dean for Student Success, on behalf of the Appeals Committee, will inform the student of the conditions for resuming studies.

Readmission

An academically disqualified student who wishes to return is required to complete a readmission application available through the Office of Admission. Readmission is not guaranteed to students who were academically disqualified. Readmission and the conditions for such are determined by the Assistant Dean for Student Success. 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 academic disqualification and who fails to meet the terms of readmission will be dismissed and not eligible to return.

Basis for Academic Standing

Academic standing is a point-in-time calculation (at the end of each fall and each spring semester) taking into account a student's grades in the previous semester and his/her cumulative grade point average. Good academic standing is required for students to graduate and maintain most scholarships and financial aid.

First-semester, first-year students

Grades and Average	Status
Cumulative G.P.A. of 2.0 or above	Good Academic Standing
Cumulative G.P.A. of 1.75 through 1.999	Academic Warning
Receiving three or more failing grades (F, WF, PF/F)	Academic Probation
Cumulative G.P.A. below 1.75	Academic Probation

First-semester, transfer students

Grades and Average	Status
Cumulative G.P.A. of 2.0 or above	Good Academic Standing
Receiving three or more failing grades (F, WF, PF/F)	Academic Probation
Cumulative G.P.A. below 2.0	Academic Probation

All undergraduate students except first-semester students

Grades and Average	Status
Cumulative G.P.A. of 2.0 and higher	Good Academic Standing
Cumulative G.P.A. average below 2.0	Academic Probation
Receiving three or more failing grades (F, WF, PF/F) and a G.P.A. above 2.0	Academic Probation
Receiving three or more failing grades (F, WF, PF/F) and a G.P.A. below 2.0	Academic Disqualification

After 2 consecutive semesters on Academic Disqualification probation, student's cumulative G.P.A. is below 2.0

Additional notes concerning academic standing:

- All charts above and policies refer to both full-time and part-time students; such policies apply regardless of number of credits earned in a given semester. Part-time is defined as enrolled in fewer than 12 credit hours in a given fall or spring semester as recorded immediately following the add/drop deadline.
- An incomplete grade will not preclude the College from calculating a student's academic standing. Instead, the INC grade will neither increase nor decrease the student's grade point average. If a student feels that an existing Incomplete grade may have an impact on their overall academic standing then they are encouraged to address it at the time of appeal.
- Academic standing is established only during fall and spring semesters. A student's J-mester, May-mester and summer session earned credits/quality points are factored into the overall G.P.A. following only the next fall or spring semester.
- Students approved for a leave of absence will not have the semester(s) on hiatus counted toward the calculation of semesters on probation.

Graduation Rates

Every year Le Moyne College reports to the New York State Education Department 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.

Year Entered	Class of	Enrolled	4 years percent	5 years percent
2008	2012	543	61.4	70.8
2009	2013	607	56.9	66.3
2010	2014	617	57.7	66.8
2011	2015	636	63.8	72.7
2012	2016	520	69.6	74.4
2013	2017	622	64.7	

Information for each entering class reflects graduation rates over a standard reporting period of five years. The table above indicates graduation rates for five years for the last five classes of students for which information is available. (Data source: New York State Department of Education Form 2.9).

Academic Advising and Academic Support Services

Professionals within the Division of Student Development offer students and faculty comprehensive programs tailored to the needs of students at distinct developmental stages, including programs for first-year and transfer students and students who have not declared a major, as well as comprehensive orientation programs, early intervention programs, coordination of academic standing and assistance to students on academic probation, tutoring and writing assistance, service learning, international student advising and support to students enrolled in the HEOP and AHANA programs, and C-STEP.

The purpose of this support is to help Le Moyne students succeed in college by connecting them with faculty and programs that enable them to create meaningful relationships within and outside the classroom while enhancing their intellectual, social and personal development.

Advisement Program

Advising for first-year students begins prior to the first day of classes. Once students choose Le Moyne College, they receive *Heading to the Heights*, a First-year Student Guide, and access to an Online Advanced Registration System (OARS) that prepares them for a one-day "Summer Welcome" where they will meet an academic advisor in their major, draft their fall course schedule and take placement tests. This pre-college program is designed to acquaint students and their parents primarily with the academic aspects of the first-year experience.

During their fall semester, first-year students are assigned to an academic advisor in their major or, if undeclared, with a professional advisor in the Student Success Center. The student's first-year advisor should be considered a primary mentor and is critical in helping the new student develop the skills necessary to make valuable decisions throughout their academic career and in their major. Frequent interaction between first-year advisor and student is essential, especially in the first semester. After the first year, students either continue to meet with their advisor or are assigned an upper-division faculty advisor who typically counsels sophomores, juniors, seniors and transfer students. Transfer students who are undeclared are advised by the Advisor for Transfer Student Engagement.

The Advisor/Advisee Relationship

The advisor and student share equal responsibility to develop a meaningful relationship. Advisors can provide guidance and mentoring to help students make informed choices. However, students are ultimately responsible for meeting the requirements of their degree programs.

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 approve them for student registration on WebAdvisor. These meetings also allow for discussions about the student's major/minor, possible internships, research, career planning and graduate school opportunities. 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 and internships.

Student Outreach

While it is integral to Le Moyne's mission for faculty and administrators to encourage students to seek their assistance, sometimes students are at a crossroads and need additional, immediate or more intensive support for their well-being and academic success. Students can also experience unexpected extenuating circumstances during their time at Le Moyne that will affect their academic performance and their lives while at college. For that reason, Le Moyne has established the Early Alert System Exchange (EASE), a confidential early intervention and referral process that provides avenues for professors, administrators, and staff with the means to identify students in need of additional support. These students may exhibit risk factors that may limit their ability to be successful at Le Moyne. Such factors may include academic challenges, major life events causing overwhelming stress, unmet emotional or medical needs, or lack of a support structure. In addition, EASE also identifies students with multiple academic deficiencies at mid-term and those who are not

following required academic probation guidelines. The EASE process is led by the Assistant Dean for Student Development and the Assistant Dean for Academic Advising and Support.

Tutoring at Le Moyne

Le Moyne students are encouraged to take advantage of the free services coordinated by the Student Success Center. The office provides tutoring, study groups, individual consultations and workshops for all students seeking to improve their academic performance and achieve excellence. Individual and group support is also available to students interested in strengthening their learning strategies (e.g., time management, note-taking and test prep strategies). Students are welcome to set up individual appointments with a member of the advising staff to learn more.

Free one-to-one tutoring and study groups are available during the academic year. Students can make tutoring appointments online by visiting lemoyne.mywconline.com (<http://lemoyne.mywconline.com>). For more information, contact (315) 445-4177.

Disability Support Services

Disability Support Services, located on the first floor of the Noreen Reale Falcone Library, 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 available in a timely manner. Written documentation attesting to the existence of the disabling condition and signed by a licensed professional is required before academic accommodations can be implemented.

For more information, call (315) 445-4118 or visit our website at www.lemoyne.edu/DSS.

HEOP Program

Arthur O. Eve Higher Education Opportunity Program

The Le Moyne College Arthur O. Eve Higher Education Opportunity Program (HEOP) at Le Moyne College provides broad and varied educational experiences to eligible students who demonstrate the ability to be academically successful. The program provides academic support services, counseling and financial aid to enable them to successfully complete their program of study at Le Moyne College. Students also participate in an academic five-week pre-freshman summer program, and is available to New York State residents only. HEOP and its activities are supported, in whole or in part, by the New York State Education Department. For more information, visit our website at www.lemoyne.edu/HEOP-AHANA.

AHANA Program

The Le Moyne College African-American, Hispanic, Asian, Native American Program (AHANA) is for students who meet the academic criteria and demonstrate college success. This program also provides academic support services, counseling, advising, and is available to both New York state and non-New York state residents. Students will participate in an academic five-week pre-freshman summer program. Financial assistance is based on need as reflected on the student's FAFSA application and Le Moyne College's financial aid form. For more information, visit our website at www.lemoyne.edu/HEOP-AHANA.

CSTEP

The Le Moyne College Collegiate Science and Technology Entry Program (CSTEP) was developed to prepare individuals for professional licensure, or to enter careers in the fields of science, technology, engineering and math (STEM). It provides historically underrepresented and economically challenged students with services and activities to prepare them for entry into CSTEP-targeted professions. Enrichment activities are designed to increase recruitment, retention and placement of eligible students in severe shortage areas. They include individual advisement, a workshop series, mentorship, research opportunities, tutoring, a summer program, career and graduate school preparation, conference, community service and service-learning activities. More information about the CSTEP program can be found online at www.lemoyne.edu/cstep.

International Student Advisement

Le Moyne College provides its F-1 international students support regarding their immigration status. 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 given the opportunity to attend an international orientation upon their entrance into Le Moyne. This session provides students with valuable information regarding immigration regulations.

Due to immigration guidelines, all F-1 students must complete their immigration registration paperwork during the first two weeks of each semester. In addition, they are required to maintain full-time enrollment and meet all other immigration regulations. For more information, contact the Assistant Director of Global Education at (315) 445-4189.

Pre-Health Advisement

The chair of the Health Professions Advisory Committee (HPAC) 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 fall semester of the freshman year. For qualified applicants to most doctoral degree programs in the health professions, members of the committee evaluate undergraduate credentials and formulate official college letters of recommendation. Contact Dr. Beth Pritts, chair of the Health Professions Advisory Committee, for more information at (315) 445-4431 or prittsbb@lemoyne.edu.

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 qualified applicants to most doctoral degree programs in the health professions, the members of the committee evaluate undergraduate credentials and formulate official college letters of recommendation. The chair also assists students enrolled in the different affiliation programs between Le Moyne College and health professions schools (refer to Graduate Program Pathways (p. 78) for descriptions of these programs). Further information regarding the committee and its functions may be obtained from the chair of the committee, Dr. Beth Pritts at (315) 445-4431 or prittsbb@lemoyne.edu.

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 summer orientation and registration when the director of pre-law education meets with entering students and their parents. The current pre-law advisor is James Snyder, Esq.

PromiseNY: Le Moyne's Graduation Promise

Le Moyne College provides numerous academic programs and academic support services that enable a student to maintain steady academic progress and complete an undergraduate degree within four years. (A four year graduation plan takes into account eight traditional semesters and includes both May and August graduations in the student's final year.) Still, graduating within four years requires a student to carefully plan a course schedule, successfully complete each enrolled course, and heed the advice of their academic advisor. In order to achieve timely degree completion, all students must meet the following obligations:

- **Transition to College:** New students shall participate in the College's orientation program and meet at least three times with their academic advisor during their first semester. This is an important time for students to learn about degree requirements, utilize College resources, and plan for future semesters. Prior to the start of their first semester, all students must provide the Admission and/or Registrar's Office with official transcripts which demonstrate completion of high school course requirements and any college coursework that was completed before matriculation into Le Moyne.
- **Transfer of Credit:** Students who take Advanced Placement, International Baccalaureate, or college courses while in high school must submit such documentation to the Le Moyne College Registrar at least one month before classes begin. Other transfer credit must be pre-approved and a student's last 30 credit hours must be completed at Le Moyne. Students must submit all transcripts from other institutions to the Le Moyne College Registrar's Office immediately after completion of transfer courses.
- **Course Placement:** Students who are required to take foundational courses (WRT 100, CHM 101, MTH 007, etc.) may not be able to complete their degree within four years. In these cases, summer, J-mester, and/or Maymester courses may be required, yet students are responsible for all associated tuition charges.
- **Major Declaration:** Students must declare all majors and minors before the beginning of their sophomore year in order to allow enough time to complete their degree in four years. Some majors and dual degree programs require students to complete more than 120 credit hours and will not be included in the graduation promise because they require additional coursework. At the time of declaration, students will be advised of the anticipated time for completion based on the students' previous coursework and course sequencing. Students who are unsure of which major to select should participate in College activities to explore new or additional programs. Students who change majors, add an additional major, or declare a minor during the four years must re-evaluate their graduation plan. These changes may impact the student's ability to graduate in four years.
- **Academic Advising:** All students are assigned an academic advisor within their major and must meet with that individual (or a member of the department acting on the advisor's behalf) at least three times in their first semester and at least once in each subsequent semester.

Students have multiple resources to identify which courses they should select to ensure academic progress, such as their academic advisor and WebAdvisor. Students are responsible for seeking advice from their academic advisor when they do not understand a college requirement, have questions regarding course sequencing, or are considering altering their course schedule (adding, dropping, or withdrawing from a course). All required forms must be submitted to the Registrar's Office by the stated deadline. Any such changes may have an impact on the student's ability to complete their degree within four years.

- **Timely Registration:** Students shall register online at their assigned registration time each semester after having been cleared by their academic advisor(s). To do so, students must follow their program evaluation in WebAdvisor to track progression towards their degree. Students are responsible for contacting their academic advisor, department chair of their major, or a representative of the Registrar's Office with any registration questions. In order to register on time, student accounts must be clear of registration holds and all financial obligations must be met. Students must register for the courses that have been approved by their academic advisor. Students must discuss any variance from their proposed course schedule with their academic advisor.
- **Course Completion:** Students should follow all faculty/instructor guidelines for individual courses and seek help if they are not performing well. Students who fail or withdraw from a course are responsible for retaking the course and/or earning appropriate credits. In these cases, summer, J-mester, and/or Maymester courses may be required of such students. However, students are responsible for all associated tuition charges.
- **Academic Progress:** Students must earn at least 30 credits per year and maintain good academic standing. In addition, some majors require students to maintain a higher standard (i.e., 3.0 GPA in the major or 2.8 GPA for certain courses, etc.). Students must earn appropriate grades to meet these criteria and, if needed, students should utilize College resources such as faculty office hours, Student Success Center, Qualitative Reasoning Center, and the Writing Center to strive for success in their courses. Students who are unable to earn the necessary grades will require additional time in order to complete their degree. In addition, students who do not maintain continuous enrollment for eight semesters will require additional time to complete the degree. Students must maintain good academic standing each semester and achieve at least a 2.0 grade point average overall, in their major(s), and in their minor(s) in order to graduate.
- **Student Compliance:** All students should read their College email daily as they are responsible for correspondence sent to this address. Le Moyne strongly encourages students to limit their work hours to a reasonable number of hours to ensure proper sleep and adequate study time. In addition, students must maintain good disciplinary and nonacademic standing.

If you have any questions regarding Le Moyne's graduation promise as part of PromiseNY, please contact the Registrar's Office or Assistant Dean for Student Success.

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 3.500 - 3.699 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 3.700 - 3.849 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 3.850 - 4.000 in all subjects by the end of their course of study will be awarded the bachelor's degree summa cum laude.
- Students who have completed all of the Integral Honors Program requirements and earned an Integral Honors degree 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 3.500 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 3.500 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 Physics Program Medal for Outstanding Performance in Physics
- The Angela Bortoloni Award for Community Service
- The Brine Medal in Chemistry or Biochemistry
- 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 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. Maltby Medal in Mathematics
- The Leonard P. Markert Medal in Philosophy
- The Gene McCarthy Award in Theatre Studies
- The Suzanne V. McClusky Medal in History
- The Francis and Martha McElroy Medal in Business
- The 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 Award
- 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 Wellness Center for Health and Counseling
- The W. S. Smith Memorial Award of the Institute of Internal Auditors
- The Syracuse Chapter of the New York 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 M. Janice Nelson Award in Nursing
- The Robert and Doris Bacorn Award for Service and Leadership in Nursing
- The Patrick J. Keane Medal
- The Rachel L. Carson Medal for the Environment
- The Michael D. Madden Award in Management
- The Salwa Ammar Award in Leadership

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 Bishop David F. Cunningham Medal in Junior Liberal Arts
- The Dermody Burke and Brown Scholarship at Le Moyne College
- The Myrtle G. Derschug Medal in Freshman Social Science
- The T. Frank Dolan Jr. Medal in Freshman Liberal Arts
- The Family of T. Frank Dolan Jr. Medal in Sophomore Pure Science
- The Msgr. David J. Dooling Medal in Junior Social Science
- The Richard W. Egan Memorial Medal in Junior Business Administration
- The Anne J. Endries Medal in Sophomore Accounting
- The Susan E. Henninger Medal in Freshman Pure Science
- The Highest Achievement in the Undeclared Category for First-year Students
- The Highest Average in the Undeclared Category for Sophomore Year
- The James E. Kenney Alumni Award in Junior Economics

- The William R. Lukacs Medal in Mathematics
- The Marnie A. McCluskey Medal in Sophomore Social Science
- The Msgr. Charles F. McEvoy Medal in Sophomore Liberal Arts
- The Edward M. O'Donnell Medal in Freshman Business Administration
- The Pasquale J. Paglia Prize for Excellence in Romance Languages
- The James M. Phillips Medal in Freshman Accounting
- The Medal for Scholarly Regional and Urban Applied Research
- The Vincent J. Smith Medal in Sophomore Business Administration
- The William F. J. Ryan Medal in Junior Pure Science
- The Cecilia F. Mulvey Award
- The Robert J. Dermody Medal in Junior Accounting

Departmental Honors

Some departments offer an honors degree to superior students who complete specified requirements in the major field. Department chairs invite qualified applicants to pursue this degree at an appropriate time in their academic program. 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.

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

Honor Societies

Le Moyne has a chapter of Alpha Sigma Nu, the Jesuit national honor society; Alpha Kappa Delta, the national honor society for sociologists; Alpha Sigma Lambda, the national honor society for students in continuing higher education; Beta Beta Beta, the national honor society in biology; Delta Mu Delta, the national honor society in business and accounting; Kappa Delta Pi, the national honor society in education; Omicron Delta Epsilon, the international 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; Tau Sigma, the national transfer student honor society; Theta Alpha Kappa, the national honor society for religious studies and theology; and Pi Epsilon, the national honor society for environmental sciences.

GRADUATE INFORMATION

- Graduate Admission and Registration (p. 37)
- Graduate Tuition and Fees (p. 38)
- Graduate Policies and Procedures (p. 39)

Student Services

Le Moyne offers a variety of services to meet the academic and personal needs of students. The following information provides an overview of the facilities, programs, services and activities designed to assist students.

Student Identification Cards

Student picture IDs are issued from the Office of Campus Life and Leadership located on the second level of the Campus Center. Individuals must show proper identification, such as a driver's license/permit or state-issued ID, before being issued a college ID card. A current Le Moyne student ID will allow students to check out books from the library and use the facilities at the recreation center.

Heights Alert Emergency Notification System

The Heights Alert system is designed to enhance and improve communication so that all members of the Le Moyne College community can stay informed in the event of an emergency on campus. This voluntary system allows students and staff to be notified by a text message to their cell phone, in the event of an emergency or campus closure. The message can also be sent to a designated email address. The system will be used only for emergency contact purposes. Subscribers to Heights Alert will pay no fees for the service, other than any regular fees associated with text messaging.

Dining Services

The Dolphin Den, located on the ground floor of Grewen Hall, features a convenience store, an upscale coffee shop and a full-service snack bar all in a large, comfortable space. A pub, located in the Campus Center, is a social space for the members of the Le Moyne Community who are 21 years of age or older.

Health and Counseling

All full-time graduate students are required to have medical insurance and must be enrolled in a college health insurance policy that will be billed directly to the student's account. This fee can be waived if the student can provide evidence of other insurance. If they cannot provide evidence, they will be placed on college health insurance. The waiver process is done online and the instructions will accompany the bill. All students, regardless of class status or credit hours may purchase this insurance. Information is available at the Wellness Center for Health and Counseling.

College life can be quite stressful at times. Stress can arise about academics, relationships, family, mental health issues, and overall emotional well-being. It is a sign of courage to recognize when help is needed, and it is also the first step in solving any difficulty.

To support students in building resiliency and finding healthy and productive ways to address their concerns, students are encouraged to make an appointment at the Wellness Center for Health and Counseling, located in Seton Hall.

The Wellness Center offers the following:

- A holistic assessment and recommendations for treatment, which may include referrals to a variety of therapy and support groups offered by professional counselors on campus, off-campus referrals, and short-term, solution-focused individual therapy. Intake appointments can be scheduled by calling 315-445-4195.
- Services related to substance abuse issues and concerns including assessments, support and educational groups, and short-term counseling.
- A variety of wellness programming for the campus community.
- Resources to borrow, which include brochures, books, and DVDs.
- Consultation with student, families, faculty, and staff.

For specific information consult www.lemoyne.edu/wellness, call (315) 445-4195, or visit our offices in Seton Hall.

Office Hours: 8:30 a.m. - 4:30 p.m. during the academic year. In an emergency after hours, call Campus Security at (315) 445-4444.

Campus Ministry

Campus Ministry, based in the Panasci Family Chapel, 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, administrators and staff are encouraged to come to a deeper awareness of the truth in their hearts and to be inspired by the call to be leaders as they serve the needs of others. 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 students, faculty, administrators 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.

Career Advising and Development

The mission of the Office of Career Advising and Development is to empower students for success during and after their time at Le Moyne by offering comprehensive programs, services, and support to enhance students' professional development

Career Advising and Development 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. The office invites alumni and employers to campus for networking opportunities with students. Recruitment programs featuring employers from a variety of industries are conducted on campus, through joint consortium programs in the region and online. Alumni of the College are also eligible for career services throughout their careers.

The Career Advising & Development Office is located in Reilly Hall 342. The usual business hours are Monday to Friday, 8:30 am to 4:30 pm. Call us at 315-445-4185 ([http://collegecatalog.lemoyne.edu/graduate-information/tel:\(315\)%20445-4185](http://collegecatalog.lemoyne.edu/graduate-information/tel:(315)%20445-4185)) or email us at careers@lemoyne.edu. You can find more information on our website: www.lemoyne.edu/Experience/Student-Services/Career-Services.

Noreen Falcone Library

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

The library's home page contains links to over 135 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.

Please check the College website during fall, spring and summer semesters for library hours. Summer and holiday hours are announced via (315) 445-4153. Additional information can be found at the library Web page: www.lemoyne.edu/library.

Bookstore

Located in the Le Moyne Plaza adjacent to campus, the bookstore is operated by Barnes & Noble College Booksellers and 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.

They will accept payment for merchandise in the forms of cash, personal checks with proper ID or any major credit card. Books and merchandise can also be ordered online at www.lemoyne.bncollege.com (<http://www.lemoyne.bncollege.com>).

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 in the Noreen Falcone Library. In order to keep users informed and assist them in their use of these resources, a number of printed and online publications are produced throughout the year, including a newsletter and technical bulletins. Workshops and seminars are also held on various products and services.

A service desk, staffed by professional and student consultants, is available for further assistance. It is located in the library. All new graduate students should contact the service desk for IT access information. The service desk can be reached at 315.445.4579, servicedesk@lemoyne.edu or on line at www.lemoyne.edu/Experience/Student-Services/Technology.

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

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.

Graduate Admission and Registration

Each graduate program's admission process is guided by its own criteria and application requirements. Please visit the individual programs for this information and www.lemoyne.edu/apply to complete the graduate application. If there are questions regarding requirements or the admission process, please contact the Office of Graduate Admission at (315) 445-5444 or at GradAdmission@lemoyne.edu.

Registration for new graduate students is completed through the individual program departments. Please see the program information contact information to schedule an advising and registration appointment.

Graduate Programs

Le Moyne College offers a number of graduate-level programs. Curriculum and program requirements can be found in the following divisions:

The College of Arts and Sciences

- MS: Arts Administration
- Graduate Certificate: Arts Administration

Madden School of Business

- MBA
- 150-hour MBA (for Le Moyne undergraduate accounting majors)
- MS: Information Systems
- 150-hour MSIS (for Le Moyne undergraduate accounting majors)
- MS: Taxation
- 150-hour MTax (for Le Moyne undergraduate accounting majors)
- Graduate Certificate: Health Information Systems
- Graduate Certificate: Enterprise Systems

Purcell School of Professional Studies

Department of Education

- MST, MEd: Teacher Education K-12, Special Education, Literacy, TESOL
- MS, CAS: School Building Leadership, School District Leadership, School District Building Leadership
- MEd: Professional Education (non-certification)

Department of Nursing

- MS and Post-Master's Certificate: Nurse Administration, Nurse Education, and Family Nurse Practitioner

Department of Occupational Therapy

- MS: Occupational Therapy

Department of Physician Assistant Studies

- MS: Physician Assistant Studies

Graduate Tuition and Fees

2018-2019 Graduate Tuition and Fees

- Masters Education - \$734 per credit hour
- Masters Business Administration - \$835 per credit hour
- Masters Nursing - \$734 per credit hour
- Physician Assistant Program - \$14,120 per semester
- Occupational Therapy - \$14,660 per semester
- Masters Arts Administration - \$734 per credit hour
- Masters Family Nurse Practitioner - \$914 per credit hour
- Masters Information Systems - \$835 per credit hour
- Wellness Fee - \$70 per semester for full-time graduate students taking 9+ credit hours
- Graduation Fee - \$65
- Audit Fee - Graduate Programs - \$225 per credit hour
- Alumni Audit Fee - \$125 per credit hour
- Parking Permit - \$50 per year
- Technology Fee - \$75 per semester for full-time graduate students taking 9+ credit hours or \$25 per semester for part-time students
- Activity Fee (Occupational Therapy Program) - \$250 per semester
- P.A. Student Society Dues - \$20 fall semester
- Health Insurance* - \$2,395

**Physician Assistant Studies students may waive enrollment in the Le Moyne student health insurance plan by providing insurance coverage documentation via the insurance carrier's website. Instructions to perform waiver will be e-mailed to each full-time, registered student prior to the start of the semester.*

Semester charges are due by the date noted on the tuition bill (approximately fifteen (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 permitted to attend class until they pay their tuition. Students who fail to pay their tuition prior to the start of classes for the semester will be responsible for payment of a late fee and interest on the outstanding balance at an annual rate of twelve percent (12%). Students who register on or after the first day of classes will be subject to a late registration fee as outlined under the Incidental Fees. 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.

Payment of Tuition and Fees

Financial Responsibility

Students are responsible for any college debt they have incurred, including library fees, parking fines, tuition charges and fees. The College may withhold the student's transcripts and/or diploma, and prohibit the student from registering for any subsequent periods. The financial restriction will be released after the outstanding debt and penalties have been paid in full. The College may also cancel the student's registration immediately, remove or bar the student from attending classes, without credit for course in which the student is enrolled, and retain all monies received. 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 percent) 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 Higher One Tuition Payment Plan 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.tuitionpaymentplan.com/lemoyne (<http://www.tuitionpaymentplan.com/lemoyne>).

Refund Policy

The date of withdrawal is the date you notify, in writing, the appropriate graduate program office. Tuition adjustment calculations are done automatically based on the date of withdrawal and the start date of the semester. Fees are not refundable.

If you withdraw from the College or from a course, you may be entitled to a tuition credit of a percentage of your tuition. Fees are not refundable.

- 100 percent tuition credit during the first week
- 80 percent tuition credit during the second week
- 60 percent tuition credit during the third week
- 40 percent tuition credit during the fourth week
- 20 percent tuition credit during the fifth week
- No tuition refund credit after the fifth week

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.

Graduate Policies and Procedures

Student Classifications

Matriculated

Graduate students who have fulfilled all of the entrance requirements and have been accepted as candidates for a master's degree.

Conditionally Admitted

Students who do not meet the criteria for full matriculation, but appear to have the capability to successfully complete graduate courses. An applicant is admitted with academic conditions that must be met before his or her application and status will be reviewed again and a final admission decision will be made.

Note: Conditional Admission is not a designation with the MBA Program, the Physician Assistant Studies Program, or the Occupational Therapy Program.

Non-Matriculated

Non-matriculated students are students who qualify for graduate work and are completing graduate courses but who are not formally admitted into a graduate program. Examples include enrollment for personal enrichment, professional certification or development, or transferring of credits to another institution. Students are generally limited to six credit hours as a non-matriculated student.

Full-time Graduate Student

The course load for full-time graduate students is at least nine credit hours.

Auditing

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.

- Graduate students not wanting to earn graduate credit may audit classes and must declare audit status at the time of registration and pay the audit rate.
- Participation requirements are specific to each program.

Advisement

Matriculated students may be assigned an Advisor in the department to which they belong for academic guidance.

Registration

- See the Academic Calendar (p. 6) for registration dates.
- Immunizations:
Le Moyne College requires all students to provide proof of immunization, regardless of the number of credit hours. Our Immunization Report and the Meningitis Response Form must be submitted and approved before the end of the third week of class.

This policy is based on New York State Public Health Law Sections 2165 and 2167 that requires proof of specific immunizations for all students who are enrolled in 6 credit hours or more.

If the required Immunization Report and the Meningitis Response Form are not received by Le Moyne College by the 3rd week of class, the student will incur a \$100 non-refundable fine that will be placed on their account. Transfer students may submit a copy of physical/immunizations records from their previous college. Health profession programs have additional mandatory requirements.

New York State law requires the college to de-register all students taking 6 or more credit hours who are not in compliance with the regulation. Students will be unable to attend classes until the report is received and approved.

Lastly, students who are not in compliance will also have a "hold" placed on their account, and they will be unable to register for the upcoming semester. The original Immunization Report and the Meningitis Response Form may be returned in person or by mail. No faxed copies will be accepted. Both forms can also be found at: www.lemoyne.edu/wellness.

Attendance

Students are required to follow the attendance policy stated in the course syllabus.

Graduate Incomplete Grading Policy

Students who find themselves unable to complete work for a course by the end of the regular term may request a grade of Incomplete (I) via their instructor using the Request for Incomplete Grade Form (<https://portal.lemoyne.edu/studentresources/academic/registrar/Forms/Request%20for%20Incomplete%20Grade%20Form.pdf>). This form is an agreement between the student and the instructor that specifies the reasons, conditions, and time limit for removing an incomplete (I) grade from the student record. Instructors may require documentation to support a request for an incomplete grade. In addition, instructors may refuse the request. If the precipitating reason for the request is of a personal nature, the student and/or instructor may seek the assistance of their Academic Dean in providing appropriate documentation. Faculty are responsible for monitoring any assigned incomplete (I) grades and may change/update the grade at any point prior to the official deadline.

Deadlines for resolving incomplete grades are as follows:

Fall semester & J-mester	Last day of classes for the following Spring semester
Spring, May-mester & all Summer sessions	Last day of classes for the following Fall semester

For more information on Le Moyne's grading policies, please visit the Grading Policies page (p. 12).

GPA

Students are considered in good standing if their grade point average is 3.0 or higher on a 4.0 scale, based on specific academic criteria that are found under the individual program sections of this catalog.

Retaking Courses

Graduate students are only permitted to repeat one course in an attempt to receive credits toward a graduate certificate or degree.

Leave of Absence, Withdrawal, and Probation

- If a graduate student chooses to withdraw or take a leave of absence from the program, she/he must inform her/his graduate program. A student may apply for a leave of absence in accordance with the policy of his or her department. Students who are not enrolled for more than 3 consecutive semesters will be withdrawn from the College.
- Matriculated students who have earned a grade point average of less than 3.0 are placed on academic probation. Specific probation and termination policies can be found in the policies of the specific graduate departments.
- Graduate students are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct. A student will be placed on behavioral probation for a minimum of one semester for actions inconsistent with the technical and professional standards of each discipline.

Termination

Any student may be terminated for behavior and/or grade issues inconsistent with the technical and professional standards of each graduate program. See specific departmental guidelines.

Readmission

Students who withdraw or are academically disqualified from their graduate program must follow the college and departmental policy and procedures if they wish to re-enter their program.

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.

Faculty and staff members should report all instances of academic dishonesty to the appropriate dean who has jurisdiction over the class in question. The dean will review the evidence in consultation with the faculty or staff member to determine the appropriate sanction, which may include failure in a course. The dean may impose further sanctions, such as suspension or expulsion from the College. It is expected that the dean will make a determination within a reasonable period of time following notification of an instance of academic dishonesty. The dean will send the student a findings letter after a determination is made. Additionally, that dean should notify and consult with the dean of the student's home school or college. The second instance of academic dishonesty may result in suspension and may be cause for expulsion. Students should note particularly the following seven specific policies:

- 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.

- Cheating—A student who cheats on any examination is liable for penalties ranging from failure in the examination to expulsion from the College.
- 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, consult the library's guide to plagiarism or the library services desk.
- Assisting Cheating or Plagiarism—A student who knowingly assists another student in cheating or plagiarism is subject to the same rules and penalties.
- Derived Work—Derived work is work containing material (even if modified) that has been previously submitted to fulfill the requirements of another course. Submission of derived work is allowed only with prior approval by the instructor, who may impose additional requirements (e.g., full disclosure in a citation). The penalties for unapproved submission of derived work range from failure on the assignment to expulsion from the College.
- Class recording policy—Students must obtain prior written permission from the instructor before making any audio/video recordings of a class. Unless this permission explicitly states otherwise, such recordings may not be shared with or distributed to others, and must be deleted or erased at the end of the semester. The penalties for unauthorized recording, sharing, distribution or retention may range up to expulsion from the College. Any student with a disability who requires class recordings as an accommodation must be approved by the disability support services staff and must notify faculty by presenting his or her instructor a notification form to be signed.
- 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 Provost to convene a review board. This request must be in writing and submitted to the Provost's office within 5 business days of the date of the findings letter. An appeal must be based on questions of improper procedure, new evidence uncovered after the date of the findings letter, the student disputing the facts of the case, or excessively harsh sanction. A review board consists of three faculty members and one nonvoting faculty member who serves as chair. These members are appointed by the president of the Faculty Senate. At the student's request, two nonvoting student members may be appointed by

the president of the Student Senate in consultation with the chair of the Academic Affairs Committee of that body.

The student has the option of appearing before the review board to answer questions and make a summary statement. Alternatively, the student may submit a written statement to the review board. The review board may recommend one of the following:

1. uphold the finding of responsibility and the sanction as originally imposed;
2. uphold the finding of responsibility but reduce the sanction; or
3. overturn the finding of responsibility. It is expected that the board will meet to review the appeal and make its recommendation within a reasonable period of time following receipt of the appeal. The review board forwards its recommendation to the Provost who makes the final decision regarding the appeal. The Provost's decision is final and is not subject to further review.

Grievance Policy

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 one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions on 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 a 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 three (above) to the academic vice president.

Formal Academic Grievances Against Professors, Classes, or Programs

Formal academic complaints about a class or professor should be taken directly to the professor concerned first. If the issue is not resolved, a written complaint should be filed with the appropriate department chair or director. This written version should identify the complainant, specifically detail the perceived problem, the date of the meeting

with the Professor and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy.

- The department chair or director 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 a resolution. If the department chair or director is the professor, the senior member of the department other than the course instructor shall hear the appeal.
- If the problem has not been resolved in steps one or two above, the student may appeal to the appropriate dean. In this case, the student and the professor shall submit in writing their positions on the matter. The appropriate dean may also request a written recommendation from the department chair or director. (These documents are not intended to preclude meetings between the academic dean and the student, the professor, and/or the department chair or director.)
- The appropriate dean shall then forward a written recommendation to the student, the professor, and the department chair.
- The student may appeal the dean's decision to the academic vice president within 15 days.
- Formal academic complaints about a program should be filed with the appropriate department chair or director and then proceed to resolution through the same steps outlined above for complaints about professors or courses.

Add/Drop/Withdrawal from Courses

The official dates to add, drop or withdraw from courses without academic penalty are posted on the academic calendar (p. 6) found on the Registrar's website and in the College catalog.

Adding and Dropping Courses

Graduate students have one week from the start of Spring or Fall semester to add a course or before the second class of J-mester, May-mester or Summer courses. Any exceptions to this policy require the permission of the appropriate graduate department chair and the instructor. Some cohort-based graduate programs may be limited on their ability to add or drop courses.

Students who are dropping or withdrawing from a course should be aware of the schedule set for the refund of tuition. Students must inform their program director when dropping any course to determine the impact on progression.

Degrees

All degrees awarded by Le Moyne College are authorized by the New York State Board of Regents and are registered with the New York State Education Department. See the list of degree programs on the Academic Information (p. 10) page.

Graduation Requirements

In order to receive a graduate degree, the student must:

- Have a 3.0 overall G.P.A.
- Complete all degree requirements for a graduate degree within 60 days of the graduation date for the given term or a student's graduation date will be moved to the next available graduation date for degree conferral.
 - Le Moyne College's Graduation Dates

- May - the date of the College's Commencement Ceremony
 - August - August 31
 - December - December 31
- Complete any additional requirements per individual graduate degree programs.

UNDERGRADUATE CORE CURRICULUM

Le Moyne's Core Curriculum is central to the College's **Catholic and Jesuit mission** of educating students in a rigorous academic environment. The Core helps students acquire both foundational knowledge and intellectual skills essential to a lifetime of inquiry in professional and personal endeavors. The curriculum begins with discipline-specific courses, which fosters the development of critical communication and reasoning skills. The curriculum gradually incorporates interdisciplinary and transdisciplinary courses, in which students use their foundational knowledge to gain insight into current societal and global issues. Upon graduation, all students, regardless of major, will be able to actively engage complex problems and help create meaningful change in the world.

Courses and Requirements

If you would like to learn more about courses, requirements, and opportunities for the Core Curriculum, please click here. (<http://www.l moyne.edu/Portals/0/A&S%20Dean/Core.Curriculum.pdf>)

Transfer Students

Like all matriculated students, transfer students must complete Le Moyne's Core Curriculum. The intent of the Core Curriculum for transfer students is to ensure the integrity of a Le Moyne education while acknowledging the importance of flexibility when transferring credits from other institutions. Transfer students should speak with Le Moyne's office of admissions which will help them to gain maximum credit for college work already completed.

Click here to learn more about transferring credit to Le Moyne.

Distinctive Elements in Le Moyne's Core Curriculum

Le Moyne's new Core curriculum is designed to ensure that all Le Moyne students receive a thorough education in the liberal arts. Its interdisciplinary approach, global emphasis, and inclusion of mathematics and science reflect international trends in liberal arts education. While it follows exciting developments in higher education in some ways, Le Moyne's Core curriculum is distinctive in other ways.

A Thorough Writing Sequence

Le Moyne's Core curriculum ensures that students have ample opportunity to develop their academic and career-relevant writing skills. In the first year, students develop and practice the critical writing skills that are necessary for success in college. Next, they refine and enhance their skills through a three-course, writing-instructional sequence in Philosophy and English. Students use these skills throughout their academic curriculum.

From the Basic to the Complex

Given the complex issues facing the world today, interdisciplinary learning is essential and Le Moyne's Core curriculum provides it. In the first two years, students establish solid foundational knowledge in History, Philosophy, English, Religious Studies, and Natural and Social Sciences. In the junior year, students build on that foundation through interdisciplinary courses that explore how different ways of knowing affect intellectual inquiry. The senior year capstone course challenges

students to consider contemporary issues from various disciplinary perspectives.

The Core's Bookends

Le Moyne's Core curriculum includes both a first-year Transitions seminar and a senior Transformations capstone. These two courses bookend the Le Moyne experience by introducing students to college in an exciting, intellectually provocative seminar and by preparing them for life after college in a capstone course that synthesizes their learning. These companion experiences represent one of the ways that Le Moyne strives to fulfill the Jesuit mission to educate the whole person.

Transition to Transformation COR 100 First Year Seminars: Transitions

The first-year seminar introduces students to academic life at the college level, while also highlighting the value of a Jesuit liberal-arts education. Each seminar course is organized around a different "big idea" that is central to the faculty scholarly interests. By beginning their academic career with outstanding teacher-scholars, students are invited into the realm of intellectual inquiry.

Many Transitions seminars include field trips that deepen learning and build relationships. In addition to local excursions, several classes travel to New York City to visit museums and monuments related to their semester's study. These "outside the classroom" experiences are an integral part of the Transitions course design.

COR 400 Senior Studies: Transformations

Transformations presupposes that it is not enough simply to know; nor is it enough simply to do. The senior capstone course challenges students to address multi-faceted and dynamic issues from diverse perspectives. Each course mirrors the complexity of today's world; students utilize all of the skills they have developed throughout the Core curriculum to engage the course topics. Through the rigorous interdisciplinary framework, students hone the collaborative problem-solving skills that are essential to their life after college.

Learning Goals of the Core Curriculum

1. DISCIPLINARY INQUIRY

Students will explore meaningful questions, both practical and transcendent, through study in the arts, humanities, natural sciences, and social sciences.

Example courses: 100-level courses in many departments.

2. INTERDISCIPLINARY INQUIRY

Students will synthesize knowledge drawn from different fields of study (the arts, humanities, natural sciences, and social sciences).

Example courses: Courses with *IDS-designation* (check BSC, CHS, CJS, CSC, ECO, HST, MKT, MUS, PSC, PSY, SOC, THR, others) ENG 310 Literature and Culture, COR 400 Senior Studies: Transformations.

3. CRITICAL THINKING

Students will comprehensively evaluate issues, ideas, events, and works before making informed conclusions. All Core courses.

4. WRITTEN COMMUNICATION

Students will produce coherent arguments in writing.

Example courses: WRT 101 Critical Writing, PHL 110 Introduction to Philosophy ENG 210 Major Authors, many other Core courses.

5. ORAL COMMUNICATION

Students will prepare and present in a variety of contexts, as speaker and listener. Many Core courses.

6. QUANTITATIVE REASONING

Students will analyze numerical or graphical information.

Example courses are offered by the following departments: BIO (p. 107), CHM (p. 130), PHY (p. 238), MTH (p. 213)

7. INFORMATION LITERACY

Using technologies integral to information access, students will identify, locate, evaluate, and responsibly use information that is relevant to a given problem.

Example courses: HST 110 World Civilization I, HST 111 World Civilization II, many other Core courses

8. ETHICAL INTEGRITY

Students will make reasoned ethical decisions by assessing their own moral values, recognizing different ethical perspectives, and thoughtfully analyzing ethical and moral dilemmas.

Example courses: PHL 210 Moral Philosophy, many other Core courses.

9. CREATING A MORE JUST SOCIETY

Students will investigate complex challenges involving cultural and social diversity, and the individual's role in developing just solutions.

Example courses: Many Core courses, including *DIV-designated courses* (check ANT, BUS, CGS, ECO, EDU, HST, NSG, PSC, PSY, REL, SOC, THE, others).

Other Core Requirements

ENCOUNTERING ANOTHER CULTURE (EAC)

- Students in College of Arts & Sciences: Two consecutive semesters of the same foreign language (see courses in FLL (p. 194))
- Students in Madden School of Business: Two consecutive semesters of the same foreign language (see courses in FLL (p. 194)) or two Cultural Electives (*CE-designated courses*)
- One semester (12-14 weeks) of study abroad

VISUAL OR PERFORMING ART (*VPA-designated courses*)

- Check courses in CMM, ENG, MUS, REL, THR and other departments

Typical Core Course Sequence

Core courses are generally taken each semester, along with major courses and major support courses. Examples of typical programs are found in each academic department, under Programs: Major: Typical Program. Student should consult with their academic adviser regarding the best course schedule.

Get in Touch

Contact the Core Program

Dr. Theresa L. Beaty, Director

(315) 445-4349

core@lemoyne.edu (beatytl@lemoyne.edu)

INTERDISCIPLINARY PROGRAMS

The Interdisciplinary Programs at Le Moyne College offer students the opportunity to earn a Bachelor of Science degree with a major in biochemistry, a Bachelor of Science degree in Professional Studies with a concentration in health related studies or business, and a Bachelor of Arts degree with a major in peace and global studies. In addition, students may choose to minor in arts administration, 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.

B.S. in Professional Studies

Bachelor of Science in Professional Studies with Concentrations in Business and Health-Related Studies

Le Moyne's Bachelor of Science in Professional Studies provides busy working professionals with the opportunity to complete a degree on a part-time basis while honing valuable skills in project management, quantitative literacy, and leadership. Students choose to concentrate in health-related professions or business. Each concentration requires completion of the college's core curriculum (46-49 credit hours), professional studies core (9 credit hours), applicable concentration requirements (24-29 credit hours) and electives (36-39 credit hours).

Note: The concentration in health-related studies is designed for students with an interest in a number of health professions, and is appropriate preparation for entry into various positions and degree programs, but is *not* intended as a "pre-med" (pre-MD, DO, or PA) program.

Concentration in Health-Related Studies

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions ²	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ³		3
Social Science (p. 43) ³		3
Natural Science (p. 43) ³		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		3

Professional Studies Core

CSC 151	Introduction to Digital Technologies	3
ENG 403	Writing and Speaking in the Professions	3
MGT 460	Managing Systems Projects	3
Quantitative and Analytical Skills (fulfilled in concentration)		
Health Related Studies		
BSC 201	Human Anatomy & Physiology I	4
BSC 202	Human Anatomy & Physiology II	4
BSC 205	Basic Microbiology	4
PSY 101	Introductory Psychology	3
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
PSY 220	Human Life Span Development	3
Two PSY/SOC courses at the 300 level or above		6
MTH 110	Introduction to Statistics I (no Computer Lab)	3-4
or MTH 111	Introduction to Statistics I (with Computer Lab)	
Electives		36
Total Credit Hours		122-123

¹ Some Core requirements may be fulfilled by major requirements.

² Transfer credits that do not fulfill other requirements are generally used to fulfill this requirement.

³ This requirement is fulfilled by a major requirement.

Concentration in Business

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions ²	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ³		3
Social Science (p. 43) ³		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		3

Professional Studies Core

CSC 151	Introduction to Digital Technologies	3
ENG 403	Writing and Speaking in the Professions	3
MGT 460	Managing Systems Projects	3
Quantitative and Analytical Skills (fulfilled in concentration)		

Business

ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
MGT 301	Organizational Behavior	3
MKT 301	Principles of Marketing	3
HRM 301	Human Resource Management	3
MIS 201	Introduction to Management Info Systems	3
STA 201	Statistics I	3
ECO 113	Principles of Microeconomics	3
Choose one of the following:		3
ACT 204	Principles of Accounting II for Non-Accounting Majors	
ANL 301	Business Analytics	
FIN 301	Managerial Finance	
LAW 200	Legal Environment of Business	
STA 202	Statistics II	
ECO 114	Principles of Macroeconomics	
Liberal Arts & Science Electives		12
Electives		27
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Transfer credits that do not fulfill other requirements are generally used to fulfill this requirement.

³ This requirement is fulfilled by a major requirement.

Biochemistry

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 in the Department of Chemistry; however, because of the interdisciplinary nature of the program, curricular oversight is shared with the Department of Biological and Environmental Sciences.

Student Learning Outcomes in Biochemistry

Students who graduate from this program will be able to:

Key concepts

Students who graduate with a Le Moyne degree in biochemistry will have skillfully applied key concepts in biological chemistry and molecular biology to systems at the interface of chemistry and biology.

Laboratory procedures

Students who graduate with a Le Moyne degree in biochemistry will have successfully carried out a broad range of laboratory investigations utilizing specialized equipment relevant to the discipline.

Analyze systems

Students who graduate with a Le Moyne degree in biochemistry will have analyzed chemical or biological systems using appropriate conceptual models.

Scientific method

Students who graduate with a Le Moyne degree in biochemistry will have constructed or critiqued the design of an experiment in biochemistry or molecular biology.

Quantitative reasoning skills

Students who graduate with a Le Moyne degree in biochemistry will have competently applied quantitative reasoning skills to biochemical systems.

Communication and literature

Students who graduate with a Le Moyne degree in biochemistry will have reported scientific and technical information clearly and critically in a style appropriate to the discipline.

- Biochemistry Major (B.S.) (p. 46)

Biochemistry Major (B.S.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43) ²		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0

Major Requirements

BIO 191	General Biology I (and lab)	4
BIO 192	General Biology II (and lab)	4
BIO 218	Cell and Molecular Biology (and lab)	4
BIO 418	Advanced Molecular Biology (and lab)	4
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4

CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
or BIO 380	Information in the Biological Sciences	
CHM 311	Analytical Chemistry	4
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
CHM 460	Biochemistry I	3
CHM 461	Biochemistry II	3
CHM 462	Biochemistry Laboratory	2
Select two additional courses from among the following:		6-8
BIO 320	Genetics (and lab)	
BIO 321	Developmental Biology (and lab)	
BIO 322	Histology	
BIO 325	Microbiology (and lab)	
BIO 340	Parasitology	
BIO 375	Introduction to Neurobiology (and lab)	
BIO 390	Independent Study in Biology & Environmental Systems	
BIO 409	Virology	
BIO 410	Toxicology	
BIO 412	Immunology	
BIO 415	Pathogenic Microbiology (and lab)	
BIO 427	Bioinformatics (and lab)	
BIO 431	Mammalian Physiology	
BIO 475	Stem Cell Biology	
BIO 480	Seminar: Biology of Cancer	
BIO 481	Seminar: Endocrine Disruptors	
BIO 482	Seminar: Current Issues in Genetics	
BIO 499	Research in Bio & Environmental Systems (minimum 3 credits total)	
CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	
CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	
CHM 436	Advanced Organic Chemistry	
CHM 495	Research in Chemistry (minimum 3 credits total)	
Major Support Requirements		
PHY 105	General Physics Scientists/Engineers I (preferred)	3
or PHY 101	Non-Calculus General Physics I	
PHY 106	General Physics Scientists/Engineers II (preferred)	3
or PHY 102	Non-Calculus General Physics II	
PHY 103	General Physics Laboratory	1
PHY 104	General Physics Laboratory	1
MTH 145	Calculus I	4
MTH 146	Calculus II	4
MTH 111	Introduction to Statistics I (with Computer Lab)	4

Electives	
Free Electives	12
Total Credit Hours	133-135

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Typical number of credits to fulfill requirement. However, students may also fulfill this requirement with a semester of study abroad or by demonstrating intermediate language proficiency in an examination accepted by the Department of Foreign Languages.
- ³ Students may fulfill this requirement by taking any approved 3-credit course in the appreciation or creation of visual, creative or performing arts; by taking any college course with a "VPA" designation, indicating that it includes 1-credit worth of VPA content; or, by taking an approved 1-credit independent study or special topics in performance or appreciation.
- ⁴ While this is a non-credit-bearing requirement, all students must take one course listed with a "DIV" designation from the list of such courses offered throughout the College.

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I (and lab)	4
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
Credit Hours		17
Second Semester		
BIO 192	General Biology II (and lab)	4
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
MTH 111	Introduction to Statistics I (with Computer Lab)	4
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		18
Sophomore Year		
First Semester		
BIO 218	Cell and Molecular Biology (and lab)	4
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
PHY 105 or PHY 101	General Physics Scientists/Engineers I or Non-Calculus General Physics I	3
PHY 103	General Physics Laboratory	1
MTH 145	Calculus I	4
Credit Hours		16
Second Semester		
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
PHY 106 or PHY 102	General Physics Scientists/Engineers II or Non-Calculus General Physics II	3

PHY 104	General Physics Laboratory	1
MTH 146	Calculus II	4
PHL 210	Moral Philosophy	3
Credit Hours		16

Junior Year**First Semester**

CHM 327	Physical Chemistry I	4
& CHM 331	and Physical Chemistry Laboratory	
CHM 460	Biochemistry I	3
BIO/CHM Elective		3-4
ENG 210	Major Authors	3
Social Science (p. 43)		3
Credit Hours		16-17

Second Semester

BIO 418	Advanced Molecular Biology	4
CHM 461	Biochemistry II	3
Religion (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Free Elective		3
Free Elective		3
Credit Hours		17

Senior Year**First Semester**

CHM 311	Analytical Chemistry	4
ENG 310	Literature and Culture	3
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Second Semester

CHM 462	Biochemistry Laboratory	2
BIO/CHM Elective		3-4
COR 400	Senior Studies: Transformations	3
Free Elective		3
Free Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17-18
Total Credit Hours		133-135

Note: Courses may be offered in semesters other than indicated.

Consortium for Culture and Medicine

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 5-10 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 website at www.upstate.edu/ccm (<http://www.upstate.edu/ccm>) under Course Descriptions. CCM will announce a course schedule and meeting times in advance of each semester.

Consortium for Culture and Medicine (CCM)

CCM 405. Narratives of Illness, Disability, and Identity. 3 Credit Hours.

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.

Cross-listed Courses: CCM 505

CCM 407. Bioethics. 3 Credit Hours.

This course examines the use of ethical theories and standards by health care professionals. Specific issues presented in the context of case studies illuminate different types of ethical dilemmas and alternative ways of handling them morally. Issues include euthanasia, assisted suicide, truth-telling, confidentiality, research ethics, abortion, genetic counseling, surrogate motherhood, the uses of new reproductive technologies, and justice with respect to care.

Cross-listed Courses: CCM 507

CCM 408. Ethics and Health Professions. 3 Credit Hours.

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.

Cross-listed Courses: CCM 508

CCM 409. Culture and Mental Disorder. 3 Credit Hours.

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterits, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

Cross-listed Courses: CCM 509, PSY 309

CCM 410. Culture & Reproductive Health & Medicine. 3 Credit Hours.

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

Cross-listed Courses: ANT 410, CCM 510

CCM 416. Medical Anthropology in Ecological Perspective. 3 Credit Hours.

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing in historical, evolutionary, and ecological perspectives. Permission of the instructor required before registration. Fulfills Core requirement(s): DIV.

Cross-listed Courses: CCM 516, ANT 416

CCM 420. Economic Issues in Health Care. 3 Credit Hours.

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care.

Cross-listed Courses: ECO 320, CCM 520

CCM 422. Medicine in Literature and Film. 3 Credit Hours.

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

Cross-listed Courses: CCM 522, ENG 455

CCM 429. Dying and Death in American Literature. 3 Credit Hours.

This 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.

Cross-listed Courses: CCM 529

CCM 430. Global Health and Ethics. 3 Credit Hours.

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.

Cross-listed Courses: CCM 530

CCM 431. AIDS in American Literature. 3 Credit Hours.

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.

Cross-listed Courses: CCM 531

CCM 432. Interdisciplinary Approaches Aging Issues. 3 Credit Hours.

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 discipline 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.

Cross-listed Courses: CCM 532

CCM 434. Representations of the Nurse in Literature. 3 Credit Hours.

How the nurse has been represented 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 19th century and 20th 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 20th 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.

Cross-listed Courses: CCM 534

CCM 437. Exploring Good Leadership. 3 Credit Hours.

Two premises underline this course: (1) Because widespread deficiencies in leadership to address the complex and critical issues that threaten humankind, there is an urgent need for broadly educated, ethical leaders and (2) anyone who is an undergraduate, or professional student may be called to exert leadership now or in the future. This course will critically examine the skills and characteristics of good leaders, whether the leader operates on campus, in the local government, or in the world, and how they may be adapted to one's own style of leadership. Using short essays, reference materials, scenarios, interviews of leaders, and the student's own experiences, the topics explored will be, for example, What is Ethical Leadership?; Who Can Be a Leader?; How can Leadership Be created?; Integrity and Reputation; Use of Power; Education of Leaders; Motivation and Higher Principles; Knowing Oneself; Learning from Heroes, Mentors and Peers; Communicating Effectively; Listening with a Prepared Mind; Evolution and Ethical Behavior: and Leadership Style.

Cross-listed Courses: CCM 537

CCM 439. Child Health Policy. 3 Credit Hours.

Children's health is influenced by a host of factors, not least of which is policy. It may be influenced by policy directly at a medical level, or less directly at a child-serving systems level (eg. public health, education, juvenile justice). This course will cover how child health policy is developed, implemented, evaluated, and influenced, with a focus on how child health policy is influenced by circumstances beyond the traditional boundaries of "health care". Students will examine how law and medicine (specifically "child health") interact, hearing from a variety of disciplinary and community-based perspectives. Students will discuss how expertise from various sources might be joined to enhance the effectiveness of child health policy.

Cross-listed Courses: CCM 539

CCM 440. Disability, Medicine and Representation. 3 Credit Hours.

This course aims to bring disability and medicine into cross-disciplinary dialogue by examining representations of disability and medicine in film, literature, and medical texts. These texts and conventions are considered in light of critical discussions of representation and disability. The "medicalization" of disability is examined, with students invited to explore disability and ability as cultural representations, wherein bodily abilities and limitations are conditioned by subjective perceptions of "normalcy". A principal question is how to incorporate a "social model" of disability into medical education and practice. Disability studies scholars and clinicians working on disability will be guest speakers.

Cross-listed Courses: CCM 540

CCM 441. Global Health. 3 Credit Hours.

This course examines global health from an anthropological perspective. It explores the political and social circumstances which shaped the development of international health. It examines how culture shapes both the conditions under which people experience morbidity and mortality and their responses to illness. Topics considered include the development of international health, epidemiological and anthropological research methods, gender and health, reproductive health, infectious disease, health and inequality, and the health consequences of war.

Cross-listed Courses: CCM 541

CCM 442. Native American Public Health. 3 Credit Hours.

This course addresses Native American Public Health in four areas. First, the course covers the historical roots of health disparities among Native Americans. Second, students will review the epidemiology of disease, risk factors, and causes of death among Native Americans in Nations across the United States. Third, the course examines indigenous food ways and the contemporary diets of Native Americans to understand the barriers to healthy diets in contemporary Native American culture. Last, the course will cover substance abuse and addictions among Native Americans and consider Native American indigenous knowledge as an adjunct to chemical dependency treatment.

Cross-listed Courses: CCM 542

CCM 443. Disability and Public Health. 3 Credit Hours.

This course will explore factors influencing the health and well-being of persons with disabilities, including models of disability, disability history, law and services, health disparities, health promotion, ethics, violence, and disaster preparedness. Students will be prepared to better understand one of the largest minority populations in the United States and that people with disability constitute a group that is relevant to every facet of diversity and culture. Given that the experiences of disability touches all aspects of society, this course will prepare students to take disability into account in work related to health and well-being.

Cross-listed Courses: CCM 543

CCM 444. Native American Health and Wellness. 3 Credit Hours.

This course begins with an overview of the historical roots of health disparities among Native Americans. Students will then examine the experience of diseases, risk factors, and causes of death among Native Americans in Nations across the United States, including the role of substance abuse in contributing to health disparities. The last portion of the course considers the many aspects of Native American culture that contribute to wellness, including indigenous food ways, fitness, and Native American indigenous knowledge as an adjunct to chemical dependency treatment.

Cross-listed Courses: CCM 544

CCM 445. Public Health Ethics. 3 Credit Hours.

This course examines ethical issues in public health. Public health ethics is a new area of scholarship practice that addresses population-level health issues, such as issues of food stamps and health insurance, immunizations, public health research, legal and policy responses to infectious diseases and epidemics, and the role of religious and social values in setting health policy.

Cross-listed Courses: CCM 545

CCM 446. Culture, Communication, and Ethics in Health Care. 3 Credit Hours.

Ethical, empathic, and effective health care involves good communication, reflection, and a social and cultural knowledge and skills. This course provides a model for collaborative and culturally sensitive and skilled communication in health care. Through the study of ethics cases, narratives, and literature, students will analyze disparities and discrimination in health care for people who are deaf and disabled.

Students will explore solutions through deaf studies, disability studies, and narrative approaches to bioethics and health care. Guest speakers will include members of the Deaf community, disability studies scholars and advocates, sign language interpreters, and health care professionals.

Cross-listed Courses: CCM 546

CCM 460. Law and Reproductive Rights. 3 Credit Hours.

The law touches on every aspect of our lives, including the most intimate and personal decisions we make concerning our reproduction, our sexuality, and our very identities. This course will focus on the ways in which lawmakers and judges have tried to create policy dealing with these extremely difficult issues, as well as what those outside of the courts and legislatures have argued about what the government's role should be in this area. Selected topics to be covered include abortion, the regulation of birth and motherhood, LGBT rights and policy, birth control and sex education.

Cross-listed Courses: CCM 560

CCM 505. Narratives of Illness, Disability, and Identity. 3 Credit Hours.

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.

Cross-listed Courses: CCM 405

CCM 507. Bioethics. 3 Credit Hours.

This course examines the use of ethical theories and standards by health care professionals. Specific issues presented in the context of case studies illuminate different types of ethical dilemmas and alternative ways of handling them morally. Issues include euthanasia, assisted suicide, truth-telling, confidentiality, research ethics, abortion, genetic counseling, surrogate motherhood, the uses of new reproductive technologies, and justice with respect to care.

Cross-listed Courses: CCM 407

CCM 508. Ethics and Health Professions. 3 Credit Hours.

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.

Cross-listed Courses: CCM 408

CCM 509. Culture and Mental Disorder. 3 Credit Hours.

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterits, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

Cross-listed Courses: CCM 409, PSY 309

CCM 510. Culture & Reproductive Health & Medicine. 3 Credit Hours.

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

Cross-listed Courses: CCM 410, ANT 410

CCM 516. Medical Anthropology in Ecological Perspective. 3 Credit Hours.

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing; describe the methods and efficacy of non-Western healers and view illness and healing in historical, evolutionary, and ecological perspectives. Permission of instructor required before registration. Fulfills Core requirement(s): DIV.

Cross-listed Courses: CCM 416, ANT 416

CCM 520. Economic Issues in Health Care. 3 Credit Hours.

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care.

Cross-listed Courses: ECO 320, CCM 420

CCM 522. Medicine in Literature and Film. 3 Credit Hours.

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

Cross-listed Courses: CCM 422, ENG 455

CCM 529. Dying and Death in American Literature. 3 Credit Hours.

This 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.

Cross-listed Courses: CCM 429

CCM 530. Global Health and Ethics. 3 Credit Hours.

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.

Cross-listed Courses: CCM 430

CCM 531. AIDS in American Literature. 3 Credit Hours.

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.

Cross-listed Courses: CCM 431

CCM 532. Interdisciplinary Approaches Aging Issues. 3 Credit Hours.

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 home abuse. Students will be offered readings from multiple disciplines relating to the topic of the week and one or two 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.

Cross-listed Courses: CCM 432

CCM 533. The History of Public Health in America. 3 Credit Hours.

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.

CCM 534. Representatives of the Nurse. 3 Credit Hours.

How the nurse has been represented 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 19th century and 20th 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 20th 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.

Cross-listed Courses: CCM 434

CCM 535. Bioethics and the Law. 3 Credit Hours.

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.

CCM 536. Genetics, Disability and the Law. 3 Credit Hours.

This course studies the challenging questions that arise at the intersection of genetics, ethics, disability, and law. A focus of the course will be to explore how genetic diagnosis and information influences our understanding of disability, the ethical and social issues raised, and the legal rules that may apply to particular situations. This seminar course is open to medical, graduate nursing, graduate physician assistant, and law students. Basic introductory sessions on the law and on genomic medicine will start the course. Topics include ethical, legal, and social issues surrounding: genetics in reproductive medicine, prenatal diagnosis, and pre-implantation diagnosis; deciding for disabled newborns; non-voluntary sterilization; genetic privacy; genetic discrimination in employment and health insurance; and genetic research such as with stored tissues.

Prerequisites: Nursing and physician assistant students and prior health care ethics course.

CCM 537. Exploring Good Leadership. 3 Credit Hours.

Two premises underline this course: (1) Because of widespread deficiencies in leadership to address the complex and critical issues that threaten humankind, there is an urgent need for broadly educated, ethical leaders and (2) anyone who is an undergraduate, graduate, or professional student may be called to exert leadership now or in the future. This course will critically examine the skills and characteristics of good leaders, whether the leader operates on campus, in the local government, or in the world, and how they may be adapted to one's own style of leadership. Using short essays, reference materials, scenarios, interviews of leaders, and the students' own experiences, the topics explored will be, for example, What is Ethical Leadership?; Who Can Be a Leader?; How can Leadership be created?; Integrity and Reputation; Use of Power; Education of Leaders; Motivation and Higher Principles; Knowing Oneself; Learning from Heroes Mentors and Peers; Communicating Effectively; Listening with a Prepared Mind; Evolution and Ethical Behavior; and Leadership Style.

Cross-listed Courses: CCM 437

CCM 538. Global Health Policy. 3 Credit Hours.

Global health is changing exponentially as shifts in global economy, climate, globalization of risk, emergent "new" diseases, re-emergent "old" diseases in new places, re-engineered aid architecture, and increasingly more effective medical interventions become available. Opportunities for creative programming, policy-making, and employment in the international context abound. This course aims to create a learning environment that actively engages students and immerses them in global health through active reflection and discussion around current news events, live conversations with professionals in the field, real-time project collaboration with global colleagues, and relevant course exercises. The goal is to give students practical experience and immersion in global health thinking with one another and with colleagues.

CCM 539. Child Health Policy. 3 Credit Hours.

Children's health is influenced by a host of factors, not least of which is policy. It may be influenced by policy directly at a medical level, or less directly at a child-serving systems level (eg. public health, education, juvenile justice). This course will cover how child health policy is developed, implemented, evaluated, and influenced, with a focus on how child health policy is influenced by circumstances beyond the traditional boundaries of "health care". Students will examine how law and medicine (specifically "child health") interact, hearing from a variety of disciplinary and community-based perspectives. Students will discuss how expertise from various sources might be joined to enhance the effectiveness of child health policy.

Cross-listed Courses: CCM 439

CCM 540. Disability, Medicine and Representation. 3 Credit Hours.

This course aims to bring disability and medicine into cross-disciplinary dialogue by examining representations of disability and medicine in film, literature, and medical texts. These texts and conventions are considered in light of critical discussions of representation and disability. The "medicalization" of disability is examined, with students invited to explore disability and ability as cultural representations, wherein bodily abilities and limitations are conditioned by subjective perceptions of "normalcy". A principal question is how to incorporate a "social model" of disability into medical education and practice. Disability studies scholars and clinicians working on disability will be guest speakers.

Cross-listed Courses: CCM 440

CCM 541. Global Health. 3 Credit Hours.

This course examines global health from an anthropological perspective. It explores the political and social circumstances which shaped the development of international health. It examines how culture shapes both the conditions under which people experience morbidity and mortality and their responses to illness. Topics considered include the development of international health, epidemiological and anthropological research methods, gender and health, reproductive health, infectious disease, health and inequality, and the health consequences of war.

Cross-listed Courses: CCM 441

CCM 542. Native American Public Health. 3 Credit Hours.

This course addresses Native American Public Health in four areas. First, the course covers the historical roots of health disparities among Native Americans. Second, students will review the epidemiology of disease, risk factors, and causes of death among Native Americans in Nations across the United States. Third, the course examines indigenous food ways and the contemporary diets of Native Americans to understand the barriers to healthy diets in contemporary Native American culture. Last, the course will cover substance abuse and addictions among Native Americans and consider Native American indigenous knowledge as an adjunct to chemical dependency treatment.

Cross-listed Courses: CCM 442

CCM 543. Disability and Public Health. 3 Credit Hours.

This course will explore factors influencing the health and well-being of persons with disabilities, including models of disability, disability history, law and services, health disparities, health promotion, ethics, violence, and disaster preparedness. Students will be prepared to better understand one of the largest minority populations in the United States and that people with disability constitute a group that is relevant to every facet of diversity and culture. Given that the experiences of disability touches all aspects of society, this course will prepare students to take disability into account in work related to health and well-being.

Cross-listed Courses: CCM 443

CCM 544. Native American Health and Wellness. 3 Credit Hours.

This course begins with an overview of the historical roots of health disparities among Native Americans. Students will then examine the experience of diseases, risk factors, and causes of death among Native Americans in Nations across the United States, including the role of substance abuse in contributing to health disparities. The last portion of the course considers the many aspects of Native American culture that contribute to wellness, including indigenous food ways, fitness, and Native American indigenous knowledge as an adjunct to chemical dependency treatment.

Cross-listed Courses: CCM 444

CCM 545. Public Health Ethics. 3 Credit Hours.

This course examines ethical issues in public health. Public health ethics is a new area of scholarship practice that addresses population-level health issues, such as issues of food stamps and health insurance, immunizations, public health research, legal and policy responses to infectious diseases and epidemics, and the role of religious and social values in setting health policy.

Cross-listed Courses: CCM 445

CCM 546. Culture, Communication, and Ethics in Health Care. 3 Credit Hours.

Ethical, empathic, and effective health care involves good communication, reflection, and a social and cultural knowledge and skills. This course provides a model for collaborative and culturally sensitive and skilled communication in health care. Through the study of ethics cases, narratives, and literature, students will analyze disparities and discrimination in health care for people who are deaf and disabled. Students will explore solutions through deaf studies, disability studies, and narrative approaches to bioethics and health care. Guest speakers will include members of the Deaf community, disability studies scholars and advocates, sign language interpreters, and health care professionals. Cross-listed Courses: CCM 446

CCM 560. Law and Reproductive Rights. 3 Credit Hours.

The law touches on every aspect of our lives, including the most intimate and personal decisions we make concerning our reproduction, our sexuality, and our very identities. This course will focus on the ways in which lawmakers and judges have tried to create policy dealing with these extremely difficult issues, as well as what those outside of the courts and legislatures have argued about what the government's role should be in this area. Selected topics to be covered include abortion, the regulation of birth and motherhood, LGBT rights and policy, birth control and sex education.

Cross-listed Courses: CCM 460

Environmental Studies

Program Director: Lawrence H. Tanner

Environmental issues and problems arise at the interface of complex human and natural systems, and addressing them requires a synergistic combination of scientific, social and cultural knowledge. Addressing these issues and problems also requires scientific, social and cultural skills. The program described below has been designed to provide students with a comprehensive understanding of the mechanisms of society, as well as the scientific foundations of environmental science. The goal of the program is to train students to draw on their knowledge in one area to consider problems in another. Students need to understand the scientific basis of environmental issues just as much as the workings of the government agencies that have the power to address these issues. It is only through acquiring this interdisciplinary knowledge and skill-set that students can be prepared to work for a more ecologically sustainable and socially just world.

The director of the major is the director of environmental science systems; however, because of the interdisciplinary nature of the program, curricular oversight is shared with the Department of Biological Sciences.

Student Learning Outcomes in Environmental Studies

Students who graduate from this program will be able to:

Scientific knowledge

Demonstrate scientific knowledge sufficient to understand causes of environmental problems.

Origin and exploitation

Demonstrate an understanding of the origin of natural resources and the environmental and societal consequences of their exploitation.

Communication skills

Demonstrate skills in technical writing and oral communication of scientific information

- Environmental Studies Major (B.S.) (p. 54)
- Environmental Studies Major (B.A.) (p. 56)
- Environmental Studies Minor (p. 56)

Environmental Studies (ENS)

ENS 130. Ecology of Place: England's River Thames. 3 Credit Hours.

This core science course seeks to combine the science of stream structure and function and its interactions with the near-stream terrestrial ecosystem with the historical and cultural development of the human populations living along that stream. Our focus will be the River Thames, chosen because it is a large river system, but at the same time one that is contained in a fairly small, logistically workable watershed within which humans have a long, rich national history.

ENS 260. Sustainability: Ecological Entrepreneurship. 3 Credit Hours.

The concept and practice of Sustainable Growth and Development have generated increasing concern over the past four decades. Recently, due to a heightened focus on climate change, ecological damage, rising inequalities of resource distribution, etc., even more attention and effort have been directed toward the concept of Sustainability. This course explores the connections among science, technology, products, and markets in the service of society, (emphasizing that none of these forces works in a vacuum), in order to study the many aspects of sustainability. Students are encouraged to be entrepreneurs of sustainability, acting to find a balance among social, ecological, and economic needs. Course satisfies core natural science requirement. Sophomore standing or permission of the instructor.

Cross-listed Courses: ESS 260

Environmental Studies Major (B.S.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

ANT 231	Environment, Culture and Power	3
Select one of the following:		8

BIO 191	General Biology I	
& BIO 192	and General Biology II	
CHM 151	Chemical Principles I	
& CHM 152	and Chemical Principles II	
BIO 470	Seminar: Environmental Topics	3
ECO 205	Economics of Public Policy Analysis	3
ECO 113	Principles of Microeconomics	3
or ECO 114	Principles of Macroeconomics	
Select one of the following:		3
BSC 128	Global Ecosystems: Costa Rica	
BSC 129	Global Ecosystems: North America	
ENS 130	Ecology of Place: England's River Thames	
ESS 121	Global Resources	
BIO 225	The Poisoning of a Planet	3-4
or BIO 230	General Ecology	
PSC 101	American National Politics	3
PSC 221	State Government and Politics	3
PSC 332	Public Policy	3
Select two additional BIO, CHM, or ESS electives at 200 or higher		6-8
Select two additional PSC or ECO electives at 200-level or higher (Three hours of PSC service learning counts as one elective)		6
Select two of the following:		6
PSC 202	Methods of Political Science	
PSC 333	Environmental Politics	
PSC 340	Science, Technology, & the Good Society	
SOC 265	Population/Demography	
SOC 402	Program Evaluation Research Methods And Policy	
Major Support Requirements		
Select two of the following:		6-8
MTH 110	Introduction to Statistics I (no Computer Lab)	
or MTH 111 Introduction to Statistics I (with Computer Lab)		
MTH 112	Introduction to Statistics II	
MTH 122	Brief Calculus	
MTH 145	Calculus I	
MTH 146	Calculus II	
Select one of the following:		3
ENG 395	Nonfiction Writing Workshop	
CMM 224	Environmental Journalism	
CMM 397	Writing Nonfiction	
Free Electives (minimum for graduation)		10-16
Total Credit Hours		124-135

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
ECO 113	Principles of Microeconomics	3

WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		16

Second Semester		
BIO 192	General Biology II	4
PSC 101	American National Politics	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
ESS 128	Global Ecosystems: Costa Rica	3
Credit Hours		16

Sophomore Year		
First Semester		
MTH 122	Brief Calculus	3
or	or Calculus I	
MTH 145		
BIO 230	General Ecology	4
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Second Semester		
PSC 221	State Government and Politics	3
ECO 205	Economics of Public Policy Analysis	3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
or	or Introduction to Statistics I (with Computer Lab)	
MTH 111		
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Junior Year		
First Semester		
PSC/SOC Elective		3
Science Elective		3-4
Free Elective		3
PSC 340	Science, Technology, & the Good Society	3
VPA Visual & Performing Arts (p. 43)		3
Credit Hours		15-16

Second Semester		
Science Elective		3-4
ANT 231	Environment, Culture and Power	3
Free Elective		3
CRW 395	Nonfiction Writing Workshop	3
ENG 310	Literature and Culture	3
Credit Hours		15-16

Senior Year		
First Semester		
Free Elective		3
PSC 332	Public Policy	3
Free Elective		3
BIO 470	Seminar: Environmental Topics	3

IDS Interdisciplinary Studies (p. 43)	3
Credit Hours	15
Second Semester	
PSC 333 Environmental Politics	3
Free Elective	3
PSC/SOC Elective	3
COR 400 Senior Studies: Transformations	3
Religion (p. 43)	3
Credit Hours	15
Total Credit Hours	123-125

Environmental Studies Major (B.A.)

Core Requirements (p. 43)¹

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I & HST 111 and World Civilization II	6
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43) ²	3
Social Science (p. 43) ²	3
Natural Science (p. 43) ²	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0

Major Requirements

ANT 231 Environment, Culture and Power	3
BIO 191 General Biology I & BIO 192 and General Biology II	8
BIO 470 Seminar: Environmental Topics	3
ESS 121 Global Resources	3
PSC 101 American National Politics	3
PSC 333 Environmental Politics	3
or PSC 340 Science, Technology, & the Good Society	
ECO 113 Principles of Microeconomics	3
or ECO 114 Principles of Macroeconomics	
Select one of the following:	3-4
BSC 128 Global Ecosystems: Costa Rica	
BSC 129 Global Ecosystems: North America	
BIO 225 The Poisoning of a Planet	
BIO 230 General Ecology	
Select one of the following:	3
ECO 205 Economics of Public Policy Analysis	
PSC 221 State Government and Politics	
PSC 332 Public Policy	
Major Support Requirements	

Select one of the following: 3-4

MTH 110 Introduction to Statistics I (no Computer Lab)	
MTH 111 Introduction to Statistics I (with Computer Lab)	
STA 201 Statistics I	
Select one of the following:	3
ENG 395 Nonfiction Writing Workshop	
CMM 224 Environmental Journalism	
CMM 397 Writing Nonfiction	

Electives

4 Liberal Arts & Science Electives	12
9 Free Electives	27
Total Credit Hours	123-125

¹ Some Core requirements fulfilled by major requirements.

² Fulfilled by major requirements.

Note: Total Credit Hours: 123-125; Liberal Arts & Sciences: 92-94; Major Requirements: 38-40; Electives & Other: 85.

Environmental Studies Minor

A minor in environmental studies requires 15 credit hours, with no more than three credit hours (one course) allowable to count towards both the environmental studies minor and another major or minor.

Choose one from each group:

ECO 113 Principles of Microeconomics	3
or ECO 114 Principles of Macroeconomics	
PSC 332 Public Policy	3
or ECO 205 Economics of Public Policy Analysis	

Select one of the following: 3

PSC 333 Environmental Politics	
PSC 340 Science, Technology, & the Good Society	
ANT 231 Environment, Culture and Power	

Select one of the following: 3

ESS 121 Global Resources ¹	
MGT 483 Renewable Energy: Concepts & Bus Models ²	

Select one of the following: 3

BSC 128 Global Ecosystems: Costa Rica	
BSC 129 Global Ecosystems: North America	
BIO 237 Ecology of the Galapagos ³	
BIO 225 The Poisoning of a Planet ^{1,3}	

Total Credit Hours 15

¹ May not be used toward Core Requirements

² MTH prerequisite

³ BIO prerequisite

Gender and Women's Studies

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, the Gender and Women's Studies Program is one 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, the Gender and Women's Studies Program 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 the Gender and Women's Studies Program helps make students distinctive when they are entering the job market or applying for graduate school.

- Gender and Women's Studies Minor (p. 62)

Gender and Women's Studies (GWS)

GWS 101. Women, Culture and Society. 3 Credit Hours.

This survey course offers an interdisciplinary exploration of the role that gender has played in history and culture and continues to play in the experiences of women and men. It considers the impact of gender, race/ethnicity, class and sexuality in examining topics such as health, violence, family, work, science, art, politics and spirituality. Using primary texts from a variety of sources, the course introduces students to a range of women's studies topics that will interest and challenge both women and men. Required of all Women's Studies minors. Fulfills Core requirement(s): DIV, IDS.

GWS 200. Cultural Myths and Cultural Realities. 3 Credit Hours.

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. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How 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? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core requirement(s): DIV.

Cross-listed Courses: PGS 200, ANT 200

GWS 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: CJS 202, ANT 202, SOC 202, PGS 202

GWS 213. People&Cultures Southeast Asia. 3 Credit Hours.

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.

Cross-listed Courses: PGS 213, ANT 213

GWS 226. Extreme Murder. 3 Credit Hours.

This course examines the phenomenon of extreme murder. In particular, serial killers, spree killers, and mass murderers - as well as the circumstances surrounding these events - are explored. Other egregious types of offenders may also be reviewed. Throughout the duration of the course, students will learn about infamous killers as well as those who are less recognized in media and popular culture, and the impact of the crimes on persons and society. Students in this course will study copious cases and take a multidimensional approach to critically examine risk factors/causes underlying such violence. In addition to discussing offenders, victims and the context within which victims and offenders interact (the criminal event perspective) will be analyzed. Special attention will be given to sex and gender, among other variables such as race and class. Students will also explore theory and give thought to deterministic, social, cultural, and other explanations. Importantly, they will come to understand how criminological and sociological research has contributed to knowledge (e.g. through qualitative and quantitative techniques) and shaped practice (e.g. criminal profiling, risk assessment, proactive policing, victim-services, etc.).

Cross-listed Courses: CJS 226, SOC 226

GWS 231. Marriage and Families. 3 Credit Hours.

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.

Cross-listed Courses: SOC 231

GWS 240. Social Welfare. 3 Credit Hours.

This course will provide an historical overview of social welfare policy, both public and private, as it has evolved from medieval alms-giving to modern welfare statism. Welfare's costs and benefits, structure and relationship to other parts of society will be examined. Relevant sociological theories will be reviewed, with particular attention to the way they have been applied to problems of social welfare. The social work profession will be examined sociologically.

Cross-listed Courses: SOC 240

GWS 241. Social Inequality. 3 Credit Hours.

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, life styles, income and health. Special emphasis is placed on the concept of class and the changing American class structure, female status attainment and poverty. Fulfills Core requirement(s): DIV.

Prerequisite: SOC 101 or its equivalent.

Cross-listed Courses: SOC 241

GWS 244. Race and Ethnic Relations. 3 Credit Hours.

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 U.S., 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.

Cross-listed Courses: SOC 244, CJS 244

GWS 275. The Psychology of Women. 3 Credit Hours.

This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender; and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Satisfies Core diversity requirement.

Prerequisite: PSY 101 or permission of the instructor.

Cross-listed Courses: PSY 275

GWS 301. Crime&Punishment Comparative Perspectiv. 3 Credit Hours.

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them.

Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

Cross-listed Courses: ANT 301, CJS 301

GWS 312. Women and Politics. 3 Credit Hours.

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. Fulfills Core requirement(s): DIV.

Cross-listed Courses: PSC 312

GWS 314. Post-Colonial Literature and Theory. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: ENG 325, PGS 314

GWS 315. Latin American Women Writers. 3 Credit Hours.

The course introduces students to the narrative production by women writers of Spanish America & Brazil. It explores themes and subject matter relating to women's experience in the context of questions raised by feminist criticism. It examines issues such as the engendering of subjectivity and voice, and also the critical reception of these texts in the literary canon. Finally, it addresses more general issues such as the social construction of gender and the construction of a specific feminine identity.

GWS 316. Philosophy of the Body. 3 Credit Hours.

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. (A,B).

Prerequisite: PHL 301 or 302 or 303.

GWS 320. Women and Religion. 3 Credit Hours.

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.

Prerequisite: REL 200.

Cross-listed Courses: REL 320

GWS 321. The Anatomy of Cruelty. 3 Credit Hours.

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.

GWS 323. The Social Production of Space. 3 Credit Hours.

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 ideas of social production of space leads to a conceptualization of space as deeply textured, often conflicted and historically produced 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.

Cross-listed Courses: PHL 357

GWS 326. 19th C English and Irish Women Writers. 3 Credit Hours.

This course will examine literature produced by English and Irish women, respectively, during the 19th C. In particular, we will attend to the ways in which issues of particular concern to women from these respective yet interconnected nations are engaged in similar but also divergent ways. The course will not seek to apply some universal standard applicable to women from both nations, nor is its intent to substantiate any false binaries. Rather, the interest is to consider how aesthetic and narrative differences reflect differing social contexts; how the close interactions between these nations inflect the respective literary canons; how women from these nations represent one another; and how gendered issues may or may not affect, and be affected by, wider national views.

Cross-listed Courses: ENG 326

GWS 329. History of Latin American Social Movement. 3 Credit Hours.

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 re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 329, PSC 329, PGS 329

GWS 334. Social Activism. 3 Credit Hours.

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.

Cross-listed Courses: PGS 334, PSC 334

GWS 335. Equal Employment Opportunity. 3 Credit Hours.

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 MOT 305 or permission of the instructor.

GWS 343. U.S. Latina Thought. 3 Credit Hours.

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 texts by U.S. Latinas from a number of different social locations.

Cross-listed Courses: PGS 343

GWS 344. Gender and Society. 3 Credit Hours.

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.

Prerequisite: GWS 101, PSC 101 or SOC 101.

Cross-listed Courses: SOC 344

GWS 346. Victorian Poetry and Prose. 3 Credit Hours.

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 a new emphasis on the discoveries of natural science, including those of Charles Lyell and Charles Darwin; and that marked the unprecedented expansion of British industry and the utmost extension of the British Empire. The course will explore these developments as well as other developments in religion, art, culture and the Victorian imagination in the poetry of Tennyson, Arnold, the Brownings, the Rossetts, 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: WRT 101, and ENG 200, ENG 210 or ENG 218.

Cross-listed Courses: ENG 346

GWS 347. The Victorian Novel. 3 Credit Hours.

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

Prerequisites: WRT 101, and ENG 200, ENG 210, ENG 218.

Cross-listed Courses: ENG 347

GWS 351. Critical Approaches to Film. 3 Credit Hours.

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others.

Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218.

Fulfills Core Requirement(s): VPA.

Cross-listed Courses: CMM 380, THR 371, ENG 371

GWS 354. Modern American Fiction. 3 Credit Hours.

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: WRT 101, ENG 200/218.

Cross-listed Courses: ENG 364

GWS 355. Philosophy of Science. 3 Credit Hours.

This is a meta-mathematical/meta-scientific course in philosophical analysis. The concepts to be investigated are drawn from the fields of mathematics, physics and cosmology (e.g., number, shape, gravity, force, energy, matter, space, time, infinity, singularity). Focused attention will be given to the traditional "paradoxes" associated with the attempt to understand these concepts as well as to the more contemporary "anomalies" brought to light in the investigations of physics and astrophysics. (E).

Cross-listed Courses: PHL 364

GWS 357. Modern European Drama. 3 Credit Hours.

A study of representative plays of European dramatists from the mid-19th century to the mid-20th centuries.

Prerequisites: ENG 100, ENG 200/218.

Cross-listed Courses: THR 369, ENG 369

GWS 358. Representations of the Media in Film. 3 Credit Hours.

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: WRT 101, ENG 200/218.

Cross-listed Courses: CMM 358

GWS 359. The Films of Alfred Hitchcock. 3 Credit Hours.

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 idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what 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. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisites: WRT 101, ENG 200/ENG 218.

Cross-listed Courses: CMM 383, ENG 378

GWS 360. Spanish Women Writers. 3 Credit Hours.

In this course students will explore different aspects related to the literary expression and construction of identity through the study of works by women writers both from Spain and Latin America who practice a variety of genres; autobiography, novel, short story and poetry. Through the analysis of these texts we will derive interdisciplinary discussions related to the construction of gender, sexuality and feminine creativity. We will examine not only the form and the content of the texts, but we will also contextualize the works in their historical, cultural and literary background. Through the use of secondary texts such as paintings, documentaries, musical compositions and film, the students will explore the different forms of art and disciplines that intersect with the texts and project the worldview of each period.

Cross-listed Courses: SPN 450, PGS 450

GWS 380. Lit by Women: 17th-19th Cent. 3 Credit Hours.

The works of English and American women writers from the 17th through the 19th century. Covers a wide survey of authors, including complete novels by Fanny Burney, Jane Austen, Charlotte Bronte and George Eliot. Prerequisites: WRT 101, ENG 200/218.

Cross-listed Courses: ENG 380

GWS 381. Women As Art/ Women As Artists. 3 Credit Hours.

Working with the subject/object distinction made in the visual arts by thinkers like John Berger and Laura Mulvey, this class begins by examining texts in which women are portrayed as beautiful objects, then moves to texts in which women create their own artworks. In all of these works, questions of power, agency, and creativity are central. We will read novels such as Edith Wharton's *The House of Mirth*, Tracy Chevalier's *Girl with a Pearl Earring*, and Mary Gordon's *Spending*, along with A.S. Byatt's *The Matisse Stories* and a number of other short works. The course also includes art history relevant to the works being studied, and when possible, visits by artists and a trip to museums in New York City. English majors: this counts as a Topics course.

Prerequisites: WRT 101, ENG 210.

Cross-listed Courses: ENG 381

GWS 382. African-American Literature. 3 Credit Hours.

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 may satisfy the EDU 303 teacher certification requirement by completing this course.

Prerequisites: WRT 101, ENG 200/218.

Cross-listed Courses: ENG 382

GWS 383. American Ethnic Literature. 3 Credit Hours.

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 othr 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: WRT 101, ENG 200/218.

Cross-listed Courses: ENG 383

GWS 401. Theories of Sex and Gender. 3 Credit Hours.

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. Required of all Gender and Women's Studies minors. Prerequisite: 3 credit hours in GWS or the permission of the director.

GWS 403. Religion and Globalization. 3 Credit Hours.

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.

Cross-listed Courses: REL 403

GWS 404. Literature and Psychology. 3 Credit Hours.

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.

GWS 405. International Human Rights. 3 Credit Hours.

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. A one-credit integrated service learning experience may be offered with this course.

Cross-listed Courses: PGS 405, PSC 405

GWS 407. Medieval and Renaissance Women. 3 Credit Hours.

This course will explore the roles and perceptions of women in medieval and early modern periods in Europe (300-1500). We will also consider the roll 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.

GWS 408. Gender and Literature. 3 Credit Hours.

Students will explore issues of gender formation and gender identity (in the United States) as described in the literature. The course covers a variety of eras as well as authors from various backgrounds. Prerequisites or corequisites: WRT 101, ENG 200/ENG 218, ENG 300.

GWS 412. American Outlaws and Outcasts. 3 Credit Hours.

Exploration of American literature from a cultural perspective, particularly its fascination with characters who transgress, manipulate and confront the boundaries that demark American culture. We will focus on a variety of figures who are both powerful and marginal: writers, criminals, clowns and lovers. We will compare America's painted and tainted ladies with its masked lone rangers to see what difference gender makes in the terms and consequences of their isolation.

GWS 414. American Film Noir and Femme Fatale. 3 Credit Hours.

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 and neo-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.

GWS 415. 12 American Films: Auteurism. 3 Credit Hours.

A socio-historical study of the works of six exceptional American film directors of the twentieth century. We will approach the films of Billy Wilder, Orson Welles, Alfred Hitchcock, Stanley Kubrick, Martin Scorsese and Woody Allen through the perspective of. 1) socio-historical context, 2) genre study, and 3) auteurism (film director as author/artist). Focus on 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 to the representation of women as objects of vision.

GWS 416. Religion, Sex and Gender. 3 Credit Hours.

This seminar will study the religious understandings of sex and sexuality, and the role which religion plays in establishing and reinforcing gender roles. Students will explore the attitudes toward sex and sexuality found in religious art, music and literature. The course will treat the dualisms which prevail in all cultures and academic disciplines that assign different tasks and qualities to men and women. Students will also discuss the gender expectations of different religious traditions to assess the impact that such expectations have on the pursuit of knowledge.

Prerequisites: Junior standing.

Cross-listed Courses: REL 412

GWS 418. Located Knowledges. 3 Credit Hours.

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.

GWS 419. Contemp Irish Lit and Politics. 3 Credit Hours.

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: WRT 101, ENG 200/ENG 218, ENG 300.

GWS 422. Literature and Science. 3 Credit Hours.

This course explores relationships between literature and science through a study of drama, poetry, scientific articles, and nonfiction writings about science, most of it from the 20th century. We will look at how literature represents and interprets scientific practice and concepts, and how scientific texts use literary and rhetorical techniques to communicate with and persuade audiences. Topics include women and science, the languages of science, and heroes/anti-heroes of science.

GWS 447. Stereotypes/Prejudice/Discrim. 3 Credit Hours.

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. Senior standing required. Prerequisites: PSY 101 and PSY 201 or permission of the chair.

Cross-listed Courses: PSY 447

Gender and Women's Studies Minor

In order to complete a minor in the Gender and Women's Studies Program, students must take GWS 101 Women, Culture and Society, GWS 401 Theories of Sex and Gender and nine other credit hours cross-listed with courses offered by the Gender and Women's Studies Program 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 Program 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.

Minor Requirements

GWS 101	Women, Culture and Society	3
GWS 401	Theories of Sex and Gender	3
Select three additional courses (only one being from Allied list below):		9
GWS 275	The Psychology of Women	
GWS 312	Women and Politics	
GWS 320	Women and Religion	
GWS 326	19th C English and Irish Women Writers	
GWS 334	Social Activism	
GWS 344	Gender and Society	
GWS 360-379	Special Topics	
GWS 380	Lit by Women: 17th-19th Cent	
GWS 407	Medieval and Renaissance Women	
GWS 414	American Film Noir and Femme Fatale	
GWS 416	Religion, Sex and Gender	
GWS 418	Located Knowledges	
GWS 419	Contemp Irish Lit and Politics	
PGS 343	U.S. Latina Thought	

Total Credit Hours

15

Allied GWS List

GWS 200	Cultural Myths and Cultural Realities	3
GWS 213	People&Cultures Southeast Asia	3
GWS 231	Marriage and Families	3
GWS 240	Social Welfare	3
GWS 241	Social Inequality	3
GWS 244	Race and Ethnic Relations	3
GWS 314	Post-Colonial Literature and Theory	3
GWS 323	The Social Production of Space	3
GWS 329	History of Latin American Social Movement	3
GWS 335	Equal Employment Opportunity	3
GWS 346	Victorian Poetry and Prose	3
GWS 347	The Victorian Novel	3
GWS 351	Critical Approaches to Film	3
ENG 364	Modern American Fiction	3
GWS 357	Modern European Drama	3
GWS 358	Representations of the Media in Film	3
GWS 359	The Films of Alfred Hitchcock	3
GWS 360- GWS 379	Special Topics	3
GWS 382	African-American Literature	3
GWS 383	American Ethnic Literature	3
GWS 403	Religion and Globalization	3
GWS 404	Literature and Psychology	3
GWS 405	International Human Rights	3
GWS 408	Gender and Literature	3
GWS 412	American Outlaws and Outcasts	3
GWS 415	12 American Films: Auteursism	3
GWS 422	Literature and Science	3
GWS 447	Stereotypes/Prejudice/Discrim	3

Integral Honors

Program Director: Matthew Fee

The Integral Honors Program offers exceptional students both a unique educational experience and the opportunity to earn the highest academic distinction that Le Moyne College confers upon its graduates. The program serves all majors. To earn an Integral Honors degree students take a series of Honors courses taught by faculty from departments across the college and include individually and team-taught classes. The Honors curriculum takes the place of much of the Core curriculum that all Le Moyne students complete, with a few exceptions. In addition to class work, all Honors students complete a thesis, or capstone, project. Completion of all requirements earns a student the Integral Honors degree.

Students apply for admission to the Integral Honors Program during their senior year of high school, although some spots are open for students who choose to apply during their first semester, once they have started their course work at Le Moyne. During the first and second years, students typically take four foundational Honors courses in Theology, English, Philosophy, and History, where students have the opportunity to challenge themselves with in-depth exploration of texts and methodologies within these disciplines.

After the first year, Honors students take two interdisciplinary seminars on various topics. Honors students complete HON 380 Interdisciplinary Honors Thesis Research, Honors Thesis Research in their third year. This course prepares the students to complete their Honors thesis through exploring and refining their topic according to its disciplinary intervention; the scope and structure of its argument; and its use of interdisciplinary research. Each student then applies this knowledge to developing and researching his or her own interdisciplinary honors thesis project under the guidance of a professor-mentor. HON 480 Honors Thesis Project continues the research and writing of the honors thesis throughout the senior year, culminating in the public presentation of the thesis project at Le Moyne's Scholars Day at the end of the spring semester.

To maintain Integral Honors status, a student must earn a minimum grade of B- in each honors course. A minimum overall GPA of 3.25 and completion of all honors courses are also required for graduation with the Integral Honors degree.

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

For further information, please see Interdisciplinary Programs or contact the program director.

- Integral Honors Program (p. 65)

Integral Honors (HON)

HON 110. Honors Philosophy. 3 Credit Hours.

Offered every spring semester, Honors Philosophy is a writing-instructional seminar that introduces students to the practice of philosophy and to some of the central questions, modes of inquiry, and forms of analysis and argumentation that distinguish philosophy from other ways of understanding ourselves and our world. Organized around the themes of "the human condition" and "the examined life," the seminar engages students in reflective dialogue about central concepts that define the human condition (e.g., knowledge and understanding, beauty and value, justice and community, transcendence and the divine, etc.). Writing instruction is geared towards developing skills in writing argumentative essays, with students working through advanced philosophical literature. Open only to Integral Honors Program students. This course replaces PHL 110 in the Core Curriculum.

HON 111. Honors English. 3 Credit Hours.

Offered every Fall semester, this writing-instructional seminar introduces students to honors-level critical reading and critical writing in the discipline of literary studies. Daily class discussions of the reading assignments enhance students' critical thinking and reading skills while modeling the art of respectful and effective intellectual debate. Open only to Integral Honors Program students. This course replaces ENG 210 in the Core Curriculum.

Prerequisite: WRT 101.

Cross-listed Courses: ENG 210

HON 112. Honors Theology. 3 Credit Hours.

Offered every fall semester, Honors Theology is the first required course in the Honors Program curriculum. Honors Theology introduces students to theology as an academic discipline that seeks to understand what individuals and communities mean by their faith claims (religious or not), the god(s) which are the objects of these claims (whether personal, impersonal or abstract), and expectations (intellectual and behavioral) placed on those who follow them. Each Theology seminar explores a specific theme or themes using a select number of texts that highlight the theme(s) chosen. Daily class discussions of the reading assignments enhance students' critical thinking and reading skills while modeling the art of respectful and effective intellectual debate. Open only to Integral Honors Program students. This course replaces the Theology requirement in the Core Curriculum.

HON 115. World Civilizations-Honors. 3 Credit Hours.

Through extensive readings of both primary and secondary sources, this seminar surveys the most important developments, issues, accomplishments and problems of World civilizations since the eighteenth century and examines the development of African, Asian, European, Islamic, Native American and Latin American civilizations since the eighteenth century. Emphasis will be placed on the issues surrounding colonialism and its impact through Asia, Africa and the Americas. This seminar will include the production of a research paper. Open only to Integral Honors Programs students. This course replaces HST 111 in the Core Curriculum.

HON 215. Integral Honors Id Seminar 2. 3 Credit Hours.

Offered every fall semester, HON 215 is a team-taught seminar that honors students typically take in their second year. The seminar topic crafted by the two professors teaching the course is narrowly focused for a deep and intense engagement with the course material. Each HON 215 seminar explores a specific theme or historical moment by integrating several disciplines and concentrating on a select number of texts from those disciplines. HON 215 includes at minimum the disciplines of literature, philosophy, theology/religious studies, and history, as well as other disciplines of the instructors' choosing. Daily class discussions enhance students' critical reading skills and model the art of respectful and effective intellectual debate. Writing assignments in this writing-intensive/writing-intensive course focus on critical writing about interdisciplinary texts and themes; writing assignments will include one 10-12 page critical paper. At least one assignment will include an off-campus curricular or co-curricular activity. Open only to students in the Integral Honors Program.

Prerequisites: WRT 101, HON 110.

Cross-listed Courses: HON 215

HON 225. Honors Interdisciplinary Literature Seminar. 3 Credit Hours.

Offered every spring semester, HON 225 is an interdisciplinary seminar, which may or may not be team taught, that honors students typically take in the spring semester of their second year. The seminar topic is narrowly focused for a deep and intense engagement with the course material. Each HON 225 seminar explores a specific theme or historical moment by integrating literary studies and multiple disciplines, and by concentrating on a select number of texts from those disciplines. Daily class discussions not only enhance students' critical reading and speaking skills but teach the art of respectful and effective intellectual debate. Writing assignments in this writing-intensive course focus on critical writing about interdisciplinary themes and texts. Open only to Integral Honors Program students. This course replaces ENG 310 in the Core Curriculum.

Prerequisites: HON 111.

Cross-listed Courses: ENG 310, ENG 310Y

HON 320. The World of the Other. 3 Credit Hours.

An interdisciplinary course on the contemporary world that will address philosophical, social, religious, literary, and scientific issues from diverse perspectives but full immersed within a context of modernization, underdevelopment, and dependency. Taught on campus and in Latin America by Le Moyne College faculty, the course also features lectures by guest speakers from the Rafael Landivar University, a Jesuit institution, in Guatemala City and in Quetzaltenango. The course is open to Non-Honor students with permission of the instructors. NOTE: There are additional travel expenses associated with this course for the travel component. Prerequisite(s): Senior standing or permission of the instructor.

Cross-listed Courses: COR 400I

HON 351. Interdisciplinary Seminar: Bioethics. 3 Credit Hours.

When and where the implications and practices of biological sciences meet ethics we have bioethics. This course introduces students to a variety of current ethical issues in biology including topics in genetics and biotechnology, reproductive technology, environmental issues such as biodiversity and use (and abuse) of natural resources, and biomedical ethics. Understanding and application of value choices and ethics is emphasized.

Prerequisites: HON 215 or permission from Honors Director.

HON 380. Interdisciplinary Honors Thesis Research. 3 Credit Hours.

In this course, each Honors student chooses or creates an interdisciplinary honors thesis project in consultation with the Honors director, who teaches the course, and with a faculty mentor of the student's choosing. Creative and artistic projects, science, social science, and business research studies, historical research papers, and other interdisciplinary projects are all acceptable as thesis projects when informed by sustained academic research. Students research their thesis projects throughout the semester and complete their research by the end of the course. At mid-semester, each student submits a thesis proposal that must be approved before he or she may continue with the thesis. As the final writing assignment for the course, each student writes a rough draft of the thesis introduction and an analytical review of the current scholarly research in the field of his or her thesis.

Prerequisites: HON 110 or HON 112; HON 111; HON 225.

Cross-listed Courses: HON 380

HON 480. Honors Thesis Project. 3 Credit Hours.

Under the direction of a primary mentor, and in consultation with the Honors Program Director as well as a secondary reader from an additional discipline (in order to develop the project's interdisciplinarity), the honors student produces an independent, interdisciplinary honors thesis project informed by sustained academic research as the culmination of his or her work in the Integral Honors Program. Open only to Integral Honors Program students.

Prerequisite: HON 380.

Cross-listed Courses: HON 480

Integral Honors

College Core and Honors Sequence

Core Requirements (p. 43)¹

WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
HST 110	World Civilization I	3
	Natural Science (p. 43)	3
	Social Science (p. 43)	3
	Religion (p. 43) ²	3
	Math (p. 43)	3
	EAC Encountering Another Culture/Language (p. 43)	3
COR 400	Senior Studies: Transformations	3
or HON 320	The World of the Other	

Other Requirements

HON 110	Honors Philosophy	3
HON 111	Honors English	3
HON 112	Honors Theology	3
HON 115	World Civilizations-Honors	3
HON 215	Integral Honors Id Seminar 2	3
HON 225	Honors Interdisciplinary Literature Seminar	3
HON 380	Interdisciplinary Honors Thesis Research	3
HON 480	Honors Thesis Project	3
Total Credit Hours		51

¹ Some Core requirements may be fulfilled by Honors Program requirements.

² Other courses will be developed that will also fulfill this requirement.

The remainder of the student's program depends on the choice of major.

Typical Program for College Core and Honors Sequence

Course	Title	Credit Hour
Freshman Year		
First Semester		
HON 112	Honors Theology	3
Credit Hours		3
Second Semester		
HON 110	Honors Philosophy	3
HON 115	World Civilizations-Honors	3
Credit Hours		6

Sophomore Year

First Semester

HON 111	Honors English	3
HON 215	Integral Honors Id Seminar 2	3
Credit Hours		6

Second Semester

HON 225	Honors Interdisciplinary Literature Seminar	3
Credit Hours		3

Junior Year

Second Semester

HON 380	Interdisciplinary Honors Thesis Research	3
Credit Hours		3

Senior Year

First Semester

HON 480	Honors Thesis Project	3
Credit Hours		3
Total Credit Hours		24

¹ Please consult program director for additional requirements

Legal Studies Minor

Legal Studies focuses on law as a social phenomenon, and legal systems as both cultural systems and institutional systems. Much of jurisprudential theory identifies justice both as the first value of law and as the standard against which legal systems are to be judged. Within this framework, special attention is focused on the role of law in the lives of society's least advantaged populations. Consistent both with this understanding of justice and with the College's mission of education for social justice, engaged citizenship and service in the interests of the disadvantaged, the legal studies minor will emphasize problem-solving, values identification and critical thinking skills.

Although housed within the political science department, the legal studies minor is an interdisciplinary course of study composed of five courses. It is designed for both law school-bound students and those who want to gain a credential that complements their major and future careers.

Minor Requirements

LGS 201	Introduction to Legal Studies	3
Select one of the following humanities courses:		3
PHL 350	Philosophy of Law	
HST 316	History of American Law	
LGS 230	Legal Research and Writing	
Select one of the following Madden School of Business courses:		3
LAW 200	Legal Environment of Business	
LAW 300	Law: Business & Financial Organizations	
LAW 310	Business Law for Accountants	
LAW 330	Consumer Law	
Select one of the following social science courses:		3
PSY 335	Psychology and the Law	
SOC 321	Law, Society and Social Science	
PSC 301	The U.S. Supreme Court	
PSC 362	International Law	

PSC 405	International Human Rights	
Select one capstone course: ¹		3
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	
Internships from various disciplines		
Departmental honors/research projects from various disciplines		
Total Credit Hours		15

¹ The legal studies director will exercise flexibility in the development of capstone coursework in a manner that maximizes the educational benefit of the student.

Legal Studies

LGS 201. Introduction to Legal Studies. 3 Credit Hours.

This course is an introduction to the American legal system: its processes, institutions, actors, objectives, values, and impact. We will investigate not only how law affects society but also how it affects the attitudes and actions of individuals in everyday life. To study this, an interdisciplinary approach is adopted and theories that range from the mainstream to the critical will be examined. This course is required for the LGS minor; it may also be taken as a PSC offering.

Cross-listed Courses: PSC 205

LGS 230. Legal Research and Writing. 3 Credit Hours.

Students will be introduced to the skills of legal analysis, legal research, and legal writing. The course will focus on building a basic legal vocabulary, issue recognition, effective organization, clear writing, and proper legal citation. Students will also have an opportunity to strengthen their speaking skills by participating in oral arguments. These skills form the essential building blocks of critical and logical thinking, and will serve any student interested in pursuing legal studies, advancing their undergraduate educations, entering graduate school, or working in science or business.

Cross-listed Courses: PSC 230

LGS 243. Law and Politics. 3 Credit Hours.

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?

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: PSC 243

LGS 250. Legal Environment of Business. 3 Credit Hours.

This course provides an introduction to the various ways in which laws and the legal system affect 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.

Cross-listed Courses: LAW 200

LGS 253. Cybersecurity Law. 3 Credit Hours.

An introduction to the key legal and policy issues related to cybersecurity, including the legal authorities and obligations of both the government and the private sector with respect to protecting computer systems and networks, as well as the national security aspects of the cyber domain including authorities related to offensive activities in cyberspace. The course will include a survey of federal laws, executive orders, regulations, and cases related to surveillance, cyber intrusions by private and nation-state actors, data breaches, and privacy and civil liberties matters, among other things.

Cross-listed Courses: PSC 253

LGS 300. Law: Business & Financial Organizations. 3 Credit Hours.

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.

Cross-listed Courses: LAW 300

LGS 301. The U.S. Supreme Court. 3 Credit Hours.

An examination of the personalities, politics, processes, decision-making and impact of the United States Supreme Court.

Cross-listed Courses: PSC 301

LGS 310. Business Law for Accountants. 3 Credit Hours.

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.

Cross-listed Courses: LAW 310

LGS 316. History of American Law. 3 Credit Hours.

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 the U.S. Constitution; 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 the women's labor and civil rights movements; and legal realism and the rise of the administrative state.

Cross-listed Courses: HST 316

LGS 320. Topics Law & Public Policy I. 3 Credit Hours.

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.

Cross-listed Courses: LAW 320

LGS 321. Law, Society & Social Science. 3 Credit Hours.

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. Cross-listed Courses: CJS 321, SOC 321

LGS 330. Consumer Law. 3 Credit Hours.

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.

Cross-listed Courses: LAW 330

LGS 335. Psychology and the Law. 3 Credit Hours.

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.

Cross-listed Courses: PSY 335, CJS 335

LGS 340. International Business Law. 3 Credit Hours.

This course introduces the international legal environment of business through a study of differing legal systems and the methods of international trade regulation. Part One focuses on the economic, social and political forces that shape the development of international law and its related legal institutions including an overview of the public and private legal tools used to regulate business and settle disputes. Part Two will deal with the international commercial transaction with a focus on private law. Part Three will cover the public law aspects of international and US trade law including GATT, import and export regulations and NAFTA. Part Four deals with the legal risks associated with international trade, environmental concerns, nationalization and privatization. Students will be encouraged to use their knowledge of law and the legal system as a tool in business and policy decision making.

LGS 350. Philosophy of Law. 3 Credit Hours.

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.

Cross-listed Courses: PHL 350

LGS 362. International Law. 3 Credit Hours.

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development. Cross-listed Courses: PSC 362, PGS 364

LGS 451. American Constitutional Law I. 3 Credit Hours.

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

Prerequisite: permission of the instructor or department chair.

Cross-listed Courses: PSC 451

LGS 452. American Constitutional Law II. 3 Credit Hours.

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

Prerequisite: permission of the instructor or department chair.

Cross-listed Courses: PSC 452

Library

Library (LIB)

LIB 100. Library & Info Research Strat. 1 Credit Hour.**LIB 280. Info in Chemistry & Physical Sciences. 1 Credit Hour.**

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searches. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.

Cross-listed Courses: CHM 280, PHY 280

LIB 380. Information in the Biological Science. 1 Credit Hour.

This course will introduce the changing information landscape in the biological sciences, and help students become advanced database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.

Cross-listed Courses: BIO 380

Medieval Studies Minor

The medieval studies minor at Le Moyne College offers students the opportunity to explore the development of cultures and societies from the fifth through the 15th centuries. The student will examine the Middle Ages by studying across a variety of disciplines, including classical studies, history, literature, philosophy and religious studies.

The minor is designed to enable students to connect courses in several departments, allowing them to approach the medieval world from an

interdisciplinary perspective. One of the strengths of the medieval studies minor at Le Moyne is the international breadth of course offerings available to students.

Students completing the medieval studies minor must take five courses from the list of approved courses; a minimum of four of those courses must focus explicitly on the Middle Ages. Students interested in the minor may contact Dr. Erin Mullally in the English department.

Minor Requirements

Two English electives focusing on the medieval period	6
One history or religious studies elective from the approved list	3
Select one of the following:	6
Two additional courses in any discipline focusing on the Middle Ages	
One course in medieval subject matter and one course in an adjacent historical period such as the Greek and Roman world or the European renaissance	
Total Credit Hours	15

The study of Latin is strongly encouraged. Three credits of Latin language instruction could be used towards the minor.

Peace and Global Studies

Program Director: Delia Popescu

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 Introduction to Peace & Global Studies, and a capstone course. 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
Europe
Asia
The Middle East & North Africa

Peace and global studies majors are well positioned to find careers in government service, non-governmental organizations or to pursue graduate studies and professional training in law, management and public policy.

Student Learning Outcomes in Peace & Global Studies

Global issues

PGS students are able to describe and analyze global political, social, economic, and cultural issues. This means they know details about the issue, particularly those with global significance, and are able to explain how international political relationships affect the issue in multiple international contexts. Assignments from several PGS courses are appropriate for assessment.

Specific region

PGS graduates will be knowledgeable of the social, cultural, and political aspects of a globalized world. In particular, they will be well versed about a country or region outside the United States. They will demonstrate this knowledge via papers written for a range of assignments.

Foreign language

PGS graduates will be proficient in a foreign language. They will demonstrate this via a standardized language proficiency exam administered by the department of foreign languages.

- Peace and Global Studies Major (B.A.) (p. 76)
- Double Major (B.A.) in Peace and Global Studies and Political Science (p. 75)
- Peace and Global Studies Minor (p. 77)

Peace and Global Studies (PGS)

PGS 101. Introduction to Anthropology. 3 Credit Hours.

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. No prerequisite. Fulfills Core requirement(s): DIV.
Cross-listed Courses: ANT 101

PGS 102. World Cultures. 3 Credit Hours.

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 cause will illuminate basic similarities and differences among all peoples and cultures. Fulfills Core requirement(s): DIV.

Cross-listed Courses: ANT 102

PGS 105. Comparative Government. 3 Credit Hours.

This course will introduce you to the comparative analysis of governments, political movements, institutions, cultures, and ideologies around the world. The course will comparatively address a variety of cases including the UK, France, Brazil, Iran, China, Russia, India, Nigeria, and the U.S.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PSC 105

PGS 200. Cultural Myths and Cultural Realities. 3 Credit Hours.

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. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How 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? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core requirement(s): DIV.

Cross-listed Courses: GWS 200, ANT 200

PGS 201. Introduction to Peace & Global Studies. 3 Credit Hours.

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 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: CJS 202, ANT 202, SOC 202, GWS 202

PGS 213. People & Cultures Southeast Asia. 3 Credit Hours.

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.

Cross-listed Courses: GWS 213, ANT 213

PGS 223. Global Crime. 3 Credit Hours.

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and postcolonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy.

Prerequisite: CJS 101 or ANT 101.

Cross-listed Courses: CJS 223, ANT 223

PGS 225. Gangs and Criminal Community. 3 Credit Hours.

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty.

Cross-listed Courses: CJS 225, SOC 225

PGS 261. International Politics. 3 Credit Hours.

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. An integrated one-credit service learning experience may be offered in conjunction with this course.

PGS 300. Anthropological Linguistics. 3 Credit Hours.

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; 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.

Cross-listed Courses: FLL 301, ANT 300

PGS 303. Democracy and Its Critics. 3 Credit Hours.

The term "democracy" has become synonymous with legitimate rule. But what kind of democracy is the true fountain of legitimacy? What type of institutions are best fitted for instituting democracy? What are the conditions without which democracy cannot survive? Who is included in the phrase "we, the people"? Are democratic regimes more viable in homogenous or heterogeneous societies? Can democracy be tyrannical? This course investigates historical and contemporary controversies that reflect various challenges to democracy, the forms of actual democratic politics, and the meaning of "democracy" as a concept.

Fulfills Core Requirement(s): IDS.

Cross-listed Courses: PSC 303

PGS 304. Anthropology of Refugees. 3 Credit Hours.

This course offers a critical introduction to the heterogeneous global histories and contemporary world politics that shape the experience of refugees globally and in the United States. By reading a range of anthropological as well as other related theoretical texts, we will explore issues central to the field of refugee/forced migration studies. What experiences define a refugee? Who is included in the category "refugee," and who or what decides? What constitutes a refugee camp, and where do refugees go from a camp? How have refugees resettled in American cities fared in recent times? In approaching these questions, the course will focus on the topics of displacement, dispossession, statelessness, border crossings, emplacement, refugee rights, subjectivity, and aspirations. We will examine ethnographies of Palestinian refugees in refugee camps in Lebanon to foreground lived experiences of encampment; Cambodian refugees resettled in the Bronx, New York to understand the relationship between the United States and the refugees it willingly accepts; and the everyday experience of Somali refugees living in Lewiston, Maine to underscore how recently arrived refugees navigate everyday marginalization. We will also consider our local context of Syracuse, New York as a major site for refugee resettlement since the 1980s.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: ANT 304

PGS 314. Post-Colonial Literature and Theory. 3 Credit Hours.

This course will introduce students to theories of colonialism through the study of world literatures. What is the impact of colonialism 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: WRT 101, and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: ENG 325, GWS 314

PGS 323. Contemporary World Literature in English. 3 Credit Hours.

Students will read major literary works in English by writers from Africa, Asia, and the Caribbean. The principal texts have been published since the 1980s, and address issues such as colonialism and postcolonialism, national identity, globalization, migration, economic exploitation, and gender and sexuality.

Prerequisites: WRT 101 and ENG 200 or 218.

Cross-listed Courses: ENG 323

PGS 325. Religious and Cultural Ecologies. 3 Credit Hours.

This course explores the rich diversity of religious and cultural ecologies found throughout much of the world. Religious and cultural ecologies refer to the scientific and scholarly studies of the vast, complex, diverse, and dynamic arena at the interfaces of religions and cultures on the one hand, and environments, ecologies and environmentalism on the other. The course asks the question of what roles, if any, the religious traditions of different cultures the world over might play in addressing the contemporary ecological crisis. This question is addressed from a combined religious studies and anthropological approach focusing on the intersections of religion, culture, and ecology from a textual, contextual, and cross-cultural or comparative framework.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: ANT 325

PGS 329. History of Latin American Social Movements. 3 Credit Hours.

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 re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: GWS 329, HST 329, PSC 329

PGS 330. Cross-Cultural Psychology. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV); and Interdisciplinary studies (IDS) *OR* Cultural Elective (CE). Course cannot fulfill all 3 requirements.

Cross-listed Courses: PSY 330

PGS 331. Readings in Globalization. 3 Credit Hours.

Through literature, film, and theory, this course explores the cultural and social significance of globalization and such related issues as migration, nationality, and identity. A central factor in globalization is the movement of people among different cultural locations and economic conditions, and this course will help students understand the importance of displacement in the creation of the contemporary era. Texts in this course consider what it means to identify with a plurality of linguistic, racial or cultural positions, and address the diverse yet deeply connected experiences that define contemporary global culture. Readings by authors such as Nuruddin Farah (Somalia), M.G. Vassanji (Kenya/Tanzania/Canada), and Zadie Smith (England), and films by directors such as Atom Egoyan (Canada), Hanif Kureishi (England), and Faith Akin (Germany/Turkey).

PGS 334. Social Activism. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: GWS 334, PSC 334

PGS 335. Asian Philosophy. 3 Credit Hours.

An examination of the main philosophical traditions of India and the Far East: Hinduism, Buddhism, Taoism and Confucianism. This course will focus upon mysticism as a primary determinant of Eastern thought and will seek to place these philosophies in their historical and cultural setting. (C,D).

Cross-listed Courses: PHL 325

PGS 336. Comparative Religious Ethics & Social Concerns. 3 Credit Hours.

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.

Cross-listed Courses: REL 336

PGS 343. U.S. Latina Thought. 3 Credit Hours.

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 texts by U.S. Latinas from a number of different social locations.

Cross-listed Courses: GWS 343

PGS 344. Immigration. 3 Credit Hours.

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island may be planned.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 344, SOC 343, CJS 343

PGS 350. State and Faith in the Middle East. 3 Credit Hours.

This course will examine how states used religion as a means of legitimacy and law as well as staged a desperate battle against religious forces from the Ottoman period until the present day. Islam will be the focus of the course, as a variety of fundamentalist/revivalist movements, the politicization of religion, and secularization efforts are examined throughout the Middle East. In addition, the role of Judaism and Christianity will be discussed in regards to the establishment and present situation of Israel and Lebanon.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 350

PGS 353. Latin American Social Philosophy. 3 Credit Hours.

This course will study some of the major philosophical trends in Latin America in the light of both the search for cultural identity and the discovery of difference in the heart of sameness. Therefore, it will also consider those philosophies of social change which (a) provide a critique of hegemonic ideologies, (b) try to rediscover the submerged validity of pre-conquest and non-Western world views and (c) seek a dialogical integration of the diversity of voices in Latin America. (A,C).

Cross-listed Courses: PHL 353

PGS 358. The Cold War & Global Confront 1945-1964. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 358

PGS 360. Model United Nations. 1 Credit Hour.

This course is designed to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. All of this will assist students in preparing for their role as a distinguished diplomat at the National Model United Nations conference (conference attendance is not mandatory).

Cross-listed Courses: PSC 360

PGS 363. U.S. Foreign Policy. 3 Credit Hours.

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. A one-credit integrated service learning experience may be offered with this course.

Cross-listed Courses: PSC 363

PGS 364. International Law. 3 Credit Hours.

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

Cross-listed Courses: PSC 362, LGS 362

PGS 365. Religions of Asia. 3 Credit Hours.

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.

Cross-listed Courses: REL 363

PGS 366. Globalization: the Politics of International Economic Relations. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 366

PGS 367. War, Peace and Violence. 3 Credit Hours.

This course will examine the theory and practice of the Just War doctrine. At the most general level, we will be concerned with the debate between realists, just war theorists and pacifists over the moral character of war. More specific topics include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerrilla warfare; terrorism and reprisals; nuclear deterrence; and various religious conceptions of war and peace, especially those found in various Christian pacifist and Islamic traditions.

Fulfills Core Requirement(s): IDS.

Cross-listed Courses: PSC 367

PGS 367S. War, Peace & Violence Service Learning. 1 Credit Hour.

Service learning experience.

PGS 368. Rel Thought/Cult in Lat Americ. 3 Credit Hours.

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and 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.

Cross-listed Courses: REL 368

PGS 369. Cold War & Global Upheaval, 1964-Present. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 359, PSC 359

PGS 370. International Courts & Global Justice. 3 Credit Hours.

This course combines almost three weeks of study abroad at The Hague University in the summer with Le Moyne-based sessions in the Fall. The course provides historical, analytical, as well as experiential education in the fields of genocide studies, justice, and conflict resolution through intensive workshops, lectures, simulations, and a case-study. We will focus on the meaning of justice and its various dimensions (do we seek retribution, restoration, or some transitional middle ground?), and on how the international pursuit of that justice is complicated by issues such as sovereignty, denial of genocide, on-going violence, and the rejection of international jurisdiction. The course consists of in-class "traditional" lectures at (built around the case study and all of the related facets of international justice), interactive sessions with international court personnel, jurists, and scholars, as well as visits to historical sites. Cross-listed Courses: PSC 370

PGS 374. African Christian Theology. 3 Credit Hours.

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition. Cross-listed Courses: REL 374

PGS 375. The New Europe: Central & Eastern Europe. 3 Credit Hours.

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. Fulfills Core Requirement(s): IDS and DIV.

Cross-listed Courses: PSC 375

PGS 377. Security Studies. 3 Credit Hours.

The purpose of this course is to introduce a selection of the most important ideas that form the basis of security studies including the international political system, the state, the military, and war, and other prevailing concepts, organizing principles, military deployment patterns, legal regulations, and political relationships that determine the state of international security at the moment. The course will also explore the organization and functions of the U.S. Intelligence community, its interaction with national security policymakers, key issues about its workings, and the challenges it faces in defining its future role. Cross-listed Courses: PSC 377

PGS 379. Modern Middle East Hist 1792 - Present. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 379

PGS 381. Christianity in Dialogue. 3 Credit Hours.

This course will explore contemporary dialogue between Christianity and other world religions, with the aim of helping students address basic questions that arise in the course of such inter-religious relationships. Students will explore some of the basic attitudes that Christian thinkers have taken toward respectful engagement of other faiths, as well as addressing the obstacles that hinder dialogue. Furthermore, Christian approaches to interfaith dialogue will be explored intensively with respect to one particular world religion or family of traditions, which may vary as the course is offered from year to year. We will enter into the contemporary dialogue between Christianity and Hinduism. Our study will focus on Hindu-Christian dialogue as it has been enacted in both personal and communal contexts. A further focus will address the performance of dialogue through the cross-cultural interpretation of canonical texts. Prerequisite/ Corequisite: REL 200.

PGS 388. Coca, Culture & Politics in Latin Amer. 3 Credit Hours.

Coca has been closely connected to religion and culture in Andean South America for millennia. The plant was both cultivated and controlled by the Inca and Spanish empires. Today, peasant coca growers are part of new Latin American political movements. Global demand for the drug cocaine, made from coca, finances insurgencies, civil wars, and criminal violence in Latin America. The United States and international bodies prosecute a "War on Drugs" that targets peasant growers and traditional use as much as it does criminal organizations. This course explores the local culture and international relations of coca and cocaine. It focuses on the Latin Americans who produce and consume coca and are victimized by the violence of both the drug trade and suppression efforts. Fulfills Core Requirement(s): Diversity (DIV); Interdisciplinary Studies (IDS) *OR* Cultural Elective (CE). Business Majors cannot use this course to fulfill both both IDS and CE.

Cross-listed Courses: HST 388

PGS 389. Opium, Empire, and State in Asia. 3 Credit Hours.

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: Interdisciplinary Studies (IDS) and Cultural Elective (CE).
Cross-listed Courses: HST 389, PSC 389

PGS 390. Independent Study. 3 Credit Hours.**PGS 399. Diversity in the City. 3 Credit Hours.**

Special Topic: The course focuses on the cultural, ethnic, religious and class diversity of Paris' changing landscape. Students will use Bourdieu, Goffman, Marx, and Simmel and other theorists to understand diversity, culture and identity by studying the diversity of "the city." Through readings, documentaries and a weeklong trip to Paris students will use sociological theories on society and culture to study diversity in the city. In particular the minority populations of the immigrant French communities, the recent North African immigrant communities, and the Muslim communities will be examined. This class will also explore how religious (Catholic and Muslim) as well as ethnic diversity shapes current debates on French and European citizenship. This class concludes with a 11-12 day trip to Paris that will include visits to the Eiffel Tower, Notre Dame, the Arab Institute, Luxembourg Gardens, La Mosque (Paris' mosque) and Jardin des Plantes.
Cross-listed Courses: SOC 399

PGS 400. International Business. 3 Credit Hours.

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.

Cross-listed Courses: BUS 400

PGS 401. Seminar: Mexico. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).
Cross-listed Courses: HST 403

PGS 402. Global Economic Issues. 3 Credit Hours.

Is globalization inevitable and irreversible? Who are the winners and losers? Globalization is the process of integration of markets, politics, and legal systems. Supporters of globalization believe it increases a nation's economic growth and expands opportunities for countries to trade and realize comparative advantages in their areas of strength. Opponents believe it increases inequality within and between nations, threatens employment and living standards, thwarts labor and environmental standards, and retards social progress. This course includes a description of the principles and practices of foreign trade; mechanisms of international payments; international trade policies, international trade and financial institutions; international cartels; and defines globalization; examines its impact on trade; movement of capital and labor; diffusion of knowledge and technology, and distribution of income in the world.

Prerequisite: Either ECO 113 or ECO 114.

Cross-listed Courses: ECO 405

PGS 404. Jerusalem-The Politics of Sacred Space. 3 Credit Hours.

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.

Cross-listed Courses: REL 402

PGS 405. International Human Rights. 3 Credit Hours.

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. A one-credit integrated service learning experience may be offered with this course.

Cross-listed Courses: GWS 405, PSC 405

PGS 406. Modern East Asia. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV) and Cultural Elective (CE).
Cross-listed Courses: HST 406

PGS 408. Religion, Conflict, Peace/African Context. 3 Credit Hours.

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 on Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in 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. Cross-listed Courses: REL 400

PGS 409. Self Knowledge, Cosmopolis & Transcendence. 3 Credit Hours.

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."

PGS 413. History & Memory in Palestine-Israeli Conflict. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 409

PGS 417. Seminar: African History. 3 Credit Hours.

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 and will fulfill the requirements of the senior core. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 417, PSC 417

PGS 422. Senior Sem: Phil & Politics, East & West. 3 Credit Hours.

What is the relation between free thought and the society where it originates and is expressed? Is that relation necessarily hostile? Is this hostility a Western phenomena, or is it found in the Eastern traditions as well? Can philosophy and politics ever get along? This seminar is a cross-cultural, comparative study of the relation between philosophy and the political. It is aimed in two directions: "horizontally" - that is, we will read comparatively the founding thinkers in Chinese philosophy (Confucius and his disciples) and their U.S. "disciples" (Emerson, Thoreau) - and "vertically" - that is we will compare the use of Emerson's thought in contemporary U.S. culture with the use of Confucian teaching in contemporary Chinese culture. The seminar will help you decide whether East and West are incommensurable culturally, or whether they share the quarrel between free thought and society - that is, whether it is free thought and society that are fundamentally incommensurable.

PGS 428. Latin America, Since 1825. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 428

PGS 450. Spanish Women Writers. 3 Credit Hours.

In this course students will explore different aspects related to the literary expression and construction of identity through the study of works by women writers both from Spain and Latin America who practice a variety of genres; autobiography, novel, short story and poetry. Through the analysis of these texts we will derive interdisciplinary discussions related to the construction of gender, sexuality and feminine creativity. We will examine not only the form and the content of the texts, but we will also contextualize the works in their historical, cultural and literary background. Through the use of secondary texts such as paintings, documentaries, musical compositions and film, the students will explore the different forms of art and disciplines that intersect with the texts and project the worldview of each period.

Cross-listed Courses: SPN 450, GWS 360

PGS 452. Anthropology of Globalization. 3 Credit Hours.

This course explores globalization ethnohistorically, ethnographically, and theoretically; illuminates the processes and consequences of globalization for peoples in various circumstances around the world. By investigating the rapid flow of capital, people, goods, images, and ideologies across cultures, societies, and nations, we will pay careful attention to ideas about culture, modernity, tradition, colonialism/post-colonialism, identity change, nationalism/transnationalism, Disapora, the creation of a "global culture," and contemporary global social issues.

Double Major (B.A.) in Peace and Global Studies and Political Science

Code	Title	Credit Hours
Core Requirements (p. 43)		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3

HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course		3
Capstone Experience ¹		3
Electives - Regional ²		9
Electives - Thematic ²		9
Foreign Language		18
Free Electives ³		17
PGS 101	Introduction to Anthropology	3
PGS 201	Introduction to Peace & Global Studies	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC Electives (300 or higher)		6
Social Science (fulfilled by major requirements)		
Statistics		4
Total Credit Hours		133

¹ Normally fulfilled by study abroad experience.

² Twelve of the 18 credit hours should be courses with PGS/PSC cross listing.

³ Students are urged to fulfill the extra two credit hours through participation in service learning courses.

Peace and Global Studies Major (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3

Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course ²		3
Capstone Experience ³		3
Foreign Language ⁴		18
PGS 201	Introduction to Peace & Global Studies	3
Electives		
Regional Specialization ⁵		12
Thematic Specialization		12
Free Electives		27
Total Credit Hours		130

¹ Some Core requirements may be fulfilled by major requirements.

² Course designated by Peace and Global Studies Program

³ 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.

⁴ 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.

⁵ Supported regional specializations include Africa, Latin and South America, Europe, Asia and the Middle East.

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
EAC Encountering Another Culture/Language (p. 43)		3
Regional Specialization		3
Natural Science (p. 43)		3
Credit Hours		15
Second Semester		
ENG/PHL		3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
Free Elective		3
Credit Hours		15

Sophomore Year

First Semester		
ENG/PHL		3
EAC Encountering Another Culture/Language (p. 43)		3
PGS 201	Introduction to Peace & Global Studies	3
Thematic Specialization		3

Free Elective/REL	3
Credit Hours	15
Second Semester	
ENG/PHL	3
EAC Encountering Another Culture/Language (p. 43)	3
Regional Specialization	3
Free Elective	3
Free Elective/REL	3
Credit Hours	15
Junior Year	
First Semester	
ENG/PHL	3
EAC Encountering Another Culture/Language (p. 43)	3
Regional Specialization	3
Free Elective	3
Capstone Experience	3
Credit Hours	15
Second Semester	
HST 111 World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)	3
Thematic Specialization	3
Free Elective	3
Free Elective	3
Credit Hours	15
Senior Year	
First Semester	
IDS Interdisciplinary Studies (p. 43)	3
Capstone Seminar	3
Thematic Specialization	3
Free Elective	3
Free Elective	3
Credit Hours	15
Second Semester	
Regional Specialization	3
Free Elective	3
Free Elective	3
Free Elective	3
COR 400 Senior Studies: Transformations	3
Credit Hours	15
Total Credit Hours	120

PGS 201 Introduction to Peace & Global Studies	3
PGS capstone seminar	3
Four additional courses approved by the director of peace and global studies	12
Total Credit Hours	18

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.

All peace and global studies majors are encouraged to study abroad during their junior year.

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 Introduction to Peace & Global Studies and a PGS capstone seminar. Minors must take four additional courses approved by the director of peace and global studies.

GRADUATE PROGRAM PATHWAYS

Graduate program pathways allow students to continue directly into graduate programs at Le Moyne or with an affiliated institution upon completion of the student's undergraduate degree program at Le Moyne.

Internal Graduate Program Pathways

3+2 Pathway to Physician Assistant Program at Le Moyne College

Affiliated Institution: Le Moyne College

Eligible Students: Le Moyne college juniors majoring in Biological Sciences who meet requirements

Degrees Awarded: Bachelor's degree in Biological Sciences (after completing first year in P.A. program) and Master's degree (M.S.) in physician assistant studies; both degrees from Le Moyne College

Length: Three years as an undergraduate in Biological Sciences and two years as a graduate student in Physician Assistant Studies

Contact: Chair of the Health Professions Advisory Committee

4+1 Dual Bachelor's/Master's Degree in Information Systems, Express Path, at Le Moyne College

The College's MSIS Express Path program allows students to earn their undergraduate degree in any field in four years and their MSIS at Le Moyne College in just one additional year of study. When they graduate, our alumni are distinguished by their ability to lead and to tackle complex issues as they respond to the needs of an ever-changing world.

The timeline for the 4+1 Dual Bachelor's/MSIS Program Express Path is as follows:

March 1 of the junior year - complete the MSIS application process for admission by providing: application form, two letters of recommendation, and a personal statement. Students must have a 3.3 grade-point average. Neither the GMAT nor the GRE are required. (Notification of pre-approved admission to the Express Path will be made on a rolling basis. Final admission to the MSIS program will be conditional on completion of your undergraduate program.)

Upon completion of the junior year - Students will show fulfillment, or will fulfill, the two foundation graduate course requirements with a grade of "B" or better (or their undergraduate equivalents: see below) for the MSIS Program: MIS 501 Management Information Systems and MIS 601 Information Strategy and Management. This may be achieved in several ways. A maximum of 9 graduate credit hours (i.e., three graduate level courses) may be taken upon completion of a student's junior year.

Summer or Fall after completing undergraduate requirements - The remainder of the 30 MSIS credit hours can be completed in 12 months if the student is enrolled full time during the fall, spring, and summer semesters, as well as during the J-semester and Maymester. Students may also complete the program on a part-time basis.

To view the M.S. requirements, visit the Information Systems (M.S.) Program page (<http://collegecatalog.lemoyne.edu/madden-business/msis/information-systems-ms>). For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

Accelerated Path into Master of Science in Arts Administration at Le Moyne College

Affiliated Institution: Le Moyne College

Eligible Students: All Le Moyne College Undergraduates

Degrees Awarded: Bachelor's degree in chosen discipline and Master's degree (M.S.) in arts administration; both degrees from Le Moyne College

Length: Four years as an undergraduate in chosen discipline (with Arts Administration Minor) and 15 months as a graduate student in Arts Administration (assuming full-time study).

Contact: Director of Arts Administration Program

Direct Entry Programs

The direct entry programs allow students to apply for admission to Le Moyne College graduate programs during the senior year of high school. The programs allow students to diversify their educational experiences at Le Moyne with the confidence that they are guaranteed admission to a graduate degree program at Le Moyne College after successfully completing the admission requirements.

Advising Path for B.S. PSY to M.S. OT

Bachelor of Science in Psychology and Master of Science in Occupational Therapy

The psychology and occupational therapy departments at Le Moyne College are partnering to offer a specially designed program that provides an opportunity for an express path to participation in the occupational therapy program. Students pursuing the Psychology BS/Occupational Therapy MS program will be invited to participate in activities in the OT department and will be granted preferential consideration as long as they demonstrate successful completion of the pre-requisites (and satisfy all other requirements) for the Master of Science in Occupational Therapy. For details see the chair of the psychology or occupational therapy departments.

Direct Entry Program - Le Moyne College Occupational Therapy

Affiliated Institution: Le Moyne College

Eligible Students: Those who meet the requirements (see details under Psychology Major or Sociology Major) and wish to become occupational therapists.

Degrees Awarded: Bachelor's degree in either Psychology or Sociology and Master's degree (M.S.) in occupational therapy studies; both degrees from Le Moyne College

Direct Entry Program - Le Moyne College Physician Assistant

Affiliated Institution: Le Moyne College

Eligible Students: Those who meet requirements and wish to become physician assistants. (Students must apply as high school seniors and be accepted to the program before beginning their freshman year at Le Moyne.)

Degrees Awarded: Bachelor's degree in Biological Sciences (after completing first year in PA program) and Master's degree (M.S.) in physician assistant studies; both degrees from Le Moyne College

Length: Three years as an undergraduate in Biological Sciences and two years as a graduate student in Physician Assistant Studies

Contact: Chair of the Health Professions Advisory Committee

Admission Options for Physician Assistant Studies

Post-baccalaureate – For individuals who have already earned a bachelor's degree or will have earned one by the time the program begins.

Accelerated – A five-year (3+2) B.S./M.S. curriculum with application to the physician assistant studies program in the student's junior year (available only to Le Moyne students).

Direct entry – There are two options for early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become physician assistants. Students will complete a Bachelor of Science in biological sciences and Master of Science in Physician Assistant Studies and have the option of following a 3+2 accelerated pathway or a 4+2 pathway which allows for a fourth year to participate in a study abroad semester, academic minors, collegiate sports or other Le Moyne academic and personal-growth experiences. Application to either direct entry option is made during the senior year of high school and is available only to first-year students.

External Graduate Program Pathway Partnerships

3+3 Doctor of Physical Therapy Pathway with the State University of New York (SUNY) Upstate Medical University

Affiliated Institution: SUNY Upstate Medical University

Eligible Le Moyne Students: Those who meet requirements and wish to pursue studies in physical therapy. (Students must apply as high school seniors and be accepted to the program before beginning their freshman year at Le Moyne.)

Degrees Awarded: Bachelor's degree (B.A.) in Biological Sciences from Le Moyne (after completing first year in physical therapy program) and doctoral degree in physical therapy (D.P.T.) from SUNY Upstate Medical University

Length: Three years at Le Moyne and three years at SUNY Upstate Medical University

Contact: Chair of the Health Professions Advisory Committee

3+4 Podiatry Pathway with the New York College of Podiatric Medicine

Affiliated Institution: The New York College of Podiatric Medicine

Eligible Students: Those who meet requirements and wish to pursue studies in podiatry.

Degrees Awarded: Bachelor's degree (B.S.) in Biological Sciences from Le Moyne (after completing first year of podiatry school) and Doctor of Podiatric Medicine (D.P.M.) degree from the New York College of Podiatric Medicine

Length: Three years at Le Moyne and four years at the New York College of Podiatric Medicine

Contact: Chair of the Health Professions Advisory Committee

3+4 Optometry Pathway with the Pennsylvania College of Optometry at Salus University

Affiliated Institution: Pennsylvania College of Optometry at Salus University

Eligible Students: Those who meet requirements and wish to pursue optometry studies.

Degrees Awarded: Bachelor's of Science degree in Biological Sciences from Le Moyne (after completing first year of optometry school) and Doctor of Optometry (O.D.) degree from Pennsylvania College of Optometry at Salus University

Length: Three years at Le Moyne and four years at Salus University

Contact: Chair of the Health Professions Advisory Committee

Four-One Forensic Sciences Pathway with Syracuse University

Affiliated Institution: Forensics and National Security Sciences Institute of Syracuse University

Eligible Students: Students with a GPA of at least 3.0 majoring in biological science or chemistry interested in forensics.

Degrees Awarded: Bachelor of Science degree in biology or chemistry from Le Moyne and Master of Science degree in forensic science or biomedical forensic sciences from Syracuse University.

Length: Four years at Le Moyne (with additional courses at Syracuse University) and at least one full year at Syracuse University.

Contact: Chair of the Department of Biological Sciences or chair of the Department of Chemistry and Physics.

4+1 Fast Track Dual Bachelor's/Master's Degree in Information Systems, with Syracuse University

B.S. Business Administration/Information Systems
Le Moyne College
M.S., Information Management
Syracuse University, School of Information Studies

This program allows Le Moyne students with a major in Business Administration/Information Systems, a major in Computer Science, or a dual major in Information Systems and Computer Science (SASD) to complete a Master's degree program in Information Management at Syracuse University by taking Syracuse University graduate courses as early as their junior year at Le Moyne College.

Students complete the program with one or two semesters of additional course work beyond their Le Moyne undergraduate program. For example, they may take graduate courses at Syracuse University in the summer of their junior year, and complete the program in the summer or fall immediately following their graduation from Le Moyne. Le Moyne students enrolled in the 4+1 Fast Track program can participate in internships through Le Moyne and/or Syracuse University, and are supported with a graduate assistantship at Syracuse during their time at S.U.

The agreement also stipulates that Le Moyne students in the 4+1 program will be charged Le Moyne tuition for their S.U. courses, rather than S.U. tuition. For students who come in with transfer, I.B. or AP credit, this could mean that they may be able to graduate on time with both the bachelor's degree from Le Moyne and a master's degree from S.U. and no change in status with respect to their financial aid.

For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

Dual Bachelor's/Master's Degree in Engineering Partnership

Affiliated Institution: Syracuse University

Eligible Students: Those meeting requirements

Degrees Awarded: Bachelor's degree (B.S. or B.A.) with a concentration in pre-engineering from Le Moyne College and master's of engineering (M.S.) from Syracuse University (Ten individual major concentrations. Please see the appropriate section of the catalog for details concerning the individual major concentrations.)

Length: Four years at Le Moyne College and three semesters at Syracuse University

Contact: Director of Engineering Programs, Chair of the Department of Physics, Biology, Chemistry, or Mathematics & Computer Science, depending on the concentration.

Students participating in the Syracuse University Bachelor's/Master's Degree in Engineering Partnership must choose the appropriate pre-engineering concentration within the appropriate major. Please see the Physics, Biology, Chemistry, or Mathematics & Computer Science sections of this catalog for typical programs.

Students who successfully complete their Le Moyne bachelor's degree program with a concentration in pre-engineering with both an overall 3.0 G.P.A. and a 3.0 G.P.A. in their science, mathematics and engineering courses, are eligible for pre-admission into the appropriate master's degree program at Syracuse University and a 50 percent waiver on their master's degree tuition, subject to the terms of the agreement with Syracuse University. The master's degree will typically be completed in an additional three semesters after graduation from Le Moyne.

Permission to register for courses at Syracuse University required by the individual pre-engineering degree concentrations is at the discretion of the director of pre-engineering programs, and will be contingent upon satisfactory academic performance. Students must have both a 3.0 G.P.A. in all mathematics, science and engineering courses, and a 3.0 G.P.A. overall, through the end of the semester prior to the semester in which registration takes place, in order to be permitted to register for engineering courses at Syracuse University for a given term. In addition, students must successfully maintain both 3.0 averages through the end of the term prior to the term in which the course(s) at Syracuse University are to be taken in order to be permitted to maintain that registration and take the course(s). Exceptions may be granted at the discretion of the program director.

- Biological Sciences (B.A.) and BioEngineering (M.S.) (p. 119)
- Environmental Science Systems (B.S.) and Environmental Engineering Science (M.S.) (p. 128)
- Computer Science (B.S.) with a Concentration in Pre-Engineering: Computer Science/Computer Engineering (p. 154)
- Chemistry (B.S.) with a Concentration in Pre-Engineering: Chemical Engineering (p. 136)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Geotechnical Focus (p. 246)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Structural Focus (p. 247)
- Physics (B.S.) with a Concentration in Pre-Engineering: Electrical Focus (p. 248)
- Physics (B.S.) with a Concentration in Pre-Engineering: Environmental Focus (p. 249)
- Physics (B.S.) with a Concentration in Pre-Engineering: Mechanical and Aerospace Focus (p. 250)

Early Assurance Programs

Early assurance programs allow students to apply for early admission to an affiliated graduate school after completion of their sophomore year at Le Moyne. The programs allow students to diversify their educational experiences at Le Moyne with the confidence that they are guaranteed admission to the affiliated graduate program after earning a bachelor's degree at Le Moyne College.

Early Assurance Program - Le Moyne/State University of New York (SUNY) at Buffalo School of Dental Medicine

Affiliated Institution: SUNY at Buffalo School of Dental Medicine Program

Eligible Students: Qualified sophomores

Degrees Awarded: Bachelor's degree (B.S.) from Le Moyne and Doctor of Dental Surgery (D.D.S.) degree from SUNY at Buffalo School of Dental Medicine Program

Length: Four years at Le Moyne and four years at SUNY at Buffalo School of Dental Medicine Program

Contact: Chair of the Health Professions Advisory Committee

Early Assurance Program - Le Moyne/ College of Medicine at the State University of New York (SUNY) Upstate Medical University

Affiliated Institution: Upstate Medical University

Eligible Students: Qualified sophomores

Degrees Awarded: Bachelor's degree (B.S.) from Le Moyne and Doctor of Medicine (M.D.) degree from Upstate Medical University

Length: Four years at Le Moyne and four years at Upstate Medical University

Contact: Chair of the Health Professions Advisory Committee

Three/Three Undergraduate (B.A.)/Juris Doctor (J.D.) Pathways

Three/Three Juris Doctor (J.D.) with Suffolk University Law School

Affiliated Institution: Suffolk University, Boston, Massachusetts.

Eligible Le Moyne Students: Those who wish to pursue the study of Law and meet the requirements of Le Moyne's 3+3 Agreement with Suffolk University Law School.

Degrees Awarded: Bachelor's degree (B.A.) in Political Science, English, History, Philosophy, or Psychology from Le Moyne (after completing the first year of law school), and a Juris Doctor (J.D.) degree in Law from Suffolk University Law School.

Estimated Time To Completion: Three years at Le Moyne College and three years at Suffolk University Law School.

Full description of terms and conditions of the Agreement found at:

<https://www.lemoyne.edu/Academics/Undergraduate-Programs/Pre-Law/Three-Plus-Law>

Contact: Director of the Le Moyne 3+3 Pre-Law Committee.

Three/Three Juris Doctor (J.D.) with Syracuse University College of Law

Affiliated Institution: Syracuse University College of Law, Syracuse, New York.

Eligible Le Moyne Students: Those who wish to pursue the study of Law and meet the requirements of Le Moyne's 3+3 Agreement with Syracuse University College of Law.

Degrees Awarded: Bachelor's degree (B.A.) in Political Science, English, History, Philosophy, or Psychology from Le Moyne (after completing the first year of law school), and a Juris Doctor (J.D.) degree in Law from Syracuse University.

Estimated Time To Completion: Three years at Le Moyne College and three years at Syracuse University College of Law.

Full description of terms and conditions of the Agreement found at:

<https://www.lemoyne.edu/Academics/Undergraduate-Programs/Pre-Law/Three-Plus-Law>

Contact: Director of the Le Moyne 3+3 Pre-Law Committee.

Three/Three Juris Doctor (J.D.) with the University at Buffalo School of Law

Affiliated Institution: University at Buffalo School of Law, Buffalo, New York.

Eligible Le Moyne Students: Those who wish to pursue the study of Law and meet the requirements of Le Moyne's 3+3 Agreement with the University at Buffalo School of Law.

Degrees Awarded: Bachelor's degree (B.A.) in Political Science, English, History, Philosophy, or Psychology from Le Moyne (after completing the first year of law school), and a Juris Doctor (J.D.) degree in Law from the University at Buffalo School of Law.

Estimated Time To Completion: Three years at Le Moyne College and three years at the University at Buffalo School of Law.

Full description of terms and conditions of the Agreement found at:

<https://www.lemoyne.edu/Academics/Undergraduate-Programs/Pre-Law/Three-Plus-Law>

Contact: Director of the Le Moyne 3+3 Pre-Law Committee.

External Undergraduate Program Pathway Partnership for Allied Health Professions

SUNY Upstate Medical University

Qualified Le Moyne students may apply to transfer into a variety of programs offered at Upstate (respiratory therapy, medical imaging (radiography, CT and MRI, ultrasound), medical biotechnology, medical technology, radiation therapy). Most of these 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 from Upstate. For all programs, students would have to complete certain academic and non-academic prerequisites, and have achieved certain minimum grade point averages in order to be able to transfer to Upstate.

Contact: Chair of the Health Professions Advisory Committee

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is at the core of who we are and what we do at Le Moyne. It is the academic center and intellectual hub of our Jesuit college, committed to transformative education rooted in the liberal arts (<http://www.lemoyne.edu/Learn/Colleges-Schools-Centers/College-of-Arts-Sciences/Why-Arts-Sciences>). We are home to an array of engaging academic majors (<http://www.lemoyne.edu/Learn/Undergraduate-Programs/Arts-and-Sciences>) and nationally-recognized scholars and artists. Our talented faculty (<http://www.lemoyne.edu/Learn/Faculty-by-Department>) and staff have an unwavering commitment to maintaining a supportive learning environment and to delivering a rigorous, high-quality, student-centered education in the Jesuit tradition (<http://www.lemoyne.edu/Values/Heritage-and-Commitment>). Our collective goal is to prepare our graduates to excel in their chosen fields and to become ethical, conscientious, and globally-focused citizens who promote a more peaceful and just society.

Undergraduate students may pursue a broad range of academic majors and minors across the humanities, natural sciences, social sciences, and visual and performing arts. All undergraduate students in the College of Arts and Sciences share a common, liberal arts Core Curriculum. We offer Bachelor of Arts (B.A.) degrees in twenty disciplines, Bachelor of Science (B.S.) degrees in nine fields, and more than a dozen specialized minor programs of study. Students have several opportunities to complete more than one major within the College or to choose a degree path that leads to a Bachelor's degree (B.A. or B.S.) with Teacher Certification or a combined Bachelor of Arts and Master of Science in Teaching (B.A./M.S.T.). In addition, the College offers a Master of Science (M.S.) degree in arts administration, a post-baccalaureate certificate in arts administration, and advising pathways into the Madden School's Master of Business Administration (M.B.A.) program and the Purcell School's Master of Science (M.S.) in Occupational Therapy program. The College also participates in a Bachelor's/Master's dual degree partnership in engineering, 3+3 Bachelor's/Juris Doctor's joint degree partnerships in law, and 4+1 Bachelor's/Master's joint degree partnerships in information sciences and in forensic science, along with other accelerated Bachelor's/Master's degree programs and priority partnerships with highly-respected graduate programs. More detailed information about these opportunities is available with descriptions of specific majors and in the Graduate Program Pathways section of this catalog.

Anthropology, Criminology and Sociology

Chair: Frank Ridzi

Program Director: Deborah Tooker (of Anthropology)

Professor: Jeffrey Chin, Clifford Donn, Deborah Tooker

Associate Professor: Frank Ridzi, Farha Ternikar

Assistant Professor: Alison Marganski

Adjunct Faculty: Crystal Collette, LMSW, Douglas Macdonald, Derek McGork, Mary Patricia Radford, Amy Roache-Fedchenko, David E. Robertson, Jr., James E. Stacey, Caroline S. Tauxe

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

Student Learning Outcomes in Criminology

Theory

1. Theory: Students will apply theoretical perspectives to a variety of social phenomena according to professional standards in the field. This will include:
 - Define theory and describe its role in building sociological knowledge.
 - Compare and contrast basic theoretical knowledge.
 - Demonstrate the historical/cultural context in which theories were developed.
 - Apply basic theories or theoretical approaches in at least one area of social reality.

Methods

2. Methods: Students will resolve empirical research problems using methodological knowledge and skills according to professional standards in the field. This will include:
 - Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.
 - Compare and contrast the basic methodological approaches for gathering data.
 - Design a research study in an area of choice and explain why various decisions were made.
 - Critically assess a published research report and explain how the study could have been improved.

Professional Socialization

3. Professional Socialization: Students will gather and evaluate relevant information according to professional standards in the field. This will include:
 - Describe how sociology is similar or different from other social sciences and give examples of these differences.
 - Articulate the contribution of sociology to a liberal arts understanding of social reality.
 - Apply principles, concepts and the sociological imagination to at least one area of social reality.

Communication

4. Communication: Communicate effectively in a variety of situations according to professional standards in the field.

Critical thinking

5. Critical thinking: Students will comprehensively evaluate issues and ideas arising in the field before accepting or making informed conclusions. This will include:
 - Demonstrate skills in recall, analysis and application, and synthesis and evaluation.
 - Identify underlying assumptions in theoretical orientations or arguments.
 - Identify underlying assumptions in particular methodological approaches to an issue.

- Show how patterns of thought and knowledge are directly influenced by political and economic social structures.
- Present opposing viewpoints and alternative hypotheses.
- Engage in teamwork where many different points of view are presented.

Student Learning Outcomes in Sociology

Theory

1. Theory: Students will Apply theoretical perspectives to a variety of social phenomena according to professional standards in the field. This will include:

- Define theory and describe its role in building sociological knowledge.
- Compare and contrast basic theoretical knowledge.
- Demonstrate the historical/cultural context in which theories were developed.
- Apply basic theories or theoretical approaches in at least one area of social reality.

Methods

2. Methods: Students will resolve empirical research problems using methodological knowledge and skills according to professional standards in the field. This will include:

- Identify basic methodological approaches and describe the general role of methods in building sociological knowledge.
- Compare and contrast the basic methodological approaches for gathering data.
- Design a research study in an area of choice and explain why various decisions were made.
- Critically assess a published research report and explain how the study could have been improved.

Professional Socialization

3. Professional Socialization: Students will gather and evaluate relevant information according to professional standards in the field. This will include:

- Describe how sociology is similar or different from other social sciences and give examples of these differences.
- Articulate the contribution of sociology to a liberal arts understanding of social reality.
- Apply principles, concepts and the sociological imagination to at least one area of social reality.

Communication

4. Communication: Communicate effectively in a variety of situations according to professional standards in the field.

Critical thinking

5. Critical thinking: Students will comprehensively evaluate issues and ideas arising in the field before accepting or making informed conclusions. This will include:

- Demonstrate skills in recall, analysis and application, and synthesis and evaluation.
- Identify underlying assumptions in theoretical orientations or arguments.
- Identify underlying assumptions in particular methodological approaches to an issue.
- Show how patterns of thought and knowledge are directly influenced by political and economic social structures.
- Present opposing viewpoints and alternative hypotheses.

- Engage in teamwork where many different points of view are presented.

- Sociology Major (B.A.) (p. 95)
- Sociology Minor (p. 101)
- Direct Entry Pathway: B.A. SOC to M.S. OT (p. 101)
- Criminology Major (B.A.) (p. 103)
- Criminology Minor (p. 105)
- Anthropology Minor (p. 105)

Anthropology (ANT)

ANT 101. Introduction to Anthropology. 3 Credit Hours.

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. No prerequisite. Fulfills Core requirement(s): DIV. Cross-listed Courses: PGS 101

ANT 102. World Cultures. 3 Credit Hours.

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 cause will illuminate basic similarities and differences among all peoples and cultures. Fulfills Core requirement(s): DIV. Cross-listed Courses: PGS 102

ANT 200. Cultural Myths and Cultural Realities. 3 Credit Hours.

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. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How 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? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PGS 200, GWS 200

ANT 201. Field Methods. 3 Credit Hours.

This course will introduce students to the basic methods of anthropological research, and the range of techniques for gathering information that we call ethnographic fieldwork. We will ask how this tradition began, how it has changed through the course of the 20th century to present, and what new technologies make available new possibilities as we document cultural forms in a variety of scenarios and settings. We will try our hand at key methods in ethnographic research such as participant-observation, structured and unstructured interviewing, and then make our way to thinking about photography and video technologies in the realm of digital media, asking how these have been used in cultural representation in the past and what we might attempt with them in the present. While we cover a breadth of scholarly articles about ethnographic research and working with human subjects, this class will also develop as a workshop in which students produce ethnographic writing, and actively evaluate and guide one another's work. Students will apply what they learn during the course toward designing their own ethnographic research project, to be presented at the end of the semester.

ANT 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).
Cross-listed Courses: CJS 202, SOC 202, PGS 202, GWS 202

ANT 213. People & Cultures Southeast Asia. 3 Credit Hours.

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. Fulfills Core requirement(s): DIV.
Cross-listed Courses: GWS 213, PGS 213

ANT 222. Cultures and Cures. 3 Credit Hours.

This course examines various understandings of and responses to disease in crosscultural 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. Global Crime. 3 Credit Hours.

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and postcolonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy.
Prerequisite: CJS 101 or ANT 101.

Cross-listed Courses: CJS 223, PGS 223

ANT 231. Environment, Culture and Power. 3 Credit Hours.

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. Anthropological Linguistics. 3 Credit Hours.

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; 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.

Cross-listed Courses: PGS 300, FLL 301

ANT 301. Crime&Punishment Comparative Perspectiv. 3 Credit Hours.

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them.

Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

Cross-listed Courses: GWS 301, CJS 301

ANT 303. Social Theory in Anthro/Sociol. 3 Credit Hours.

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. Fulfills Core requirement(s): DIV. Prerequisites: SOC 201 (CJS 201/PSC 202) or ANT/GWS/PGS 200 or permission of instructor.

Cross-listed Courses: SOC 303

ANT 304. Anthropology of Refugees. 3 Credit Hours.

This course offers a critical introduction to the heterogeneous global histories and contemporary world politics that shape the experience of refugees globally and in the United States. By reading a range of anthropological as well as other related theoretical texts, we will explore issues central to the field of refugee/forced migration studies. What experiences define a refugee? Who is included in the category "refugee," and who or what decides? What constitutes a refugee camp, and where do refugees go from a camp? How have refugees resettled in American cities fared in recent times? In approaching these questions, the course will focus on the topics of displacement, dispossession, statelessness, border crossings, emplacement, refugee rights, subjectivity, and aspirations. We will examine ethnographies of Palestinian refugees in refugee camps in Lebanon to foreground lived experiences of encampment; Cambodian refugees resettled in the Bronx, New York to understand the relationship between the United States and the refugees it willingly accepts; and the everyday experience of Somali refugees living in Lewiston, Maine to underscore how recently arrived refugees navigate everyday marginalization. We will also consider our local context of Syracuse, New York as a major site for refugee resettlement since the 1980s.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 304

ANT 310. Religion and Healing. 3 Credit Hours.

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 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.

ANT 312. Native American Religions. 3 Credit Hours.

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.

Cross-listed Courses: REL 323

ANT 315. Biblical Archaeology. 3 Credit Hours.

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.

Cross-listed Courses: REL 315

ANT 325. Religious and Cultural Ecologies. 3 Credit Hours.

This course explores the rich diversity of religious and cultural ecologies found throughout much of the world. Religious and cultural ecologies refer to the scientific and scholarly studies of the vast, complex, diverse, and dynamic arena at the interfaces of religions and cultures on the one hand, and environments, ecologies and environmentalism on the other. The course asks the question of what roles, if any, the religious traditions of different cultures the world over might play in addressing the contemporary ecological crisis. This question is addressed from a combined religious studies and anthropological approach focusing on the intersections of religion, culture, and ecology from a textual, contextual, and cross-cultural or comparative framework.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: PGS 325

ANT 390. Independent Study in Anthropol. 1-3 Credit Hours.

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 academic dean. It will be kept on file in the academic dean's office.

ANT 410. Culture & Reproductive Health & Medicine. 3 Credit Hours.

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be primarily, though not exclusively, on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture on reproductive health is crucial for the development of international public health policy and practice.

Cross-listed Courses: CCM 410, CCM 510

ANT 416. Medical Anthropology in Ecological Perspective. 3 Credit Hours.

This course explores the interaction of biological and cultural factors in disease causation, diagnosis, and treatment in Western and non-Western societies. The introduction of Western medicine to non-Western cultures is examined. After taking this course, students will be able to: describe the interaction of biological & cultural factors in the etiology, manifestation, and outcome of diseases cross-culturally; explain the psychosomatic basis of health & healing; describe the methods and efficacy of non-Western healers and view illness and healing in historical, evolutionary, and ecological perspectives. Permission of instructor required before registration. Fulfills Core requirement(s): DIV.

Cross-listed Courses: CCM 416, CCM 516

ANT 422. Medical Anthropology. 3 Credit Hours.

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. Fulfills Core requirement(s): DIV.

ANT 450. Senior Seminar. 3 Credit Hours.

The capstone course in sociology requires students to apply their knowledge of theory and methods to a range of social and cultural issues and research questions. Students will present and critique contemporary research in a professional and collaborative manner. Topics may include, among others, the role of race, class, gender, deviance, religion, work, law, public policy and worldview in social and cultural life. Emphasis will be placed on current research and theory in sociology and anthropology, and the process of synthesizing existing research and theory to contribute to ongoing debates in the fields. Public policy implications of the research and theory may also be critically examined.

ANT 490. Internship in Anthropology. 1-6 Credit Hours.

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 Credit Hours.

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 Credit Hours.

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 assistant academic vice president and dean. The proposal will be kept on file in the assistant academic vice president's office.

Criminology (CJS)

CJS 100. Contemporary Issues in American Politics. 3 Credit Hours.

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.

Cross-listed Courses: PSC 100

CJS 101. Introduction to Criminology. 3 Credit Hours.

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 200. Career Pract & Prof Computing Soc/Crim. 3 Credit Hours.

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/criminology and action anthropology; (6) professional socialization; (7) computer literacy in research and presentation of self both in person and on the Internet; and (8) professional ethics.

Cross-listed Courses: SOC 200

CJS 201. Research Methods. 3 Credit Hours.

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: ANT 101, ANT 102, SOC 101, CJS 101 or PSC 101 and MTH 111.

Cross-listed Courses: PSC 202, SOC 201

CJS 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: ANT 202, SOC 202, PGS 202, GWS 202

CJS 220. The Criminal Justice System. 3 Credit Hours.

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 305 recommended.

Cross-listed Courses: SOC 220

CJS 222. Introduction to Forensic Science. 3 Credit Hours.

This course will introduce students to the various areas of forensic science. Students will learn the vocabulary of forensics, the application of the scientific method to forensic issues, the types of natural and social science techniques used in forensic analyses and the impact of various kinds of forensic analyses on the criminal justice system. Students will learn to think critically about forensic claims and to distinguish genuine forensic science from its popular understanding.

CJS 223. Global Crime. 3 Credit Hours.

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and postcolonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy.

Prerequisite: CJS 101 or ANT 101.

Cross-listed Courses: ANT 223, PGS 223

CJS 224. Urban Security. 3 Credit Hours.

Special Topics: This course introduces traditional as well as emerging, unconventional strategies designed to provide security in cities. You will learn how to make sense of urban hazards and the systems designed to counter them. Urban security planning is dominated by highly technological, terrorism-focused "intelligence fusion" and surveillance systems that in most cases operate separately from everyday disaster management networks. Instead of fusion, therefore, in many cases we see pockmarks of friction. At the core of this dynamic is the term security itself, a highly contested concept with real-world impacts for policy making and long-term planning. More than a decade after 9/11, as the challenge of protecting cities has been compounded by a major economic downturn and widespread social unease, a key question is whether or not terrorism poses the greatest primary threat to our communities. Such a possibility is evidenced by problems such as the exposure of human vulnerability in New Orleans and Port-Au-Prince (Haiti), the very continual threat posed by infectious disease, a wave of recent damage from hurricanes and tornadoes, the evolving human and geopolitical crises in the Middle East, and the ongoing, but mostly hidden condition of urban unemployment, crime, and poverty. Upon completion of this class you will be able "to think like an analyst," a highly-valued skill set that will help you whether your goal is graduate/law school or employment through a public, private, or non-profit agency.

CJS 225. Gangs and Criminal Community. 3 Credit Hours.

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty. Fulfills Core requirement(s): DIV.

Cross-listed Courses: SOC 225, PGS 225

CJS 226. Extreme Murder. 3 Credit Hours.

This course examines the phenomenon of extreme murder. In particular, serial killers, spree killers, and mass murderers - as well as the circumstances surrounding these events - are explored. Other egregious types of offenders may also be reviewed. Throughout the duration of the course, students will learn about infamous killers as well as those who are less recognized in media and popular culture, and the impact of the crimes on persons and society. Students in this course will study copious cases and take a multidimensional approach to critically examine risk factors/causes underlying such violence. In addition to discussing offenders, victims and the context within which victims and offenders interact (the criminal event perspective) will be analyzed. Special attention will be given to sex and gender, among other variables such as race and class. Students will also explore theory and give thought to deterministic, social, cultural, and other explanations. Importantly, they will come to understand how criminological and sociological research has contributed to knowledge (e.g. through qualitative and quantitative techniques) and shaped practice (e.g. criminal profiling, risk assessment, proactive policing, victim-services, etc.).

Cross-listed Courses: SOC 226, GWS 226

CJS 232. Family Violence. 3 Credit Hours.

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.

Cross-listed Courses: SOC 232

CJS 244. Race and Ethnic Relations. 3 Credit Hours.

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 U.S., 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.

Cross-listed Courses: SOC 244, GWS 244

CJS 301. Crime&Punishment Comparative Perspectiv. 3 Credit Hours.

This course uses social science, historical, activist, and cross-cultural perspectives to consider the process of criminalization - how certain acts come to be defined as crimes, and certain categories of people come to be considered criminals - as well as social responses to crime. This course will treat the relative concept of "crime" as a social force with special consideration on how it relates to power; legitimacy; citizenship; rights; and the social inequalities of race, class and gender. Critical exploration of these connections is applied to current challenges and ways of addressing them.

Prerequisite: CJS 101, ANT 101 or 102, or permission of instructor.

Cross-listed Courses: ANT 301, GWS 301

CJS 305. Criminological Theory. 3 Credit Hours.

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.

Prerequisites: ANT 101 or CJS 101 or SOC 101 or permission of the instructor.

CJS 321. Law, Society & Social Science. 3 Credit Hours.

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.

Prerequisites: ANT 101 or CJS 101 or PSC 101 or SOC 101 and MTH 110 or MTH 111 or STA 201 or the equivalent.

Cross-listed Courses: LGS 321, SOC 321

CJS 322. Economics of Crime and Punishment. 3 Credit Hours.

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.

Cross-listed Courses: ECO 322, SOC 322

CJS 323. Juvenile Delinquency. 3 Credit Hours.

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.

Cross-listed Courses: SOC 323

CJS 325. Poverty and Justice in the Legal System. 3 Credit Hours.

The 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.

Cross-listed Courses: SOC 325

CJS 326. Deviance. 3 Credit Hours.

This course covers major theories in the field of deviance. Students will become familiar with classical, positivist, functionalist, strain, social disorganization, social control, social learning, interactionist, critical, feminist and conflict theories. Students will also gain experience critiquing social science research and learn the fundamentals of designing social science research projects.

Prerequisite: SOC 101 or CJS 101.

Cross-listed Courses: SOC 326

CJS 335. Psychology and the Law. 3 Credit Hours.

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.

Cross-listed Courses: LGS 335, PSY 335

CJS 343. Immigration. 3 Credit Hours.

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island may be planned. Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 344, PGS 344, SOC 343

CJS 345. Conflict Resolution. 3 Credit Hours.

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.

Prerequisites: SOC 101, CJS 101, ANT 101, ANT 102, or EDU 105.

Cross-listed Courses: SOC 345

CJS 351. Victimology. 3 Credit Hours.

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 mal-treatment, 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.

Prerequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

Cross-listed Courses: SOC 351

CJS 381. Understanding Modern Terrorism. 3 Credit Hours.

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 U.S. in world affairs and the reaction from other countries regarding this involvement. The impact of these two areas on terrorist behaviors will 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 305 or CJS 323 or junior status.

CJS 390. Independent Study in Criminology. 1-3 Credit Hours.

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 & Sciences. It will be kept on file in the Dean's office.

CJS 396. Race, Gender and Justice. 3 Credit Hours.

This course critically examines major theories, research findings, policies, and controversies concerning race, gender, and crime in the context of social justice. In terms of disciplinary affirmation, the focus is on criminology theory, but with a predisposition towards ways in which questions of social justice can be viewed from a sociological perspective. The first objective of the course is to debunk the myth that there is a cast iron boundary between questions of criminal justice and social justice. Along with this objective is the need to provide students who are interested in pursuing a criminal justice career an awareness of key discourses in criminology in conjunction with a keen sense of empathy required for the maintenance of social order in an increasingly diversified universe. The second objective of the course is to explore how theoretical insights can provide the tools for making sense of the vast amount of data and information on crime and the criminal justice system especially as it relates to debates and contestation on questions of race, ethnicity, and gender. Students will get the opportunity to explore the main sources used for research. This will enable us to achieve our third objective; in what ways can our findings inform social policy in the desire to provide equal justice for all. We shall conclude our exploration by returning to our starting place: Can race, ethnicity, and gender be useful analytic categories?

CJS 397. Poverty & Social Justice in Legal System. 3 Credit Hours.

The concept of social justice is defined, in large measure, by how the legal system treats the poorest, least educated or most frail citizens, and addresses (or fails to address) their needs. Achieving a measure of social justice through the law can have a profound effect on the poor and upon society at large; some efforts at social justice can have an immediate and personal affect; other social justice efforts may not bear fruit for years or generations. 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.

CJS 398. Forensic Pathology. 3 Credit Hours.

This course is designed to introduce you to forensic science, the application of science and law. According to the American Association of Forensic Sciences, forensics is the improvement, the administration and the achievement of justice through the application of science to the process of law.

CJS 450. Advanced Seminar in Criminology. 3 Credit Hours.

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 305 or SOC 323.

CJS 451. Capstone Course in Criminology and Sociology. 3 Credit Hours.

This is the capstone course for the criminology and sociology curricula. The course provides a forum where students can demonstrate mastery of the tools acquired throughout their curricula including content knowledge and skills for conducting social science research. Students will examine topics of interest, review the scholarly literature on these topics and conduct empirical research that answers one or more questions on these topics. The final product of this course is a piece of scholarly/professional writing.

Prerequisites: CJS 101 or SOC 101, MTH 111, CJS or SOC 201, and SOC 303 or CJS 305.

Cross-listed Courses: SOC 451

CJS 490. Internship in Criminology. 1-6 Credit Hours.

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 credits to be awarded must be contracted for prior to registration.

CJS 495. Empirical Research. 3-6 Credit Hours.

A team of senior students designs and carries out an empirical research project. The actual experience of planning and doing research provides students with an opportunity to review and integrate major sectors of what they have learned in their coursework. Responsibility for planning and carrying out the project rests with the students. The instructor serves as a resource person, available to offer advice or teach what is needed to solve technical problems. It is the instructor's responsibility to see that the project can be completed with the available resources and within the time constraints of a semester. The instructor also evaluates the work of students. While a student's work load in this kind of project varies from week to week, he or she is required to budget an average of nine hours per week for independent/group/class work on the project.

CJS 496. Honors Project in Criminology. 3-6 Credit Hours.

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 Credit Hours.

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 & Sciences. The proposal will be kept on file in the Dean's office.

Sociology (SOC)

SOC 101. Introductory Sociology. 3 Credit Hours.

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. No prerequisite.

SOC 200. Career Pract & Prof Computing Soc/Crim. 3 Credit Hours.

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/criminology and action anthropology; (6) professional socialization; (7) computer literacy in research and presentation of self both in person and on the Internet; and (8) professional ethics. Cross-listed Courses: CJS 200

SOC 201. Research Methods. 3 Credit Hours.

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: ANT 101, ANT 102, SOC 101, CJS 101 or PSC 101 and MTH 111.

Cross-listed Courses: CJS 201, PSC 202

SOC 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: CJS 202, ANT 202, PGS 202, GWS 202

SOC 203. Sociology of Sport. 3 Credit Hours.

This course provides an introduction to examine sports through a sociological perspective by examining various purposes, theories, methods and ideas of the institution of sport. By a variety of course readings, critical discussions, video and assignments, students in this course are encouraged to view sports and physical activity from a sociological lens, and to form their own critical insights into established structural realities, power relations, and social forces that shape, and are shaped by the institution of sports. This course will examine a variety of important topics within the sociology of sport. (e.g. race, class, gender, sexuality, media, activism, cultural power, etc). A central foundation of the course requires students to apply a sociological imagination to their own consumption of, and participation in sports within their own lives.

SOC 220. The Criminal Justice System. 3 Credit Hours.

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 305 recommended.

Cross-listed Courses: CJS 220

SOC 225. Gangs and Criminal Community. 3 Credit Hours.

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty.

Cross-listed Courses: CJS 225, PGS 225

SOC 226. Extreme Murder. 3 Credit Hours.

This course examines the phenomenon of extreme murder. In particular, serial killers, spree killers, and mass murderers - as well as the circumstances surrounding these events - are explored. Other egregious types of offenders may also be reviewed. Throughout the duration of the course, students will learn about infamous killers as well as those who are less recognized in media and popular culture, and the impact of the crimes on persons and society. Students in this course will study copious cases and take a multidimensional approach to critically examine risk factors/causes underlying such violence. In addition to discussing offenders, victims and the context within which victims and offenders interact (the criminal event perspective) will be analyzed. Special attention will be given to sex and gender, among other variables such as race and class. Students will also explore theory and give thought to deterministic, social, cultural, and other explanations. Importantly, they will come to understand how criminological and sociological research has contributed to knowledge (e.g. through qualitative and quantitative techniques) and shaped practice (e.g. criminal profiling, risk assessment, proactive policing, victim-services, etc.).

Cross-listed Courses: CJS 226, GWS 226

SOC 231. Marriage and Families. 3 Credit Hours.

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.

Cross-listed Courses: GWS 231

SOC 232. Family Violence. 3 Credit Hours.

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.

Cross-listed Courses: CJS 232

SOC 240. Social Welfare. 3 Credit Hours.

This course will provide an historical overview of social welfare policy, both public and private, as it has evolved from medieval alms-giving to modern welfare statism. Welfare's costs and benefits, structure and relationship to other parts of society will be examined. Relevant sociological theories will be reviewed, with particular attention to the way they have been applied to problems of social welfare. The social work profession will be examined sociologically.

Cross-listed Courses: GWS 240

SOC 241. Social Inequality. 3 Credit Hours.

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, life styles, 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 CJS 101.

Fulfills Core Requirement(s): DIVERSITY (DIV).

Cross-listed Courses: GWS 241

SOC 244. Race and Ethnic Relations. 3 Credit Hours.

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 understanding of and critical thinking about race in the United States. This class will also encourage students to examine race in the U.S., 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.

Cross-listed Courses: CJS 244, GWS 244

SOC 265. Population/Demography. 3 Credit Hours.

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 301. Social Theory in Anth & Soc. 3 Credit Hours.

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 303. Social Theory in Anthro/Sociol. 3 Credit Hours.

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.

Prerequisites: SOC 201 (CJS 201/PSC 202) or ANT/GWS/PGS 200 or permission of instructor.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: ANT 303

SOC 305. Criminological Theory. 3 Credit Hours.

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.

Prerequisites: ANT 101 or CJS 101 or SOC 101 or permission of the instructor.

Cross-listed Courses: CJS 305

SOC 310. Aging and Society. 3 Credit Hours.

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 311. Sociology of Work. 3 Credit Hours.

This course focuses on issues related to work, the workplace and work life. Issues involving social relations at work, authority structures, work and social identity, equality and inequality are addressed, as are differences between professional and managerial, production and service occupations. Major controversies in the field will be discussed and debated.

Prerequisites: ANT 101, CJS 101, MGT 301, PSY 101, SOC 101 or WER 101.

SOC 321. Law, Society and Social Science. 3 Credit Hours.

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.

Prerequisites: ANT 101 or CJS 101 or PSC 101 or PSY 101 or SOC 101 and MTH 110 or MTH 111 or STA 201.

Cross-listed Courses: LGS 321, CJS 321

SOC 322. Econ of Crime & Punishment. 3 Credit Hours.

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.

Cross-listed Courses: CJS 322, ECO 322

SOC 323. Juvenile Delinquency. 3 Credit Hours.

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.

Cross-listed Courses: CJS 323

SOC 325. Poverty & Social Justice in Legal System. 3 Credit Hours.

The 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.

Cross-listed Courses: CJS 325

SOC 326. Deviance. 3 Credit Hours.

This course is a thematic introduction to sociology; it presents basic concepts and principles of sociological and criminal 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.

Prerequisite: SOC 101 or CJS 101.

Cross-listed Courses: CJS 326

SOC 327. Food and Culture. 3 Credit Hours.

Is Indian curry an acquired taste or are we born with "taste"? Is eating organic, local or vegan just a fad or a sustainable way of life? Or "are we really what we eat?" Culture and food is an interdisciplinary seminar that examines how culture shapes and interacts with food in society. Culture, religion, race, class and gender frame our experiences, relationships with and understandings of food. Students will employ a variety of theoretical perspectives to examine these relationships including social theory, feminist philosophy, and post-colonial theory. Exploring the works of Uma Narayan, Lisa Heldke, George Simmel, Appadurai, Edward Said and Pierre Bourdieu this course will also develop both a sociological and philosophical understanding of the study of food. Fulfills Core requirement(s): IDS.

SOC 335. Economics of Poverty. 3 Credit Hours.

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.

Cross-listed Courses: ECO 335

SOC 341. Hum Svc Caseload Mgt-Theory & Svc Learn. 3 Credit Hours.

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 process 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 in today's profession.

Corequisite: SOC 490.

SOC 343. Immigration. 3 Credit Hours.

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island may be planned.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 344, PGS 344, CJS 343

SOC 344. Gender and Society. 3 Credit Hours.

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.

Prerequisite: GWS 101, PSC 101 or SOC 101.

Cross-listed Courses: GWS 344

SOC 345. Conflict Resolution. 3 Credit Hours.

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.

Prerequisites: SOC 101, CJS 101, ANT 101, ANT 102, or EDU 105.

Cross-listed Courses: CJS 345

SOC 351. Victimology. 3 Credit Hours.

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 mal-treatment, 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.

Prerequisites: SOC 101, CJS 101, PSY 101 or GWS 101.

Cross-listed Courses: CJS 351

SOC 365. Death and Dying. 3 Credit Hours.

An interdisciplinary approach to understanding the process of dying and death. The course presents the findings of social science on when, where and under what conditions people die in modern society, how these situational factors have changed, and how they influence the experience of dying. It attempts a sociocultural and religious understanding of the meaning of death and bereavement, and their impact on family members and friends, as well as on society. The theological meaning of death will be treated.

SOC 365S. Death & Dying: Service Learning. 1 Credit Hour.

Service Learning experience.

SOC 369. Sociology of Religion. 3 Credit Hours.

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. Fulfills Core diversity requirement.

Cross-listed Courses: REL 369

SOC 390. Independent Study in Sociology. 1-3 Credit Hours.

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 academic dean. It will be kept on file in the academic dean's office.

SOC 396. Race, Gender and Justice. 3 Credit Hours.

This course critically examines major theories, research findings, policies, and controversies concerning race, gender, and crime in the context of social justice. In terms of disciplinary affirmation, the focus is on criminology theory, but with a predisposition towards ways in which questions of social justice can be viewed from a sociological perspective. The first objective of the course is to debunk the myth that there is a cast iron boundary between questions of criminal justices and social justice. Along with this objective is the need to provide students who are interested in pursuing a criminal justice career an awareness of key discourses in criminology in conjunction with a keen sense of empathy required for the maintenance of social order in an increasingly diversified universe. The second objective of the course is to explore how theoretical insights can provide the tools for making sense of the vast amount of data and information on crime and the criminal justice system especially as it relates to debates and contestation on questions of race, ethnicity, and gender. Students will get the opportunity to explore the main sources used for research. This will enable us to achieve our third objective; in what ways can our findings inform social policy in the desire to provide equal justice for all. We shall conclude our exploration by returning to our starting place: Can race, ethnicity, and gender be useful analytic categories?

SOC 397. Poverty & Social Justice in Legal System. 3 Credit Hours.

The concept of social justice is defined, in large measure, by how the legal system treats the poorest, least educated or most frail citizens, and addresses (or fails to address) their needs. Achieving a measure of social justice through the law can have a profound effect on the poor and upon society at large; some efforts at social justice can have an immediate and personal affect; other social justice efforts may not bear fruit for years or generations. 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.

SOC 399. Diversity in the City. 3 Credit Hours.

Special Topic: The course focuses on the cultural, ethnic, religious and class diversity of Paris' changing landscape. Students will use Bourdieu, Goffman, Marx, and Simmel and other theorists to understand diversity, culture and identity by studying the diversity of "the city." Through readings, documentaries and a weeklong trip to Paris students will use sociological theories on society and culture to study diversity in the city. In particular the minority populations of the immigrant French communities, the recent North African immigrant communities, and the Muslim communities will be examined. This class will also explore how religious (Catholic and Muslim) as well as ethnic diversity shapes current debates on French and European citizenship. This class concludes with a 11-12 day trip to Paris that will include visits to the Eiffel Tower, Notre Dame, the Arab Institute, Luxembourg Gardens, La Mosque (Paris' mosque) and Jardin des Plantes. Fulfills Core diversity requirement.

Cross-listed Courses: PGS 399

SOC 401. Soc Perspect in Social Psych. 3 Credit Hours.

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.

Prerequisites: CJS/SOC 201 and SOC 303 or CJS 305; or by permission of instructor.

SOC 402. Program Evaluation Research Methods And Policy. 3 Credit Hours.

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.

Cross-listed Courses: ACT 402, ECO 402, PSC 402

SOC 444. Gender and Global Violence. 3 Credit Hours.

This course uses sociological and feminist theory to examine gender and global violence. It will examine how race, gender, sexual orientation, globalization, war and religious affiliation impact violence against women in parts of Asia, Africa, and the Middle-East. Students will develop an understanding of gendered violence in a global context with an emphasis on policy making and cultural sensitivity.

Prerequisite: SOC 101, ANT 101, PSC 101, CJS 101 or GWS 101 or by permission of instructor.

SOC 451. Capstone Course in Criminology and Sociology. 3 Credit Hours.

This is the capstone course for the criminology and sociology curricula. The course provides a forum where students can demonstrate mastery of the tools acquired throughout their curricula including content knowledge and skills for conducting social science research. Students will examine topics of interest, review the scholarly literature on these topics and conduct empirical research that answers one or more questions on these topics. The final product of this course is a piece of scholarly/professional writing.

Prerequisites: CJS 101 or SOC 101, MTH 111, CJS or SOC 201, and SOC 303 or CJS 305.

Cross-listed Courses: CJS 451

SOC 490. Internship in Sociology. 1-6 Credit Hours.

Participation in a field learning experience closely related to one of the areas of sociology. The student intern will meet regularly with his or her supervisor in the agency and/or will report as required to the faculty member assigned to supervise the field experience. Students are expected to apply what they have learned in the academic program to the field experience. An evaluation of the field experience will also be required. The internship and placement must be approved by the instructor. Three hours of field work per week are required to generate one credit hour. The number of credit hours to be awarded must be contracted for prior to registration. Prerequisite: Junior status and permission of the instructor.

Prerequisite: CJS/SOC 201 and SOC 303; or permission of instructor.

SOC 495. Empirical Research. 3-6 Credit Hours.

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 Credit Hours.

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 Credit Hours.

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 academic dean. The proposal will be kept on file in the academic dean's office.

Sociology Major (B.A.)

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.

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.

Each of the program'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

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1

DIV Diversity (p. 43)	0
Total Credit Hours	52

¹ Some Core requirements may be fulfilled by major requirements.

Concentration in Human Services

Students must also complete Core requirements (p. 95).

Major Requirements

SOC 101	Introductory Sociology	3
SOC 201	Research Methods	3
SOC 240	Social Welfare	3
SOC 303	Social Theory in Anthro/Sociol	3
SOC 341	Hum Svc Caseload Mgt-Theory & Svc Learn	3
SOC 402	Program Evaluation Research Methods And Policy	3

SOC 450		3
SOC 490	Internship in Sociology	1-6
Sociology or Anthropology Electives		6
Select three of the following concentration electives:		9

ANT 101	Introduction to Anthropology	
ANT 102	World Cultures	
ANT 200	Cultural Myths and Cultural Realities	
SOC 231	Marriage and Families	
SOC 232	Family Violence	
SOC 241	Social Inequality	
SOC 265	Population/Demography	
SOC 310	Aging and Society	
SOC 311	Sociology of Work	
SOC 335	Economics of Poverty	
SOC 344	Gender and Society	
SOC 401	Soc Perspect in Social Psych	

Major Support Requirements

PSY 101	Introductory Psychology	3
Language other than English ^{1,2}		6
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Select two of the following concentration electives:		6
ECO 113	Principles of Microeconomics	
ECO 114	Principles of Macroeconomics	
PSC 331	Introduction to Public Administration	
PSC 332	Public Policy	
Free Electives		24
Total Credit Hours		80-85

¹ Must be taken in same language.

² Students in this concentration are strongly encouraged to pursue foreign language training in Spanish.

Concentration in Research and Theory

Students must also complete Core requirements (p. 95).

Major Requirements

SOC 101	Introductory Sociology	3
---------	------------------------	---

SOC 201	Research Methods	3
SOC 303	Social Theory in Anthro/Sociol	3
SOC 402	Program Evaluation Research Methods And Policy	3

SOC 450		3
Sociology or Anthropology Electives		12
Three Cognate Social Science Electives ¹		9
SOC 495	Empirical Research	3-6
or SOC 499	Research in Sociology	
Select two of the following concentration electives:		6
SOC 241	Social Inequality	
SOC 265	Population/Demography	
SOC 390	Independent Study in Sociology	
SOC 401	Soc Perspect in Social Psych	

Major Support Requirements

MTH 111	Introduction to Statistics I (with Computer Lab)	4
Language other than English ^{2,3}		6
Free Electives		27
Total Credit Hours		82-85

¹ Cognate social sciences are economics, political science and psychology. History is included for the anthropology concentration only.

² Must be taken in same language.

³ Students in this concentration are strongly encouraged to pursue foreign language training in Spanish.

Concentration in Criminology

Students must also complete Core requirements (p. 95).

Major Requirements

SOC 101	Introductory Sociology	3
SOC 201	Research Methods	3
SOC 220	The Criminal Justice System	3
SOC 303	Social Theory in Anthro/Sociol	3
SOC 305	Criminological Theory	3
SOC 321	Law, Society and Social Science	3
SOC 323	Juvenile Delinquency	3
SOC 326	Deviance	3
SOC 402	Program Evaluation Research Methods And Policy	3
SOC 450		3
SOC 490	Internship in Sociology (or alternative as approved by department chair)	1-6

Select three of the following concentration electives: 9

ANT 101	Introduction to Anthropology	
ANT 102	World Cultures	
ANT 200	Cultural Myths and Cultural Realities	
SOC 241	Social Inequality	
SOC 311	Sociology of Work	
SOC 344	Gender and Society	

Major Support Requirements

MTH 111	Introduction to Statistics I (with Computer Lab)	4
Foreign Language		6
Select two of the following concentration electives:		6
PSC 243	Law and Politics	
PSC 331	Introduction to Public Administration	
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	
SOC 231	Marriage and Families	
SOC 232	Family Violence	
SOC 240	Social Welfare	
SOC 311	Sociology of Work	
SOC 341	Hum Svc Caseload Mgt-Theory & Svc Learn	
Sociology or Anthropology Electives		3
Free Electives		21
Total Credit Hours		80-85

Concentration in Sociology for Dual Childhood and Special Education

Students must also complete Core requirements (p. 95).

Major Requirements

SOC 101	Introductory Sociology	3
SOC 201	Research Methods	3
SOC 303	Social Theory in Anthro/Sociol	3
SOC 450		3
Select one of the following concentration electives:		3
SOC 345	Conflict Resolution	
SOC 490	Internship in Sociology	
SOC 495	Empirical Research	
Select three of the following:		9
SOC 240	Social Welfare	
SOC 231	Marriage and Families	
SOC 232	Family Violence	
SOC 241	Social Inequality	
SOC 311	Sociology of Work	
SOC 323	Juvenile Delinquency	
SOC 341	Hum Svc Caseload Mgt-Theory & Svc Learn	
SOC 401	Soc Perspect in Social Psych	
SOC 402	Program Evaluation Research Methods And Policy	
Select two of the following concentration electives:		6
ANT 101	Introduction to Anthropology	
ANT 102	World Cultures	
ANT 200	Cultural Myths and Cultural Realities	
ANT 213	People&Cultures Southeast Asia	
ANT 300	Anthropological Linguistics	
ANT 315	Biblical Archaeology	
SOC 241	Social Inequality	
SOC 344	Gender and Society	
Major Support Requirements		
MTH 111	Introduction to Statistics I (with Computer Lab)	4

Language other than English		6
Select one of the following:		3
ECO 113	Principles of Microeconomics	
ECO 114	Principles of Macroeconomics	
HST 211	American History Survey I	
HST 212	American History Survey II	
HST 321	American Revolution and Early Republic 1763-1800	
HST 322	Antebellum America, 1800-1848	
HST 323	Civil War and Reconstruction	
HST 361	Russian History	
HST 401	Seminar: African-America to 1877	
HST 406	Seminar: Modern East Asia	
PSY 101	Introductory Psychology	
PSC 101	American National Politics	
PSC 353	Government and the Mass Media	
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	

Education Requirements:

EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 205	Childhood Learning and Special Needs	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Total Credit Hours		79

Concentration in Anthropology

Student must also complete Core requirements (p. 95).

Major Requirements

ANT 101	Introduction to Anthropology	3
ANT 200	Cultural Myths and Cultural Realities	3
ANT 213	People&Cultures Southeast Asia	3
ANT 300	Anthropological Linguistics	3
or ANT 315	Biblical Archaeology	
SOC 101	Introductory Sociology	3
SOC 201	Research Methods	3
SOC 303	Social Theory in Anthro/Sociol	3
SOC 450		3
or ANT 450	Senior Seminar	
Sociology or Anthropology electives		6
Major Support Requirements		
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Language other than English ¹		6

Three additional courses of the following (Relevant philosophy courses will be considered in consultation with the Anthropology Program Director):	9
Cognate Social Sciences ²	
Foreign Language ³	
Total Credit Hours	49

¹ Must be taken in same language.

² Cognate social sciences are economics, political science and psychology. History is included for the anthropology concentration only.

³ If a second language is started, six or more credits are required. The requirement for a continued language is three or more credits.

With permission of the chair, other ECO or PSC courses may be substituted.

Typical Program for Human Services Concentration

Course	Title	Credit Hour
Freshman Year		
First Semester		
SOC 101 or ANT 101	Introductory Sociology or Introduction to Anthropology	3
WRT 101	Critical Writing	3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
Conc. Elective		3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 111	World Civilization II	3
ANT 101 or SOC 101	Introduction to Anthropology or Introductory Sociology	3
Credit Hours		15
Sophomore Year		
First Semester		
MTH 111	Introduction to Statistics I (with Computer Lab)	4
ENG 210	Major Authors	3
Theology (p. 43)		3
Conc. or Free Elective		3
SOC 240	Social Welfare	3
Credit Hours		16
Second Semester		
Natural Science (p. 43)		3
SOC 201	Research Methods	3
PHL 210	Moral Philosophy	3
PSY 101	Introductory Psychology	3
Free Elective		3
Credit Hours		15

Junior Year

First Semester

SOC 303	Social Theory in Anthro/Sociol	3
ENG 310	Literature and Culture	3
Conc. Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester

Conc. Elective		3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Conc. or Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		16

Senior Year

First Semester

SOC 490	Internship in Sociology ¹	3
Religion (p. 43)		3
SOC 341	Hum Svc Caseload Mgt-Theory & Svc Learn	3
SOC 450		3
Free Elective		3
Credit Hours		15

Second Semester

SOC 402	Program Evaluation Research Methods And Policy	3
COR 400	Senior Studies: Transformations	3
SOC 450		3
Free Elective		3
Free Elective		3
Credit Hours		15
Total Credit Hours		122

¹ Or alternative as approved by department chair

Typical Program for Concentration in Research and Theory

Course	Title	Credit Hour
Freshman Year		
First Semester		
SOC 101 or ANT 101	Introductory Sociology or Introduction to Anthropology	3
WRT 101	Critical Writing	3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
Conc. Elective		3

EAC Encountering Another Culture/Language (p. 43)	3
HST 111 World Civilization II	3
ANT 101 Introduction to Anthropology or SOC 101 or Introductory Sociology	3
Credit Hours	15

Sophomore Year

First Semester

MTH 111 Introduction to Statistics I (with Computer Lab)	4
ENG 210 Major Authors	3
Theology (p. 43)	3
Conc. or Free Elective	3
Free Elective	3
Credit Hours	16

Second Semester

SOC 201 Research Methods	3
PHL 210 Moral Philosophy	3
Natural Science (p. 43)	3
Conc. or Free Elective	3
Free Elective	3
Credit Hours	15

Junior Year

First Semester

SOC 303 Social Theory in Anthro/Sociol	3
ENG 310 Literature and Culture	3
Conc. or Free Elective	3
Free Elective	3
Free Elective	3
Credit Hours	15

Second Semester

Conc. or Free Elective	3
IDS Interdisciplinary Studies (p. 43)	3
VPA Visual & Performing Arts (p. 43)	1
Free Elective	3
Free Elective	3
Free Elective	3
Credit Hours	16

Senior Year

First Semester

Religion (p. 43)	3
Select one of the following:	3
SOC 450	
SOC 495-499	
Conc. or Free Elective	3
Free Elective	3
Free Elective	3
Credit Hours	15

Second Semester

COR 400 Senior Studies: Transformations	3
SOC 495 Empirical Research or SOC 499 or Research in Sociology	3
Conc. or Free Elective	3

Free Elective	3
Free Elective	3
Credit Hours	15
Total Credit Hours	122

- ¹ SOC group = two of SOC 241 Social Inequality, SOC 265 Population/Demography, SOC 390 Independent Study in Sociology, SOC 401 Soc Perspective in Social Psych
- ² Cognate Social Science group = any ANT, CJS, ECO, EDU, PSC, PSY

Typical Program for Concentration in Criminology

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
HST 110	World Civilization I	3
ANT 101	Introduction to Anthropology or SOC 101 or Introductory Sociology	3
Credit Hours		15

Second Semester

PHL 110	Introduction to Philosophy	3
ANT 101	Introduction to Anthropology or SOC 101 or Introductory Sociology	3
EAC Encountering Another Culture/Language (p. 43)		3
HST 111	World Civilization II	3
Conc. or Free Elective		3
Credit Hours		15

Sophomore Year

First Semester

ENG 210	Major Authors	3
Theology (p. 43)		3
SOC 305	Criminological Theory	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Conc. or Free Elective		3
Credit Hours		16

Second Semester

SOC 201	Research Methods	3
PHL 210	Moral Philosophy	3
Natural Science (p. 43)		3-4
SOC 220	The Criminal Justice System	3
Conc. or Free Elective		3
Credit Hours		15-16

Junior Year

First Semester

SOC 303	Social Theory in Anthro/Sociol	3
ENG 310	Literature and Culture	3
SOC 321	Law, Society and Social Science	3
Conc. or Free Elective		3

Free Elective		3
Credit Hours		15
Second Semester		
SOC 323	Juvenile Delinquency	3
SOC 326	Deviance	3
Free Elective		3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Conc. or Free Elective		3
Credit Hours		16
Senior Year		
First Semester		
SOC 490	Internship in Sociology ¹	1-6
SOC 450		3
Religion (p. 43)		3
Conc. or Free Elective		3
Free Elective		3
Credit Hours		13-18
Second Semester		
SOC/ANT group ²		3
COR 400	Senior Studies: Transformations	3
Select one of the following:		3
SOC 450		
Conc. Elective		
SOC 402	Program Evaluation Research Methods And Policy	3
Conc. or Free Elective		3
Free Elective		3
Credit Hours		18
Total Credit Hours		123-129

¹ Or alternative approved by department chair
² SOC/ANT group. Three of the following: ANT 101 Introduction to Anthropology, ANT 200 Cultural Myths and Cultural Realities, SOC 241 Social Inequality, SOC 344 Gender and Society.
³ Cognate Social Science group. Two of the following: HST 316 History of American Law, PSC 243 Law and Politics, PSC 331 Introduction to Public Administration, PSC 451 American Constitutional Law I, PSC 452 American Constitutional Law II, SOC 231 Marriage and Families, SOC 232 Family Violence, SOC 240 Social Welfare, SOC 341 Hum Svc Caseload Mgt-Theory & Svc Learn.

Typical Program for Concentration in Sociology for Dual Childhood and Special Education

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
EDU 105	Teaching in a Diverse Society	3

HST 110	World Civilization I	3
Credit Hours		15
Second Semester		
SOC 101	Introductory Sociology	3
EAC Encountering Another Culture/Language (p. 43)		3
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
EDU 150	Contemporary Perspectives on Special Ed	3
Credit Hours		15
Sophomore Year		
First Semester		
EDU 205	Childhood Learning and Special Needs	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
ENG 210	Major Authors	3
Theology (p. 43)		3
ANT 101	Introduction to Anthropology (or Conc. Elective)	3
Credit Hours		16
Second Semester		
SOC 101	Introductory Sociology	3
PHL 210	Moral Philosophy	3
Natural Science (p. 43)		3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
Conc. Elective		3
Credit Hours		15
Junior Year		
First Semester		
ENG 310	Literature and Culture	3
ENG 305	Eng Lit Survey I: thru Milton	3
EDU 315	Plan, Assessing, Managing Inclusive Clsrm	3
SOC 303	Social Theory in Anthro/Sociol	3
Conc. Elective		3
Credit Hours		15
Second Semester		
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 376	Managing Environ for Stu W/ Disabilities	3
Conc. Elective		3
Credit Hours		16
Senior Year		
First Semester		
Select one of the following:		0
EDU 120	Child Abuse Workshop/SAVE Violence Prev	
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6

EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Credit Hours		15
Second Semester		
SOC 450		3
COR 400	Senior Studies: Transformations	3
Conc. Elective		3
Conc. Elective		3
Religion (p. 43)		3
Credit Hours		15
Total Credit Hours		122

Typical Program for Concentration in Anthropology

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC	Encountering Another Culture/Language (p. 43)	3
SOC 101 or ANT 101	Introductory Sociology or Introduction to Anthropology	3
HST 110	World Civilization I	3
Credit Hours		15
Second Semester		
ANT 101 or SOC 101	Introduction to Anthropology or Introductory Sociology	3
PHL 110	Introduction to Philosophy	3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 111	World Civilization II	3
Conc. or Free Elective		3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Theology (p. 43)		3
ANT 200	Cultural Myths and Cultural Realities	3
SOC 201	Research Methods	3
Credit Hours		16
Second Semester		
PHL 210	Moral Philosophy	3
SOC 201	Research Methods	3
Natural Science (p. 43)		3
ANT 300 or ANT 213	Anthropological Linguistics or PeopleCultures Southeast Asia	3
Conc. or Free Elective		3
Credit Hours		15

Junior Year		
First Semester		
SOC 303 or ANT 303	Social Theory in Anthro/Sociol or Social Theory in Anthro/Sociol	3
ENG 310	Literature and Culture	3
Conc. or Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester		
Conc. or Free Elective		3
IDS	Interdisciplinary Studies (p. 43)	3
VPA	Visual & Performing Arts (p. 43)	1
ANT 300 or ANT 213	Anthropological Linguistics or PeopleCultures Southeast Asia	3
Conc. or Free Elective		3
Free Elective		3
Credit Hours		16

Senior Year		
First Semester		
Religion (p. 43)		3
SOC 450		3
Conc. or Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester		
COR 400	Senior Studies: Transformations	3
SOC 450		3
Conc. or Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Total Credit Hours		122

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 SOC 101 Introductory Sociology. At least nine of the 15 credit hours must be at the upper level.

Students who seek a minor in sociology should contact the department chair as early in their career at Le Moyne as possible and prior to their enrolling in any upper-level sociology course.

Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students

will complete a bachelor's degree in psychology and then directly enter the Master of Science Program in Occupational Therapy at Le Moyne College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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
4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne

College; these students would then have the opportunity to apply to the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.

- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master's program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits
- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women's studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits
- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Code	Title	Credit Hours
Core Curriculum (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3

Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements²	
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 220 Human Life Span Development ³	3
PSY 280 Abnormal/Normal Psychology	3
PSY 330 Cross-Cultural Psychology	3
PSY 340 Brain and Behavior	3
PSY SEM 400 ⁴	3
PSY Electives ⁵	9
Major Support Requirements	
MTH 110 Introduction to Statistics I (no Computer Lab)	3
MTH 112 Introduction to Statistics II	3
BSC 201 Human Anatomy & Physiology I	4
BSC 202 Human Anatomy & Physiology II	4
Electives	
Natural Science Elective (BIO,BSC,CHM, or PHY)	4
Science Electives (BIO,BSC,CHM,PSY,MTH,CSC, or MIS)	3
Free Electives (21 credits or more until total credits are at least 120 required to graduate) ⁶	21
Total Credit Hours	120

¹ Some Core requirements may or will be fulfilled by the B.S. major and major support courses.

² At least 12 credits of psychology electives must be classroom rather than experiential courses. At least one must be chosen from the following group: PSY 401-449 or PSY 499(SEM 400). At least half of the major requirements must be taken at Le Moyne College. To graduate with a B.S., a student must achieve a 2.0 GPA or higher and have at least 120 total credits. Acceptance into the OT program requires a minimum of 3.0 GPA along with additional application requirements.

³ PSY 220 may be replaced with PSY 215 and PSY 320.

⁴ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology. PSY 448 Clinical Neuropsychology is recommended to fulfill the PSY SEM 400 requirement.

⁵ PSY 250 Cognition is recommended.

⁶ This must include a Medical Terminology course for at least 1 credit.

Criminology Major (B.A.)

Criminology is the scientific study of crime and its causes. The major in criminology 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.

Criminology Major (B.A.)

The following courses are required regardless of concentration.

Core Requirements (p. 43)¹	
COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I	6
& HST 111 and World Civilization II	
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements	
CJS 101 Introduction to Criminology	3
CJS 201 Research Methods	3
CJS 220 The Criminal Justice System	3
CJS 305 Criminological Theory	3
CJS 451 Capstone Course in Criminology and Sociology	3
Major Support Requirements	
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Language (through 104, at least one class to be taken in the same language at Le Moyne) ²	
Electives	
Select a total of 10 classes with 9 from lists 1 and 2, chosen with at least 3 from each.	30
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Students must complete two semesters of intermediate-level courses or demonstrate equivalent proficiency. Four three-credit course slots are reserved for students to meet this requirement but those able to begin language study above the 101 level will be able to complete the requirement with fewer courses. All students will be required to take at least one course regardless of the level at which they begin. Students interested in federal law enforcement or counter-terrorism should strongly consider taking Arabic to meet their language requirement. Students unsure of their career interest may want to consider delaying language courses until their sophomore year. Upon completing their foreign language course work in Spanish or French, students are encouraged to consult with their advisors on the benefits of taking the nationally recognized Oral Proficiency Interview (OPI), which is administered by the foreign languages department. Students who choose to take ASL 330 American Sign Language I, ASL 331 American Sign Language(ASL)II and ASL 332 American Sign Language III to meet this requirement will also be required to take ANT 300 Anthropological Linguistics/FLL 301 Anthropological Linguistics/PGS 300 Anthropological Linguistics as their fourth course.

Electives

List 1 - Human Services/Law Enforcement

CJS 232	Family Violence	3
SOC 240	Social Welfare	3
SOC 241	Social Inequality	3
CJS 244	Race and Ethnic Relations	3
CJS 323	Juvenile Delinquency	3
CJS 326	Deviance	3
CJS 335	Psychology and the Law	3
SOC 344	Gender and Society	3
CJS 345	Conflict Resolution	3
CJS 351	Victimology	3

List 2 - Analytical/Cultural/Policy

ANT 223	Global Crime	3
CJS 225	Gangs and Criminal Community	3
CJS 301	Crime&Punishment Comparative Perspectiv	3
ANT 303	Social Theory in Anthro/Sociol	3
CJS 321	Law,Society & Social Science	3
CJS 322	Economics of Crime and Punishment	3
CJS 343	Immigration	3
CJS 381	Understanding Modern Terrorism	3
SOC 402	Program Evaluation Research Methods And Policy	3
SOC 444	Gender and Global Violence	3

Other CJS electives that can be counted toward the 10 total:

CJS 390	Independent Study in Criminology	1-3
CJS 490	Internship in Criminology	1-6
CJS 495	Empirical Research	3-6
CJS 496	Honors Project in Criminology	3-6
CJS 499	Research in Criminology	3-6

List 3 - Each student must choose any two classes from this list:

ANT 213	People&Cultures Southeast Asia	3
ANT 300	Anthropological Linguistics	3
HST 316	History of American Law	3
HST 350	State and Faith in the Middle East	3
HST 379	Modern Middle East History 1792- Present	3
HST 388	Coca, Culture & Politics in Latin Amer	3
HST 406	Seminar: Modern East Asia	3
HST 417	Seminar: African History	3
PSC 207	Power and Justice	3
PSC 301	The U.S. Supreme Court	3
PSC 332	Public Policy	3
PSC 362	International Law	3
PSC 451	American Constitutional Law I	3
PSC 452	American Constitutional Law II	3
PSY 220	Human Life Span Development	3
PSY 280	Abnormal/Normal Psychology	3

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

WRT 101	Critical Writing	3
EAC Encountering Another Culture/Language (p. 43)		3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
CJS 101	Introduction to Criminology	3

Credit Hours	15
--------------	----

Second Semester

PHL 110	Introduction to Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
HST 111	World Civilization II	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4

Science	3
---------	---

Credit Hours	16
--------------	----

Sophomore Year

First Semester

ENG 210	Major Authors Language	3
Theology (p. 43)		3
CJS 201	Research Methods	3
Major Elective		3

Credit Hours	15
--------------	----

Second Semester

PHL 210	Moral Philosophy Language	3
CJS 220	The Criminal Justice System	3
Major Elective		3
Major Elective		3

Credit Hours	15
--------------	----

Junior Year

First Semester

ENG 310	Literature and Culture	3
---------	------------------------	---

CJS 305	Criminological Theory	3
Major Elective		3
Major Elective		3
DIV Diversity or Free Elective (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		16

Second Semester

IDS Interdisciplinary Studies (p. 43)		3
Major Elective		3
Major Elective		3
Major Elective		3
DIV Diversity or Free Elective (p. 43)		3
Credit Hours		15

Senior Year

First Semester

Select one of the following:		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	
Major Elective		3
Major Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester

Select one of the following:		3
COR 400	Senior Studies: Transformations	
Religion (p. 43)		
Major Elective		3
Major Elective		3
Free Elective		3
CJS 451	Capstone Course in Criminology and Sociology	3
Credit Hours		15
Total Credit Hours		122

Criminology 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.

Minor Requirements

CJS 101	Introduction to Criminology	3
CJS 305	Criminological Theory	3
Select any three of the following courses: ¹		9
CJS 201	Research Methods	
CJS 202	Gender and Crime	

CJS 220	The Criminal Justice System	
CJS 226	Extreme Murder	
CJS 232	Family Violence	
CJS 301	Crime&Punishment Comparative Perspectiv	
CJS 321	Law,Society & Social Science	
CJS 322	Economics of Crime and Punishment	
CJS 323	Juvenile Delinquency	
CJS 326	Deviance	
CJS 335	Psychology and the Law	
CJS 345	Conflict Resolution	
CJS 351	Victimology	
CJS 381	Understanding Modern Terrorism	
Total Credit Hours		15

¹ Note: other CJS-related courses may count toward the minor, but are subject to Department approval.

Anthropology Minor

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.

Anthropology Minor

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:

Minor Requirements

ANT 101	Introduction to Anthropology	3
Select one course in an anthropological sub-field other than socio-cultural:		3
ANT 300	Anthropological Linguistics or ANT 315 Biblical Archaeology	
ANT 213	People&Cultures Southeast Asia	3
Select two other anthropology courses, ANT 303 highly recommended		6
Total Credit Hours		15

NOTE: A student majoring in sociology who chooses to minor in anthropology must complete the anthropology minor requirements separately from the sociology major requirements with the exception of ANT 303 Social Theory in Anthro/Sociol (SOC 303 Social Theory in Anthro/Sociol), which may be counted toward the major in sociology and the minor in anthropology.

Biological and Environmental Sciences

Chair: Beth F. Mitchell

Program Director: Lawrence H. Tanner (of Environmental Science Systems Environmental Studies)

Professor: Beth F. Mitchell, Lawrence H. Tanner

Associate Professor: Lara R. DeRuisseau, Devon B. Keeney, Hilary A. McManus, Beth B. Pritts, Sherilyn G.F. Smith, Patrick Yurco

Assistant Professor: Daniel P. Kane, Emily D. Ledgerwood, Jason D. Luscier, Cinnamon M. Pace

Professor of Practice: Chad A. Corcoran, Blair Page

Adjunct Faculty: Sheena Britton, Kristin Brown, Veronica Budelmann, Suzanne DeTore-Wilsey, Gary Hoole, Molly Letsch, Donald McCrimmon, Mariane McLaughlin, Teresa Powrozek, Wendy Scherer

Lab Coordinator: Geogene Carson, Joseph Perrotta

Professor Emeritus: Garritt J. Lugthart Jr., Andrew Szebenyi, S.J.

Biological Sciences

The Department of Biological and Environmental Sciences offers B.A. and B.S. degree programs in biological sciences and B.S. degrees in environmental science systems and environmental studies. Students interested in graduate study in biology; in medical, dental or veterinary training; or in forensics should choose one of the B.S. programs in biological sciences with two or more years of chemistry. Those interested in a B.A. in Biological Sciences 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 B.A. program offers an optional concentration in biological education for students interested in teaching biological content to K-12 students. Students interested in environmental science should consider the multidisciplinary or systems approach to global environmental problems offered through the B.A. or B.S. in Environmental Science Systems. Students interested in social, economic or policy aspects of the environment should consider the interdisciplinary major in environmental studies (see Interdisciplinary

Programs (p. 54) section of this catalog). In addition, minors in biological sciences, environmental science systems and environmental studies are available. Students interested in a major in biochemistry, can find it in the Interdisciplinary Programs (p. 46) section of the catalog.

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. Through an articulation with Syracuse University's College of Engineering, students can also pursue a five-year program leading to either a B.A. in Biological Sciences and M.S. Bioengineering (see G (p. 78)raduate Program Pathways (p. 78)). Students interested in this option should choose one of the pre-engineering concentrations. An additional articulation with Syracuse University allows qualified students to apply for a five-year program leading to a B.S. in biological sciences and an M.S. in forensic science or biomedical forensic sciences. For more information see the G (p. 78)raduate Program Pathways (p. 78) section of this catalog.

All students are encouraged to conduct research with faculty members.

College policy requires students to achieve a minimum GPA of 2.0 in their major in order to graduate. To help ensure that students can graduate on time, the department of biological and environmental sciences policy states that if students have not achieved a major (biological sciences or environmental sciences) GPA of at least 2.0 after taking 12 credits of Le Moyne BIO or ESS courses (3 lab courses), they will have one semester to raise their GPA to above 2.0. If a student does not achieve a minimum of 2.0 in the major at the end of that semester, he or she will need to petition the department in order to remain a biological or environmental sciences major.

Environmental Science Systems

The Environmental Science Systems 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. Students interested in learning about the Bachelor of Science in Environmental Studies should visit the page on Interdisciplinary Programs (p. 54).

College policy requires students to achieve a minimum GPA of 2.0 in their major in order to graduate. To help ensure that students can graduate on time, the department of biological and environmental sciences policy states that if students have not achieved a major (biological sciences or environmental sciences) GPA of at least 2.0 after taking 12 credits of Le Moyne BIO or ESS courses (3 lab courses), they will have one semester to raise their GPA to above 2.0. If a student does not achieve a minimum of 2.0 in the major at the end of that semester, he or she will need to petition the department in order to remain a biological or environmental sciences major.

Student Learning Outcomes in Biology

Students who graduate from this program will be able to:

Disciplinary knowledge

Demonstrate disciplinary knowledge at the different levels of biological organization.

Search Scientific Literature

Search and evaluate the scientific literature in order to identify acceptable sources.

Analyze and Interpret the Scientific Literature

Critically read the scientific literature in order to evaluate the scientific process.

Communicate

Effectively communicate scientific information.

Scientific process

Apply the scientific process through observation, experimentation, and hypothesis testing.

Human activities

Articulate the biological consequences associated with human activities.

Student Learning Outcomes in Environmental Science Systems

Students who graduate from this program will be able to:

Physical environment

Demonstrate an understanding of how Earth's biological communities (ecological systems) are controlled by the physical environment.

Diversity

Demonstrate knowledge of the diversity of biological communities and their evolution and distribution on Earth.

Scientific process

Apply the scientific process to the study of environmental problems through the design and execution of research.

Origin and exploitation

Demonstrate an understanding of the origin of natural resources and the environmental and societal consequences of their exploitation.

- Biological Sciences Major (B.S.) (p. 117)
- Biological Sciences Major (B.A.) (p. 119)
 - B.A. in Biology with a Concentration in Pre-Engineering (p. 119)
- Biology Minor (p. 126)
- Environmental Science Systems Major (B.A.) (p. 126)
- Environmental Science Systems Major (B.S.) (p. 127)
 - Environmental Science Systems (B.S.) with a Concentration in Pre-Engineering (p. 128)
- Environmental Science Systems Minor (p. 130)
- Environmental Studies Major (B.S.) (p. 54)
- Environmental Studies Minor (p. 56)
- Forensic Sciences (p. 130)

Biology (BIO)

BIO 191. General Biology I. 4 Credit Hours.

This course introduces fundamental unifying principles of biology. Topics include the scientific method, biological chemistry, cell structure and function, membranes, energetics, cellular regulation and control, genetics, cell division and evolution. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 192. General Biology II. 4 Credit Hours.

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 classification/diversity; basic characteristics of all kingdoms of life; plant and animal development, form and physiology; ecology and population biology. Three hours lecture and three hours laboratory per week. Dissection required. Carries biology major credit.

Prerequisite: BIO 191 or permission.

BIO 218. Cell and Molecular Biology. 4 Credit Hours.

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. Three hours lecture and three and a half hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191 and BIO 192; CHM 151 and CHM 152 recommended.

BIO 225. The Poisoning of a Planet. 3 Credit Hours.

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. Carries biology major credit.

Prerequisites: BIO 191 and BIO 192.

BIO 230. General Ecology. 4 Credit Hours.

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. Carries biology major credit.

Prerequisites: BIO 191 and BIO 192.

BIO 237. Ecology of the Galapagos. 3 Credit Hours.

This course allows students to study, in both classroom and field settings, the delicate balance between geological, biological, climatologic and anthropogenic processes in shaping ecological environments, with specific focus on the biogeography of tropical islands. The Galapagos Archipelago is a singular locale where the fragile nature of the environment, the processes that shape it, and the unique nature of its inhabitants are readily observed. Additionally, the historic significance of this locale in the development of one of the foundational theories of modern science will be explored fully. Additional expense for required travel component.

Prerequisite: BIO 191 and BIO 192.

Cross-listed Courses: ESS 237

BIO 245. Evolution. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191 and BIO 192.

BIO 255. Animal Locomotion. 3 Credit Hours.

This course introduces the study of animal locomotion, one of the primary ways in which animals interact with their environment. Studying locomotion, and how it is influenced by both organismal and environmental factors, is a powerful way to gain insight into the relationships among morphology, physiology, evolutionary history, and habitat. Throughout the course we will examine the myriad and diverse ways that animals move on our planet. In addition, content will range from understanding how body structures, such as muscles, are important in generating movement to the physical principles that enable and constrain locomotion on land, air, and water. Lastly, we will also focus on the evolution of different locomotor patterns. The class is structured such that we will explore topics surrounding animal locomotion via content lectures, student led journal article discussions, and minilab activities. Participation is a crucial aspect of this course.

Prerequisites: BIO 191 and BIO 192.

BIO 265. Introduction to Geographic Information Systems. 4 Credit Hours.

This lab-based course introduces students to Geographic Information Systems (GIS), a system of integrated hardware, software and data-capture tools for the manipulation, modeling, analysis and display of geographic information. This course provides an introduction and practical experience with industry-standard software through three hours of lecture and a three-hour laboratory session each week. Carries BIO and ESS major credit.

Prerequisite: BIO 191.

Cross-listed Courses: ESS 265

BIO 270. Animal Behavior. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisite: BIO 191, BIO 192 AND CHM 152.

Cross-listed Courses: PSY 303

BIO 310. Field Ornithology. 4 Credit Hours.

This course will cover basic bird physiology, ecology, and conservation biology with a strong emphasis on field ecology. Students will be required to actively engage in bird identification, behavioral observation, and field data collection. This course will provide students with an extensive field experience aimed at broadening their view of the biological world around them. A major component to this course will be a Spring Break experience in southern Texas. Attaining experience in different ecoregions supplies students with a valuable perspective for thinking more broadly about biology. Additional expenses-travel expenses round-trip to McAllen, TX. Students must meet with the instructor before registration. Prerequisite(s): BIO 191 BIO 192.

Cross-listed Courses: ESS 310

BIO 315. Biology in Practice:Lab & Field Approac. 3 Credit Hours.

Aimed at providing students, especially those who are planning to teach, with additional laboratory field experience, this course explores empirical techniques currently used in a variety of biological subdisciplines. Formulation and testing of hypothesis, 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 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.

Prerequisites: BIO 191, BIO 192, BIO 218.

BIO 320. Genetics. 4 Credit Hours.

This course will teach students the fundamental concepts underlying the field of genetics and introduce them to the increasing role that genetics plays in society. Lectures and labs will cover principles of both classical and molecular genetics. Topics covered include inheritance, gene expression, population genetics, and biotechnology. Three hours lecture and three hours laboratory weekly. Carries biology major credit.

Prerequisite: BIO 218.

BIO 321. Developmental Biology. 4 Credit Hours.

This course will study embryogenesis (fertilization to birth) as well as development during later stages of life. We will examine the cellular, genetic, and molecular aspects of these processes in a number of different species. This information will be supplemented with the experimental data that led to these discoveries. The laboratory portion of this course will involve students designing and carrying out their own experiments. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisite: BIO 218.

BIO 322. Histology. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191, BIO 192, BIO 218.

BIO 325. Microbiology. 4 Credit Hours.

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. CHM 223 and CHM 224 recommended. Three hours lecture and four hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191 BIO 192, BIO 218.

BIO 327. Botany - The Biology of Plants. 4 Credit Hours.

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 and BIO 192, CHM 151 and CHM 152. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 330. Tropical Marine Biology. 4 Credit Hours.

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

Prerequisite: BIO 191 BIO 192 and permission of the instructor.

BIO 331. Anatomy and Physiology I. 4 Credit Hours.

Biology majors will study mammalian anatomy and physiology at a level appropriate for those interested in attending graduate programs in the health professions. This course is the first in a two-semester sequence. Following an overview of terminology and tissues, the skeletal, muscular, nervous, endocrine and integumentary systems will be covered. A mammal such as the cat, rabbit, or mink will serve as the primary whole-animal dissection in the laboratory; lab activities will integrate anatomy and physiology. Dissection required. Three hours of lecture and three hours of laboratory per week. Carries biology major credit. Students may take either BIO 431 or BIO 331-BIO 332, but not both. Depending on the course instructor, the class format may be primarily traditional lectures OR may incorporate the significant use of a Learning Management System, e-lectures, case studies, and discussion. Students should consult the department chair regarding the lecture format prior to registering for this course. Pre-requisites: BIO 191 and BIO 192, CHM 151 and CHM 152, BIO 218 or permission of the instructor. Fulfills: Organismal group requirement.

BIO 332. Anatomy and Physiology II. 4 Credit Hours.

This course is a continuation of BIO 331 in which biology majors will continue their study of mammalian anatomy and physiology. Systems covered include the circulatory, immune, respiratory, digestive, urinary, and reproductive. The cat is the primary dissection specimen in the laboratory; lab activities will integrate anatomy and physiology. Dissection required. Three hours of lecture and three hours of laboratory per week. Carries biology major credit. Students may take either BIO 431 or BIO 331-BIO 332, but not both. Prerequisites: BIO 191 and 192, CHM 151 and 152, and a grade of C or better in BIO 331.

BIO 335. Biodiversity. 4 Credit Hours.

The 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/ESS credits.

Cross-listed Courses: ESS 335

BIO 340. Parasitology. 4 Credit Hours.

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 and BIO 192 and one 200-level course. Three hours lecture and three hours laboratory per week. Carries biology major credit.

BIO 348. Environ Research in the Field: Iceland. 4 Credit Hours.

The environment of Iceland is shaped by the immensely dynamic geologic processes of active volcanoes and glaciers, but this environment is also deceptively fragile and subject to anthropogenic influence. The present landscape has resulted from this interaction of human and natural processes. A semester of classroom activity culminates in a field session where students conduct research on the processes of environmental change in Iceland.

Prerequisites: BIO 230 or ESS 205 or permission of instructor.

Cross-listed Courses: ESS 348

BIO 350. Invertebrate Biology. 4 Credit Hours.

This course introduces the study of invertebrate animals; classification, structure and life cycles are presented in detail. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191 and BIO 192.

BIO 360. Insect Ecology. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 191, BIO 192, BIO 225.

BIO 365. Criminalistics for Biologists. 3 Credit Hours.

This course will allow upper level biology majors to discover how information they have learned in their natural and physical science courses is utilized in criminalistics. In addition to lectures, students will participate in a number of hands on mini-laboratory sessions that will allow them to perform techniques used in the collection of evidence from a crime scene, as well as laboratory analyses of this evidence. Carries biology major credit.

Prerequisites: BIO 218 and CHM 151 and CHM 152; recommended courses include completion of BIO 281 and BIO 282 and two semesters of physics.

BIO 375. Introduction to Neurobiology. 4 Credit Hours.

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 and BIO 192, BIO 218; CHM 223 is recommended, or by permission of instructor.

BIO 380. Information in the Biological Sciences. 1 Credit Hour.

This course will introduce the changing information landscape in the biological sciences, and help students become advanced database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society. Prerequisite(s): BIO 191, BIO 192, and BIO 218 or permission of instructor.

Cross-listed Courses: LIB 380

BIO 381. Disease and Disorders of the Nervous System. 3 Credit Hours.

This course will examine several diseases and disorders of the nervous system. Symptoms, diagnoses, and prognoses of numerous pathologies will be investigated along with in-depth discussions of the anatomical and physiological changes that occur relative to the healthy nervous system. A particular emphasis will be placed on cellular and molecular changes. Students will supplement lecture material with primary literature searches investigating ongoing research including current and future strategies to treat and detect the disorders. Case studies will also be utilized to demonstrate how dysfunction can manifest in the patient, subsequently reinforcing our understanding of how the nervous system performs.

Prerequisites: BIO 218; also BIO 281 and BIO 282 or BIO 375 or permission of the instructor.

BIO 390. Independent Study in Biology & Environmental Systems. 1-3 Credit Hours.

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

Cross-listed Courses: ESS 390

BIO 409. Virology. 3 Credit Hours.

This course will explore fundamental aspects of viral biology including viral replication strategies, structural attributes, virus evolution and tactics used by viruses to evade host immune responses. Several currently relevant viruses will be discussed in detail to explore how molecular features of viruses impact human disease. In addition, we will discuss the broader applications of virology with particular emphasis on viruses and cancer, the use of viruses in vaccine approaches and gene therapy, targeting bacterial infections with bacteriophage and newly emerging viruses. In addition to lecture material, students will critically read and discuss primary virological literature.

Prerequisite: BIO 218.

BIO 410. Toxicology. 3 Credit Hours.

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, BIO 192, BIO 218; CHM 223, and CHM 224. Three hours of lecture per week. Carries Biology major credit.

BIO 412. Immunology. 3 Credit Hours.

This course will offer students the opportunity to study the function of one of the human body's most intricate, and somewhat underappreciated systems. Students will examine how the human immune system is capable of producing a coordinated response to combat infectious organisms as well as what can happen when the immune system functions improperly. Coupled with establishing a base of immunology fundamentals will be the opportunity for the students to apply the knowledge acquired from text readings and from lecture. Through the individual and group discussion of primary scientific literature throughout the semester the student will be able to develop critical thinking and analytical skills. Three hours of lecture per week. BIO 281 and BIO 282 are recommended.

Prerequisite: BIO 218.

BIO 415. Pathogenic Microbiology. 4 Credit Hours.

The interaction between a pathogen and its host has two potential outcomes, resistance or disease. Pathogenic microbiology, therefore, is a discipline that demands an understanding of the microorganisms that cause disease, the human immune system and the mechanistic interplay between the two. This course aims to provide foundational knowledge in the area of host-pathogen interactions. Following an introduction to the microbes that naturally colonize humans, students will learn the molecular mechanisms used by microbial pathogens to overcome host barriers to infection. We will then begin a survey of clinically relevant microbial pathogens, including those that have the potential to be used as bioterror agents. We will end the semester with an in-depth examination of methods to detect infectious agents and therapeutics to limit disease. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisites: BIO 218 and BIO 325.

BIO 418. Advanced Molecular Biology. 4 Credit Hours.

This is an advanced, lab-intensive course focusing on the application and development of molecular genetic data. Lectures will focus on the practical applications of molecular data to address ecological, evolutionary, and medical questions. Lectures will also provide students with the theoretical background necessary to understand current molecular analytical and lab techniques. Labs will provide students with hands-on experience generating and analyzing molecular genetic data. Two hours lecture and six hours laboratory per week. prerequisites or corequisites: BIO 218; CHM 223 and CHM 224 and at least junior standing.

BIO 420. Special Topics in Biology. 3 Credit Hours.

Courses in this series (BIO 420-426) offer an in-depth exploration of specific issues within the field of biology, as well as topics of current interest to students and instructors.

Prerequisite: 15 credit hours in biology and permission of instructor.

BIO 421. Special Topic: Research in Tropical Biology. 4 Credit Hours.

A variety of ecosystems exist throughout the tropics and are home to the majority of the terrestrial biodiversity found around the globe. Studies of organismal interactions and species diversity are still leading to the creation of new scientific knowledge and discovery of new species, and Costa Rica represents a county with diverse tropical forests that form the basis for many of these discoveries. This upper-level field-experience course will allow students to search, analyze and interpret the scientific literature during classroom activities at Le Moyne College, then apply the scientific process through observation, experimentation, and hypothesis testing during a three-week session in Costa Rica. Additional fees will be required for this course. Carries BIO and ESS major credit.

Prerequisites: BIO 191 and BIO 192 and junior or senior standing in the Biological sciences, Biochemistry, or Environmental Science Systems, and permission of the instructors.

BIO 427. Bioinformatics. 4 Credit Hours.

Bioinformatics is the use of computer technology to store and analyze large genetic and genomic datasets. The availability of these datasets and increasing computational abilities have led to a "bioinformatics revolution" in biology with applications in many biological disciplines, including molecular ecology and health care. In this course, students will learn the theory behind the major concepts of bioinformatics and apply this knowledge analyzing biological datasets in computer labs. Topics covered may include searching sequence databases, sequence alignment, sequence motif discovery, phylogenetic analyses, analysis of protein and nucleic acid structure and genome mapping. Three hours lecture and three hours computer laboratory per week. Carries biology major credit.

Prerequisites: BIO 218.

BIO 431. Mammalian Physiology. 3 Credit Hours.

This course is designed to teach basic principles of mammalian physiology involving the following systems: nervous, endocrine, muscular, circulatory, excretory, digestive, immune and reproductive. CHM 223-224 recommended. Carries biology major credit. Students may take either BIO 431 or BIO 281 and BIO 282, but not both.

Prerequisites: BIO 191-192, BIO 218.

BIO 450. Biology of Sharks. 3 Credit Hours.

Few organisms fascinate humans as much as sharks and their relatives, the skates, rays and chimaeras (class Chondrichthyes). Despite this, many people lack an understanding of these fishes and their beliefs and opinions are biased by misperceptions that permeate society. This course provides a detailed overview of the biology of sharks, including morphology, physiology, ecology, behavior, and genetics. Special emphasis will also be placed on the evolution and diversity of sharks and shark-human interactions, including shark fisheries.

Prerequisites: BIO 218 and BIO 225.

BIO 458. Global Climate Systems. 3 Credit Hours.

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 and CHM 152 and a minimum of 15 credits of BIO, including at least one course in the Ecology/Population Biology Area.

Cross-listed Courses: ESS 458

BIO 460. Biochemistry I. 3 Credit Hours.

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. Three hours of lecture per week. Carries biology major credit.

Prerequisites: CHM 224 and BIO 191 or permission of instructor.

Cross-listed Courses: CHM 460

BIO 461. Biochemistry II. 3 Credit Hours.

This course is a continuation of BIO 460. Topics to be covered include cellular metabolism and energy production; synthesis and degradation of lipids, amino acids, nucleotides; and regulation of gene expression. Carries biology major credit.

Prerequisite: BIO 460.

Cross-listed Courses: CHM 461

BIO 462. Biochemistry Laboratory. 2 Credit Hours.

This laboratory will introduce techniques for studying proteins, nucleic acids and lipids. Prerequisite or corequisite: BIO 460. Carries biology major credit.

Prerequisites: CHM 224 and BIO 191, or permission of instructor.

Cross-listed Courses: CHM 462

BIO 470. Seminar: Environmental Topics. 3 Credit Hours.

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. This course places a high emphasis on oral and written presentation skills. Prerequisite(s): 20 credits in BIO, ESS, PSC, ECO from 200, 300 or 400 level courses.

Cross-listed Courses: PSC 470, ESS 470

BIO 471. Perspectives on Human Life. 3 Credit Hours.

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. Three hours lecture/week. Carries biology major credit.

Prerequisites: BIO 191-192.

BIO 475. Stem Cell Biology. 3 Credit Hours.

This course will examine the relatively new and expanding field of Stem Cell Biology. Students will dissect and analyze the most current primary literature from this exciting new field along with examining the basic science of molecular biology, fate determination, cell proliferation and differentiation. We will analyze the biology and ethics involved in this rapidly growing field and discuss the direction this field might and perhaps should go in. Throughout this course we will discuss how this field of study may impact our lives along with the potential benefits and dangers of this pursuit.

Prerequisite: BIO 218.

BIO 480. Seminar: Biology of Cancer. 3 Credit Hours.

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: BIO 218 and 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 Credit Hours.

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 that 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: BIO 218, junior or senior standing in biological sciences or biochemistry or permission of the instructor. Carries biology major credit.

BIO 482. Seminar: Current Issues in Genetics. 3 Credit Hours.

This seminar will offer advanced students the opportunity to further develop skills of critically analyzing primary literature in the field of genetics and presenting those literature critiques. Genetics is at the foundation of all areas of biology. This seminar will examine both forward and reverse genetic approaches, mapping genes and creating gene knockouts to understand gene function and the implications to these broader areas of study. 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. Three hours of lecture per week. Carries biology major credit. Prerequisite(s): BIO 218 and permission of the instructor, BIO 320 is strongly recommended.

BIO 490. Internship in Biology. 1-3 Credit Hours.

The goal of this class is participation in a field-learning experience closely related to the student's major field of study. The student intern will meet regularly with his or her supervisor in the agency and will report as required to the faculty member assigned to supervise the internship. Students are expected to apply what they have learned in the academic program to the internship. An evaluation of the experience will also be required. The internship and placement must be approved by the faculty coordinator. Three hours of field work per week are required to generate one credit hour. Therefore, a three-credit internship will require at least nine hours on site per week. The number of credit hours to be awarded must be determined and contracted prior to registration. A signed Memorandum of Understanding (MOU) with the placement site must be on file with the Office of Career Services prior to the start of the internship experience.

Prerequisite: 64 credit hours of coursework in the major program or permission of the department chair.

BIO 499. Research in Bio & Environmental Systems. 1-3 Credit Hours.

The student conducts a laboratory or field investigation under the guidance of the faculty in the department. Proposals, indicating credits sought, must have approval prior to registration. Written research report and oral public presentation of the research are required. Prerequisites and corequisites: 15 credit hours in environmental science or biology in addition to BIO 380. For biology majors, three credits of BIO 499 carries credit for the 10th biology course. For ESS majors, three credits of ESS 499 is required for graduation.

Cross-listed Courses: ESS 499

Biological Sciences (BSC)

BSC 105. Exercise Physiology. 3 Credit Hours.

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. No prerequisite. Three hours lecture/week. Does not carry biology major credit.

BSC 110. Paleobiology - Dinosaurs & Their World. 3 Credit Hours.

The term "paleobiology" encompasses the study of any ancient life, but this course focuses on a single group, the dinosaurs, an incredibly diverse assemblage of animals that dominated the ancient landscape for over 130 million years. The public appreciation and fascination with dinosaurs has grown steadily in the 180 years following their modern discovery. This course uses dinosaurs as a vehicle for a broader investigation of the biological and physical systems that comprise planet Earth, and the inter-related 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.

BSC 111. Ecology and the Environment. 3 Credit Hours.

This course focuses on basic ecological principles, especially the effects of human activities on our life-supporting environment. No prerequisite. Three hours lecture/ 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.

BSC 114. Survival of the Fitness. 3 Credit Hours.

This course will broadly examine the role of food, nutrition and exercise on the body. Current issues such as diabetes and obesity will be addressed from the lens of physical fitness and food intake. Students will survey their own fitness and participate in activities investigating the effects of physical activity on the body. Some class periods will be held in the recreation center. Does not carry biology major credit.

BSC 115. Hormones and Your Health. 3 Credit Hours.

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.

BSC 118. Medicine, Media, Myths: Fact Or Fiction?. 3 Credit Hours.

This course for non-science majors is designed to fulfill the core science requirement. In this course, we will examine some important biological topics in the popular media including vaccines, bird flu, and stem cells. With inconsistent and ever-changing media attention, political bias, corporate spin, or lack of information, it is sometimes difficult to know what the real scientific evidence suggests. We will examine how well (or poorly) the public is informed about important medical issues through the popular media and compare this to what is published in the scientific literature. We will further examine the biological basis of these topics and discuss why they are important to us and future generations. This course will emphasize the importance of becoming informed and not just accepting what the media tells us. Does not carry major credit. Not open to Biology majors.

BSC 125. Ethnobotany: The Plants People Use. 3 Credit Hours.

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.

BSC 128. Global Ecosystems: Costa Rica. 3 Credit Hours.

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) forests; comparisons of highland and lowland soils; types of volcanic activity in an active volcanic arc; effects of volcanic activity on ecological diversity and soil formation; and operation of coastal processes on a geologically young coastline. 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. Does not carry biology major credit.

Cross-listed Courses: ESS 128

BSC 129. Global Ecosystems: North America. 3 Credit Hours.

This introductory level field course will offer students the opportunity to study the fundamentals of ecosystem and earth science, with specific reference to North America. This study will involve travel for two weekends in the Adirondacks and for an extended weekend to northern Arizona. Field-based learning activities will examine the geological and ecological processes that determine the structure and function of these two systems. Does not carry Biology major credit. Satisfies Core science requirement.

Cross-listed Courses: ESS 129

BSC 135. Bodyworks: The Human Body. 3 Credit Hours.

This one semester course provides a study of the human body from combined anatomical and physiological perspectives. This course will include a "hands on" experiential component in order for students to engage in the scientific process. Such activities as measurement of physiological responses, and study of both dissected specimens and three dimensional models of human organ systems will enhance student learning. Does not carry biology major credit. Satisfies Core Science requirement.

BSC 201. Human Anatomy & Physiology I. 4 Credit Hours.

This course is the first in a two-semester sequence providing a study of anatomy and physiology in the human body. Initial portions of the course will include terminology, cell biology, biological chemistry, and tissues. Body systems covered include the skeletal, muscle, nervous, and integumentary. The cat is the primary dissection specimen in the laboratory. Dissection required. Pre-requisites: none. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

BSC 202. Human Anatomy & Physiology II. 4 Credit Hours.

This course is the second in a two-semester sequence providing a study of anatomy and physiology in the human body. Topics covered include the special senses, and the endocrine, circulatory, immune, respiratory, digestive, urinary and reproductive systems. Dissection required. Pre-requisites: a grade of C or better in BSC 201. Three hours of lecture and two hours of laboratory per week. Does not carry biology major credit.

BSC 203. Nutrition. 3 Credit Hours.

This course is designed to reinforce anatomy and physiology principles to further the understanding of nutrition's effect across the life cycle. It includes the study of nutrition as it relates to growth, development, general health, and disease conditions. It will include basic biological functions, classes of nutrients, and the key role nutrition plays in the prevention and treatment of disease.

Prerequisites: BSC 201 and BSC 202.

BSC 205. Basic Microbiology. 4 Credit Hours.

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: BSC 201 and BSC 202. Does not carry biology major credit.

BSC 310. Bugged: Insects in Human History. 3 Credit Hours.

Insect species make up over 50% of all animal species known on this planet. Successful in every habitat on earth, they dominate the land and the air. They have evolved amazing adaptations, including external skeletons, the ability to communicate using light, sound and sight, the ability to fly and to survive freezing, mimicry, complex symbiotic relationships with other organisms...the list goes on and on. This course is an exploration of this diversity as described by science and how various insects have impacted humans throughout history, whether for good or ill, using historical and religious writings, myths and folktales, plays, film and contemporary media. We will examine topics as diverse as why scarabs were sacred to the ancient Egyptians, how plague spread throughout the world in two major pandemics, and why dragonflies are termed "devil's darning needles." While lecture will be used to present some of the material, discussion and group work based on material read or seen will be a major component of the course. (NOTE: THIS COURSE DOES NOT FULFILL THE CORE REQUIREMENT FOR A NATURAL SCIENCE COURSE.) Fulfills Core Requirement(s): Interdisciplinary Studies (IDS). Prerequisite: COR 100 and Junior Standing.

BSC 330. The History of Cancer in Science and Medicine. 3 Credit Hours.

Cancer is a complex disease arising in a cell's DNA and characterized by uncontrolled cell division. Biological research in this field is aimed at explaining the events leading to the development and progression of human cancers. Medicine, in turn, relies heavily upon such scientific research to improve strategies to prevent and treat the disease. Advancement on either front requires cancer biologists and oncologists to be historians in their own right by using a rich history of discovery to make progress possible. From black bile to oncogenes as explanations for carcinogenesis or from radical mastectomies to immunotherapy as hopes for "the cure", the history of cancer is filled with centuries of visionaries, toppled dogma, serendipity, failure, and hope that have laid the cornerstones for our current understanding. This course introduces students from all majors to the basic cancer biology and medicine. This will be accomplished with the use of a historical narrative that highlights the many individuals and the key contributions which forged our current understanding of the disease, its treatment and perhaps its end. Junior standing required. (NOTE: THIS COURSE DOES NOT FULFILL THE CORE REQUIREMENT FOR A NATURAL SCIENCE COURSE.) Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

BSC 340. Brain and Behavior. 3 Credit Hours.

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. Does not carry biology major credit. Prerequisites: PSY 101 or permission of the instructor.

Cross-listed Courses: PSY 340

BSC 345. Pathophysiology. 3 Credit Hours.

This course is a comprehensive coverage of the basic pathophysiological 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 topics as genetics/heredity, immune system problems, inflammation and infection, endocrinology, and malignant processes. The etiology and progression of disease and disorder states are examined from the micro (cellular) and macro (organ) level. Does not carry biology major credit. Registration for this course is limited to nursing majors, except by permission from the Chair of Nursing.

Prerequisites: BSC 201, BSC 202 and BSC 205.

BSC 346. Phys Chg & Care Giv/ Wellness in Aging. 3 Credit Hours.

This course will assist students to advise elders and their families with decisions related to lifestyle as the physical changes of aging become prominent forces in maintaining independence. The course content and activities will introduce the students to normal adult anatomy and physiology and the changes associated with aging. A body systems approach will be used to discuss age related changes in physical structure and function and the associated environmental and lifestyle practices that can support a healthy aging process. This course does not carry biology major credit.

BSC 356. Nature: An Introduction to Wonder. 3 Credit Hours.

In a world obsessed with "connectivity," many people are, paradoxically, becoming less connected with nature, that is, with the entire natural world in which they live. This course endeavors to raise students' awareness and appreciation of the natural world of which we are all a part, using experiential, scientific, and humanistic approaches. Students will be challenged to assess and improve their own familiarity with nature and to discover or re-discover wonder, both in their own experiences of nature and in the writings and scientific studies of others. While lecture will be used to present some of the material, discussion based on material read or observations of nature will be a major component of the course, as will field experiences in nature. Junior standing required. (NOTE: THIS COURSE DOES NOT FULFILL THE CORE REQUIREMENT FOR A NATURAL SCIENCE COURSE.)

Prerequisite: COR 100.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: ENG 356

Environmental Science Systems (ESS)

ESS 121. Global Resources. 3 Credit Hours.

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 land and water supply); to the nation (control of the nation's oil, water, mines), and to the world at large. Does not carry biology major credit.

ESS 128. Global Ecosystems: Costa Rica. 3 Credit Hours.

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) forests; comparisons of highland and lowland soils; types of volcanic activity in an active volcanic arc; effects of volcanic activity on ecological diversity and soil formation; and operation of coastal processes on a geologically young coastline. 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. Does not carry biology major credit.

Cross-listed Courses: BSC 128

ESS 129. Global Ecosystems: North America. 3 Credit Hours.

This introductory level field course will offer students the opportunity to study the fundamentals of ecosystem and earth science, with specific reference to North America. This study will involve travel for two weekends in the Adirondacks and for an extended weekend to northern Arizona. Field-based learning activities will examine the geological and ecological processes that determine the structure and function of these two systems. Does not carry Biology major credit. Satisfies core science requirement. Additional fees will be required for this course. Does not carry biology major credit.

Cross-listed Courses: BSC 129

ESS 203. The Papal Climate Encyclical Critically explored. 3 Credit Hours.

This exploration of *Laudato Si* by Le Moyne College and SUNY College of Environmental Science and Forestry draws faculty and students to critically evaluate the case laid out in the encyclical that all humans have a responsibility to care for the Earth, "Our Common Home." It seeks to provide both a focus and a foundation to the question, how might we join together as environmental scientists, scholars and advocates for collaboration among secular and religious institutions as well as faith-based environmental activists? Counts as a major elective for ESS majors. Student carpooling will be arranged for transportation to the meeting location for this class. Prerequisite: EITHER one course in biology or environmental science [for ESS elective credit]; or one course in theology OR Junior standing or permission of the Instructor. (NOTE: THIS COURSE DOES NOT FULFILL THE CORE REQUIREMENT FOR A NATURAL SCIENCE COURSE.) Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

ESS 205. Physical Geology. 4 Credit Hours.

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. Does not carry biology major credit.

ESS 237. Ecology of the Galapagos. 3 Credit Hours.

This course allows students to study, in both classroom and field settings, the delicate balance between geological, biological, climatologic and anthropogenic processes in shaping ecological environments, with specific focus on the biogeography of tropical islands. The Galapagos Archipelago is a singular locale where the fragile nature of the environment, the processes that shape it, and the unique nature of its inhabitants are readily observed. Additionally, the historic significance of this locale in the development of one of the foundational theories of modern science will be explored fully. Additional expense for required travel component. Carries BIO and ESS major credit.

Prerequisite: BIO 191 and BIO 192.

Cross-listed Courses: BIO 237

ESS 238. History of Earth and Its Inhabitants. 4 Credit Hours.

This course utilizes readings, lectures, laboratory activities and field trips to examine the physical changes that have occurred on the surface of our planet and the history of life on earth. Key concepts include the tectonic evolution of North America and the fossil record of evolution, with emphasis on the geologic history of the New York region. Some travel may occur on weekends. Does not carry biology major credit. Prerequisites: BSC 127, ESS 127, BSC 128, BSC 129 or ESS 205 or permission of instructor.

ESS 250. Water Resources. 4 Credit Hours.

This course shows the variety of ways that water impacts on the natural and man-made worlds. One of the original four 'elements', water is becoming more vital than ever, as a consequence of the continuing increases in human population, pollution, and changes in climate. The course explores the ancient concept of the water cycle in a modern context to give an appreciation of the importance of water and water quality to plants, animals and humans. Three hours lecture, three hours laboratory per week. Carries ESS major credit. Recommended: ESS 205. Does not carry biology major credit.

Prerequisites: CHM 151 and CHM 152.

ESS 260. Sustainability: Ecological Entrepreneurship. 3 Credit Hours.

The concept and practice of Sustainable Growth and Development have generated increasing concern over the past four decades. Recently, due to a heightened focus on climate change, ecological damage, rising inequalities of resource distribution, etc., even more attention and effort have been directed toward the concept of Sustainability. This course explores the connections among science, technology, products, and markets in the service of society, (emphasizing that none of these forces works in a vacuum), in order to study the many aspects of sustainability. Students are encouraged to be entrepreneurs of sustainability, acting to find a balance among social, ecological, and economic needs. Course satisfies Core Natural Science requirement. Sophomore standing or permission of the instructor. Does not carry biology major credit.

Cross-listed Courses: ENS 260

ESS 265. Introduction to Geographic Information Systems. 4 Credit Hours.

This lab-based course introduces students to Geographic Information Systems (GIS), a system of integrated hardware, software and data-capture tools for the manipulation, modeling, analysis and display of geographic information. This course provides an introduction and practical experience with industry-standard software through three hours of lecture and a three-hour laboratory session each week. Carries BIO and ESS major credit.

Prerequisite: BIO 191.

Cross-listed Courses: BIO 265

ESS 310. Field Ornithology. 4 Credit Hours.

This course will cover basic bird physiology, ecology, and conservation biology with a strong emphasis on field ecology. Students will be required to actively engage in bird identification, behavioral observation, and field data collection. This course will provide students with an extensive field experience aimed at broadening their view of the biological world around them. A major component to this course will be a Spring Break experience in southern Texas. Attaining experience in different ecoregions supplies students with a valuable perspective for thinking more broadly about biology. Additional expenses-travel expenses round-trip to McAllen, TX. Students must meet with the instructor before registration. Prerequisite(s): BIO 191 BIO 192.

Cross-listed Courses: BIO 310

ESS 320. Earth's Surface. 4 Credit Hours.

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 of lecture and three hours of laboratory per week are required. Does not carry biology major credit.

Prerequisites: ESS 205 or permission.

ESS 335. Biodiversity. 4 Credit Hours.

The 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/ESS credits.

Cross-listed Courses: BIO 335

ESS 340. Environmental Chemistry. 3 Credit Hours.

The focus of this course is on understanding the underlying chemical principles and reactions of natural systems and anthropogenic compounds in the environment. Topics such as chemistry of the atmosphere, aqueous media, pollutants and energy sources will be covered. The emphasis of the course is on chemical aspects of environmental science, so a general background in chemistry is a prerequisite. Does not carry biology major credit.

Prerequisites: CHM 223.

Cross-listed Courses: CHM 340

ESS 340L. Environmental Chemistry Laboratory. 1 Credit Hour.

This is an optional laboratory course that further explores topics covered in the lecture course. The lecture course (NSS 340) may be taken with or without this lab course (NSS 340L). Emphasis is on analytical methods, green chemistry techniques and investigation of materials. Three hours laboratory each week.

Cross-listed Courses: CHM 340L

ESS 348. Environ Research in the Field: Iceland. 4 Credit Hours.

The environment of Iceland is shaped by the immensely dynamic geologic processes of active volcanoes and glaciers, but this environment is also deceptively fragile and subject to anthropogenic influence. The present landscape has resulted from this interaction of human and natural processes. A semester of classroom activity culminates in a field session where students conduct research on the processes of environmental change in Iceland.

Prerequisites: BIO 230 or ESS 205 or permission of instructor.

Cross-listed Courses: BIO 348

ESS 390. Independent Study in Biological & Natural Systems. 1-3 Credit Hours.

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

Cross-listed Courses: BIO 390

ESS 458. Global Climate Systems. 3 Credit Hours.

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 and CHM 152 and a minimum of 15 credits of BIO, including at least one course in the Ecology/Population Biology Area.

Cross-listed Courses: BIO 458

ESS 470. Seminar: Environmental Topics. 3 Credit Hours.

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. Carries BIO and ESS major credit. This course places a high emphasis on oral and written presentation skills.

Prerequisites: 20 credits in BIO, ESS, PSC, ECO from 200, 300 or 400 level courses.

Cross-listed Courses: BIO 470, PSC 470

ESS 490. Internship in Environmental Science. 1-3 Credit Hours.

The goal of this class is participation in a field-learning experience closely related to the student's major field of study. The student intern will meet regularly with his or her supervisor in the agency and will report as required to the faculty member assigned to supervise the internship. Students are expected to apply what they have learned in the academic program to the internship. An evaluation of the experience will also be required. The internship and placement must be approved by the faculty coordinator. Three hours of field work per week are required to generate one credit hour. Therefore, a three-credit internship will require at least nine hours on site per week. The number of credit hours to be awarded must be determined and contracted prior to registration. A signed Memorandum of Understanding (MOU) with the placement site must be on file with the Office of Career Services prior to the start of the internship experience.

Prerequisite: 64 credit hours of coursework in the major program or permission of the department chair.

ESS 499. Research in Bio & Environmental Systems. 1-3 Credit Hours.

The student conducts a laboratory or field investigation under the guidance of the faculty in the department. Proposals, indicating credits sought, must have approval prior to registration. Written research report and oral public presentation of the research are required. prerequisites and corequisites: 15 credit hours in environmental science or biology in addition to BIO 380. For biology majors, three credits of BIO 499 carries credit for the 10th biology course. For ESS majors, three credits of ESS 499 is required for graduation.

Cross-listed Courses: BIO 499

Biological Sciences (B.S.)

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

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3

Natural Science (p. 43)	3	
IDS Interdisciplinary Studies (p. 43)	3	
Religion (p. 43)	3	
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1	
DIV Diversity (p. 43)	0	
Major Requirements		
BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3

Select six additional BIO Courses. At least one course from each group: Molecular and Cellular; Organismal; and Ecology and Population. At least four must have a lab component. At least three courses must be 300 or 400 level. (see course groups below)

Major Support Requirements		
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry I Lab	1
CHM 224	Organic Chemistry II	3
CHM 224L	Organic Chemistry II Lab	1
MTH 110	Introduction to Statistics I (no Computer Lab) ²	3-4
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 112	Introduction to Statistics II ²	3

Select one of the following: 8

Either PHY sequence must be taken with PHY 103 - PHY 104 (Lab sequence)		
PHY 101	Non-Calculus General Physics I & PHY 102 and Non-Calculus General Physics II	
PHY 105	General Physics Scientists/Engineers I & PHY 106 and General Physics Scientists/Engineers II	

Electives		
Electives		15
Total Credit Hours		134-137

¹ Some Core requirements may be fulfilled by major requirements.

² Two semesters of MTH 145 Calculus I-MTH 146 Calculus II may be substituted. Please note that most allied health programs and many other graduate programs require at least one semester of statistics. Students should consult with their advisors to determine which math they should take.

**Other Requirements
Molecular and Cellular Courses**

Code	Title	Credit Hours
BIO 320	Genetics	4
BIO 321	Developmental Biology	4
BIO 322	Histology	4
BIO 409	Virology	3

BIO 410	Toxicology	3
BIO 418	Advanced Molecular Biology	4
BIO 427	Bioinformatics	4
BIO 460	Biochemistry I	3
BIO 461	Biochemistry II	3
BIO 475	Stem Cell Biology	3
BIO 480	Seminar: Biology of Cancer	3
BIO 481	Seminar: Endocrine Disruptors	3
BIO 482	Seminar: Current Issues in Genetics	3

Organismal Courses

Code	Title	Credit Hours
BIO 255	Animal Locomotion	3
BIO 281		4
BIO 282		4
BIO 325	Microbiology	4
BIO 327	Botany - The Biology of Plants	4
BIO 340	Parasitology	4
BIO 350	Invertebrate Biology	4
BIO 365	Criminalistics for Biologists	3
BIO 375	Introduction to Neurobiology	4
BIO 381	Disease and Disorders of the Nervous System	3
BIO 412	Immunology	3
BIO 431	Mammalian Physiology	3
BIO 450	Biology of Sharks	3

Ecology and Population Courses

Code	Title	Credit Hours
BIO 230	General Ecology	4
BIO 237	Ecology of the Galapagos	3
BIO 245	Evolution	4
BIO 270	Animal Behavior	4
BIO 310	Field Ornithology	4
BIO 330	Tropical Marine Biology	4
BIO 335	Biodiversity	4
BIO 348	Environ Research in the Field: Iceland	4
BIO 360	Insect Ecology	4
BIO 415	Pathogenic Microbiology	4
BIO 458	Global Climate Systems	3
BIO 470	Seminar: Environmental Topics	3
BIO 471	Perspectives on Human Life	3

Typical Program for B.S. Biological Sciences

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1

WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		14

Second Semester

BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
Social Science (p. 43)		3
Elective		3
Credit Hours		17

Sophomore Year**First Semester**

BIO 218	Cell and Molecular Biology	4
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry I Lab	1
MTH 110	Introduction to Statistics I (no Computer Lab)	3
MTH 111	or Introduction to Statistics I (with Computer Lab)	
HST 110	World Civilization I	3
Theology (p. 43)		3
Credit Hours		17

Second Semester

BIO 225	The Poisoning of a Planet	3
CHM 224	Organic Chemistry II	3
CHM 224L	Organic Chemistry II Lab	1
MTH 112	Introduction to Statistics II	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
Credit Hours		16

Junior Year**First Semester**

BIO Elective		3-4
PHY 101	Non-Calculus General Physics I	3
or PHY 105	or General Physics Scientists/Engineers I	
PHY 103	General Physics Laboratory	1
ENG 310	Literature and Culture	3
EAC Encountering Another Culture/Language (p. 43)		3
PHL 210	Moral Philosophy	3
Credit Hours		16-17

Second Semester

BIO Elective		3-4
PHY 102	Non-Calculus General Physics II	3
or PHY 106	or General Physics Scientists/Engineers II	
PHY 104	General Physics Laboratory	1
IDS Interdisciplinary Studies (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3
Credit Hours		16-17

Senior Year

First Semester

BIO Elective	3-4
BIO Elective	4
Religion (p. 43)	3
Elective	3
Elective	3
Credit Hours	16-17

Second Semester

BIO Elective	3-4
BIO Elective	4
COR 400 Senior Studies: Transformations	3
Elective	3
Credit Hours	13-14
Total Credit Hours	125-129

Typical Program for B.S. in Biological Sciences and M.S. Physician Assistant Studies 3+2

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
WRT 101	Critical Writing	3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
or MTH 111	or Introduction to Statistics I (with Computer Lab)	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17

Second Semester

BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
MTH 112	Introduction to Statistics II	3
Social Science (p. 43)		3
Credit Hours		17

Sophomore Year

First Semester

BIO 218	Cell and Molecular Biology	4
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry I Lab	1
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
Theology (p. 43)		3
Credit Hours		17

Second Semester

BIO 225	The Poisoning of a Planet	3
---------	---------------------------	---

CHM 224	Organic Chemistry II	3
CHM 224L	Organic Chemistry II Lab	1
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 210	Major Authors	3
Credit Hours		16

Junior Year

First Semester

BIO 281		4
PHY 101	Non-Calculus General Physics I or PHY 105 or General Physics Scientists/Engineers I	3
PHY 103	General Physics Laboratory	1
ENG 310	Literature and Culture	3
Religion (p. 43)		3
BIO Elective		3
Credit Hours		17

Second Semester

BIO 282		4
PHY 102	Non-Calculus General Physics II or PHY 106 or General Physics Scientists/Engineers II	3
PHY 104	General Physics Laboratory	1
Social Science (p. 43)		3
BIO Elective		3
PHL 210	Moral Philosophy	3
Credit Hours		17

Senior Year

First Semester

BIO (PAS)		4
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		7

Second Semester

BIO (PAS)		4
COR 400	Senior Studies: Transformations	3
Credit Hours		7
Total Credit Hours		115

Note: Fourth year is the first year of the P.A. curriculum. Only P.A. courses counting specifically towards core or major graduation requirements are indicated above; some other P.A. courses count as free electives. For complete typical program in the fourth and fifth year, see the physician assistant studies typical program in the graduate section of this catalog.

Biological Sciences (B.A.)

Click to see Biological Education concentrations requirements (p.)

Click to see B.A. in Biology with Concentration in Pre-Engineering requirements (p.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3

PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3
Select four additional BIO courses. At least one course from each group: Molecular and Cellular; Organismal; and Ecology and Population. At least three must have a lab component. At least two courses must be 300 or 400 level. (See course group listings below)		15-16
Major Support Requirements		
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
CHM, PHY or MTH Sequence. Students choosing a PHY or CHM sequence must still take one semester of MTH to fulfill core requirements.		6-8
Electives		
Electives		33
Total Credit Hours		129-132

¹ Some Core requirements may be fulfilled by major requirements.

Other Requirements Molecular and Cellular Courses

Code	Title	Credit Hours
BIO 320	Genetics	4
BIO 321	Developmental Biology	4
BIO 322	Histology	4
BIO 409	Virology	3
BIO 410	Toxicology	3
BIO 418	Advanced Molecular Biology	4
BIO 427	Bioinformatics	4
BIO 460	Biochemistry I	3
BIO 461	Biochemistry II	3
BIO 475	Stem Cell Biology	3

BIO 480	Seminar: Biology of Cancer	3
BIO 481	Seminar: Endocrine Disruptors	3
BIO 482	Seminar: Current Issues in Genetics	3

Organismal Courses

Code	Title	Credit Hours
BIO 255	Animal Locomotion	3
BIO 281		4
BIO 282		4
BIO 325	Microbiology	4
BIO 327	Botany - The Biology of Plants	4
BIO 340	Parasitology	4
BIO 350	Invertebrate Biology	4
BIO 365	Criminalistics for Biologists	3
BIO 375	Introduction to Neurobiology	4
BIO 381	Disease and Disorders of the Nervous System	3
BIO 412	Immunology	3
BIO 431	Mammalian Physiology	3
BIO 450	Biology of Sharks	3

Ecology and Population Courses

Code	Title	Credit Hours
BIO 230	General Ecology	4
BIO 237	Ecology of the Galapagos	3
BIO 245	Evolution	4
BIO 270	Animal Behavior	4
BIO 310	Field Ornithology	4
BIO 330	Tropical Marine Biology	4
BIO 335	Biodiversity	4
BIO 348	Environ Research in the Field: Iceland	4
BIO 360	Insect Ecology	4
BIO 415	Pathogenic Microbiology	4
BIO 458	Global Climate Systems	3
BIO 470	Seminar: Environmental Topics	3
BIO 471	Perspectives on Human Life	3

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

Students must also complete Core requirements (p. 215).

Major Requirements

BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3
BIO 315	Biology in Practice: Lab & Field Approach	3
Select three additional BIO courses, at least one course from each group: Molecular and Cellular, Organismal, Ecology and Population. All must be lab courses.		12

Major Support Requirements

CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
MTH 102	Mathematics for Educators	3
Select one of the following:		3-4
MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 145	Calculus I	
Education Requirements:		
EDU 105	Teaching in a Diverse Society	3
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 205	Childhood Learning and Special Needs	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 376	Managing Environ for Stu W/ Disabilities	3
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Total Credit Hours		86-87

Biological Education Concentration with Certification in Adolescence Education (Grades 7-12)

Students must also complete Core requirements (p. 215).

Major Requirements

BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3
BIO 315	Biology in Practice:Lab & Field Approac	3
Select three additional BIO courses, one from each course group: Molecular and Cellular; Organismal; and Ecology and Population. All must have a lab component.		12
Major Support Requirements		
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
CHM or PHY sequence		8
Select one of the following:		3-4

MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 145	Calculus I	
CHM or PHS/PHY ¹		3-4
Education Requirements:		
EDU 105	Teaching in a Diverse Society	3
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 215	Learning in a Sociocultural Context	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 401	Adolescent Education Strategies & Technology	4
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 450	Supervised Preservice Teaching (7-9)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
Total Credit Hours		92-94

¹ Must have at least one semester of PHY/PHS for certification in general science.

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

Students must also complete Core requirements (p. 215).

Major Requirements

BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3
BIO 315	Biology in Practice:Lab & Field Approac	3
Select three additional BIO courses, one from each course group: Molecular and Cellular; Organismal; and Ecology and Population. All must have lab component.		12
Major Support Requirements		
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
MTH 110	Introduction to Statistics I (no Computer Lab)	3-4
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 112	Introduction to Statistics II	3

Education Requirements:

EDU 105	Teaching in a Diverse Society	3
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 215	Learning in a Sociocultural Context	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 345	Collabor&Transition Plan Stu Spec Needs	3
EDU 401	Adolescent Education Strategies & Technology	4
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 451	Supervised Preserv Teaching (SPE 7-12)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
or EDU 450	Supervised Preservice Teaching (7-9)	
Total Credit Hours		90-91

B.A. in Biology with a Concentration in Pre-Engineering

Students must also complete Core requirements (p. 215).

Major Requirements

BIO 191	General Biology I	4
BIO 192	General Biology II	4
BIO 218	Cell and Molecular Biology	4
BIO 225	The Poisoning of a Planet	3
Select three additional BIO courses, at least one from each course group: Molecular and Cellular, Organismal, and Ecology and Population. At least two must have a lab component.		11-12

Major Support Requirements

CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry 1 Lab	1
PHY 105	General Physics Scientists/Engineers I	3
PHY 106	General Physics Scientists/Engineers II	3
PHY 103	General Physics Laboratory	1
PHY 104	General Physics Laboratory	1
PHY 251	Spc Topic: Fundamentals of Engineering	3
MTH 145	Calculus I	4
MTH 146	Calculus II	4
MTH 245	Calculus III	4

MTH 304	Differential Equations for Scientists And Engineers	4
MTH 311	Introduction to Probability Theory	3
MTH 312	Mathematical Statistics	3

Other Requirements:

ECS 221 ¹		3
ELE 231 ¹		3
ELE 232 ¹		3
ECS 326 ¹		3
BEN 364 ¹		4
BEN 468 ¹		3
BEN 575 ¹		3
Total Credit Hours		93-94

¹ Taken at Syracuse University

For more details on the five year dual bachelor's/master's degree in engineering program offered in affiliation with Syracuse University, please refer to the Undergraduate Transfer Programs portion of this catalog.

Typical Program for B.A. Biological Sciences

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		14
Second Semester		
BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
Elective		3
Social Science (p. 43)		3
Credit Hours		17
Sophomore Year		
First Semester		
BIO 218	Cell and Molecular Biology	4
Select one of the following: ¹		3-4
MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
Theology (p. 43)		3
Credit Hours		16-17

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

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
EDU 105	Teaching in a Diverse Society	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHL 110	Introduction to Philosophy	3
BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
EDU 150	Contemporary Perspectives on Special Ed	3
ENG 210	Major Authors	3
Credit Hours		17
Sophomore Year		
First Semester		
HST 110	World Civilization I	3
BIO 218	Cell and Molecular Biology	4
EDU 205	Childhood Learning and Special Needs	3
EAC Encountering Another Culture/Language (p. 43)		3
MTH 102	Mathematics for Educators	3
Credit Hours		16
Second Semester		
HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
BIO 225	The Poisoning of a Planet	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Junior Year		
First Semester		
BIO 315	Biology in Practice: Lab & Field Approach	3
ENG 310	Literature and Culture	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan, Assessing, Managing Inclusive Clsrm	3
Select one of the following:		3-4
MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 145	Calculus I	
Credit Hours		15-16

Second Semester		
BIO 225	The Poisoning of a Planet	3
Elective		3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 210	Major Authors	3
Credit Hours		15

Junior Year		
First Semester		
BIO Elective		3-4
PHY/CHM/MTH		3-4
Elective		3
ENG 310	Literature and Culture	3
PHL 210	Moral Philosophy	3
Credit Hours		15-17

Second Semester		
BIO Elective		3-4
PHY/CHM/MTH		3-4
Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Elective		3
Credit Hours		15-17

Senior Year		
First Semester		
BIO Elective		3-4
Religion (p. 43)		3
Elective		3
Elective		3
Elective		3
Credit Hours		15-16

Second Semester		
BIO Elective		3-4
COR 400	Senior Studies: Transformations	3
Elective		3
Elective		3
Credit Hours		12-13
Total Credit Hours		119-126

¹ All biology majors must take at least one semester of statistics (MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111 Introduction to Statistics I (with Computer Lab)); this will satisfy the College Core requirement for Mathematics. Students choosing a two semester sequence in Chemistry or Physics must also take at least one semester of statistics (MTH 110 Introduction to Statistics I (no Computer Lab) or MTH 111 Introduction to Statistics I (with Computer Lab)); students who choose to take both semesters of statistics may take an additional free elective. Students should consult with faculty advisors to determine which option is best depending on career goals.

Second Semester

EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
BIO Elective		4
Religion (p. 43)		3
EDU 376	Managing Environ for Stu W/ Disabilities	3
Credit Hours		16

Senior Year**First Semester**

EDU 405	Preservice Clinical Teaching Seminar	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Credit Hours		15

Second Semester

Theology (p. 43)		3
COR 400	Senior Studies: Transformations	3
BIO Elective		4
BIO Elective		4
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		17
Total Credit Hours		128-129

Typical Program for Biological Education Concentration with Education Minor with Certification in Adolescence Education (Grades 7-12)

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
EDU 105	Teaching in a Diverse Society	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHL 110	Introduction to Philosophy	3
BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
EDU 150	Contemporary Perspectives on Special Ed	3
ENG 210	Major Authors	3
Credit Hours		17

Sophomore Year**First Semester**

HST 110	World Civilization I	3
BIO 218	Cell and Molecular Biology	4
EDU 215	Learning in a Sociocultural Context	3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
or		
MTH 111	or Introduction to Statistics I (with Computer Lab)	
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Second Semester

HST 111	World Civilization II	3
Theology (p. 43)		3
PHL 210	Moral Philosophy or ENG 310 or Literature and Culture	3
EAC Encountering Another Culture/Language (p. 43)		3
BIO Elective		4
Credit Hours		16

Intersession

ENG 310	Literature and Culture or PHL 210 or Moral Philosophy	3
Credit Hours		3

Junior Year**First Semester**

EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
PHY/CHM		3
BIO Elective		4
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		16

Second Semester

BIO 225	The Poisoning of a Planet	3
CHM/PHY ¹		3
BIO Elective		4
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
Credit Hours		16

Senior Year**First Semester**

BIO 315	Biology in Practice:Lab & Field Approac	3
COR 400	Senior Studies: Transformations	3
EDU 401	Adolescent Education Strategies & Technology	4
Religion (p. 43)		3
CHM/PHS ¹		3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
Credit Hours		16

Second Semester

EDU 405	Preservice Clinical Teaching Seminar	3
EDU 450	Supervised Preservice Teaching (7-9)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
Credit Hours		15
Total Credit Hours		132

¹ This schedule for adolescent teacher preparation programs will allow students to be certified in both biology and general science. NOTE: 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. Students who wish to obtain certification in dual adolescent and 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.

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

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EDU 105	Teaching in a Diverse Society	3
Credit Hours		17
Second Semester		
BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
EDU 150	Contemporary Perspectives on Special Ed	3
ENG 210	Major Authors	3
Credit Hours		17
Sophomore Year		
First Semester		
BIO 218	Cell and Molecular Biology	4
MTH 110 or MTH 111	Introduction to Statistics I (no Computer Lab) or Introduction to Statistics I (with Computer Lab)	3
HST 110	World Civilization I	3
EDU 215	Learning in a Sociocultural Context	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Second Semester

BIO 225	The Poisoning of a Planet	3
MTH 112	Introduction to Statistics II	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
Credit Hours		15

Interession

ENG 310 or PHL 210	Literature and Culture or Moral Philosophy	3
Credit Hours		3

Junior Year

First Semester

BIO Elective		4
Theology (p. 43)		3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
ENG 310 or PHL 210	Literature and Culture or Moral Philosophy	3
Credit Hours		16

Second Semester

BIO Elective		4
BIO Elective		4
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		17

Senior Year

First Semester

BIO 315	Biology in Practice:Lab & Field Approac	3
EDU 345	Collabor&Transition Plan Stu Spec Needs	3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
EDU 401	Adolescent Education Strategies & Technology	4
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
Credit Hours		16

Second Semester

EDU 405	Preservice Clinical Teaching Seminar	3
EDU 450 or EDU 460	Supervised Preservice Teaching (7-9) or Supervised Preservice Teaching (10-12)	6
EDU 451	Supervised Preserv Teaching (SPE 7-12)	6
Credit Hours		15
Total Credit Hours		132

Typical Program for B.A. in Biology with a Concentration in Pre-Engineering

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
WRT 101	Critical Writing	3
MTH 145	Calculus I	4
COR 100	First Year Seminars: Transitions	3
Credit Hours		18
Second Semester		
BIO 192	General Biology II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
MTH 146	Calculus II	4
Social Science (p. 43)		3
Credit Hours		18
Sophomore Year		
First Semester		
BIO 218	Cell and Molecular Biology	4
PHY 105	General Physics Scientists/Engineers I	3
PHY 103	General Physics Laboratory	1
MTH 245	Calculus III	4
HST 110	World Civilization I	3
Theology (p. 43)		3
Credit Hours		18
Second Semester		
BIO Elective		3-4
PHY 106	General Physics Scientists/Engineers II	3
PHY 104	General Physics Laboratory	1
MTH 304	Differential Equations for Scientists And Engineers	4
HST 111	World Civilization II	3
ENG 210	Major Authors	3
Credit Hours		17-18
Intersession		
PHY 251	Spc Topic: Fundamentals of Engineering	3
Credit Hours		3
Junior Year		
First Semester		
BIO 225	The Poisoning of a Planet	3
MTH 311	Introduction to Probability Theory	3
ENG 310	Literature and Culture	3
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry 1 Lab	1
ELE 231 ¹		3
Credit Hours		16

Second Semester

PHL 210	Moral Philosophy	3
MTH 312	Mathematical Statistics	3
BIO Elective		3-4
ECS 221 ¹		3
ELE 232 ¹		3
Credit Hours		15-16

Senior Year

First Semester

EAC Encountering Another Culture/Language (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
BIO Elective		3-4
ECS 326 ¹		3
Credit Hours		15-16

Second Semester

EAC Encountering Another Culture/Language (p. 43)		3
COR 400	Senior Studies: Transformations	3
BEN 364 ¹		3
BEN 468 ¹		3
BEN 575 ¹		3
Credit Hours		15
Total Credit Hours		135-138

¹ Courses taken at Syracuse University

Biology Minor

To complete a minor in biological sciences (minimum 15 credits), students must complete BIO 191 General Biology I and BIO 192 General Biology II and two other biology classes, at least one of which must be a lab course.

BIO 191	General Biology I (or equivalent)	4
BIO 192	General Biology II (or equivalent)	4
Select two other biology classes, at least one of which must be a lab course. According to college policy, at least half the credits for the minor must be completed at Le Moyne.		7-8
Total Credit Hours		15-16

None of these courses may be taken pass/fail. All prerequisites must be met. Courses that do not count towards the biology major are not acceptable.

Environmental Science Systems (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3

PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ²		3
Social Science (p. 43)		3
Natural Science (p. 43) ²		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
ESS 121	Global Resources	3
BIO 191	General Biology I	8
& BIO 192	and General Biology II	
BIO 230	General Ecology	4
ESS 205	Physical Geology	4
BIO 335	Biodiversity	4
ESS 320	Earth's Surface	3-4
or ESS 458	Global Climate Systems	
BSC/ESS Introductory Level Elective (100 level elective)		3
BIO/ESS Upper Level Elective (200 level or above)		3-4
Major Support Requirements		
Select one of the following:		8
PHY 101	Non-Calculus General Physics I	
& PHY 102	and Non-Calculus General Physics II	
CHM 151	Chemical Principles I	
& CHM 152	and Chemical Principles II	
Select one of the following:		3-4
MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 122	Brief Calculus	
MTH 145	Calculus I	
Electives		
Liberal Arts & Science Elective		3
11 Free Electives		33
Total Credit Hours		127-130

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by major requirements.

Note: Total Credit Hours: 127-130; Liberal Arts & Sciences: 90-93; Major Requirements: 42-45; Electives & Other: 85.

Environmental Science Systems (B.S.)

Environmental Science Systems Major

A minimum of seven courses from the major requirements must be lab or field courses, and at least seven BIO/ESS courses must be taken at Le Moyne College.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

BIO 191	General Biology I	4
BIO 230	General Ecology	4
BIO 458	Global Climate Systems	3
BIO/ESS Elective (BIO 192 recommended)		3-4
BIO/ESS upper level elective		3-4
BIO/ESS/CHM/PHY upper level electives		8
Select one of the following:		3

BSC/ESS 128	Global Ecosystems: Costa Rica	
BSC/ESS 129	Global Ecosystems: North America	
ESS 237	Ecology of the Galapagos	
ESS 121	Global Resources	3
ESS 205	Physical Geology	4
ESS 320	Earth's Surface	4
ESS 335	Biodiversity	4
ESS 499	Research in Bio & Environmental Systems	3
or ESS 490	Internship in Environmental Science	

Major Support Requirements

CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
Select one of the following:		8
PHY 101	Non-Calculus General Physics I	
& PHY 102	and Non-Calculus General Physics II	

PHY 105	General Physics Scientists/Engineers I & PHY 106 and General Physics Scientists/Engineers II ((with lab))	
Select two of the following:		6-8
MTH 110	Introduction to Statistics I (no Computer Lab)	
or MTH 111 Introduction to Statistics I (with Computer Lab)		
MTH 112	Introduction to Statistics II	
MTH 145	Calculus I	
MTH 146	Calculus II	
Electives		
Electives		6
Total Credit Hours		126-130

¹ Some Core requirements may be fulfilled by major requirements.

Typical Program for Environmental Science Systems Major

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
BIO 192	General Biology II	4
ESS 121	Global Resources	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		17
Sophomore Year		
First Semester		
MTH 145	Calculus I	4
Free Elective		3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16
Second Semester		
ESS 205	Physical Geology	4
MTH 146	Calculus II	4
ESS 128	Global Ecosystems: Costa Rica ¹	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17

Junior Year		
First Semester		
ESS 320	Earth's Surface	4
BIO 230	General Ecology	4
PHY 101 & PHY 103	Non-Calculus General Physics I and General Physics Laboratory	4
VPA Visual & Performing Arts (p. 43)		1
ENG 310	Literature and Culture	3
Credit Hours		16

Second Semester		
BIO 335	Biodiversity	4
BIO/ESS Elective		3-4
BIO/ESS Elective		3-4
PHY 102 & PHY 104	Non-Calculus General Physics II and General Physics Laboratory	4
Credit Hours		14-16

Senior Year		
First Semester		
BIO/ESS Elective		3-4
ESS 499	Research in Bio & Environmental Systems	3
Free Elective		3
Free Elective		3
Social Science (p. 43)		3
Credit Hours		15-16

Second Semester		
Social Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
BIO 458	Global Climate Systems	3
COR 400	Senior Studies: Transformations	3
Religion (p. 43)		3
Credit Hours		15
Total Credit Hours		127-130

¹ Required field experience (could be as a part of BIO 330 Tropical Marine Biology or comparable course(s) and field trips to Costa Rica, Arizona or Ecuador)

Environmental Science Systems (B.S.) with a Concentration in Pre-Engineering

The Environmental Science Systems B.S. can be taken with the pre-engineering concentration to serve as the foundation for the Bachelor's in Environmental Science Systems and the Master of Science in Environmental Engineering degree program at Syracuse University.

Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering

Students must also complete Core Requirements (p. 43).

Major Requirements		
BIO 191	General Biology I	4
BIO 192	General Biology II	4

BIO 230	General Ecology	4
BIO 335	Biodiversity	4
ESS 205	Physical Geology	4
ESS 320	Earth's Surface	4
ESS 458	Global Climate Systems	3
Select one of the following:		3
ESS 121	Global Resources	
ESS 237	Ecology of the Galapagos	
ESS 128	Global Ecosystems: Costa Rica	
ESS 129	Global Ecosystems: North America	
ESS 499	Research in Bio & Environmental Systems	3
or ESS 490	Internship in Environmental Science	
Major Support Requirements		
CHM 151	Chemical Principles I	3
CHM 152	Chemical Principles II	3
PHY 105	General Physics Scientists/Engineers I	4
& PHY 103	and General Physics Laboratory	
PHY 106	General Physics Scientists/Engineers II	4
& PHY 104	and General Physics Laboratory	
MTH 110	Introduction to Statistics I (no Computer Lab)	3-4
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 145	Calculus I	4
MTH 146	Calculus II	4
MTH 245	Calculus III	4
MTH 304	Differential Equations for Scientists And Engineers	4
Other Requirements:		
ECS 221	Statics ¹	3
CIE 274	Sustainability ¹	3
CIE 327	Fluid Mechanics ¹	3
CIE 341	Environmental Engineering ¹	3
Total Credit Hours		78-79

¹ Bridge courses to be taken at Syracuse University.

Typical Program for Bachelor of Science in Environmental Science Systems - Pre-Engineering Concentration for Master of Science in Environmental Engineering

Course	Title	Credit Hour
Freshman Year		
First Semester		
BIO 191	General Biology I	4
MTH 145	Calculus I	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
BIO 192	General Biology II	4
MTH 146	Calculus II	4
PHL 110	Introduction to Philosophy	3

HST 111	World Civilization II	3
ESS 121	Global Resources	3
Credit Hours		17

Sophomore Year

First Semester

PHY 105	General Physics Scientists/Engineers I	3
PHY 103	General Physics Laboratory	1
MTH 245	Calculus III	4
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17

Second Semester

PHY 106	General Physics Scientists/Engineers II	3
PHY 104	General Physics Laboratory	1
Theology (p. 43)		3
ESS 205	Physical Geology	4
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		14

Junior Year

First Semester

BIO 230	General Ecology	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
ESS 320	Earth's Surface	4
ESS 499	Research in Bio & Environmental Systems	3
ENG 310	Literature and Culture	3
Credit Hours		18

Second Semester

BIO 335	Biodiversity	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
CIE 274 ¹		3
ECS 221 ¹		3
Credit Hours		14

Senior Year

First Semester

MTH 110	Introduction to Statistics I (no Computer Lab)	3-4
or MTH 111	or Introduction to Statistics I (with Computer Lab)	
Natural/Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
CIE 327 ¹		3
SYRE 341 ¹		3
Credit Hours		13-14

Second Semester

BIO 458	Global Climate Systems	3
COR 400	Senior Studies: Transformations	3
Theology (p. 43)		3
Social Science (p. 43)		3

Free Elective	3
Credit Hours	15
Total Credit Hours	125-126

¹ Engineering courses at Syracuse University.

Environmental Science Systems Minor

To complete a minor in Environmental Science Systems (17-19 credits), students must complete:

BIO 191	General Biology I	4
or ESS 128	Global Ecosystems: Costa Rica	
ESS 205	Physical Geology	4
Select one of the following:		3
ESS 121	Global Resources	
ESS 237	Ecology of the Galapagos	
ESS 128	Global Ecosystems: Costa Rica	
ESS 129	Global Ecosystems: North America	
Select two of the following: ¹		6-8
BIO 230	General Ecology	
ESS 320	Earth's Surface	
BIO/ESS 335	Biodiversity	
BIO/ESS 458	Global Climate Systems	
Total Credit Hours		17-19

¹ None of these courses may be taken pass/fail.

Forensic Sciences

A memo of understanding with Syracuse University allows qualified students to apply for a five-year program leading to a B.S. in biology and an M.S. in forensic science or biomedical forensic sciences. For more information, see the Graduate Program Pathways (p. 78) section of this catalog.

Chemistry

Chair: Anna O'Brien

Professor: Carmen J. Giunta

Associate Professor: Theresa L. Beaty, Michael P. Masingale, Joseph J. Mullins, Anna O'Brien

Assistant Professor: Emily M. Harcourt

Adjunct Faculty: Olivia Barrett, Elizabeth Danaher, Thomas Donegan, Laila Kobrossy Audi, S. Joy Logan, Caitlin Miller, James Morgan, Rachael Henriques Porter, Farhana Syed, Burkhardt Wilke

Lab Coordinator: Donald Hughes

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

The minimum requirements 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.

Student Learning Outcomes in Chemistry

Key concepts

Students who graduate with a Le Moyne degree in chemistry will have skillfully applied key concepts in chemistry and its sub-disciplines to chemical problems.

Laboratory techniques

Students who graduate with a Le Moyne degree in chemistry will have successfully carried out a broad range of laboratory investigations utilizing specialized chemical equipment.

Conceptual models

Students who graduate with a Le Moyne degree in chemistry will have analyzed chemical systems using appropriate conceptual models.

Theory and experimental design

Students who graduate with a Le Moyne degree in chemistry will have constructed or critiqued experimental designs and methodologies in chemistry.

Mathematical skills

Students who graduate with a Le Moyne degree in chemistry will have competently applied tools of mathematical analysis to chemical systems.

Scientific communications

Students who graduate with a Le Moyne degree in chemistry will have reported scientific and technical information clearly and critically in a style appropriate to chemistry.

- Chemistry Major (B.S.) (p. 133)
- Chemistry Major (B.S.) with a Minor in Biology (p. 134)
- Chemistry Major (B.S.) and M.S. in Chemical Pre-Engineering (p. 136)
- Chemistry Major (B.S.) with a Certification in Adolescence Education (Grades 7-12) (p. 137)
- Biochemistry Major (B.S.) (p. 139)
- Forensic Sciences (p. 139)
- Chemistry Minor (p. 139)

Chemistry (CHM)

CHM 101. Preparing for Chemistry. 3 Credit Hours.

A course designed to provide students with the academic foundation to successfully complete the introductory chemistry course, i.e. Chemical Principles I and II. This preparation will be primarily directed toward acquiring those higher order thinking skills considered most important if students are to learn the course content of the introductory course successfully. Students will also be aided in developing the level of problem solving ability that is required to successfully complete a college level introductory chemistry course. Does not carry chemistry major or minor credit.

CHM 151. Chemical Principles I. 3 Credit Hours.

An integrated approach to many of the major concepts of chemistry with approximately equal emphasis on general descriptive chemistry and introduction to theoretical chemistry. Topics include atomic and molecular theory, periodic properties, chemical equations and stoichiometry. CHM 151 and CHM 151L are to be taken concurrently, except by permission of the department chair.

Prerequisite: A satisfactory score on the chemistry placement exam or a grade of C or better in CHM 101 or permission of the department chair.

CHM 151L. Chemical Principles I Laboratory. 1 Credit Hour.

This laboratory includes experiments in chemical synthesis, analysis, and composition and physical properties. A variety of techniques are utilized. This laboratory course addresses many of the same topics CHM 151 treats in the classroom. CHM 151 and CHM 151L are to be taken concurrently, except by permission of the department chair.

CHM 152. Chemical Principles II. 3 Credit Hours.

An integrated approach to many of the major concepts of chemistry with approximately equal emphasis on general descriptive chemistry and introduction to theoretical chemistry. Topics include chemical kinetics and thermodynamics, chemical equilibria, gas laws, solutions, acids and bases. CHM 152 and CHM 152L are to be taken concurrently, except by permission of the department chair.

Prerequisite: A grade of C- or better in CHM 151 or by permission of the department chair.

CHM 152L. Chemical Principles II Lab. 1 Credit Hour.

This laboratory includes experiments in chemical synthesis, analysis, separation, kinetics, and equilibrium. A variety of techniques and modern equipment are utilized. This laboratory course addresses many of the same topics CHM 152 treats in the classroom. CHM 152 and CHM 152L are to be taken concurrently, except by permission of the department chair.

CHM 223. Organic Chemistry I. 3 Credit Hours.

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. Topics include chemical bonding, saturated and unsaturated hydrocarbons, alkyl halides, stereochemistry, spectroscopy and other functional groups. Special emphasis is on natural products and substances of biological importance. CHM 223L is to be taken concurrently, except by permission of the department chair.

Prerequisites: CHM 152 or equivalent.

CHM 223L. Organic Chemistry I Lab. 1 Credit Hour.

This course will introduce fundamental organic chemistry laboratory techniques utilizing primarily microscale chemical reactions. Various skills will be developed, such as synthetic methods, purification methods (distillation, extraction, recrystallization, chromatography) and analytical techniques. The concepts of organic chemistry will be put into practice via the synthesis and study of materials of common use and theoretical interest. CHM 223 is to be taken concurrently, except by permission of the department chair.

Prerequisites: CHM 152 or equivalent.

CHM 224. Organic Chemistry II. 3 Credit Hours.

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. Topics include aromatics, carbonyl compounds, alcohols, amines and other functional groups. Special emphasis is on natural products and substances of biological importance. The course counts for three credit hours. CHM 224L is to be taken concurrently, except by permission of department chair.

Prerequisites: CHM 223.

CHM 224L. Organic Chemistry II Lab. 1 Credit Hour.

The course will build upon the foundation of organic chemistry laboratory techniques and concepts from the first semester, utilizing primarily microscale chemical reactions and techniques. Various skills will be learned and improved upon, such as purification methods (distillation, extraction, recrystallization, chromatography), synthetic methods, and analytical techniques. Functional groups studied will include alkenes, arenes, carbonyl compounds, etc. The course counts for one credit hour. CHM 224 is to be taken concurrently except by permission of the department chair.

Prerequisites: CHM 223 and CHM 223L (or equivalents).

CHM 280. Information in Chemistry and Physical Sciences. 1 Credit Hour.

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searchers. Students will also become familiar with the social and ethical issues relating to the production and use of scientific information in an increasingly digital society.

Cross-listed Courses: LIB 280, PHY 280

CHM 311. Analytical Chemistry. 4 Credit Hours.

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

Prerequisites: CHM 224.

CHM 320. Instrumental Methods of Analysis. 3 Credit Hours.

A study of the instrumental methods of quantitative and qualitative chemical analysis will introduce students to spectroscopic, chromatographic, and mass spectrometry techniques among others.

Prerequisites: CHM 224 or permission of the instructor.

Corequisite: CHM 322.

CHM 322. Instrumental Analysis Lab. 1 Credit Hour.

The laboratory experience includes acquisition of and analysis of data using instruments such as NMR, IR, UV-vis, HPLC and GCMS.

Prerequisites: CHM 224 or permission of the instructor.

Corequisites: CHM 320.

CHM 327. Physical Chemistry I. 3 Credit Hours.

A survey of the physical properties of matter. The course includes a study of atomic and molecular structure and spectroscopy in the context of quantum mechanics; an examination of the properties of gases, solutions, and equilibria under the unifying principles of thermodynamics; and an exploration of such dynamical processes as chemical kinetics and transport properties.

Prerequisites: CHM 224 and MTH 146 and PHY 102 or PHY 106 or permission of the instructor.

CHM 328. Physical Chemistry II. 3 Credit Hours.

A survey of the physical properties of matter. The course includes a study of atomic and molecular structure and spectroscopy in the context of quantum mechanics; an examination of the properties of gases, solutions, and equilibria under the unifying principles of thermodynamics; and an exploration of such dynamical processes as chemical kinetics and transport properties.

Prerequisites: CHM 224 and MTH 146 AND PHY 102 or PHY 106.

CHM 331. Physical Chemistry Laboratory. 1 Credit Hour.

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.

Prerequisite: CHM 224.

Corequisite: CHM 327.

CHM 332. Physical Chemistry II Laboratory. 1 Credit Hour.

Laboratory investigations of thermodynamic, transport, chemical kinetic and molecular structural properties provide an introduction to experimental physical chemistry. Emphasis on use of computers and electronic instrumentation.

Prerequisite: CHM 224.

Corequisite: CHM 328.

CHM 340. Environmental Chemistry. 3 Credit Hours.

The focus of this course is on understanding the underlying chemical principles and reactions of natural systems and anthropogenic compounds in the environment. Topics such as chemistry of the atmosphere, aqueous media, pollutants and energy sources will be covered. The emphasis of the course is on chemical aspects of environmental science, so a general background in chemistry is a prerequisite.

Prerequisite: CHM 223.

Cross-listed Courses: ESS 340

CHM 340L. Environmental Chemistry Laboratory. 1 Credit Hour.

This is an optional laboratory course that further explores topics covered in the lecture course. The lecture course (CHM 340) may be taken with or without this lab course (CHM 340L). Emphasis is on analytical methods, green chemistry techniques and investigation of materials. Three hours laboratory each week.

Cross-listed Courses: ESS 340L

CHM 390. Independent Study. 1-3 Credit Hours.

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. Prerequisites and corequisites: CHM 224.

CHM 435. Inorganic Chemistry. 3 Credit Hours.

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

Prerequisite: CHM 224.

CHM 436. Advanced Organic Chemistry. 3 Credit Hours.

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 224.

CHM 460. Biochemistry I. 3 Credit Hours.

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. Three hours of lecture per week. Carries biology major credit.

Prerequisites: CHM 224 and BIO 191 or permission of instructor.

Cross-listed Courses: BIO 460

CHM 461. Biochemistry II. 3 Credit Hours.

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. Carries biology major credit.

Prerequisite: CHM 460.

Cross-listed Courses: BIO 461

CHM 462. Biochemistry Laboratory. 2 Credit Hours.

This laboratory will introduce techniques for studying proteins, nucleic acids and lipids. Prerequisite or corequisite: CHM 460. Carries biology major credit.

Prerequisites: CHM 224 and BIO 191, or permission of instructor.

Cross-listed Courses: BIO 462

CHM 490. Internship. 1-6 Credit Hours.

This is to provide a student with research experience in the chemical industry or any other academic institution. The student intern will report as required to the chemistry faculty member assigned to evaluate his/her research experience. Does not count for CHM/BIOCHEM major or minor credit. Counts as college free elective.

Prerequisite: junior or senior status and prior approval by the department chair.

CHM 495. Research in Chemistry. 1-3 Credit Hours.

A student who wishes to undertake a research project for academic credit during a given semester must submit a research proposal prior to registration and a research report at the end of the semester. The proposal, indicating the number of credits sought, must be approved by the research director, the department chair and the academic dean. It will be kept on file in the academic dean's office. The research report will be written in the style of a chemistry journal. A copy of this report will be kept on file in the office of the chair of the chemistry department. At the end of the semester each student will present a short (15 min.) oral presentation to interested faculty and peers. Students taking this course for the first time must also take CHM 280 for no credit as part of their research.

Chemical Science (CHS)

CHS 111. Energy and the Environment. 3 Credit Hours.

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.

CHS 113. Scientific Thought. 3 Credit Hours.

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 fulfill chemistry major or minor requirements.

CHS 115. Biotech: Wonder Drugs to Mutant Bugs. 3 Credit Hours.

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.

CHS 117. Drugs: Curse Or Cure. 3 Credit Hours.

Drugs used by humans can eliminate pain, modulate mood and cure diseases. The scientific basis of biological activity will be studied for several types of drugs. The historical relevance of each representative drug will be discussed, along with the economic and political impact of drug use.

CHS 339. Science and WWII. 3 Credit Hours.

The course will explore the relationship between science, scientific advances and the progress and outcome of the Second World War. Chemistry, physics and medicine will be among the sciences discussed. The effectiveness of weapons/explosives, treatment of disease, access to raw materials, and other topics will be presented. Scientific content will be discussed at a level appropriate for non-science majors. Does not carry chemistry major or minor credit. Fulfills core requirement: Interdisciplinary Studies (IDS).

CHS 342. Bitter/Sweet: Stimulating Human History With Caffeine and Sugar. 3 Credit Hours.

This course will introduce students to the chemistry, biochemistry, and history of natural stimulants such as caffeine and sugar. Caffeine or related compounds are found in tea, coffee and cacao; sugar (sucrose) is produced in sugar cane and sugar beet. Physiological responses in humans to these stimulants will be studied, including metabolism and addiction. The historical uses of these plant products will be explored, leading to investigations of the social, political, and economic effects of changes in their production, consumption, and trade. Does not carry chemistry major or minor credit. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Diversity (DIV). Prerequisite: HST 111.

Chemistry Major (B.S.)

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

Each chemistry major will have the opportunity to participate in an original research project under the supervision of a faculty member. 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.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
CHM 311	Analytical Chemistry (and lab)	4
CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	4
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
CHM 460	Biochemistry I	3
Chemistry Elective (upper division)		3

Major Support Requirements

BIO 191	General Biology I	4
MTH 145	Calculus I	4
MTH 146	Calculus II	4

Select one of the following:	4
PHY 105 General Physics Scientists/Engineers I & PHY 103 and General Physics Laboratory (recommended)	
PHY 101 Non-Calculus General Physics I & PHY 103 and General Physics Laboratory	
Select one of the following:	4
PHY 106 General Physics Scientists/Engineers II & PHY 104 and General Physics Laboratory (recommended)	
PHY 102 Non-Calculus General Physics II & PHY 104 and General Physics Laboratory	
Electives	
Free Electives	24
Total Credit Hours	132

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
MTH 145	Calculus I	4
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
	Credit Hours	17
Second Semester		
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
MTH 146	Calculus II	4
HST 111	World Civilization II	3
	Social Science (p. 43)	3
PHL 110	Introduction to Philosophy	3
	Credit Hours	17
Sophomore Year		
First Semester		
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory	4
ENG 210	Major Authors	3
	Theology (p. 43)	3
	EAC Encountering Another Culture/Language (p. 43)	3
	Credit Hours	17
Second Semester		
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory	4
	EAC Encountering Another Culture/Language (p. 43)	3

PHL 210	Moral Philosophy	3
	Credit Hours	15
Junior Year		
First Semester		
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
	CHM Elective	3
BIO 191	General Biology I	4
ENG 310	Literature and Culture	3
	Elective	3
	Credit Hours	17
Second Semester		
CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
	IDS Interdisciplinary Studies (p. 43)	3
	Elective	3
	Elective	3
	Credit Hours	16
Senior Year		
First Semester		
CHM 311	Analytical Chemistry (and lab)	4
CHM 460	Biochemistry I	3
	Religion (p. 43)	3
	VPA Visual & Performing Arts (p. 43)	1
	Elective	3
	Elective	3
	Credit Hours	17
Second Semester		
CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	4
COR 400	Senior Studies: Transformations	3
	Elective	3
	Elective	3
	Elective	3
	Credit Hours	16
	Total Credit Hours	132

Note: Course may be available in semesters other than indicated.

Chemistry Major (B.S.) with a Minor in Biology

Another 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. This curriculum would permit an easy transition to a major in biochemistry or biology should the student find these subjects of greater interest. A number of free electives are permitted, making this a very flexible program. A suggested form for the program follows.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
CHM 311	Analytical Chemistry (and lab)	4
CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	4
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
CHM 460	Biochemistry I	3
Chemistry Elective (upper division)		3
Major Support Requirements		
BIO 191	General Biology I	4
MTH 145	Calculus I	4
MTH 146	Calculus II	4
Select one of the following:		4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory (recommended)	
PHY 101 & PHY 103	Non-Calculus General Physics I and General Physics Laboratory	
Select one of the following:		4
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory (recommended)	

PHY 102 & PHY 104	Non-Calculus General Physics II and General Physics Laboratory	
-------------------	--	--

Minor Requirements

BIO 192	General Biology II	4
Two other biology classes, at least one of which must be a lab course, and at least one course must be numbered BIO 210 or higher		7

Electives

Free Electives		13
Total Credit Hours		132

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
BIO 191	General Biology I	4
MTH 145	Calculus I	4
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		18

Second Semester

CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
BIO 192	General Biology II	4
MTH 146	Calculus II	4
Social Science (p. 43)		3
PHL 110	Introduction to Philosophy	3
Credit Hours		18

Sophomore Year**First Semester**

CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory	4
HST 110	World Civilization I	3
ENG 210	Major Authors	3
Theology (p. 43)		3
Credit Hours		17

Second Semester

CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory	4
HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Credit Hours		15

Junior Year**First Semester**

CHM 327	Physical Chemistry I	4
& CHM 331	and Physical Chemistry Laboratory	
IDS Interdisciplinary Studies (p. 43)		3
BIO 218	Cell and Molecular Biology	4
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3
Credit Hours		17

Second Semester

CHM 328	Physical Chemistry II	4
& CHM 332	and Physical Chemistry II Laboratory	
CHM 435	Inorganic Chemistry	3
Biology Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Elective		1
Credit Hours		14

Senior Year**First Semester**

CHM 311	Analytical Chemistry (and lab)	4
CHM 460	Biochemistry I	3
ENG 310	Literature and Culture	3
Religion (p. 43)		3
Elective		3
Credit Hours		16

Second Semester

CHM 320	Instrumental Methods of Analysis	4
& CHM 322	and Instrumental Analysis Lab	
CHM Elective		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
Elective		3
Elective		3
Credit Hours		17
Total Credit Hours		132

Note: An interdisciplinary major in biochemistry is available. Courses may be available in semesters other than indicated.

Chemistry Major (B.S.) and M.S. in Chemical Pre-Engineering

The chemistry B.S. can be taken with a pre-engineering concentration to serve as the foundation for the Bachelor's in Chemistry and Master's in Chemical Engineering degree program at Syracuse University.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3

Theology (p. 43)	3	
EAC Encountering Another Culture/Language (p. 43)	6	
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

CHM 151	Chemical Principles I	4
& 151L	and Chemical Principles I Laboratory ²	
CHM 152	Chemical Principles II	4
& 152L	and Chemical Principles II Lab ²	
CHM 223	Organic Chemistry I	4
& 223L	and Organic Chemistry 1 Lab ²	
CHM 224	Organic Chemistry II	4
& 224L	and Organic Chemistry II Lab ²	
CHM 280	Information in Chemistry and Physical Sciences	1
CHM 311	Analytical Chemistry (and lab)	4
CHM 320	Instrumental Methods of Analysis	4
& CHM 322	and Instrumental Analysis Lab	
CHM 327	Physical Chemistry I	4
& CHM 331	and Physical Chemistry Laboratory ²	
CHM 328	Physical Chemistry II	4
& CHM 332	and Physical Chemistry II Laboratory ²	
CHM 435	Inorganic Chemistry	3
CHM 460	Biochemistry I	3
CHM Elective ³		

Major Support Requirements

MTH 145	Calculus I ²	4
MTH 146	Calculus II ²	4
MTH 245	Calculus III ²	4
MTH 304	Differential Equations for Scientists And Engineers ²	4
MTH 311	Introduction to Probability Theory ²	3
BIO 191	General Biology I	4
PHY 105	General Physics Scientists/Engineers I	4
& PHY 103	and General Physics Laboratory ²	
PHY 106	General Physics Scientists/Engineers II	4
& PHY 104	and General Physics Laboratory ²	
PHY 333	Computational Physics ²	3
ECS 326 Engineering Materials, Properties and Processing ^{2,4}		3
CEN 231 Mass and Energy Balances ^{2,4}		3
CEN 333 Fluid Transport ^{2,4}		3
CEN 341 Fundamentals of Heat and Mass Transfer ^{2,4}		4
CEN 587 Chemical Reaction Engineering ^{2,4}		3
Total Credit Hours		135

¹ Some Core requirements may be fulfilled by major requirements.

² Satisfies prerequisites for admission to MS program.

³ Satisfied by ECS 326 or CEN 587 .

⁴ Taken at Syracuse University.

Course	Title	Credit Hour
Freshman Year		
First Semester		
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
MTH 145	Calculus I	4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory	4
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Credit Hours		18
Second Semester		
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
MTH 146	Calculus II	4
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory	4
PHL 110	Introduction to Philosophy	3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		16
Sophomore Year		
First Semester		
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
CEN 231 ¹		3
MTH 245	Calculus III	4
BIO 191	General Biology I	4
HST 110	World Civilization I	3
Credit Hours		18
Second Semester		
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
PHY 333	Computational Physics	3
MTH 304	Differential Equations for Scientists And Engineers	4
PHL 210	Moral Philosophy	3
HST 111	World Civilization II	3
Credit Hours		18
Junior Year		
First Semester		
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
CEN 333 ¹		3
ECS 326 ¹		3
Social Science (p. 43)		3
ENG 210	Major Authors	3
Credit Hours		16

Second Semester

CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
CEN 341 ¹		4
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		17

Senior Year**First Semester**

CHM 311	Analytical Chemistry (and lab)	4
CHM 460	Biochemistry I	3
CEN 587 ¹		3
MTH 311	Introduction to Probability Theory	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Second Semester

CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	4
ENG 310	Literature and Culture	3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Fifth Year

Syracuse University MS Chemical Engineering		
Credit Hours		0
Total Credit Hours		135

¹ Taken at Syracuse University.

Note: Courses may be available in semesters other than indicated.

Chemistry Major (B.S.) with a Certification in Adolescence Education (Grades 7-12)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3

COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0

Major Requirements

CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
CHM 311	Analytical Chemistry (and lab)	4
CHM 320 & CHM 322	Instrumental Methods of Analysis and Instrumental Analysis Lab	4
CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
CHM 460	Biochemistry I	3
CHM Elective		3

Major Support Requirements

MTH 145	Calculus I	4
MTH 146	Calculus II	4
BIO 191	General Biology I	4
Select one of the following:		4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory (preferred)	
PHY 101 & PHY 103	Non-Calculus General Physics I and General Physics Laboratory	
Select one of the following:		4
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory (preferred)	
PHY 102 & PHY 104	Non-Calculus General Physics II and General Physics Laboratory	

Education Requirements

EDU 105	Teaching in a Diverse Society	3
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 215	Learning in a Sociocultural Context	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan, Assessing, Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 401	Adolescent Education Strategies & Technology ²	4
EDU 405	Preservice Clinical Teaching Seminar	3

EDU 450	Supervised Preservice Teaching (7-9)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
Total Credit Hours		140

¹ Some Core requirements may be fulfilled by major requirements.

² EDU 401 Adolescent Education Strategies & Technology will substitute for either Physical Chemistry II with lab or Instrumental Chemistry - whichever would ordinarily be taken during the student's senior year.

Typical Program for Chemistry Major (B.S.) with Adolescence Teaching Certification

Course	Title	Credit Hour
Freshman Year		
First Semester		
CHM 151 & 151L	Chemical Principles I and Chemical Principles I Laboratory	4
MTH 145	Calculus I	4
EDU 105	Teaching in a Diverse Society	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
CHM 152 & 152L	Chemical Principles II and Chemical Principles II Lab	4
MTH 146	Calculus II	4
EDU 150	Contemporary Perspectives on Special Ed	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		17
Sophomore Year		
First Semester		
CHM 223 & 223L	Organic Chemistry I and Organic Chemistry 1 Lab	4
PHY 105 & PHY 103	General Physics Scientists/Engineers I and General Physics Laboratory	4
EDU 215	Learning in a Sociocultural Context	3
HST 110	World Civilization I	3
EAC/Language		3
Credit Hours		17
Second Semester		
CHM 224 & 224L	Organic Chemistry II and Organic Chemistry II Lab	4
CHM 280	Information in Chemistry and Physical Sciences	1
PHY 106 & PHY 104	General Physics Scientists/Engineers II and General Physics Laboratory	4
PHL 210	Moral Philosophy	3
Theology		3
EAC/Language		3
Credit Hours		18

Junior Year**First Semester**

CHM 327 & CHM 331	Physical Chemistry I and Physical Chemistry Laboratory	4
BIO 191	General Biology I	4
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan, Assessing, Managing Inclusive Clsm	3
ENG 210	Major Authors	3
Credit Hours		17

Second Semester

CHM 328 & CHM 332	Physical Chemistry II and Physical Chemistry II Laboratory	4
CHM 435	Inorganic Chemistry	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
Religion		3
IDS ¹		3
Credit Hours		19

Senior Year**First Semester**

CHM 311	Analytical Chemistry	4
CHM 460	Biochemistry I	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 401	Adolescent Education Strategies & Technology	4
COR 400	Senior Studies: Transformations	3
ENG 310	Literature and Culture ¹	3
upper-level CHM		3
Credit Hours		20

Second Semester

EDU 405	Preservice Clinical Teaching Seminar	3
EDU 450	Supervised Preservice Teaching (7-9)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
Credit Hours		15
Total Credit Hours		140

¹ It is highly recommended to take a Core course such as IDS or ENG 310 in J-mester, Maymester, or summer during these overload semesters.

Note: the typical program assumes that DIV and VPA requirements are satisfied without separate courses.

Biochemistry Major (B.S.)

An interdisciplinary major in biochemistry is available. For details, see Interdisciplinary Programs (p. 46).

Forensic Sciences

A memo of understanding with Syracuse University allows qualified students to apply to participate in a five-year pathway with Syracuse

University leading to a B.S. in chemistry and an M.S. in forensic science or biomedical forensic sciences. For more information see the Graduate Program Pathways (p. 78) section of this catalog.

Chemistry Minor

The requirements for the chemistry minor are at least 15 credit hours of chemistry courses designated CHM and numbered 151 or higher. These must include at least three lecture courses with their associated laboratories. At least three credit hours must be at the 300- or 400- level. None of the courses may be taken as pass/fail.

Communication and Film Studies

Chair: Michael Streissguth

Program Director: Julie Grossman (of Film)

Professor: Julie Grossman, Michael Streissguth

Associate Professor: Phillip Novak, Dan Roche

Assistant Professor: Bryan Gunner Cole

Adjunct Faculty: Glenn Coin, Leslie Bailey Streissguth, Michael Waters

Visiting Instructional Professor: Matthew Read

The Department of Communication and Film Studies values the art of the narrative, the foundational element for all media professionals, from journalists to filmmakers, editors to public relations professionals, broadcasters to web designers. All communications majors will be taught how narratives work—especially within the mass media fields of journalism, advertising, public relations, and filmmaking – and how to make them work.

The department values, too, deep technical expertise and broad adaptability across media technologies. Students in communication and film studies therefore gain extensive training in everything from the production of newspapers to the design of websites, from non-linear editing to digital video and audio recording. By the time they graduate, all Le Moyne communication and film studies students will have had the opportunity to acquire the technical skills and the writing, visual, and verbal talents needed for long-lasting professional success in the dynamically evolving media world.

The department's curriculum is enriched by a liberal-arts education that nurtures in students a wide-ranging critical literacy and a deep social responsibility, so that communication and film studies graduates enter media professions or graduate school ready to contribute creatively, ethically, and learnedly.

Communications Internship

The program is intended primarily for communications majors and minors. Interns receive practical, on-the-job training in such fields as radio, television, advertising, journalism, public relations, and filmmaking.

Students should prepare themselves for internships by taking the appropriate courses: a student who wants a newspaper internship should have taken a journalism course, just as a student interested in a production internship should have taken a video- or radio-production course. However, specific requirements for each internship will be determined on a case-by-case basis by the internship director.

Students may take up to three 3-credit internships. Each new internship should involve a new placement.

Requirements

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.

Interns must keep a detailed journal of activities. This journal is to be examined by the internship director.

Interns meet with the internship director according to a predetermined schedule.

The internship director will make on-the-spot visits during the semester.

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.

Student Learning Outcomes in Communications

Write and speak publicly

Students will communicate effectively to a variety of audiences using a variety of media

Multimedia

Students will use a range of communication technologies with highly developed skills.

Gather information

Students will gather relevant and meaningful information in accordance with professional standards in the chosen field of communication.

Decode narratives

Students will critically analyze texts in a variety of media.

History of media

Students will explain the history of media and its interactions with culture.

Ethical complexities

Students will make well-reasoned and defensible ethical decisions relevant to the field of communication.

- Communications Major (B.A.) (p. 145)
- Dual Major in English/Creative Writing and Communications (p. 146)
- Dual Major in English/Literature and Communications (p. 148)
- Double Major in Political Science and Communications (p. 149)
- Double Major in Theatre Arts and Communications (B.A.) (p. 150)
- Communications Minor (p. 150)

Communications (CMM)

CMM 201. Fundamentals of Speech. 3 Credit Hours.

Essentials of voice production, oral interpretation, speech organization and use of supporting materials; preparation and delivery of speech materials; group and panel discussion. Prerequisite or Corequisite: WRT 101.

Cross-listed Courses: ENG 201

CMM 205. Intro to Video Production. 3 Credit Hours.

This course is a general introduction to video technology and the methods of studio operations, field production and video editing. The student will gain an understanding of how video and audio systems work and will develop basic mastery of the tools of production. The course will consist of lectures, hands-on experience and production exercises. ****There is a lab fee associated with this course.**** Fulfills Core requirement(s): VPA.

CMM 208. Frame to Frame: Concepts in Motion. 3 Credit Hours.

FRAME TO FRAME: CONCEPTS IN MOTION is an introductory media course designed for students interested in visual media and storytelling as it applies to their own academic and professional pursuits. Whether storyboarding a film scene, realizing a marketing scheme, or designing a website, FRAME TO FRAME: CONCEPTS IN MOTION introduces the student to the history, theory, and aesthetics underlying sequential art and time-based media while challenging them to employ those concepts in a project-based environment. This course asks the students to grapple with the power and influence of images, narrative, and media making in the digital age as they conceive, create, and present their own media projects.

CMM 221. The Photo Essay. 3 Credit Hours.

This is a course about the theories and methods of creating a photo essay. Students will learn about the history of the photo essay by studying the work of some of the masters of the genre, and they will shoot and edit several photo essays of their own. ****There is a lab fee associated with this course.****

CMM 224. Environmental Journalism. 3 Credit Hours.

This course looks at how print and broadcast journalists have attempted to investigate and report upon all aspects of contemporary environmental use and/or abuse: from climate change to air pollution, from genetically modified crops to urban sprawl. Besides studying the work of professional environmental journalists, students will have an opportunity to produce at least one piece of environmental journalism themselves.

Prerequisite: WRT 101.

CMM 226. Introduction to Film Studies. 3 Credit Hours.

The function of this course is to provide students with the tools to be in a position to respond fully to the movies they see. Responding fully to movies requires knowledge of how they are made, so the course will cover all the basic elements involved in the filmmaking process. We will talk some about the film industry, comparing various models of film production. We will talk at length about film technique and film structure; and students will acquire, over the course of the semester, a fairly extensive vocabulary for describing the ways filmed narratives unfold and the ways filmed images are constructed, arranged, and deployed. In the course of working their way through the reading (that is, the interpretation) of a dozen or so movies—both classical and contemporary, from both Hollywood and abroad—students will gain an understanding of such central film features as cinematography, editing, production design, sound design, and performance style. They will learn what critics and scholars mean when they talk about *mise-en-scene* and montage and the tension between the two. They will learn to identify different modes of screen reality. Most importantly, they will learn that responding fully to movies requires active critical engagement with films as purposive texts. Fulfills Core requirement(s): VPA. Corequisite: WRT 101.

CMM 250. Mass Media and Society. 3 Credit Hours.

This course explores some of the ways in which the media form and reflect our society and culture. It examines the ways in which audiences use media and how, in turn, they are used by the media. It also considers how new technologies change both the form and the content of the media as well as how the government and other institutions affect media output. Prerequisite: WRT 101.

CMM 274. Reporting and Writing. 3 Credit Hours.

This course is designed to hone the student journalist's abilities to observe closely, to research deeply, and to report accurately. Students practice developing fresh story ideas, use multiple modes of research (face-to-face interviews, Internet resources and databases, digital media, etc.), and write articles in narrative, explanatory, and investigative styles, for both print and online outlets. There is practice on fact-checking and an introduction to multi-media news reporting. In all assignments, the focus is on how to present complex information with precision and clarity and to do so on deadline. Also, an introduction to the history of American journalism and wide reading in contemporary news reporting allows students to complement their growing technical skills with considerations of the profession's ethical and philosophical aspects. Prerequisite: WRT 101.

CMM 303. Italian Culture and Cinema. 3 Credit Hours.

An encounter with Italian culture from World War II to the present, this course will trace the evolution of modern Italy through a representative selection of Italian literature and films by both male and female authors. The readings will be in English translation, while the films will be in Italian with English subtitles. (Texts will be available in Italian for language minors.) Prerequisites: WRT 101, and ENG 210, ENG 218 or HON 111.

Cross-listed Courses: ITL 303

CMM 307. Communications Photography. 3 Credit Hours.

An introductory level course in photography as a communications medium. The course includes lectures, demonstrations, visual presentations, group critiques and supervised lab work. Material covered includes; the digital camera and its components, camera exposure techniques, digital editing and printing, commercial studio lighting, and electronic flash. The work of photojournalists and commercial photographers are shown and discussed in class. Assignments are geared toward the development of students' awareness of photography as a medium of mass communication. A compact digital camera or digital SLR camera is required. **There is a lab fee associated with this course.** Fulfills core Visual and Performing Arts requirement. (VPA).

CMM 308. Media Layout and Design. 3 Credit Hours.

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. Fulfills Core requirement(s):VPA.

CMM 309. American Culture and Art of Johnny Cash. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement.(VPA) Prerequisites: WRT 101, and ENG 200, ENG 210, ENG 218, or HON 111.

Cross-listed Courses: ENG 309

CMM 311. Writing for Electronic Media. 3 Credit Hours.

This course serves as an introduction to the practice of writing for radio, television, film, and the Internet. Students will learn to format and write scripts, and to deploy and critique the various writing styles in use on contemporary media platforms. Prerequisite: WRT 101.

CMM 314. Journalism and American Literature. 3 Credit Hours.

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. 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. Cross-listed Courses: ENG 322

CMM 315. Filmmaking As Art. 3 Credit Hours.

This course is an introduction to semiotic theory as related to creative cinematic practice. The students will apply concepts of sign and code production, and their cultural usage, to issues of visual and audio literacy as applied to film production. This course assumes a basic knowledge of digital cameras and editing (Final Cut, Premier, or AVID). There will be 6 short films produced that testify to the student's ability to apply concepts to creative production.

CMM 316. Studies in Small Screen Narrative. 3 Credit Hours.

This course features analysis of television and web narrative. Shows under consideration will rotate from semester to semester, but could include epic cable-television series such as *The Sopranos*, *Mad Men*, *Fargo*, *Breaking Bad*, and/or *Game of Thrones*; web-based shows, such as *Americana* and *The Lizzie Bennett Diaries*; and online series such as *Transparent*, *House of Cards*, and *Orange is the New Black*. Reading these series from the perspective of cultural and textual studies, the course aims to give students the tools to analyze the narrative structure, thematic concerns, cultural significance, and visual techniques of these series. The course will help students better understand popular media representations of social roles and the place of seriality in contemporary culture. Prerequisite(s): WRT 101.

CMM 318. Intro to Audio Production. 3 Credit Hours.

This course introduces students to the basics of recording, mixing and editing audio for various media, such as radio, TV, film, and the internet. The class provides a "hands on" approach to learning the skills, terminology, and equipment used to record music, make radio spots, and produce audio for broadcast, the web, and the theater.

Prerequisite: WRT 101.

CMM 319. Survey of Amer Broadcasting. 3 Credit Hours.

This course presents a survey of the history of American broadcasting, exploring its roots in earlier forms of entertainment and news reporting, and the most significant innovations in technology, business, and the arts that shaped its development during the twentieth century. The course will conclude with the impact of the Internet and innovations in global communications.

Prerequisite: WRT 101.

CMM 320. Documentary Film. 3 Credit Hours.

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: WRT 101, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

CMM 330. Studio and Remote Production. 3 Credit Hours.

This course will explore the methods involved in live multi-camera broadcasts-both in the Studio and from remote locations. The students will plan and produce news and talk programs in the studio, and cover live campus events-athletic, cultural, religious, etc.-which may be streamed over the Internet. The skills that will be developed in this course include producing, directing, lighting, camera work, switching, audio control, and live on-camera commentary and reporting. Fulfills core Visual and Performing Arts requirement. (VPA) ***There is a lab fee associated with this course.***

Prerequisite: CMM 205.

CMM 331. News and Documentary Production. 3 Credit Hours.

This is an advanced production course and is intended to develop the student's ability to explore and report on the world around him or her using mobile production technology and investigate journalistic techniques. Students will create traditional news packages, longer feature stories, and a documentary. While the main focus of the course will be on effective storytelling, students technical skills-particularly editing-will be enhanced. **There is a lab fee associated with this course.** Fulfills Core requirement(s): VPA.

Prerequisite: CMM 205.

CMM 332. Dramatic Video Production. 3 Credit Hours.

This is an advanced production course that is intended to develop the student's ability to work with actors and scripted material. Students will learn how to break down dramatic and comic scenes in preparation for shooting. They may have the opportunity to work with actors enrolled in THR 306: Topics: Acting for the Camera, when it is offered at the same time as CMM 332. Students will produce three scenes-one dramatic; one comic and one of their own choosing. Fulfills core Visual and Performing Arts requirement. (VPA) ***There is a lab fee associated with this course.***

Prerequisite: CMM 205.

CMM 337. Cut To: Advanced Non-Linear Editing. 3 Credit Hours.

Cut To: Advanced Non-Linear editing introduces students to the more sophisticated and complicated editorial challenges typically found throughout the film, television, and advertising industry including advanced media management, large project organization, dialogue and picture editing, montage fundamentals, sound design and music editing. Whether working on documentaries, features, commercials, or new content, the course emphasizes post-production workflow fundamentals, in-depth exploration of non-linear editing, and the theory and practice of visual storytelling. Prerequisite(s): CMM 205.

CMM 338. Writing in the Real World. 3 Credit Hours.

This course calls on the practices of professional and business communication to offer students practice with writing in "real world" contexts. In this class, students will develop strategies for responding to professional and community-based writing scenarios, reaching internal and external audiences, designing both print and digital/online texts, and composing application materials. Students will engage writing and revision processes, provide feedback to peers, compose collaboratively as part of a team, and learn the standards and conventions of non-academic communication. The genres students encounter may include memo, letter, e-mail, resume, cover letter, flier, pamphlet, and website. The course will also address digital-visual communication tools including Twitter, PowerPoint, and other emerging platforms.

Prerequisites: WRT 101, and ENG 200, ENG 210, ENG 218 or HON 111.

Cross-listed Courses: ENG 338

CMM 339. Down These Mean Streets: Men, Women, and Film Noir. 3 Credit Hours.

This course examines the group of films that have come to be called "film noir," the dark cinema chronicling postwar American anxieties concerning place, politics, and gender that emerged most prominently in the 1940s and 50s. In these films, the "mean streets" of the city are an extension of the distressed men and women who inhabit them. The women of film noir struggle with shifting gender expectations, and the men returning from the war confront overpopulated urban areas (e.g. *The Blue Dahlia*, 1946). The city and noir's characters morph through the decades, but men and women continue to be traumatized by changing social roles and political challenges (e.g., the "red scare" [the threat of Communism in the 1950s]; the rise of modern capitalism; and, later, the Civil Rights movement, feminisms, and the Vietnam War in the 1960s and 70s (*Cape Fear*, *Chinatown*, *Taxi Driver*). Prerequisite(s): WRT 101.

CMM 350. Communication Ethics. 3 Credit Hours.

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: WRT 101.

CMM 353. Government and the Mass Media. 3 Credit Hours.

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.

Cross-listed Courses: PSC 353

CMM 358. Representations of the Media in Film. 3 Credit Hours.

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: WRT 101, ENG 210, ENG 218 or HON-111.

Cross-listed Courses: GWS 358

CMM 370. American Film Abroad: Il Cinema Ritrovato (Bologna Film Festival). 3 Credit Hours.

This course focuses on a 9-10 day trip to Bologna in June/July of each year to attend the Cinema Ritrovato, an international film festival focused on American silent and sound film and music. The Festival specializes in screening classic films that have been restored in Bologna at the Cineteca di Bologna, a major site for the film restoration in the world. Students will attend many screenings each day and evening of the Festival, as well as participate in group meetings with the instructor to analyze film and discuss and write about the events, such as the silent film/live music events taking place throughout the week at night in the central square of Piazza Maggiore. The students will have the unique opportunity to watch celluloid films as part of events introduced by film scholars, filmmakers, and/or restoration technicians. In the spring semester at Le Moyne, students will attend meetings with the instructor every two weeks and attend and write about two required film events. Enrollment by permission of instructor.

Prerequisite: Sophomore standing.

CMM 371. Practicum in Radio. 1 Credit Hour.

This course is designed to offer students the opportunity for hands-on radio experiences by becoming a staff member of Le Moyne's student radio station, WLMU, for one semester. Fulfills Core requirement(s): VPA. Pass/Fail only.

CMM 372. Practicum in Video. 1 Credit Hour.

This course is available to students who have taken or are currently enrolled in a video production class. It is designed to offer students practical experience by working on Le Moyne College Television (LCTV) productions. Pass/Fail only. Fulfills Core requirement(s): VPA.

CMM 373. Practicum in Journalism. 1 Credit Hour.

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. Literary Journalism. 3 Credit Hours.

This course is designed to teach aspiring journalists and other writers how to use some techniques of literature to tell the true stories of journalism. In addition to honing their information-gathering skills and news sense, students study such tools as characterization, narrative plotting, scene-setting, point of view, tone and style. They practice crafting journalistic stories based on reporting from outside their own experiences, stories that bring people, places and events alive on the page and illuminate social issues or universal themes. Articles written in this class are appropriate for publication in newspapers, magazines and Web sites. The class also examines ethical and legal concerns of literary journalism such as invasion of privacy and libel. Course work includes wide reading and discussion of great pieces of literary journalism.

Prerequisites: CMM 274, ENG 210 or ENG 218.

CMM 375. Sports Journalism. 3 Credit Hours.

This course teaches students how to report on all aspects of sports- from game stories to features to opinion columns. To familiarize students with the scope and history of sports journalism and to provide models for reporting, texts will be drawn from a wide range of sports journalism in various media: newspapers, magazines, websites, blogs, and podcasts. The class will consider the ways in which sports journalism has evolved in response to digital technologies. It will also cover the ethical dilemmas common to sports journalism. Students will produce numerous pieces of original sports journalism of various lengths and in different media, as well as analyses of published sports reporting. Prerequisite(s): WRT 101.

CMM 376. Introduction to Advertising. 3 Credit Hours.

The course explores the elements of effective advertising messages, as well as advertising's historic roots. It considers the legal and ethical environment within which advertisers operate and advertising's place in the marketing communication mix. It examines the importance of research in forming effective messages for specific target audiences and the ways advertisers shape promotional appeals and strategies. It introduces students to the changing face of advertising and the impact of the internet and social media on advertising today.

Prerequisite: WRT 101.

CMM 377. Introduction to Public Relations. 3 Credit Hours.

The theory and practice of public relations in the United States today. The class will define public relations and examine case studies. The class will also look at public relations and research, planning and creativity and the application of public relations to business, financial, government and non-profit sectors.

Prerequisite: WRT 101.

CMM 378. Creative Advertising. 3 Credit Hours.

A requirement for all advertising concentrators, this production course engages students in the process of developing and producing advertising for print, video, audio, web and other applications. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisite: WRT 101.

CMM 379. Music Journalism. 3 Credit Hours.

This writing course teaches students how to report on all aspects of music—from concert reviews to performer profiles, from musician retrospectives to articles about non-performance aspects of music (e.g., the recording industry, instrument makers). To familiarize students with the history of music journalism and provide models for writing, readings will be drawn from prominent music magazines such as *Rolling Stone*, *Creem*, *Crawdaddy!*, *Blender*, and others—as well as from places where music journalism frequently appears today, especially blogs and podcasts. The class will consider the ways in which music journalism has changed in response to the technologies through which music is made available to listeners. Students will write several pieces of original music journalism of various lengths. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisites: WRT 101.

Cross-listed Courses: MUS 379

CMM 380. Critical Approaches to Film. 3 Credit Hours.

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others.

Prerequisites: WRT 101, and ENG 200, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: THR 371, GWS 351, ENG 371

CMM 381. History of Film: Beginnings to 1940. 3 Credit Hours.

This course will survey major developments in cinema from the advent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium—the Lumiere brothers, Thomas Edison (and his major collaborator William Kennedy Laurie Dickinson), George Melies, and Edwin S. Porter; D. W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s—German expressionism, in particular, as well as the *Kammerspielfilm*; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films.

Prerequisites: WRT 101, ENG 200, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: THR 372, ENG 372

CMM 382. History of Film: 1940 to Present. 3 Credit Hours.

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.

Prerequisites: WRT 101 and ENG 200, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: ENG 373, THR 373

CMM 383. The Films of Alfred Hitchcock. 3 Credit Hours.

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 idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what 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: WRT 101, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: GWS 359, ENG 378

CMM 384. The Film Sound Track. 3 Credit Hours.

Throughout recorded history, music has been an important part of human dramatic expression in ways that transcend mere spoken words and visual imagery. For more than a century of the motion picture art, music has played an integral, yet often unnoticed, role in defining the filmgoing experience. The main objective of this course is for students to develop skills in analyzing the sound track of a film, music's role in the sound track, and the relation of non-diegetic sound to image (especially relating to music) on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills, but it also offers a particular extension of film history scholarship, one that focuses on the three nodal points in the history of film sound: the introduction of sound, the introduction of stereo, and the introduction of digital sound. We will explore the ways in which each of these technological advances affects the structural relationships that occur among three relatively autonomous components of the soundtrack—dialogue, music and sound-effects—with particular focus on non-diegetic music.

Prerequisite: WRT 101.

Cross-listed Courses: MUS 384

CMM 387. Scriptwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA.

Prerequisite: WRT 101.

Cross-listed Courses: CRW 387, ENG 387

CMM 390. Independent Study. 3 Credit Hours.

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 academic dean. It will be kept on file in the academic dean's office.

CMM 397. Writing Nonfiction. 3 Credit Hours.

A course in writing for general audiences on topics that will vary from one semester to the next; topics may include the fine arts, nature/the environment, science, the family, popular culture, and politics. These courses will be both reading-and writing-intensive, with reading serving as models and resources for students' own writing; outside research in the form of interviews, observations/site visits, or attendance at cultural events will also be a component.

Prerequisite: WRT 101.

Cross-listed Courses: ENG 397

CMM 401. Convergence. 3 Credit Hours.

This course is designed as a capstone experience where students will work together in teams to produce multimedia narratives for inclusion in a student-designed website. It is designed to encourage aesthetic and technological experimentation.

Prerequisite: the course is open only to junior and senior students who are majors in the Department of Communications and Film Studies.

CMM 435. Advanced Production Seminar. 3 Credit Hours.

This is a specialized advanced production seminar for students who are ready to produce self-directed work. The course is intended to provide the most experienced and motivated students with the opportunity to produce a professional quality video on their own. Students must submit a written proposal before they may enroll in the course. Students may repeat this course for credit. **There is a lab fee associated with this course.**

Prerequisites: CMM 205 and CMM 330 or CMM 331 or CMM 332, Senior standing and Permission of the instructor.

CMM 474. Reporting Syracuse. 3 Credit Hours.

In this class, students venture beyond the Le Moyne campus and write both hard news and feature pieces about the Syracuse community, the mix of the two determined partly by assignment and partly by the students' own interests and projects. The goal is for each student to produce a portfolio that has range and cohesiveness, and for the class as a whole to produce multi-faceted document that sheds new light on the everyday lives of central New Yorkers and on local angles to topics such as immigration, ethnicity, work, energy use, income, culture, and education.

Prerequisite: CMM 274 and CMM 330, CMM 331 or CMM 332 and ENG 210, ENG 218 or HON 111.

CMM 476. Advanced Advertising. 3 Credit Hours.

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.

Prerequisites: WRT 101, CMM 376.

CMM 477. Advanced Public Relations. 3 Credit Hours.

Students will implement principles and practices of public relations introduced in CMM 377. Specifically, student 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 will take place.

Prerequisites: WRT 101, CMM 377.

CMM 490. Communications Internship. 3 Credit Hours.

Participation in a field learning experience related to the area of communications. The student intern reports as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Enrollment by permission of the internship director.

CMM 491. Communications Internship. 3 Credit Hours.

Participation in a field learning experience related to the area of communications. The student intern reports as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Enrollment by permission of the internship director.

CMM 492. Communications Internship. 3 Credit Hours.

Participation in a field learning experience related to the area of communications. The student intern reports as required to the faculty member assigned to supervise this field experience and will be expected to evaluate the experience and relate it to his or her academic program. Enrollment by permission of the internship director.

Communication Major (B.A.)

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 for the social, cultural, and ethical issues related to mass communication.

All communication majors take a nucleus of courses designed to provide a broad understanding of contemporary mass media, and to give them fundamental skills in creating and interpreting written, visual, audio, and multimedia texts. They also take a variety of electives within the department and use these to broaden or sharpen their focus of study within the field of communication.

Each communication and film studies student also chooses a minor in order to develop another mastery of specific and substantive subject matter. The student will use free electives to fulfill that minor.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3

VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements	
CMM 201 Fundamentals of Speech	3
CMM 205 Intro to Video Production	3
CMM 226 Introduction to Film Studies	3
CMM 250 Mass Media and Society	3
CMM 274 Reporting and Writing	3
CMM 350 Communication Ethics	3
CMM 376 Introduction to Advertising	3
or CMM 377 Introduction to Public Relations	
CMM Electives	18
ENG 218 Critical Perspectives on Literature	3
Select one of the following English literature surveys:	3
ENG 305 Eng Lit Survey I:thru Milton	
ENG 306 Eng Lit Survey II:Rest-Present	
ENG 311 English Literature: An Overview	
ENG 350 Amer Lit Survey I:to Civil War	
ENG 351 Am Lit SurveyII:CivWar-Present	
Major Support Requirements	
Foreign Language ²	6
Electives	
Free Electives	24
Total Credit Hours	127

¹ Some Core requirements may be fulfilled by major requirements.

² The six credit hours must be in the same language. These credits fulfill the college core's EAC requirement.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 201	Fundamentals of Speech	3
Credit Hours		15
Second Semester		
CMM 250	Mass Media and Society	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
Natural Science (p. 43)		3
ENG 210	Major Authors	3
Theology (p. 43)		3
CMM 274	Reporting and Writing	3

Mathematics (p. 43)	3	
Credit Hours		15
Second Semester		
Social Science (p. 43)		
PHL 210	Moral Philosophy	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
ENG Literature Survey		3
Credit Hours		15
Junior Year		
First Semester		
CMM 376	Introduction to Advertising	3
or	or Introduction to Public Relations	
CMM 377		
CMM 350	Communication Ethics	3
ENG 310	Literature and Culture	3
CMM Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15
Second Semester		
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Senior Year		
First Semester		
Religion (p. 43)		3
CMM Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Second Semester		
COR 400	Senior Studies: Transformations	3
CMM Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Total Credit Hours		120

This sequence is presented as a model. A student's actual course of progress might vary considerably. It might be the case, for instance, that a given student would take more free electives early on, particularly if that student knows at the outset which discipline he or she will have as a minor course of study.

Dual Major in English/Creative Writing and Communications

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors ²	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0
English CRW Major Requirements		
ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare	3
ENG 305 or ENG 306	Eng Lit Survey I:thru Milton	3
ENG 350 or ENG 351	Amer Lit Survey I:to Civil War	3
	Am Lit SurveyII:CivWar-Present	
English Major Electives		
CRW workshop		3
CRW workshop		3
CRW workshop		3
CRW workshop		3
Period (Post 1789)		3
ENG/CRW		3
Communications Major Requirements		
CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376 or CMM 377	Introduction to Advertising	3
	Introduction to Public Relations	
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Electives		
The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college.		
Free Elective		3

Free Elective	3
Free Elective	3
Total Credit Hours	121

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.
- ³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.
- ⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Freshman Year		
First Semester		Credit Hour
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 201	Fundamentals of Speech	3
Credit Hours		15

Second Semester		
ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 250	Mass Media and Society	3
Credit Hours		15

Sophomore Year		
First Semester		
PHL 110	Introduction to Philosophy	3
Math/Natural Science (p. 43)		3
ENG 305	Eng Lit Survey I:thru Milton	3
CRW Workshop		3
CMM 274	Reporting and Writing	3
Credit Hours		15

Second Semester		
Theology (p. 43)		3
Math/Natural Science (p. 43)		3
Social Science (p. 43)		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
CMM 205	Intro to Video Production	3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
PHL 210	Moral Philosophy	3

CRW Workshop		3
CMM 376	Introduction to Advertising	3
or	or Introduction to Public Relations	
CMM 377		
Credit Hours		15
Second Semester		
ENG 318	Shakespeare	3
ENG Period (Post 1789)		3
CRW Workshop		3
CMM 226	Introduction to Film Studies	3
CMM Elective		3
Credit Hours		15
Senior Year		
First Semester		
Religion (p. 43)		3
CRW Workshop		3
CMM 350	Communication Ethics	3
CMM Elective		3
Elective		3
Credit Hours		15
Second Semester		
COR 400	Senior Studies: Transformations	3
ENG/CRW Elective		3
CMM Elective		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		120

Dual Major in English/Literature and Communications

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors ²	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0

English Literature Major Requirements

ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare	3
ENG 305	Eng Lit Survey I: thru Milton	3
or ENG 306	Eng Lit Survey II: Rest-Present	
ENG 350	Amer Lit Survey I: to Civil War	3
or ENG 351	Am Lit Survey II: CivWar-Present	

English Major Electives

English Majors are required to take two Period courses (one of which must focus on a period before 1789), two Topic courses, and two Genre courses.

Genre		3
Genre		3
Topic		3
Topic		3
Period (Pre-1789)		3
Period		3

Communications Major Requirements

CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
CMM Elective		3
CMM Elective		3
CMM Elective		3

Free Electives

The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college. Students who have not fulfilled the VPA requirement through their major coursework or by other means will need to complete a VPA-designated course as a free elective.

Free Elective		3
Free Elective		3
Free Elective		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.

³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.

⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Freshman Year

First Semester		Credit Hour
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC	Encountering Another Culture/Language (p. 43)	3
CMM 201	Fundamentals of Speech	3
Credit Hours		15

Second Semester

ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC	Encountering Another Culture/Language (p. 43)	3
CMM 250	Mass Media and Society	3
Credit Hours		15

Sophomore Year

First Semester

PHL 110	Introduction to Philosophy	3
Math/Natural Science (p. 43)		3
Theology (p. 43)		3
ENG 305	Eng Lit Survey I:thru Milton	3
CMM 274	Reporting and Writing	3
Credit Hours		15

Second Semester

PHL 210	Moral Philosophy	3
Math/Natural Science (p. 43)		3
Social Science (p. 43)		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
CMM 205	Intro to Video Production	3
Credit Hours		15

Junior Year

First Semester

ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
ENG P/T/G Elective ¹		3
CMM 376	Introduction to Advertising	3
or	or Introduction to Public Relations	
CMM 377		
CMM Elective		3
Credit Hours		15

Second Semester

ENG 318	Shakespeare	3
ENG P/T/G Elective ¹		3
ENG P/T/G Elective ¹		3
CMM 226	Introduction to Film Studies	3
Elective		3
Credit Hours		15

Senior Year

First Semester

Religion (p. 43)		3
ENG P/T/G Elective ¹		3
ENG P/T/G Elective ¹		3
CMM 350	Communication Ethics	3
CMM Elective		3
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
ENG P/T/G Elective ¹		3
CMM Elective		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		120

¹ Period/Topic/Genre

Double Major in Political Science and Communications

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43) ³		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Political Science Major Requirements		
PSC 101	American National Politics	3
PSC 105	Comparative Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
PSC 203	Public Opinion, Political Behavior, and Policy	3
PSC 353	Government and the Mass Media	3
PSC 480	Service Learning	1

Communications Major Requirements		
CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
ENG 218	Critical Perspectives on Literature	3
PSC 428	Politics and Literature	3
Political Science Electives		
PSC Elective		3
PSC Elective		3
PSC Elective		3
Communications Electives		
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Elective		
Free Elective		3
Total Credit Hours		122

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by PSC major requirements.

³ May be fulfilled by PSC major requirements.

Double Major in Theatre Arts and Communications (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Theatre Major Requirements

The following 7 courses are required of all Theatre Arts majors

THR 105	Introduction to Theatre	3
---------	-------------------------	---

THR 110	Stagecraft	3
THR 205	Acting I	3
THR 210	Fundamentals of Design for Theatre	3
THR 302	The Western Drama Tradition	3
THR/ENG Drama Lit		3
THR 440	Theatre Context	4

Theatre Arts Electives

These must include one design class and one performance class.

THR Electives		9
---------------	--	---

Playmaking

THR 335	Devised Theatre	3
or THR 340	Directing	

Theatre Practicum

Production experience credit, value to be assigned by department: 1/2 to 2 credits. Within 4 years, this must total 3 credits.

THR 260	Theatre Practicum	1-3
---------	-------------------	-----

CMM and THR Requirements

ENG 218	Critical Perspectives on Literature	3
---------	-------------------------------------	---

Communications Requirements

The following 7 courses are required of all Communications majors

CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	

Communications Electives

Communications Electives		15
--------------------------	--	----

Foreign Language Requirement

Foreign Language (These must be in the same language. Fulfills EAC requirement.)		6
--	--	---

Total Credit Hours		132-134
---------------------------	--	----------------

¹ Some Core requirements may be fulfilled by major requirements.

Communication Minor

Non-communication majors desiring a minor in communication should consult with the director of the communication and film studies department. The requirements for a minor are 15 hours in communication and film studies courses. CMM 250 Mass Media and Society is recommended.

Computer Science

Program Director: David Voorhees

Assistant Professor: Aparna Das

This program's strength is in the liberal arts tradition - students receive broad exposure to other disciplines while obtaining a solid foundation in computer science. Its distinctive features include:

1. **A Curriculum that covers the breadth of computer science topics and allows specialization through electives.**

Our curriculum is designed to introduce students to the breadth of computer science topics from the practical to the theoretical. It focuses on fundamental concepts and principals in computer science and treats the latest trending technologies as current examples of these concepts. Our goal is to prepare students to be problem solvers who are adaptable to the rapidly changing nature of technology, rather than to be a specialist only in today's trending technologies. Our required courses cover topics such as software architecture and design, program design, algorithm analysis, and operating systems. Elective courses, taken in the last two years of the program, allow students to customize their learning based on individual interests. We offer electives on topics such as software design, secure software development, artificial intelligence, mobile computing and networks. Course projects encompass a range of sizes and domains, with opportunities for students to experience software engineering from an individual and team perspective. At the culmination of the major, all students complete a significant senior project where knowledge acquired across various courses must be combined and applied.

2. **Lots of interaction with faculty members and ample opportunities to learn from peers.**

Computer science majors at Le Moyne are part of a small close knit community with lots of interaction with faculty members and with other students in the major. Students are advised by the same faculty member throughout the major, thus allowing for more personal counseling. The weekly laboratory session of our intro course, where students get hands-on experience with topics learned in the classroom, is taught by faculty rather than a teaching assistant. Many of our courses include projects and assignments which are done in pairs or triples to encourage students to learn from their peers. We also hire upper-level students as tutors within Le Moyne's Quantitative Reasoning Center.

3. **A requirement to earn a minor in another discipline.**

All computer science majors minor in another discipline which provides students with an opportunity to combine computer science with another subject area, as it is increasingly done in the real world.

Student Learning Outcomes in Computer Science

Students who graduate from this program will be able to:

Design

Evaluate the design of computational solutions.

Security

Evaluate the security of computational solutions.

Theory and practice

Analyze and synthesize information related to key subject areas.

The key subject areas to be assessed for this outcome are:

- (1) Algorithms, data structures and complexity;
- (2) Operating systems and computer architecture;
- (3) Networking and communication; and,

(4) Multithreading and parallelism.

- Computer Science Major (B.S.) (p. 154)
- Computer Science Major (B.A.) (p. 157)
- Computer Science Minor (p. 158)
- Computer-science-based Engineering Concentrations
 - Students participating in the bachelor's + master's engineering partnership with Syracuse University must choose the appropriate concentration.
 - B.S. in Computer Science with Concentration in Pre-engineering (Computer Science) (p. 158)
 - B.S. in Computer Science with Concentration in Pre-engineering (Computer Engineering) (p. 159)

Computer Science (CSC)

CSC 151. Introduction to Digital Technologies. 3 Credit Hours.

The goal of this course is to help students gain a deeper appreciation of the capabilities and limitations of computing. Students will learn core computer science concepts and apply those using tools that they will use as future scientists, data analysts, and decision makers. By understanding software as more than a black box, students are better positioned to understand its value and its results, and make more intelligent decisions about when and how much to rely on software results. The course will use tools as Excel, Access, SQL, XML, and NetLogo to demonstrate principles.

CSC 155. COBOL Programming. 3 Credit Hours.

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.

Cross-listed Courses: MIS 326

CSC 165. Programming in Visual Basic With Visual Basics. 3 Credit Hours.

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required.

Cross-listed Courses: MIS 385, MIS 785

CSC 170. Introduction to Java Programming Programming. 4 Credit Hours.

This course will introduce you to programming and object oriented programming using Java. General programming topics include program design, testing strategies, and control structures such as conditionals, iteration. Object oriented topics include creating and using classes, inheritance and interfaces. Students will also learn about basic data structures such as arrays and strings. Students will solve programming problems in weekly lab sessions. Graduate students in the course will also be introduced to event-driven programming using a graphical user interface (GUI), recursion, and 2-dimensional arrays.

Cross-listed Courses: MIS 325

CSC 175. Introduction to Algorithms and Program Design. 4 Credit Hours.

This course introduces students to programming with an emphasis on computational problem-solving. Topics include program design and testing strategies, programming language syntax and semantics, scalar data types and an introduction to data structures, control structures, iteration, recursion, file input/output, exceptions as well as an introduction to algorithm analysis. Students will use a high-level programming language to develop programs and reinforce their understanding of topics.

Cross-listed Courses: MIS 175

CSC 175L. Lab. 0 Credit Hour.

Cross-listed Courses: MIS 175L

CSC 176. Object Oriented Programming. 3 Credit Hours.

This course continues the study of program development introduced in CSC 175. Topics include intermediate program design, object oriented programming (objects, types, inheritance, and polymorphism), basic data structures such as arrays and strings, and event-driven programming using a graphical user interface (GUI). Students will use a high-level programming language to complete several intermediate sized programming projects to reinforce concepts. Student may not take both CSC 170 and CSC 176.

Prerequisites: CSC 155, CSC 165, or CSC 175 or permission of the program director.

CSC 181. Bits, Nibbles, and Bytes. 3 Credit Hours.

This course provides an introduction to computer hardware with an emphasis on architecture and low-level programming. Topics include Boolean logic, design of combinational and sequential circuits, design of computer hardware components such as the CPU, machine level representation of data, and basic machine architecture. Assembly language is used to provide a programming experience where the code directly manipulates the CPU and memory.

CSC 241. Transition to Java. 1 Credit Hour.

This course leverages a students' existing programming language knowledge to learn the Java programming language. The programming language (PL) used in CSC 171 and CSC 172 is used to connect a students' existing PL knowledge to learning Java. After discussing the similarities and differences in syntax and semantics, emphasis is on having students learn how to use the Java API and its web-based documentation, the Java data structures and how they relate to the data structures covered in CSC 172, and the Java user interface.

CSC 275. Data Structures and Algorithms. 3 Credit Hours.

This course studies data structures and algorithm analysis. Topics include data structures such as list, trees, stacks, queues, heaps, hash tables and graphs, and algorithms for searching and sorting, and simple graph algorithms. Students will also learn how to formally analyze algorithms. The emphasis will be on applying data structures to design and implement efficient algorithms. Students will use a high-level programming language to complete several intermediate sized programming projects to reinforce concepts.

Prerequisites: CSC 170 or CSC 176.

CSC 276. Object Oriented Software Design. 3 Credit Hours.

This course deals with the general topic of object-oriented software design. Design strategies (e.g., compositional) and concepts (e.g., functional independence) are discussed in the context of a software design model that contains four elements- architecture, data, interfaces, and components. Different object-oriented software design techniques (e.g., UML), software design metrics (e.g., coupling), and software quality assurance techniques (e.g., review) are discussed and applied to software designs. The course will also introduce human-computer interaction, information models and database systems. Each students will produce small and medium-sized design models and will produce one medium-sized design model and a prototype implementation.

Prerequisite: CSC 170 CSC 176 or permission of the program director.

CSC 281. Discrete Mathematics. 3 Credit Hours.

This course covers the fundamental mathematical principles relevant to computer science, applied mathematics, and engineering. Topics included are functions, relations, sets, propositional logic, predicate logic, proof techniques, (with an emphasis on mathematical induction), basics of counting, and discrete probability. No co-requisite for non-CS majors. Corequisite: CSC 275 (for CS majors).

Cross-listed Courses: MTH 260

CSC 346. Software Operating Environments. 3 Credit Hours.

This course covers operating system principles and design, and focuses on process management, memory management, and device and file management. Performance considerations, including both resource usage and speed, are emphasized. Students will develop design models that describe the functional components of operating systems, and will develop/modify software that simulates selected components of an operating system. (Offered every other spring.)

Prerequisite: CSC 275.

CSC 355. Programming Languages & Paradigms. 3 Credit Hours.

This course introduces the theory of programming languages and at least two computing paradigms-functional and logic. Theory topics include syntax, semantics, type systems, program representation, language translation and execution, and memory management. At least one functional and one logic language will be covered, giving students hands-on experience using these paradigms. Choice of programming language and its impact on security will also be discussed.

Prerequisite: CSC 170 or CSC 176.

CSC 361. Cybersecurity for Future Presidents. 3 Credit Hours.

Future Presidents will need to understand the science, technology, and human considerations behind cyber security well enough to make informed decisions when provided advice and options for action. By adopting the perspective of training future Presidents, this course aims to help all students (whether or not they later seek leadership positions in government or industry) to understand cyber security, privacy, and intellectual property issues from technical and social perspectives. It assumes a basic familiarity with computers including use of modern desktop, mobile and web-based platforms. It is designed for students who have an interest in thinking critically about how technology and cyber security may affect individuals, group, and organizations in 20-30 years. Government by the people dependson a citizenry that understands the issues their leaders must address. This course will provide students the tools to understand and evaluate the actions of future leaders in the area of cyber security.

CSC 375. Design and Analysis of Algorithms. 3 Credit Hours.

This course covers at least four major algorithm design techniques: greedy, divide-and-conquer, dynamic programming and network flow algorithms while emphasizing techniques for analyzing algorithms. Designing and analyzing algorithms for parallel machines will also be discussed. Additional topics include computational complexity focusing on NP-completeness, and some algorithmic techniques for dealing with intractable problems including approximation algorithms and local search.

Prerequisites: CSC 275 and CSC 281.

CSC 376. Software Engineering. 3 Credit Hours.

This course introduces techniques for specifying, designing, and building reliable software systems. Topics include requirements gathering and analysis, software design and construction processes, testing and software reliability issues, and software evolution. Additional topics covered include professionalism, project management, and a variety of tools and environments for software engineering. Students will participate in a team to develop a small software application.

Prerequisites: CSC 170 or CSC 176 or MIS 325 or permission of the instructor.

CSC 390. Independent Study. 1-3 Credit Hours.

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 dean. The proposal will be kept on file in the academic dean's office.

CSC 411. Introduction of Artificial Intelligence. 3 Credit Hours.

This course introduces the concepts and uses of artificial intelligence. Topics include heuristic search techniques, branch and bound, game-playing, neural nets, knowledge representation, logic and deduction, planning and an introduction to machine learning.

Prerequisites: CSC 275.

CSC 421. Numerical Methods. 3 Credit Hours.

The development of algorithms for and error analysis of: solutions of equations, interpolation and approximation, numerical differentiation and integration, numerical solutions of differential equations. Also, knowledge of a high level programming language. (Offered every other fall.)

Prerequisites: Grade of C- or better in MTH 245 and MTH 261 or permission of the department chair.

Cross-listed Courses: MTH 421

CSC 441. Secure Software Development in Mobile And Cloud Environments. 3 Credit Hours.

This course introduces secured software development in two environments - mobile and cloud - with an emphasis on design, construction and testing. The course will also reinforce human-computer interaction, information models and database systems. Each student will produce design models and at least one prototype implementation.

Prerequisites: CSC 275.

CSC 445. Networks and Secure Software Development. 3 Credit Hours.

This course covers net-centric computing by focusing on client-server computing and the Internet protocol stack. Existing application layer protocols (e.g., FTP, HTTP, and SMTP) and transport layer protocols (TCP, UDP) are used to discuss networking technologies and security implications for distributing software components on a network. Students will produce design models of distributed computing applications-with an emphasis on application layer protocols, security, and client-server architecture-and will construct prototype implementations for many of these designs. Students will also reinforce their understanding of information models and database systems, and be introduced to other models of distributed computing (e.g., peer-to-peer, distributed data).

Prerequisites: CSC 275 or permission of the instructor.

CSC 460. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project.

Cross-listed Courses: MIS 460, MGT 460

CSC 471. Models of Computation. 3 Credit Hours.

While most computer science courses discuss problems which are able to be solved by computers, this course will look at both the capabilities and the limitations of computers. We start by analyzing simple models of computation, including finite state automata, and push down automata, and build up to Turing machines, which are powerful enough to model modern computers including multicore parallel machines. The course explores where the boundary lies between what is possible and impossible to compute on each model to draw conclusions about the nature of computation.

Prerequisites: CSC 275.

CSC 480. Database Management Systems. 3 Credit Hours.

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: CSC 275 or permission of the instructor.

Cross-listed Courses: MIS 480

CSC 481. Database Theory. 1 Credit Hour.

This course introduces students to the theory behind database technologies. Student's knowledge of SQL will be used to discuss relational algebra, relational calculus, normalization, and functional dependencies. Indexing structures (e.g., b-tree, hashing) and their associated performance characteristics and transaction processing (i.e., commits and concurrency issues) will also be discussed. A student must concurrently take CSC 480 (MIS 480).

CSC 490. Internship in Computer Science. 1-6 Credit Hours.

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. May be taken pass/fail only.

Prerequisites: a minimum of four computer science courses; junior or senior standing; and approval of the department.

CSC 495. Senior Research Project. 3 Credit Hours.

This course, exclusively for senior computer science majors, involves the completion and presentation of a research project in a computer science topic of interest to the student. This research is typically done by students individually and results in a paper, presentation materials, and optionally a prototype implementation.

Prerequisite: Senior status, computer science major or permission of the program director.

CSC 496. Senior Software Engineering Project. 3 Credit Hours.

This course, exclusively for senior computer science majors, involves the completion and presentation of a software engineering project while working in a team environment. This software engineering project is typically done with a team of students and results in software engineering artifacts, presentation materials, and a prototype implementation.

Prerequisites: Senior status, computer science major or permission of the program director.

Computer Science Major (B.S.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		

CSC 175	Introduction to Algorithms and Program Design	4
CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
CSC 346	Software Operating Environments	3
CSC 375	Design and Analysis of Algorithms	3
CSC 495	Senior Research Project	3
or CSC 496	Senior Software Engineering Project	
Four upper-level CSC electives from the computer science course groups listed below. Two courses must be programming intensive and one course must be theory intensive.		12
Major Support Requirements		
MTH 145	Calculus I	4
MTH 146	Calculus II	4
Foreign Language (intermediate or advanced level recommended)		6
Natural science lab-based sequence		8
Minor in another discipline		15-21
Total Credit Hours		126-132

¹ Some Core requirements may be fulfilled by major requirements.

Electives

Programming Intensive Upper-level Electives

CSC 276	Object Oriented Software Design	3
CSC 411	Introduction of Artificial Intelligence	3
CSC 441	Secure Software Development in Mobile And Cloud Environments	3
CSC 445	Networks and Secure Software Development	3

Theory Intensive Upper-Level Electives

CSC 355	Programming Languages & Paradigms	3
CSC 376	Software Engineering	3
CSC 471	Models of Computation	3

Additional courses may be added to the computer science course groups when the course contains at least ten lecture hours found in CS2013 (the most recent ACM/IEEE Computer Science Curriculum Guidelines) that are not covered by the CSC required courses listed above.

Computer Science with a Concentration in Pre-Engineering

The computer science B.S. may be taken with a pre-engineering concentration to serve as the foundation for the Dual Bachelor's/Master's Engineering Program with Syracuse University. Students enrolled in one of the computer science-based Bachelor's/Master's engineering programs must choose from one of the following concentrations:

- Computer science with concentration in pre-engineering: computer science

- Computer science with concentration in pre-engineering: computer engineering

Please note that a student enrolled in one of these two computer science pre-engineering concentrations satisfy the computer science major requirement to minor in another academic discipline.

See the Undergraduate Transfer Programs for additional information on this Dual Bachelor's/Master's Degree in Engineering Program with Syracuse University.

Typical Program for B.S. Computer Science

Course	Title	Credit Hour
Freshman Year		
First Semester		
CSC 175	Introduction to Algorithms and Program Design	4
MTH 145	Calculus I	4
EAC	Encountering Another Culture/Language (p. 43)	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
CSC 176	Object Oriented Programming	3
MTH 146	Calculus II	4
EAC	Encountering Another Culture/Language (p. 43)	3
CSC 181	Bits, Nibbles, and Bytes	3
HST 111	World Civilization II	3
Credit Hours		16
Sophomore Year		
First Semester		
CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
Natural Science (p. 43)		4
HST 110	World Civilization I	3
PHL 110	Introduction to Philosophy	3
Credit Hours		16
Second Semester		
Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
Elective		3
Natural Science (p. 43)		4
Elective		3
PHL 210	Moral Philosophy	3
Credit Hours		16
Junior Year		
First Semester		
CSC Elective		3
CSC Elective		3
Elective		3
ENG 210	Major Authors	3

Social Science (p. 43)	3
Credit Hours	15

Second Semester		
Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
CSC Elective		3
Elective		3
ENG 310	Literature and Culture	3
Theology (p. 43)		3
Credit Hours		15

Senior Year		
First Semester		
CSC 495	Senior Research Project	3
or CSC 496 or Senior Software Engineering Project		
CSC Elective		3
Elective		3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		13

Second Semester		
Elective		3
Elective		3
Elective		3
COR 400	Senior Studies: Transformations	3
Religion (p. 43)		3
Credit Hours		15
Total Credit Hours		123

Typical Program for Computer Science with a Concentration in Pre-Engineering: Computer Science

Course	Title	Credit Hour
Freshman Year		
First Semester		
CSC 175	Introduction to Algorithms and Program Design	4
MTH 145	Calculus I	4
WRT 101	Critical Writing	3
EAC	Encountering Another Culture/Language (p. 43)	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
MTH 146	Calculus II	4
HST 111	World Civilization II	3
EAC	Encountering Another Culture/Language (p. 43)	3
Credit Hours		16

Sophomore Year**First Semester**

CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
MTH 245	Calculus III	4
Natural Science w/ Lab		4
HST 110	World Civilization I	3
Credit Hours		17

Second Semester

Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
Social Science (p. 43)		3
ENG 210	Major Authors	3
Natural Science w/ Lab		4
PHL 110	Introduction to Philosophy	3
Credit Hours		16

Junior Year**First Semester**

Select one of the following:		3
CSC 471	Models of Computation	
CSC Elective		
MTH 261	Linear Algebra	3
PHL 210	Moral Philosophy	3
PHY 103	General Physics Laboratory	1
PHY 105	General Physics Scientists/Engineers I	3
Elective		3
Credit Hours		16

Second Semester

Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
Select one of the following:		3
CSC 355	Programming Languages & Paradigms	
CSC Elective		
ENG 310	Literature and Culture	3
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15

Senior Year**First Semester**

CSC 495	Senior Research Project	3
or CSC 496	or Senior Software Engineering Project	
Select one of the following:		3
CSC 471	Models of Computation	
CSC Elective		
MTH 311	Introduction to Probability Theory	3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		13

Second Semester

CSC Elective		3
--------------	--	---

Select one of the following: 3

CSC 355	Programming Languages & Paradigms	
CSC Elective		
Elective		3
Elective		3
Religion (p. 43)		3
Credit Hours		15

Fifth Year

Syracuse University CS Masters program		
Credit Hours		0
Total Credit Hours		125

Typical Program for Computer Science with a Concentration in Pre-Engineering: Computer Engineering

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

CSC 175	Introduction to Algorithms and Program Design	4
MTH 145	Calculus I	4
PHY 103	General Physics Laboratory	1
PHY 105	General Physics Scientists/Engineers I	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		18

Second Semester

CSC 176	Object Oriented Programming	3
MTH 146	Calculus II	4
PHY 104	General Physics Laboratory	1
PHY 106	General Physics Scientists/Engineers II	3
HST 111	World Civilization II	3
CSC 181	Bits, Nibbles, and Bytes	3
Credit Hours		17

Sophomore Year**First Semester**

CSC 281	Discrete Mathematics	3
CSC 275	Data Structures and Algorithms	3
MTH 245	Calculus III	4
ELE 231 & ELE 291 ¹		4
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
Credit Hours		20

Second Semester

Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
Social Science (p. 43)		3
PHL 210	Moral Philosophy	3
ELE 232 & ELE 292 ¹		4

CSE 261 ¹		3
Credit Hours		16
Junior Year		
First Semester		
CSC 471	Models of Computation	3
or CSC 445	or Networks and Secure Software Development	
ENG 210	Major Authors	3
CSE 397 ¹		3
VPA Visual & Performing Arts (p. 43)		1
CSE 381 ¹		3
CSE 384 ¹		3
Credit Hours		16
Second Semester		
Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
CSE 458 ¹		3
CSE 398 ¹		3
ENG 310	Literature and Culture	3
Theology (p. 43)		3
CSC Elective		3
Credit Hours		18
Senior Year		
First Semester		
CSE 491 ¹		1
MTH 311	Introduction to Probability Theory	3
Religion (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
CSC 471	Models of Computation	3
or CSC 445	or Networks and Secure Software Development	
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
Credit Hours		17
Second Semester		
COR 400	Senior Studies: Transformations	3
IDS Interdisciplinary Studies (p. 43)		3
CSE 492 ¹		3
CSC Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Fifth Year		
Syracuse University CE Masters program		
Credit Hours		0
Total Credit Hours		137

¹ Taken at Syracuse University

Computer Science Major (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
---------	----------------------------------	---

WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
CSC 175	Introduction to Algorithms and Program Design	4
CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
CSC 346	Software Operating Environments	3
CSC 375	Design and Analysis of Algorithms	3
CSC 495	Senior Research Project	3
or CSC 496	Senior Software Engineering Project	
Four upper-level CSC electives from the computer science course groups listed below. Two courses must be programming intensive and one course must be theory intensive.		12
Major Support Requirements		
MTH 145	Calculus I	4
Foreign Language (intermediate or advanced level recommended)		6
Minor in another discipline		15-21
Total Credit Hours		114-120

¹ Some Core requirements may be fulfilled by major requirements.

Electives

Programming Intensive Upper-level Electives

CSC 276	Object Oriented Software Design	3
CSC 411	Introduction of Artificial Intelligence	3
CSC 441	Secure Software Development in Mobile And Cloud Environments	3
CSC 445	Networks and Secure Software Development	3

Theory Intensive Upper-level Electives

CSC 355	Programming Languages & Paradigms	3
CSC 376	Software Engineering	3

CSC 471	Models of Computation	3
Course	Title	Credit Hour

Freshman Year**First Semester**

CSC 175	Introduction to Algorithms and Program Design	4
MTH 145	Calculus I	4
EAC	Encountering Another Culture/Language (p. 43)	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17

Second Semester

CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
EAC	Encountering Another Culture/Language (p. 43)	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		15

Sophomore Year**First Semester**

CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
	Natural Science (p. 43)	3
HST 110	World Civilization I	3
PHL 210	Moral Philosophy	3
Credit Hours		15

Second Semester

Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
Elective		3
Elective		3
Elective		3
ENG 210	Major Authors	3
Credit Hours		15

Junior Year**First Semester**

CSC Elective		3
CSC Elective		3
Elective		3
Elective		3
Social Science (p. 43)		3
Credit Hours		15

Second Semester

Select one of the following:		3
CSC 346	Software Operating Environments	
CSC 375	Design and Analysis of Algorithms	
CSC Elective		3
Elective		3
Theology (p. 43)		3

ENG 310	Literature and Culture	3
Credit Hours		15

Senior Year**First Semester**

CSC 495	Senior Research Project	3
	or CSC 496 or Senior Software Engineering Project	
CSC Elective		3
Elective		3
VPA	Visual & Performing Arts (p. 43)	1
IDS	Interdisciplinary Studies (p. 43)	3
Credit Hours		13

Second Semester

COR 400	Senior Studies: Transformations	3
CSC Elective		3
Elective		3
Elective		3
Religion (p. 43)		3
Credit Hours		15
Total Credit Hours		120

Computer Science Minor

To graduate with a minor in computer science, a student must complete a program approved by the program director consisting of at least five computer science courses numbered 175 or higher. No course may be taken pass/fail.

B.S. in Computer Science with Concentration in Pre-engineering (Computer Science)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC	Encountering Another Culture/Language (p. 43)	6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS	Interdisciplinary Studies (p. 43)	3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Major Requirements		
CSC 175	Introduction to Algorithms and Program Design	4

CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
CSC 346	Software Operating Environments	3
CSC 375	Design and Analysis of Algorithms	3
CSC 495	Senior Research Project	3
or CSC 496	Senior Software Engineering Project	

Major Support Requirements

MTH 145	Calculus I	4
MTH 146	Calculus II	4
Foreign Language (intermediate or advanced level recommended)		6
Natural science lab-based sequence		8

Other Requirements

CSC 355	Programming Languages & Paradigms ²	3
or CIS 352		
CSC 471	Models of Computation ²	3
or CIS 473		

Select two Programming Intensive Upper-level Electives from:

CSC 276	Object Oriented Software Design	
CSC 411	Introduction of Artificial Intelligence	
CSC 441	Secure Software Development in Mobile And Cloud Environments	
CSC 445	Networks and Secure Software Development	

MTH 245	Calculus III	4
MTH 311	Introduction to Probability Theory	3
One more course in mathematics to reach a minor		3
PHY 103	General Physics Laboratory	1
PHY 105	General Physics Scientists/Engineers I	3

Total Credit Hours 125

¹ Some Core requirements may be fulfilled by major requirements.

² CIS courses taken at Syracuse University.

For more details on the dual bachelor's + master's degree in engineering program offered in affiliation with Syracuse University, please refer to the Undergraduate Transfer Programs portion of this catalog.

B.S. in Computer Science with Concentration in Pre-engineering (Computer Engineering)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3

EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

CSC 175	Introduction to Algorithms and Program Design	4
CSC 176	Object Oriented Programming	3
CSC 181	Bits, Nibbles, and Bytes	3
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
CSC 281	Discrete Mathematics	3
CSC 346	Software Operating Environments	3
CSC 375	Design and Analysis of Algorithms	3
CSC 441	Secure Software Development in Mobile And Cloud Environments	3
CSC 445	Networks and Secure Software Development	3

Select one of the following: 3

CSC 355	Programming Languages & Paradigms	
CIS 352	Programming Languages: Theory & Practice ²	
CSC 471	Models of Computation	
CIS 473	Automata and Computability ²	

Select one of the following: 3-4

CSC 495	Senior Research Project	
CSC 496	Senior Software Engineering Project	
CSE 491	Senior Design Project I ²	
CSE 492	Senior Design Project II ²	

Major Support Requirements

MTH 145	Calculus I	4
MTH 146	Calculus II	4
Foreign Language (intermediate or advanced level recommended)		6

Other Requirements

CHM 151	Chemical Principles I	3
CSE 261	Digital Logic Design ²	3
CSE 262	Digital Logic Design Lab ²	1
CSE 381	Computer Architecture ²	3
CSE 384	Systems Programming ²	3
CSE 397	Computer Laboratory I ²	3
CSE 398	Computer Laboratory II ²	3
ELE 231	Electrical Engineering Fundamentals I ²	3
ELE 291	Electrical Lab I ²	1
MTH 245	Calculus III	4
MTH 311	Introduction to Probability Theory	3
PHY 103	General Physics Laboratory	1

PHY 104	General Physics Laboratory	1
PHY 105	General Physics Scientists/Engineers I	3
PHY 106	General Physics Scientists/Engineers II	3
Total Credit Hours		141-142

¹ Some Core requirements may be fulfilled by major requirements.

² CIS and CSE courses taken at Syracuse University.

For more details on the dual bachelor's + master's degree in engineering program offered in affiliation with Syracuse University, please refer to the Undergraduate Transfer Programs portion of this catalog.

Cybersecurity

Program Director: David Voorhees

The mission of the cybersecurity program is to provide a strong foundation in societal, technical and policy topics that influence cybersecurity issues, with the goal of enabling students to pursue a wide range of educational and employment opportunities.

Three concentrations are included in this program:

- Crime, Society & Culture
- Information & System Security
- Policy & Law

This program's strength is in the liberal arts tradition - students receive broad exposure to cybersecurity topics that span the social sciences and security technology. Students will probe the meanings and motivations behind cyber security threats, protective needs, and the role and limitations of technology. The program courses are meant to bring together critical thinking, effective communications, and the ability to meaningfully connect concepts, policies, technologies, and their critiques.

All students majoring in cybersecurity shall complete seven common course requirements – two covering crime, society & culture, three covering information & system security, and two covering policy & law. This is followed by a student completing six courses in their selected concentration and two courses in a cross-over concentration. The two cross-over courses allow a student to increase their breadth of exposure to topics covered in another concentration. See the requirements page for a complete description of the cybersecurity major.

This program's interdisciplinary approach is unique in that it presents broad coverage of policy, societal and technical topics, while allowing a student to specialize by selecting a concentration. This program is a strong example of liberal arts education that is clearly distinguishable from programs at peer institutions, which tend to emphasize only the technical aspect of cybersecurity. A 2014 paper published by the National Council in the Social Studies¹ includes the following quote.

... the disciplines of the social sciences promote ways of knowing and deliberating about data and information that are critical to policy development and the implementation of cybersecurity initiatives. Building the capacity of the next generation of social scientists to tackle these emerging issues is imperative.

In addition, a summary report from a workshop on social science, computer science, and cybersecurity held in 2013² included white

papers written by the attendees. The following is a quote from one of the computer scientists in attendance at this workshop.

The fact that humans from several different walks of life are interacting with these systems on a daily basis has prompted a paradigm shift: rather than designing secure systems with arbitrarily defined use models, we must design secure systems with use models informed by how people interact with each other, computers, and information. This security paradigm necessitates a close collaboration between technical and social scientists so that the design of secure systems incorporates an understanding of the needs and capabilities of the billions of people that will rely on them.

Upon completion of this cybersecurity program, a student shall be able to:

1. Articulate critiques of current cybersecurity policies and laws, especially from the perspective of the disempowered.
2. Explain current policies and laws and their impact on cybersecurity.
3. Articulate how criminological, sociological and anthropological theories help us to understand the motivations, global patterns, and potential targets for cybercrime and cybercrime communities.
4. Explain how criminological, sociological and anthropological data collection strategies help understand the vulnerabilities and potential targets related to cybercrime so as to help create policies and programs that help protect society.
5. Demonstrate ability to assess security risks associated with technical and human factors for individuals, communities and organizations.
6. Formulate policies, operational procedures, and technology solutions that proactively address vulnerabilities, threats, and risks.

1. Berson, M. J., & Berson, I. R. (2014). Bringing the Cybersecurity Challenge to the Social Studies Classroom. *Social Education (National Council for the Social Studies)*, 78(2), 96-100.

2. Hofman, L. J. (2013). Social Science, Computer Science, and Cybersecurity, Workshop Summary Report. Cyber Security Policy and Research Institute, The George Washington University, Report GW-CSPRI-2013-02 retrieved on October 21, 2016 from <https://www.seas.gwu.edu/~cspri/s/Final-08-22-13-1301-Report-Social-Science-66cn.pdf>.

- B.A. in Cybersecurity with a Concentration in Crime, Society & Culture (p. 161)
- B.A. in Cybersecurity with a Concentration in Information & System Security (p. 161)
- B.A. in Cybersecurity with a Concentration in Policy & Law (p. 161)

CYS 167. Introduction to Cybersecurity. 3 Credit Hours.

This course introduces cybersecurity and the NIST Framework from three different perspectives: technology, societal dynamics in cybercrime, and policy and law. Cybersecurity principles including confidentiality, integrity and availability as well as assurance, authenticity and anonymity are demonstrated via examples from each perspective. Students gain awareness of the broad scope of cybersecurity through readings, discussions, and hands-on exercises.

CYS 263. Introduction to Cybersecurity Risk and Protection Strategies. 3 Credit Hours.

This course focuses on cyber risks faced by individuals and organizations, and protection mechanisms to mitigate these risks. Examples are used to demonstrate risks posed by data at rest, data in use, and data in transit. This course will cover statistical models of risk, different risk assessment strategies (including the NIST 800 series) and methods of protecting information systems and data from unauthorized access and use. The strengths and limitation of protection mechanisms will be discussed, and will include access control, encryption, credentialing, operational policies and procedures, and risk mitigation policies (e.g., password update policy, least privilege). Students will get hands on experience on risk assessment and protection mechanisms.

Prerequisite: CYS 167 Introduction to Cybersecurity.

CYS 269. Introduction to Detectin, Response, & Recovery Strategies. 3 Credit Hours.

This course covers detection mechanisms that focus on identifying abnormal versus normal behaviors, and response and recovery actions based on a detected cybersecurity incident. The strengths and limitations of detection mechanisms will be discussed, and will include detecting abnormal behavior, performing continuous monitoring, and analyzing data from multiple sources. response and recovery planning and implementation of these plans will be discussed. Students will get hands on experience on protection mechanisms, and response and recovery planning.

Prerequisite: CYS 167 Introduction to Cybersecurity.

CYS 331. Network Fundamentals. 3 Credit Hours.

This course provides an introduction to modern communication networks and to tools for monitoring and securing them. Students learn about network infrastructure (WAN, LAN, Wireless, Firewalls), communication services and protocols (DNS, TCP/IP,HTTP) and how information flow through networks. Students will install and configure components such as routers, hubs, and switches and use tools for monitoring packets and securing networks (including Wireshark and Scapy).

Prerequisites: CYS 263, CYS 269 and CSC 175.

CYS 337. Scripting for Cybersecurity. 3 Credit Hours.

Students will learn to implement scripts to automate cybersecurity functions of protection and detection using python and linux shell. Detection related applications include system administration tasks, firewall maintenance, scanning log files, malware development and detection. Protection related applications include encryption, signatures, hash functions, access control mechanisms, authentication, and database account management statements (e.g., grant, revoke).

Prerequisites: CYS 263 CYS 269 and CSC 175.

CYS 347. System and Software Security. 3 Credit Hours.

This course gives an introduction to secure administration of operating systems and software. Common vulnerabilities, their associated attacks and current defenses in systems and software are discussed. Students are introduced to penetration testing and other means of detecting vulnerabilities. Students also learn system administration skills for managing configurations (hardware and software), accounts, access control, firewalls, ports, patches and virtual machines and to create simple scripts. Both Linux/Unix and Windows operating systems are discussed.

Prerequisites: CYS 263 CYS 269 and CSC 175.

CYS 349. Digital Forensics: Recovering From and Responding to an Attack. 3 Credit Hours.

This course focuses on methods to retrieve and analyze evidence of attacks from digital media. This includes methods such as using registry structures and other operating system processes on Linux and Windows environments, and in detecting attacks in networked environments. Response planning and recovery after an attack are also discussed.

Prerequisites: CSC 175, CYS 263 and CYS 269.

CYS 390. Cybersecurity Independent Study. 1-9 Credit Hours.

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 dean. It will be kept on file in the academic dean's office.

CYS 431. Introduction to Network Security. 3 Credit Hours.

This course discusses security objectives and methods for securing modern networks. The fundamentals of network infrastructure and communication protocols are reviewed to identify how security threats and vulnerabilities arise. Defensive tools such as authentication, access control, encryption, intrusion detections, VPNs, firewalls, anonymous communication, and VoIP security are surveyed including the trade-offs and limitations of each. Students will get hands on experience using defensive tools.

Prerequisites: CYS 331.

CYS 490. Cybersecurity Internship. 1-12 Credit Hours.

A service learning course where students complete CISRM identified projects or an internship.

Prerequisite: Junior or Senior level standing.

Cybersecurity (B.A.)

The following courses are required regardless of concentration.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Common Requirements		
PSC 261	International Politics	3

PSC 377	Security Studies	3
Select one of the following:		3
ANT 101	Introduction to Anthropology	
CJS 101	Introduction to Criminology	
SOC 101	Introductory Sociology	
SOC 201	Research Methods	3
CYS 167	Introduction to Cybersecurity	3
CYS 263	Introduction to Cybersecurity Risk and Protection Strategies	3
CYS 269	Introduction to Detectin, Response, & Recovery Strategies	3
Total Credit Hours		73

¹ Some Core requirements may be fulfilled by major requirements.

Concentrations

- Crime, Society & Culture Concentration (p.)
- Information & System Security Concentration (p.)
- Policy & Law Concentration (p.)

Crime, Society & Culture Concentration

Concentration Course Requirements

SOC 402	Program Evaluation Research Methods And Policy	3
Select any five of the following:		15
CJS 301	Crime&Punishment Comparative Perspectiv	
CJS 305	Criminological Theory	
CJS 321	Law,Society & Social Science	
CJS 322	Economics of Crime and Punishment	
CJS 381	Understanding Modern Terrorism	
SOC 303	Social Theory in Anthro/Sociol	
SOC 341	Hum Svc Caseload Mgt-Theory & Svc Learn	

Major Support Requirements

One Philosophy course on logic from the following:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
Remaining major support requirements:		
REL 336	Comparative Religious Ethics & Social Concerns	3
CSC 175	Introduction to Algorithms and Program Design	4
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Any two courses from Information & System Security concentration ¹		6
Electives		15
Total Credit Hours		53

¹ These requirements are denoted as Concentration Cross-over 1 and Concentration Cross-over 2. These appear in Year 4 of the typical 4-year schedules.

Information & System Security Concentration

Concentration Course Requirements

CYS 331	Network Fundamentals	3
CYS 337	Scripting for Cybersecurity	3
CYS 347	System and Software Security	3
CYS 349	Digital Forensics: Recovering From and Responding to an Attack	3
CYS 431	Introduction to Network Security	3
CYS 490	Cybersecurity Internship	3

Major Support Requirements

One philosophy course on logic from the following:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
Remaining major support requirements:		
REL 336	Comparative Religious Ethics & Social Concerns	3
CSC 175	Introduction to Algorithms and Program Design	4
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Any two courses from Crime, Society & Culture Concentration or from Policy & Law Concentration ¹		6
Electives		15
Total Credit Hours		53

¹ These requirements are denoted as Concentration Cross-over 1 and Concentration Cross-over 2. These appear in Year 4 of the typical 4-year schedules.

Policy & Law Concentration

Concentration Course Requirements

PSC 253	Cybersecurity Law	3
Any five of the following:		15
PSC 105	Comparative Politics	
PSC 344	Immigration	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 205	Introduction to Legal Studies	
PSC 340	Science, Technology, & the Good Society	
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	

Major Support Requirements

One Philosophy course on logic from the following:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
Remaining major support requirements:		
REL 336	Comparative Religious Ethics & Social Concerns	3
CSC 175	Introduction to Algorithms and Program Design	4

MTH 111	Introduction to Statistics I (with Computer Lab)	4
Any two courses from Information & System Security concentration ¹		6
Electives		15
Total Credit Hours		53

¹ These requirements are denoted as Concentration Cross-over 1 and Concentration Cross-over 2. These appear in Year 4 of the typical 4-year schedules.

- Crime, Society & Culture Concentration (p.)
- Information & System Security Concentration (p.)
- Policy & Law Concentration (p.)

B.A. in Cybersecurity with a Concentration in Crime, Society & Culture

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Foreign Language		3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Select one of the following:		3
ANT 101	Introduction to Anthropology	
CJS 101	Introduction to Criminology	
SOC 101	Introductory Sociology	
Credit Hours		16
Second Semester		
PHL 110	Introduction to Philosophy	3
CYS 167	Introduction to Cybersecurity	3
Foreign Language		3
SOC 201	Research Methods	3
PSC 261	International Politics	3
Credit Hours		15
Sophomore Year		
First Semester		
HST 110	World Civilization I	3
ENG 210	Major Authors	3
CSC 175	Introduction to Algorithms and Program Design	4
CYS 263	Introduction to Cybersecurity Risk and Protection Strategies	3
PSC 377	Security Studies	3
Credit Hours		16
Second Semester		
HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Natural Science		3
CYS 269	Introduction to Detectin, Response, & Recovery Strategies	3

PHL 310	Critical Reasoning	3
or PHL 311	or Introduction to Formal Logic	
Credit Hours		15

Junior Year		
First Semester		
Theology		3
ENG 310	Literature and Culture	3
Concentration Course 1		3
Concentration Course 2		3
Liberal Arts Elective		3
Credit Hours		15
Second Semester		
IDS Interdisciplinary Studies		3
Concentration Course 3		3
Concentration Course 4		3
REL 336	Comparative Religious Ethics & Social Concerns	3
Liberal Arts Elective		3
Credit Hours		15
Senior Year		
First Semester		
DIV Diversity		3
Concentration Course 5		3
Concentration Cross-Over 1		3
Liberal Arts Elective		3
Liberal Arts Elective		3
Credit Hours		15
Second Semester		
COR 400	Senior Studies: Transformations	3
VPA Visual and Performing Arts		1
Concentration Course 6		3
Concentration Cross-Over 2		3
Liberal Arts Elective		3
Credit Hours		13
Total Credit Hours		120

B.A. in Cybersecurity with a Concentration in Information & System Security

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Foreign Language		3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Select one of the following:		3
ANT 101	Introduction to Anthropology	
CJS 101	Introduction to Criminology	
SOC 101	Introductory Sociology	
Credit Hours		16

Second Semester

PHL 110	Introduction to Philosophy	3
CYS 167	Introduction to Cybersecurity	3
Foreign Language		3
SOC 201	Research Methods	3
PSC 261	International Politics	3
Credit Hours		15

Sophomore Year**First Semester**

HST 110	World Civilization I	3
ENG 210	Major Authors	3
CSC 175	Introduction to Algorithms and Program Design	4
CYS 263	Introduction to Cybersecurity Risk and Protection Strategies	3
PSC 377	Security Studies	3
Credit Hours		16

Second Semester

HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Natural Science		3
CYS 269	Introduction to Detectin, Response, & Recovery Strategies	3
PHL 310 or PHL 311	Critical Reasoning or Introduction to Formal Logic	3
Credit Hours		15

Junior Year**First Semester**

Theology		3
ENG 310	Literature and Culture	3
CYS 331	Network Fundamentals	3
CYS 337	Scripting for Cybersecurity	3
Liberal Arts Elective		3
Credit Hours		15

Second Semester

IDS Interdisciplinary Studies		3
CYS 431	Introduction to Network Security	3
CYS 347	System and Software Security	3
REL 336	Comparative Religious Ethics & Social Concerns	3
Liberal Arts Elective		3
Credit Hours		15

Senior Year**First Semester**

DIV Diversity		3
CYS 490	Cybersecurity Internship	3
Concentration Cross-Over 1		3
Liberal Arts Elective		3
Liberal Arts Elective		3
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
VPA	Visual and Performing Arts	1

CYS 349	Digital Forensics: Recovering From and Responding to an Attack	3
Concentration Cross-Over 2		3
Liberal Arts Elective		3
Credit Hours		13
Total Credit Hours		120

B.A. in Cybersecurity with a Concentration in Policy & Law

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Foreign Language		3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Select one of the following:		3
ANT 101	Introduction to Anthropology	
CJS 101	Introduction to Criminology	
SOC 101	Introductory Sociology	
Credit Hours		16

Second Semester

PHL 110	Introduction to Philosophy	3
CYS 167	Introduction to Cybersecurity	3
Foreign Language		3
SOC 201	Research Methods	3
PSC 261	International Politics	3
Credit Hours		15

Sophomore Year**First Semester**

HST 110	World Civilization I	3
ENG 210	Major Authors	3
CSC 175	Introduction to Algorithms and Program Design	4
CYS 263	Introduction to Cybersecurity Risk and Protection Strategies	3
PSC 377	Security Studies	3
Credit Hours		16

Second Semester

HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Natural Science		3
CYS 269	Introduction to Detectin, Response, & Recovery Strategies	3
PHL 310 or PHL 311	Critical Reasoning or Introduction to Formal Logic	3
Credit Hours		15

Junior Year**First Semester**

Theology		3
----------	--	---

ENG 310	Literature and Culture	3
Concentration Course 1		3
Concentration Course 2		3
Liberal Arts Elective		3
Credit Hours		15
Second Semester		
IDS Interdisciplinary Studies		3
Concentration Course 3		3
Concentration Course 4		3
REL 336	Comparative Religious Ethics & Social Concerns	3
Liberal Arts Elective		3
Credit Hours		15
Senior Year		
First Semester		
DIV Diversity		3
Concentration Course 5		3
Concentration Cross-Over 1		3
Liberal Arts Elective		3
Liberal Arts Elective		3
Credit Hours		15
Second Semester		
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts		1
Concentration Course 6		3
Concentration Cross-Over 2		3
Liberal Arts Elective		3
Credit Hours		13
Total Credit Hours		120

Economics

Chair: Edward M. Shepard

Professor: Dixie M. Blackley, Paul R. Blackley, Wayne Grove, Edward M. Shepard

Adjunct Faculty: Mariela Cavo, Hasan Murshed

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 careers in a variety of fields including economics, business, law, education and government and 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. Requirements for the Bachelor of Science degree emphasize the development of quantitative skills and applications widely used in the business disciplines.

Student Learning Outcomes in Economics

Students who graduate from this program will be able to:

SLO 1: Apply concepts

Explain and apply economic concepts and theories in various contexts.

SLO 2: Analyze issues and policies

Analyze contemporary and historical issues and policies

SLO 3: Identify information

Identify relevant economic information. (Information literacy)

SLO 4: Interpret information

Interpret economic information and data.

SLO 5: Quantitative methods

Analyze economic data using appropriate quantitative methods.

SLO 6: Communication

Communicate effectively through writing and speaking.

- Economics Major (B.A.) (p. 167)
- Economics Major (B.S.) (p. 168)
- Economics Minor (p. 170)

Economics (ECO)

ECO 113. Principles of Microeconomics. 3 Credit Hours.

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. No prerequisites.

ECO 114. Principles of Macroeconomics. 3 Credit Hours.

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. No prerequisites.

ECO 205. Economics of Public Policy Analysis. 3 Credit Hours.

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. No prerequisites.

ECO 228. Economics of Financial Markets. 3 Credit Hours.

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.

Cross-listed Courses: FIN 302

ECO 250. Intermediate Microeconomic Theory. 3 Credit Hours.

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 Credit Hours.

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 305. Environmental Economics. 3 Credit Hours.

Application of economic theory and models to critically analyze the state of the environments as well as to identify how we might bring improvements in environmental quality. Coverage of relationships and interactions of the public and private sectors in the creation and control of the different environmental issues. Junior standing required. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

ECO 313. Labor Economics. 3 Credit Hours.

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. Economic History of the U.S. 1860-1960. 3 Credit Hours.

This course traces the development of the American economy, especially the impact of the two World Wars and the Great Depression and the long run trajectory of economic growth and inequality. Basic economic theory is used to understand those events and changes and the evolution of industrial policy, capital markets, and fiscal and monetary policy and the causes and consequences of the rise of big business and big government, technological change, and education policy. No prerequisites.

ECO 320. Economic Issues in Health Care. 3 Credit Hours.

This course examines the challenging questions of why health care spending in the U.S. continues to rise in spite of efforts to control costs. The focus of the course will be on examining the key issues responsible for cost increases and why this country has one in six individuals without any health insurance and one in four with sub-standard health care. The topics include factors affecting demand and supply of health care services, such as sociocultural considerations and health care threats, demographic changes, in particular aging of the population; economic and legal forces impacting the health care system; and the role of technology in the delivery of health care. Cross-listed Courses: CCM 420, CCM 520

ECO 322. Econ of Crime & Punishment. 3 Credit Hours.

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. Cross-listed Courses: CJS 322, SOC 322

ECO 325. Econometrics. 3 Credit Hours.

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 335. Economics of Poverty. 3 Credit Hours.

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. Cross-listed Courses: SOC 335

ECO 345. Strategic Competition in Mkt Economics. 3 Credit Hours.

This course introduces students to analyses of how the structure of markets and conduct of firms affect economic outcomes such as the efficient use of resources, the pace of innovation, and the profitability of investments. The emphasis is on assessing alternative strategic practices developed by firms to gain market power. Among the topics are a variety of often-used oligopoly models, pricing and nonpricing methods of deterring entry, the use of mergers and acquisitions, product differentiation, and the network economics of high technology markets. Policy responses and their impact on market outcomes are considered throughout. Prerequisites: ECO 113-114.

ECO 350. The Economics of Sports. 3 Credit Hours.

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, media, 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.

ECO 355. Managerial Economics. 3 Credit Hours.

Application of economic criteria in business decision making. Topics include demand analysis for forecasting, production decisions for multiproduct firms, pricing, capital budgeting and cost benefit analysis. Prerequisites: ECO 113-114; STA 201-202; MTH 120 or MTH 122 or MTH 145 or equivalent.

ECO 390. Independent Study. 1-3 Credit Hours.

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

ECO 402. Program Evaluation Research Methods And Policy. 3 Credit Hours.

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.

Cross-listed Courses: SOC 402, ACT 402, PSC 402

ECO 405. Global Economic Issues. 3 Credit Hours.

Is globalization inevitable and irreversible? Who are the winners and losers? Globalization is the process of integration of markets, politics, and legal systems. Supporters of globalization believe it increases a nation's economic growth and expands opportunities for countries to trade and realize comparative advantages in their areas of strength. Opponents believe it increases inequality within and between nations, threatens employment and living standards, thwarts labor and environmental standards, and retards social progress. This course includes a description of the principles and practices of foreign trade and financial institutions; international cartels; and defines globalization; examines its impact on trade; movement of capital and labor; diffusion of knowledge and technology, and distribution of income in the world. Fulfills Core requirement(s): DIV.

Prerequisite: Either ECO 113 or ECO 114.

Cross-listed Courses: PGS 402

ECO 436. Seminar. 3 Credit Hours.

Topics for papers and discussions are determined by the instructor. Prerequisites: ECO 113-114 and permission of the instructor.

ECO 490. Internship in Economics. 1-3 Credit Hours.

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 Credit Hours.

This fulfills the requirement that honors students complete a research project. Subject matter to be arranged.

ECO 501. Economics for Managers. 3 Credit Hours.

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.

Economics Major (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
ECO 250	Intermediate Microeconomic Theory	3
ECO 252	Intermediate Macroeconomic Theory	3
ECO 325	Econometrics	3
ECO 436	Seminar	3
Economic Electives		18
Major Support Requirements		
Mathematics ²		6
Statistics ³		6
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
Foreign Language ⁴		6
Electives		
Electives		18
Total Credit Hours		120

¹ Some Core requirements may be fulfilled by major requirements.

² 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 Mathematics for Business Majors-MTH 122 Brief Calculus, MTH 122 Brief Calculus-MTH 123 Mathematics for Act Majors, or MTH 145 Calculus I-MTH 146 Calculus II. Students with strong backgrounds in math, or who plan to apply to graduate school, are encouraged to take MTH 145 Calculus I-MTH 146 Calculus II.

³ Any two statistics courses in a sequence may be taken. These include MTH 111 Introduction to Statistics I (with Computer Lab)-MTH 112 Introduction to Statistics II, STA 201 Statistics I-STA 202 Statistics II, MTH 311 Introduction to Probability Theory-MTH 312 Mathematical Statistics. MTH 311 Introduction to Probability Theory-MTH 312 Mathematical Statistics is highly recommended for students interested in combining economics and mathematics.

⁴ Must be taken in same language.

Students are encouraged to take courses in political science, psychology and sociology.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
ECO 113	Principles of Microeconomics	3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Mathematics (p. 43)		3
ECO 114	Principles of Macroeconomics	3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3
ECO 250	Intermediate Microeconomic Theory	3
EAC Encountering Another Culture/Language (p. 43)		3
STA Elective		3
Theology (p. 43)		3
Credit Hours		15
Second Semester		
PHL 210	Moral Philosophy	3
ECO 252	Intermediate Macroeconomic Theory	3
STA Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Free Elective		3
Credit Hours		15

Junior Year

First Semester

ENG 310	Literature and Culture	3
ECO 325	Econometrics	3
ECO Elective		3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
Free Elective		3
Credit Hours		15

Second Semester

ECO Elective		3
IDS Interdisciplinary Studies (p. 43)		3
ECO Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Senior Year

First Semester

Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
ECO Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester

ECO 436	Seminar	3
ECO Elective		3
ECO Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Total Credit Hours		120

Economics Major (B.S.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Studies (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3

VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements	
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
ECO 250 Intermediate Microeconomic Theory	3
ECO 252 Intermediate Macroeconomic Theory	3
ECO 325 Econometrics	3
ECO 436 Seminar	3
Economic Electives	12
Major Support Requirements	
Mathematics ²	6
ACT 203 Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
Statistics ³	6
Quantitative Electives ⁴	6
Free Electives	18
Total Credit Hours	120

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Any two statistics courses in a sequence may be taken. These include MTH 111 Introduction to Statistics I (with Computer Lab)-MTH 112 Introduction to Statistics II, STA 201 Statistics I-STA 202 Statistics II or MTH 311 Introduction to Probability Theory-MTH 312 Mathematical Statistics. MTH 311 Introduction to Probability Theory-MTH 312 Mathematical Statistics is highly recommended for students interested in combining economics and mathematics.
- ³ 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 Mathematics for Business Majors-MTH 122 Brief Calculus, MTH 122 Brief Calculus-MTH 123 Mathematics for Act Majors or MTH 145 Calculus I-MTH 146 Calculus II. Students with strong backgrounds in math, or who plan to apply to graduate school, are encouraged to take MTH 145 Calculus I-MTH 146 Calculus II.
- ⁴ 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.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
ECO 113	Principles of Microeconomics	3
	Mathematics (p. 43)	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3

ECO 114	Principles of Macroeconomics	3
	Mathematics (p. 43)	3
HST 111	World Civilization II	3
	Natural Science (p. 43)	3
Credit Hours		15

Sophomore Year		
First Semester		
ECO 250	Intermediate Microeconomic Theory	3
	Statistics	3
ENG 210	Major Authors	3
	Theology (p. 43)	3
	EAC Encountering Another Culture/Language (p. 43)	3
Credit Hours		15

Second Semester		
ECO 252	Intermediate Macroeconomic Theory	3
	Statistics	3
	EAC Encountering Another Culture/Language (p. 43)	3
PHL 210	Moral Philosophy	3
	Free Elective	3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
ECO 325	Econometrics	3
	Quantitative Elective	3
	Free Elective	3
Credit Hours		12

Second Semester		
IDS	Interdisciplinary Studies (p. 43)	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
	ECO Elective	3
	Free Elective	3
	Free Elective	3
Credit Hours		15

Senior Year		
First Semester		
	Religion (p. 43)	3
	Quantitative Elective	3
COR 400	Senior Studies: Transformations	3
	ECO Elective	3
	ECO Elective	3
Credit Hours		15

Second Semester		
ECO 436	Seminar	3
	ECO Elective	3
	Free Elective	3
	Free Elective	3

Free Elective	3
Credit Hours	15
Total Credit Hours	117

Economics Minor

Minor Requirements

ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
ECO 252	Intermediate Macroeconomic Theory	3
or ECO 228	Economics of Financial Markets	3
Economics Electives		9
Total Credit Hours		18

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.

Engineering

Program Director: Stamatios Kyrkos

Students wishing to pursue careers in engineering participate in the bachelor's + master's dual degree partnership offered in conjunction with the College of Engineering and Computer Science at Syracuse University. Pre-engineering concentrations in chemical, computer, civil, environmental, electrical, mechanical, aerospace and biological engineering are available.

Students with pre-engineering major concentrations complete their four-year bachelor's degree – in physics, computer science, chemistry or biology, as appropriate – at Le Moyne, while taking engineering courses at Syracuse University at no additional cost. Students who complete these engineering concentrations in good standing (including maintaining a 3.0 G.P.A., both overall and in their science and engineering courses) are pre-admitted to the appropriate engineering master's degree program at Syracuse University and receive a 50 percent tuition waiver, typically completing their master's degree in an additional three semesters. Students who successfully complete the partnership program earn both a bachelor's degree from Le Moyne and a master's degree in engineering from Syracuse University. See the Le Moyne College Engineering site at [lemoyne.edu/engineering](http://www.lcmoyne.edu/learn/colleges-schools-centers/college-of-arts-sciences/majors-minors/engineering) (<http://www.lcmoyne.edu/Learn/Colleges-Schools-Centers/College-of-Arts-Sciences/Majors-Minors/Engineering>) for more details.

Affiliated Institution: Syracuse University

Eligible Students: Those meeting requirements

Degrees Awarded: Bachelor's degree (B.S. or B.A.) with a concentration in pre-engineering from Le Moyne College and master's of engineering (M.S.) from Syracuse University (Ten individual major concentrations. Please see the appropriate section of the catalog for details concerning the individual major concentrations.)

Length: Four years at Le Moyne College and three semesters at Syracuse University

Contact: Director of Engineering Programs, Chair of the Department of Physics, Biology, Chemistry, or Mathematics & Computer Science, depending on the concentration.

Students participating in the Syracuse University Bachelor's/Master's Degree in Engineering Partnership must choose the appropriate pre-engineering concentration within the appropriate major. Please see the Physics, Biology, Chemistry, or Mathematics & Computer Science sections of this catalog for typical programs.

Students who successfully complete their Le Moyne bachelor's degree program with a concentration in pre-engineering with both an overall 3.0 G.P.A. and a 3.0 G.P.A. in their science, mathematics and engineering courses, are eligible for pre-admission into the appropriate master's degree program at Syracuse University and a 50 percent waiver on their master's degree tuition, subject to the terms of the agreement with Syracuse University. The master's degree will typically be completed in an additional three semesters after graduation from Le Moyne.

Permission to register for courses at Syracuse University required by the individual pre-engineering degree concentrations is at the discretion of the director of pre-engineering programs, and will be contingent upon satisfactory academic performance. Students must have both a 3.0 G.P.A. in all mathematics, science and engineering courses, and a 3.0 G.P.A. overall, through the end of the semester prior to the semester in which registration takes place, in order to be permitted to register for engineering courses at Syracuse University for a given term. In addition, students must successfully maintain both 3.0 averages through the end of the term prior to the term in which the course(s) at Syracuse University are to be taken in order to be permitted to maintain that registration and take the course(s). Exceptions may be granted at the discretion of the program director.

- Biological Sciences (B.A.) and BioEngineering (M.S.) (p. 119)
- Environmental Science Systems (B.S.) and Environmental Engineering Science (M.S.) (p. 128)
- Computer Science (B.S.) with a Concentration in Pre-Engineering: Computer Science/Computer Engineering (p. 154)
- Chemistry (B.S.) with a Concentration in Pre-Engineering: Chemical Engineering (p. 136)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Geotechnical Focus (p. 246)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Structural Focus (p. 247)
- Physics (B.S.) with a Concentration in Pre-Engineering: Electrical Focus (p. 248)
- Physics (B.S.) with a Concentration in Pre-Engineering: Environmental Focus (p. 249)
- Physics (B.S.) with a Concentration in Pre-Engineering: Mechanical and Aerospace Focus (p. 250)

English

Chair: Maura Brady

Program Director: Kathleen P. Costello-Sullivan (of Irish Studies), Julie Grossman (of Film), David T. Lloyd (of Creative Writing)

Professor: Kathleen P. Costello-Sullivan, Alan B. Fischler, Julie Grossman, David T. Lloyd, Roger D. Lund, Julie Olin-Ammentorp, Ann M. Ryan, J. Christopher Warner

Associate Professor: Maura Brady, Michael Davis, Jennifer Gurley, James Hannan, Elizabeth Hayes, Erin E. Mullally, Anca V. Munteanu, Phillip Novak, Miles Taylor

Professor of Practice: Eugene B. Young

Visiting Assistant Professor: Jamey Graham

Writer-in-Residence: Patrick Lawler, Linda Pennisi

Adjunct Faculty: Timothy D. Burns

Professor Emerita: Mary A. Maleski

Professor Emeritus: Gordon V. Boudreau, Patrick J. Keane, Cornelius Novelli

The Department of English offers two concentrations of study: literature and creative writing. Both of these courses of study are committed to the discovery of meaning and value in language—a commitment that is grounded in contemporary academic and professional concerns within English 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 two concentrations 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, the subtlety, and the power of language; to help students develop their own expressive powers in language; to assist them toward increasingly mature syntheses of literature with other disciplines and life experiences; and to prepare students for careers, professions, and graduate study in which a command of the English language and literature are necessary.

Departmental Honors

In accord with guidelines approved by the academic dean, department chairs, and program directors (Fall 1988), the English Department offers degrees in honors for literary studies and for creative writing. These programs have been designed for:

- the student who excels primarily in the major and who deserves further challenge and recognition,
- the student who does not surface as honors material in time to join the Integral Honors Program and especially competent transfer students.

The chair will invite 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.

Literary Studies

Students who choose to pursue the English honors degree in literary studies 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 Tutorial.

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 register for another three credits (ENG 480 Honors Tutorial) 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, and the members of an oral examination committee (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.

Honors Degree in Creative Writing

The English department also offers an Honors Degree in Creative Writing designed for:

- the student who excels in one or more creative writing genres;
- the student who deserves further challenge and recognition and especially competent transfer students.

The program director will invite eligible students to apply for honors in creative writing by the junior year. Requirements include a 3.0 overall G.P.A. and a 3.5 G.P.A. in creative writing program courses. Those accepted will enroll in CRW 480 Honors Tutorial in Creative Writing and work towards completion of a high quality manuscript of poetry, fiction, creative nonfiction, a play at least 50 pages, or mixed genres - the length to be determined by the honors mentor.

See also the general description of departmental honors programs above.

Dual Major in English and Communications

Dual majors in literature and communications and in creative writing and communications are available. Click the programs tab to view program details.

Student Learning Outcomes in Literature

Students who graduate from this program will be able to:

Literary Knowledge

Analyze literary texts using appropriate knowledge of genres, formal properties, and literary history

Contextual Insight

Articulate how literary works shape understanding of our own and other people's cultures, perspectives, and experiences

Effective Writing

Write Effectively using appropriate academic conventions and rhetorical skill

Critical Reading

Construct meaning by reading literary texts with appropriate critical skills, including careful observation, close reading, and sustained analysis

Critical Thinking

Evaluate texts and ideas in order to reach defensible conclusions

Problem Solving

Formulate and resolve meaningful problems appropriate to the study of language and literature

Student Learning Outcomes in Creative Writing

Students who graduate from this program will be able to:

Create and revise

Revise their creative writing using appropriate techniques and strategies.

Peer review

Evaluate the creative writing of peers to formulate suggestions for problem-solving and revision.

Complete a manuscript

Create a polished manuscript of creative writing that could be submitted to a journal or press for publication.

- English Major (p. 182)
- Dual Major in English/Creative Writing and Communications (p. 185)
- Dual Major in English/Literature and Communications (p. 186)
- English (B.A.) and Initial Teacher Certification Tracks (p. 188)
- Five-Year B.A./M.S.T. Programs (p. 189)
- Literature Minor (p. 192)
- Irish Literature Minor (p. 192)
- Creative Writing Minor (p. 192)
- Film Minor (p. 192)
- Medieval Studies Minor (p. 193)
- Advanced Writing Minor (p. 193)

Creative Writing (CRW)

CRW 384. Introduction to Writing Poetry. 3 Credit Hours.

This introductory creative writing workshop is devoted to the writing and revising of poems. We will explore writing techniques as well as writing samples by established authors, but most of our time will be devoted to critiquing student poems with an eye toward revision and improvement. Students will complete a final portfolio of poetry to be submitted at the end of term.

Cross-listed Courses: ENG 384

CRW 385. Creative Writing Workshop. 3 Credit Hours.

Intensive practice in the writing and criticism of poetry and fiction. Associated readings geared to the needs of the individual participant. Course can be repeated for credit. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: ENG 385

CRW 386. Introduction to Playwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: THR 386, ENG 386

CRW 387. Scriptwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: CMM 387, ENG 387

CRW 388. Writing Green: Poetry, Fiction, and Our Place in the World. 3 Credit Hours.

This introductory creative writing workshop encourages students majoring in any discipline to explore the physical world in which we live and the current environmental crisis through their own poetry and fiction, as well as through study of works by diverse modern and contemporary environmental writers. The course subtitle includes the phrase "our place in the world," referring to the study of "place" or the physical environments where humans live, as well as our "place" in the sense of the role humans play, or might play, in shaping the world in which we live. No previous creative writing experience necessary. This course can substitute for CRW 385 or CRW 386 as a prerequisite for upper level creative writing courses. Because of the emphasis on creative responses to physical environments, the course can include field trips and could be taught in a study abroad setting. Prerequisite(s): WRT 101 or equivalent. Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: ENG 388

CRW 389. Writing the One-Act Play. 3 Credit Hours.

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Fulfills Core requirement(s): VPA. Prerequisite: WRT101.

Cross-listed Courses: ENG 389, THR 389

CRW 390. Independent Study. 1-3 Credit Hours.

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. An independent study concentrating on writing may be used to fulfill part or all of the creative writing curriculum requirement for 9 hours of writing workshops. Fulfills Core requirement(s): VPA.

CRW 391. Advanced Poetry Workshop. 3 Credit Hours.

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 exercises in traditional forms. Fulfills Core requirement(s): VPA. Prerequisites: WRT 101 and CRW/ENG 385.

Cross-listed Courses: ENG 391

CRW 392. Advanced Fiction Workshop. 3 Credit Hours.

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 the writing of an extended work of prose fiction or a linked series of short stories. Fulfills Core requirement(s): VPA. Prerequisites: WRT 101 and CRW/ENG 385.

Cross-listed Courses: ENG 392

CRW 395. Nonfiction Writing Workshop. 3 Credit Hours.

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. Prerequisite: WRT 101.

Cross-listed Courses: ENG 395

CRW 480. Honors Tutorial in Creative Writing. 3 Credit Hours.

CRW 480 Honors Tutorial in Creative Writing is the course students must register for to complete an Honors Degree in Creative Writing. The course is designed for the student who excels in one or more creative writing genres, and who deserves further challenge and recognition. By the end of their junior year at the latest, qualified CRW program concentrators and minors will be invited to pursue a CRW honors degree. Applicants will be required to have a 3.0 overall GPA and a 3.5 GPA within Creative Writing Program courses. Those accepted will work towards completion of a high quality manuscript of poetry (at least 30 pages), fiction, creative nonfiction, or a play (at least 50 pages), along with an Introduction of between 5-10 pages. Multiple genre manuscripts are acceptable, with the length to be determined by the instructor. Students may complete this honors manuscript either while taking their 4th CRW advanced or genre specific workshop during their senior year (in which case they would participate in regular workshop activities but meet additionally with the instructor regarding the honors project) or while working individually with an instructor. Students must undertake a "defense" of their creative project before a designated CRW honors program committee (the defense may include a public reading or, in the case of a play, a public performance). The student may gain permission to register for another three credits of ENG 480 if doing so is useful and necessary. Fulfills Core requirement(s): VPA.

English (ENG)

ENG 010L. Fundamentals of English Lab. 0 Credit Hour.**ENG 105. Introduction to Theatre. 3 Credit Hours.**

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. Fulfills Core requirement(s): VPA.

Cross-listed Courses: THR 105

ENG 201. Fundamentals of Speech. 3 Credit Hours.

Essentials of voice production, oral interpretation, speech organization and use of supporting materials; preparation and delivery of speech materials; group and panel discussion. Prerequisite or Corequisite: WRT 101.

Cross-listed Courses: CMM 201

ENG 203. Classical Mythology. 3 Credit Hours.

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.

Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Pre 1789) requirement.

Cross-listed Courses: CLS 203

ENG 204. Classical Lit in Translation. 3 Credit Hours.

Selected readings and discussions of important works from ancient literatures.

Prerequisite: WRT 101, and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Pre 1789) requirement.

Cross-listed Courses: CLS 204

ENG 205. COR: Conversations. 1 Credit Hour.

This 1-credit course invites students to reflect upon the art and power of conversation. We will explore the ingredients that distinguish a successful conversation, and we will reflect upon the consequences—personal, political, and cultural—of conversations gone awry, never had, or destructive in nature. Finally students will attend events sponsored by Student Development, as well as those hosted by the Visual and Performing Arts department, the Film Program, and the Creative Writing Program at Le Moyne. We will use these events as opportunities to engage students in conversations about issues of diversity both on the campus and in the world beyond Le Moyne. This course will offer students a vehicle for talking about art, diversity, and community, as they hone their skills as practitioners in the art of conversation. Fulfills Core Requirements: Visual and Performing Arts (VPA) and Diversity (DIV).

ENG 205A. Conversations: Art & Disability. 1 Credit Hour.

In this course, we will study and discuss art made by—and about—people with disabilities, from photography and painting to literature and films. Our discussions will consider the emotional and psychological responses these works elicit (wonder, fear, curiosity, laughter, etc.); the kinds of stories they tell; how they avoid, play into, or work around stereotypes; and the power dynamics they generate between artist, subject, and audience. In the process, we will practice and develop the skills necessary for thoughtful, productive conversations. Course will meet from August 30th–November 1st. Course fulfills Core Requirement(s): Visual and Performing Arts(VPA)and Diversity (DIV).

ENG 205B. Conversations:The Photographic Portrait. 1 Credit Hour.

There are probably more pictures of human faces in the world than there are actual human faces. Because of their omnipresence, photographic portraits and self-portraits can seem simple and direct. Point and shoot, right? We often evaluate such pictures with one question: Do I look good? But pictures of faces are more complex than we usually imagine. In this course, in which the main goal is to practice the art of conversation, we'll talk about those complexities, as we discover them in portraits and self-portraits of all kinds: yearbook portraits, family portraits, glamorous portraits, death portraits, erotic portraits, and even mugshots. We'll dig into such questions as these: what can or does a portrait reveal about its subject? what does it hide? what are the artistic, cultural, political, and economic reasons for portrait-taking? what do we intend when we take pictures of ourselves? and what are the power relationships that might exist between photographer, subject, and viewer? Course will meet from August 29th–November 7th.

Fulfills Core Requirement(s): Visual andPerforming Arts(VPA) and Diversity (DIV).

ENG 205C. Conversations: Race & Music in America. 1 Credit Hour.

This course will explore the complicated role that race plays in the history of American music. Beginning with music from the Civil War period (work songs, sorrow songs, soldier's songs etc.) we'll talk about how our history has been represented—and sometimes misrepresented—in a variety of musical forms and genres. We'll also discuss how racial identity has been expressed, exploited, and sometimes created using music. Finally, we'll explore how music forms community along racial lines, and how it occasionally does so over and beyond them. Although we will spend time learning some of the history of race and music in America, we'll also be developing our ability to speak about race honestly, constructively, civilly, and intellectually. In other words, we'll be as focused on smart speech as we are on free speech. Students will be asked to bring examples of music to the class, and they will be required to attend performances on and off campus. Course will meet January 22–April 12.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA), and Diversity (DIV).

ENG 205D. Conversations: Images of Indians, Moving Beyond the Stereotypes. 1 Credit Hour.

When thinking of Indians, most people believe they have a clear sense of what an Indian looks like, and it usually includes feather headdresses, face paint, buckskin, and a horse. This class will allow us to explore how non-Indian peoples came to this (mis)understanding by studying and conversing about representations of Indians in paintings, photography, film and other forms of visual media, most of which were created by non-Indian peoples. We will look at works by native artists that challenge the commonly accepted view of what a "real" Indian looks like and how a "real" Indian acts. The course will run Jan. 23–April 2.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA), and Diversity (DIV).

ENG 205E. Conversations: Eating American: Food and Culture in Dialogue. 1 Credit Hour.

Food has been the source of conversation and cultural exchange across centuries and continents. Knowing about food and knowing how to talk about food helps us to challenge and transform cultural boundaries. Such active engagement with food cultures not only allows us to foster unity in diversity but also matures our mind and plate. We learn what we eat and why and how we eat. This course is primarily designed to help us learn how to engage in constructive conversation about food, eating, and cooking in America. Since the USA is often described as a melting pot or a salad bowl, such an engagement must involve learning (to talk) about the tremendous diversity of cuisines, ingredients, food cultures, and culinary histories that surround us. We will talk about ways in which we can present food with meticulous attention to beauty and detail. Keeping in mind that cooking is also performance art, the course incorporates preparing and presenting dishes designed by students. The grand finale will be a multi course meal served to selected members of the Le Moyne Community. Course will meet full semester.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA) and Diversity (DIV).

ENG 210. Major Authors. 3 Credit Hours.

These courses provide students with an intensive study of the work of a major author such as Borges, Dante, Dickens, Homer, Morrison, Ovid, Rushdie, Shakespeare, Twain or Woolf, 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 understanding of the material through class discussions, presentations and critical writing. Writing instructional. Prerequisite: WRT 101.

Cross-listed Courses: HON 111

ENG 218. Critical Perspectives on Literature. 3 Credit Hours.

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 readings of texts and an understanding of the variety of interpretive questions and critical perspectives that these texts invite.

Prerequisite: WRT 101.

ENG 301. Advanced Grammar and Usage. 3 Credit Hours.

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: WRT 101.

Fulfills: Topic requirement.

ENG 302. The Western Drama Tradition. 3 Credit Hours.

A study of major periods of theatrical development from the Greeks and Romans through the eighteenth century, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds.
Prerequisite: WRT 101 and ENG 210, ENG 218 or HON 111.

Fulfills: Genre requirement.

Cross-listed Courses: THR 302

ENG 304. The History of Criticism. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Topic requirement.

ENG 305. Eng Lit Survey I:thru Milton. 3 Credit Hours.

A survey of English literature of the Old English period, the Middle Ages, and the Renaissance, including the major work of Milton. Required for English majors.
Prerequisites: WRT 101, ENG 218.

ENG 306. Eng Lit Survey II:Rest-Present. 3 Credit Hours.

A survey of English literature from the Restoration, through the 18th and 19th centuries, to the present. Required for English majors.
Prerequisites: WRT 101, ENG 218.

ENG 307. The Epic. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Genre requirement.

ENG 309. American Culture & Art of Johnny Cash. 3 Credit Hours.

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. Fulfills Core: Visual and Performing Arts (VPA) requirement.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: CMM 309

ENG 310. Literature and Culture. 3 Credit Hours.

This interdisciplinary course explores a period or movement in intellectual and/or cultural history. It may also focus upon transformative texts, events, or characters as they engage these movements and moments. This course will invite students to engage in a dialogue between disciplines and ideas using literary texts both as the primary source for inquiry and the medium through which ideas are imagined, articulated, and contested. Students will explore the ideas, events, and literary genres that frame the particular intellectual issue or historical moment, while also engaging the varied contexts that inform a work of literature.
Prerequisites: WRT 101, ENG 210.

Cross-listed Courses: ENG 310Y, HON 225

ENG 310Y. Literature & Culture: Epiphany. 3 Credit Hours.

This course brings the study of literature together with religious studies and the history of science to explore the concept of the "epiphany", a sudden insight so powerful that the experience can reorganize time (e.g., a lifetime, an historical period) into "before" and "after." We will trace the history of the term itself, from its origins in ancient Greece and applications in Christian theology and practice, to its appearance in literature as a concept, structural element, and term of literary analysis, to its most recent applications in the fields of science and innovation. Although our investigations will encompass various types of insights from different disciplines that have loosely been called "epiphanies" (including spiritual revelations, dramatic recognition scenes, and scientific discoveries), we will concentrate in particular on how epiphany functions in literature, the ways in which literature has been shaped by notions of epiphany from other disciplines, and how literature has shaped epiphanies in other fields, and in culture at large.
Prerequisites: WRT 101 and ENG 210.

Cross-listed Courses: ENG 310, HON 225

ENG 311. English Literature: An Overview. 3 Credit Hours.

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. Required for Theatre Arts majors.
Prerequisites: WRT 101, ENG 218.

ENG 312. Chaucer. 3 Credit Hours.

The study of the major works of Chaucer. No prior knowledge of Middle English needed.
Prerequisites: WRT 101, ENG 218.

Fulfills: Period (Pre 1789) requirement.

ENG 313. Medieval Quests and Romances. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Genre requirement.

ENG 314. Advanced Grammar II. 3 Credit Hours.

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 Part Two will assess syntactic structures beyond the level of the single clause, continue reviewing the 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.

Fulfills: Topic requirement.

ENG 316. Medieval Literature. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Pre 1789) requirement.

ENG 317. Renaissance Literature. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Period (Pre 1789) requirement.

ENG 318. Shakespeare. 3 Credit Hours.

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 playscript and performance, in addition to providing instruction in conducting library research on literary topics.

Prerequisites: WRT 101, ENG 218.

ENG 319. Elizabethan and Jacobean Drama. 3 Credit Hours.

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: WRT 101 and ENG 200 ENG 210 or ENG 218.

Fulfills: Period (Pre 1789) requirement.

Cross-listed Courses: THR 319

ENG 320. Documentary Film. 3 Credit Hours.

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.

Fulfills: Genre requirement.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): VPA.

ENG 322. Journalism and American Literature. 3 Credit Hours.

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. 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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: CMM 314

ENG 323. Contemporary World Literature in English. 3 Credit Hours.

Students will read major literary works in English by writers from Africa, Asia, and the Caribbean. The principal texts have been published since the 1980s, and address issues such as colonialism and postcolonialism, national identity, globalization, migration, economic exploitation, and gender and sexuality.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: PGS 323

ENG 324. Milton and the Arts. 3 Credit Hours.

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, from his lyric poems to polemical prose to Paradise Lost, Milton regarded writing as both a political and spiritual "calling".

Prerequisites: WRT 101, ENG 218.

Fulfills: Period (Pre 1789) requirement.

ENG 325. Post-Colonial Literature & Theory. 3 Credit Hours.

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. Fulfills: Topic requirement.

Prerequisites: WRT 101 and ENG 210, or ENG 218.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 314, GWS 314

ENG 326. 19th C English and Irish Women Writers. 3 Credit Hours.

This course will examine literature produced by English and Irish women, respectively, during the 19th C. In particular, we will attend to the ways in which issues of particular concern to women from these respective yet interconnected nations are engaged in similar but also divergent ways. The course will not seek to apply some universal standard applicable to women from both nations, nor is its intent to substantiate any false binaries. Rather, the interest is to consider how aesthetic and narrative differences reflect differing social contexts; how the close interactions between these nations inflect the respective literary canons; how women from these nations represent one another; and how gendered issues may or may not affect, and be affected by, wider national views.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Post 1789) requirements.

Cross-listed Courses: GWS 326

ENG 327. Harlem Renaissance. 3 Credit Hours.

This course will explore the fiction, music, art, and the political and philosophical writing that emerged during the period known as The Harlem Renaissance. We will begin by tracing the historical developments that made possible the formation of Harlem as both a place and an idea. Beginning with the writing of Frederick Douglass and Sojourner Truth, we will listen to nineteenth century Black voices as they set the stage for even more complex expressions of Black identity, citizenship, and culture. We will debate W.E.B. Dubois' claim that race is a product of "blood and culture" and we will explore the ways in which various Black artists interpret that complicated idea. We will also trace the ways in which Black culture- both the high art of salons and galleries and the popular culture of speakeasys and clubs-participated in trying to solve the 'problem' of being-as Louis Armstrong sang it- both "Black and Blue." Finally, we will listen carefully to the powerful voices of artists such as Zora Neale Hurston who celebrate their racial identity and who invite us- Black, White, Brown, and Yellow- to join in that celebration.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirements.

ENG 328. The Invention of Print and Reinvention English Literature. 3 Credit Hours.

At the end of the Middle Ages in England, writers often lamented that their native tongue was "rustical," "rude," "barbarous" and "vile" compared to the Classical and Romance languages in which the world's literary masterpieces were written. Less than a hundred years later, Shakespeare and other English authors were being extolled by their countrymen as literary "kings" and "stars" equal to the best Greek, Latin, Italian, French, and Spanish authors. Instead of being an embarrassment, their poems, plays and prose works were held up as evidence of the nobility of the English language. What happened? ENG 328 invites students to discover potential answers to this question by taking a "book history approach" to the study of literature from this era, asking such questions as, In what forms were literary works made and circulated in late medieval and early modern times? How was it marketed? How regulated or censored? And how might such factors have influenced people's responses to literary works, which we know ranged from delight to rage, from fear to veneration? Thus the course offers an introduction to the techniques of hand-press book production and the rise and regulation of the London book trade; examination of the different physical features of early printed books, such as paper stocks and bindings, font types, ornamental title-page borders and woodcut illustrations; consideration of some recent influential essays on the relation between book history and literary history; and above all, scrutiny of a range of different literary works printed in a range of different forms- from bawdy penny ballads, railing rhymes and "bad quartos" to the sonnet sequences, "first folios," and other "printed monuments" that ultimately helped to invest English literature with new meaning and new value.

Prerequisite: WRT 101 and ENG 218.

Fulfills: Topic Requirement.

ENG 329. Literary Paris. 3 Credit Hours.

Students will read a range of texts (both fiction and non-fiction) set in Paris, focusing on the experience of Americans in Paris. Texts include memoirs by Ernest Hemingway, Adam Gopnick, and a range of African-American writers, and fiction by Edith Wharton, Tracy Chevalier, and others. The course will also include an introduction to the culture, history, art, and landmarks of the city. The course concludes with an eleven-to-twelve day visit to Paris. Additional fees will be required. Fulfills: Period Post 1789 requirement.

Prerequisite: WRT 101.

Fulfills Core Requirement: Visual and Performing Arts (VPA)).

ENG 330. Literary London. 3 Credit Hours.

This course examines literature about London, one of the world's major cities, produced in England during the 18th and 19th centuries. We will study selected texts - poetry, fiction, non-fiction, and plays - that consider London's diversity and its significance as a cultural and commercial center, reflect on the social, political, philosophical, and religious ideas that have inspired representations of London, and recognize the contribution that London has made to English literature. The course is open to anyone with an interest and enthusiasm for the subject. It satisfies departmental requirements for major electives in the literature of the 18th and 19th centuries and, for theatre majors, one of the literature requirements. Students enrolled in this course will participate in a twelve-day study tour of London and its environs during January break. Additional fees will be required.
Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218.

Fulfills: Period (Post 1789) requirements.

Cross-listed Courses: THR 330

ENG 331. Literary New England. 3 Credit Hours.

Explore literary New England by reading and traveling! In this course we'll read works by several New England authors primarily from the 19th century, chose from among the following: Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne, Louisa May Alcott, Emily Dickinson, Harriet Beecher Stowe, Sarah Orne Jewett, Linda Brent, Edith Wharton, and Mark Twain. In addition, we'll travel to the homes of most of these authors during a weekend trip to Concord, Massachusetts and possibly other sites. Many of the texts we'll be reading focus on the idea of home and the domestic sphere, reinforcing the connection between our readings and our travels. (EXTRA COURSE FEE FOR WEEKEND TRIP WILL APPLY; APPROX. \$400.)
Prerequisites: ENG 210/ENG 218.

Fulfills: Topic requirement.

ENG 333. Restoration & 18th Century Lit. 3 Credit Hours.

Selected works of Restoration and eighteenth century literature, including works by Congreve, Dryden, Pope, Swift, Johnson, Gray, Collins, Burke and Burns.
Prerequisites: WRT 101, ENG 218.

Fulfills: Period (Pre 1789) requirement.

ENG 336. The 18th Century Novel. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Genre requirement.

ENG 338. Writing in the Real World. 3 Credit Hours.

This course calls on the practices of professional and business communication to offer students practice with writing in "real world" contexts. In this class, students will develop strategies for responding to professional and community-based writing scenarios, reaching internal and external audiences, designing both print and digital/online texts, and composing application materials. Students will engage writing and revision processes, provide feedback to peers, compose collaboratively as part of a team, and learn the standards and conventions of non-academic communication. The genres students encounter may include memo, letter, e-mail, resume, cover letter, flier, pamphlet, and website. The course will also address digital-visual communication tools including Twitter, PowerPoint, and other emerging platforms.
Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

Cross-listed Courses: CMM 338

ENG 346. Victorian Poetry and Prose. 3 Credit Hours.

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 a new emphasis on the discoveries of natural science, including those of Charles Lyell and Charles Darwin; and that marked the unprecedented expansion of British industry and the utmost extension of the British Empire. The course will explore these developments as well as other developments in religion, art, culture and the Victorian imagination in the poetry of Tennyson, Arnold, the Brownings, the Rossetts, 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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Post 1789) requirement.

Cross-listed Courses: GWS 346

ENG 347. The Victorian Novel. 3 Credit Hours.

An examination of the Victorian novel, addressing the following issues: the ways in which Victorian novels recall and revise romanticism and look forward to modernity; the influences of science, evolution, and industry on the content and form of the novel; representations of domesticity and the attempts of women novelists to rewrite or redefine heroism and tragedy; and Victorian preoccupation with the past, as it affects narrative notions of character and conceptions of literary history. Authors treated include Charlotte Bronte, Emily Bronte, Charles Dickens, Thomas Hardy and George Eliot.
Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Genre requirement.

Cross-listed Courses: GWS 347

ENG 350. Amer Lit Survey I: to Civil War. 3 Credit Hours.

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: WRT 101, ENG 218.

ENG 351. Am Lit SurveyII:CivWar-Present. 3 Credit Hours.

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: WRT 101, ENG 218.

ENG 352. Introduction to Children's Literature. 3 Credit Hours.

An introduction to literary works written 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: WRT 101, ENG 218.

Fulfills: Topic requirement.

ENG 355. Transcendental Literature. 3 Credit Hours.

A study of the key writers and texts of the 19th-century American transcendental movement. Authors treated include Margaret Fuller, W. H. Charming, 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: WRT 101, ENG 218.

Fulfills: Period (Post 1789) requirement.

ENG 356. Nature: An Introduction to Wonder. 3 Credit Hours.

In a world obsessed with "connectivity," many people are, paradoxically, becoming less connected with nature, that is, with the entire natural world in which they live. This course endeavors to raise students' awareness and appreciation of the natural world of which we are all a part, using experiential, scientific, and humanistic approaches. Students will be challenged to assess and improve their own familiarity with nature and to discover or re-discover wonder, both in their own experiences of nature and in the writings and scientific studies of others. While lecture will be used to present some of the material, discussion based on material read or observations of nature will be a major component of the course, as will field experiences in nature. Junior standing required.
Prerequisite: COR 100.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: BSC 356

ENG 358. Representations of the Media in Film. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirement.

ENG 361. Modern British Fiction. 3 Credit Hours.

A study of the fiction of Conrad, Lawrence, Woolf, Forster, Joyce and other major British authors from about 1900-1940.
Prerequisites: WRT 101, ENG 218.

Fulfills: Period (Post 1789) requirement.

ENG 364. Modern American Fiction. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Post 1789) requirement.

Cross-listed Courses: GWS 354

ENG 365. Modern British and American Poetry. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Genre requirement.

ENG 367. Yeats. 3 Credit Hours.

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: WRT 101, ENG 218.

Fulfills: Topic requirement.

ENG 368. Modern American Drama. 3 Credit Hours.

A survey of the major playwrights beginning with O'Neill and normally including Maxwell Anderson, Rice, Odets, Miller, Albee, Wilder, Saroyan and Williams.
Prerequisites: WRT 101 and ENG 210 or ENG 218.

Fulfills: Genre requirement.

Cross-listed Courses: THR 368

ENG 369. Modern European Drama. 3 Credit Hours.

A study of representative plays of European dramatists from the mid-19th century to the mid-20th centuries.
Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills: Genre requirement.

Cross-listed Courses: GWS 357, THR 369

ENG 370. American Film Abroad: Il Cinema Ritrovato (Bologna Film Festival). 3 Credit Hours.

This course focuses on a 9-10 day trip to Bologna in June/July of each year to attend the Cinema Ritrovato, an international film festival focused on American silent and sound film and music. The Festival specializes in screening classic films that have restored in Bologna at the Cineteca di Bologna, a major site for the film restoration in the world. Students will attend many screenings each day and evening of the Festival, as well as participate in group meetings with the instructor to analyze film and discuss and write about the events, such as the silent film/live music events taking place throughout the week at night in the central square of Piazza Maggiore. The students will have the unique opportunity to watch celluloid films as part of events introduced by film scholars, filmmakers, and/or restoration technicians. In the spring semester at Le Moyne, students will attend meetings with the instructor every two weeks and attend and write about two required film events. Enrollment by permission of instructor.
Prerequisite: Sophomore standing.

ENG 371. Critical Approaches to Film. 3 Credit Hours.

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Fulfills: Genre requirement.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): VPA.

Cross-listed Courses: CMM 380, THR 371, GWS 351

ENG 372. History of Film: Beginnings to 1940. 3 Credit Hours.

This course will survey major developments in cinema from the advent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium—the Lumiere brothers, Thomas Edison (and his major collaborator William Kennedy Laurie Dickinson), George Melies, and Edwin S. Porter; D. W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s—German expressionism, in particular, as well as the *Kammerspielfilm*; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films. Fulfills Core requirement(s): Visual and Performing Arts (VPA).

Prerequisites: WRT 101 and ENG 200, ENG 210, ENG 218 or HON 111.

Cross-listed Courses: CMM 381, THR 372

ENG 373. History of Film: 1940 to Present. 3 Credit Hours.

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.

Prerequisites: WRT 101 and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): VPA.

Cross-listed Courses: CMM 382, THR 373

ENG 378. The Films of Alfred Hitchcock. 3 Credit Hours.

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 idiosyncracies and thematic preoccupations. And we will try to come to some understanding of what is gained and what 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. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisites: WRT 101 and ENG 200 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: CMM 383, GWS 359

ENG 379. Practicum in English. 3 Credit Hours.

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 departments

Prerequisite: WRT 101 and ENG 218.

ENG 380. Literature by Women: 17th-19th Century. 3 Credit Hours.

The works of English and American women writers from the 17th through the 19th century. Covers a wide survey of authors, including complete novels by Fanny Burney, Jane Austen, Charlotte Bronte and George Eliot.

Prerequisites: WRT 101 and ENG 200 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: GWS 380

ENG 381. Women As Art/Women As Artists. 3 Credit Hours.

Working with the subject/object distinction made in the visual arts by thinkers like John Berger and Laura Mulvey, this class begins by examining texts in which women are portrayed as beautiful objects, then moves to texts in which women create their own artworks. In all of these works, questions of power, agency, and creativity are central. We will read novels such as Edith Wharton's *The House of Mirth*, Tracy Chevalier's *Girl with a Pearl Earring*, and Mary Gordon's *Spending*, along with A.S. Byatt's *The Matisse Stories* and a number of other short works. The course also includes art history relevant to the works being studied, and when possible, visits by artists and a trip to museums in New York City. English majors: this counts as a Topics course.

Prerequisites: WRT 101 and either ENG 200, ENG 210 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: GWS 381

ENG 382. African-American Literature. 3 Credit Hours.

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 may satisfy the EDU 303 teacher certification requirement by completing this course. Prerequisites: WRT 101 and ENG 200 or ENG 218. Fulfills: Topic requirement.

Cross-listed Courses: GWS 382

ENG 383. American Ethnic Literature. 3 Credit Hours.

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: WRT 101 and ENG 200 or ENG 218.

Fulfills: Topic requirement.

Cross-listed Courses: GWS 383

ENG 384. Introduction to Writing Poetry. 3 Credit Hours.

This introductory creative writing workshop is devoted to the writing and revising of poems. We will explore writing techniques as well as writing samples by established authors, but most of our time will be devoted to critiquing student poems with an eye toward revision and improvement. Students will complete a final portfolio of poetry to be submitted at the end of term.

Cross-listed Courses: CRW 384

ENG 385. Creative Writing Workshop. 3 Credit Hours.

Intensive practice in the writing and criticism of poetry and fiction. Associated readings geared to the needs of the individual participant. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: CRW 385

ENG 386. Introduction to Playwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: THR 386, CRW 386

ENG 387. Scriptwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: CMM 387, CRW 387

ENG 388. Writing Green: Poetry, Fiction, and Our Place in the World. 3 Credit Hours.

This introductory creative writing workshop encourages students majoring in any discipline to explore the physical world in which we live and the current environmental crisis through their own poetry and fiction, as well as through study of works by diverse modern and contemporary environmental writers. The course subtitle includes the phrase "our place in the world," referring to the study of "place" or the physical environments where humans live, as well as our "place" in the sense of the role humans play, or might play, in shaping the world in which we live. No previous creative writing experience necessary. This course can substitute for CRW 385 or CRW 386 as a prerequisite for upper level creative writing courses. Because of the emphasis on creative responses to physical environments, the course can include field trips and could be taught in a study abroad setting. Prerequisite(s): WRT 101 or equivalent. Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: CRW 388

ENG 389. Writing the One Act Play. 3 Credit Hours.

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Fulfills Core requirement(s): VPA. Prerequisite: WRT 101.

Cross-listed Courses: CRW 389, THR 389

ENG 390. Independent Study. 1-3 Credit Hours.

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 academic dean. It will be kept on file in the academic dean's office.

ENG 391. Advanced Poetry Workshop. 3 Credit Hours.

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 exercises in traditional forms. Fulfills Core requirement(s): VPA. Prerequisites: WRT 101 and CRW/ENG 385.

Cross-listed Courses: CRW 391

ENG 392. Advanced Fiction Workshop. 3 Credit Hours.

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 the writing of an extended work of prose fiction or a linked series of short stories. Fulfills core Visual and Performing Arts requirement. (VPA)
Prerequisites: WRT 101 and CRW/ENG 385.

Cross-listed Courses: CRW 392

ENG 393. Teaching and Tutoring Writing. 3 Credit Hours.

This course introduces students to methods for teaching and tutoring writing. The course examines different pedagogical approaches within the context of one-on-one tutoring. Topics discussed include assisting students in all parts of the writing process, providing grammatical help, tutoring in unfamiliar disciplines, and working with ESL writers. Students apply the concepts and practices discussed in the class as writing tutors in the "Tutoring @ Le Moyne" program. Students who successfully complete the course can apply to continue as writing tutors. This seminar course is discussion and writing intensive.

Prerequisite: WRT 101.

ENG 395. Nonfiction Writing Workshop. 3 Credit Hours.

A workshop that will introduce students, through 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.

Prerequisite: WRT 101.

Cross-listed Courses: CRW 395

ENG 397. Writing Nonfiction. 3 Credit Hours.

A course in writing for general audiences on topics that will vary from one semester to the next; topics may include the fine arts, nature/the environment, science, the family, popular culture, and politics. These courses will be both reading-and writing-intensive, with readings serving as models and resources for students own writing; outside research in the form of interviews, observations/site visits, or attendance at cultural events will also be a component.

Prerequisite: WRT 101.

Cross-listed Courses: CMM 397

ENG 403. Writing and Speaking in the Professions. 3 Credit Hours.

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: WRT 101, ENG 210 or ENG 218 and ENG 310.

ENG 455. Medicine in Literature and Film. 3 Credit Hours.

The relationship between literature and medicine will be explored through the study of novels, short stories, essays and films about medical situations, characters and themes. Thematic areas to be examined include medical ethics in literature; the hospital as environment; relationships between health care workers and patients; illness as metaphor and as reality. Discussion on what writers are communicating and how they do so will emphasize characterization, setting, tone and point of view.

Cross-listed Courses: CCM 422, CCM 522

ENG 480. Honors Tutorial. 3 Credit Hours.**ENG 490. Internship. 1-3 Credit Hours.**

In this course, a student will participate in an internship closely related to one of the areas of the Department of English (such as publishing, library sciences, law, advertising, etc.). The student intern will meet regularly with his or her supervisor in the agency and will report as required to the faculty member assigned to supervise the internship. Students are expected to apply what they have learned in the academic program to the internship. An evaluation of the field internship will also be required. The internship and placement must be approved by the faculty supervisor. Three hours of field work per week are required to generate one credit hour. Therefore, a three-credit internship will require at least nine hours per week on site. The number of credit hours to be awarded must be determined and contracted prior to registration.

Prerequisite: ENG 218.

Writing (WRT)

WRT 100. Introduction to Critical Writing. 3 Credit Hours.

This 3-credit course will for some students be a prerequisite for WRT 101. Admission to WRT 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 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 WRT 101.

WRT 101. Critical Writing. 3 Credit Hours.

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.

English Major (B.A.)

English Major (B.A.)

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.

Double major programs in theatre and literature and in theatre and creative writing are also available. Please see visual and performing arts for more information.

Literature Concentration

Note: English majors cannot fulfill ENG 210 Major Authors with Shakespeare. They may take any other major authors.

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare ²	3
ENG 305	Eng Lit Survey I:thru Milton	3
ENG 306	Eng Lit Survey II:Rest-Present	3
ENG 350	Amer Lit Survey I:to Civil War	3
or ENG 351	Am Lit SurveyII:CivWar-Present	
English Department Electives	Students must take two period courses (one must focus upon a period before 1789), two topic courses and two genre courses. The remaining elective may be an ENG/CRW/CMM elective.	21
Major Support Requirements		
Foreign Language ³		9
Free Electives		30
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.
² Only ENG 218 Critical Perspectives on Literature is a prerequisite for subsequent literature courses, but it is strongly recommended that students complete ENG 318 Shakespeare as early as possible in the major program.

³ Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement and another 3 credits in that foreign language to fulfill an English major support requirement. If, after a minimum of 6 credits of language at the college level, the student has completed or advanced beyond the intermediate level (i.e. 103) in one language, then an elective in ENG, CRW, or CMM may be substituted for the final 3 credits. Additionally, students who complete LAT 101 Elementary Latin I & LAT 102 Elementary Latin II may choose to complete their foreign language requirement with a classical literature course.

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:

- one period elective is required instead of two, and it must be in post 1789 literature;
- four elective courses are required in Creative Writing (CRW), as described below (the remaining three courses may be in ENG, CRW and/or CMM).

The four required CRW electives are writing workshops. Current options include Creative Writing Workshop, Script Writing, Advanced Fiction Workshop, Advanced Poetry Workshop, Introduction to Playwriting, Writing the One Act Play, Nonfiction Writing Workshop, various Special Topics courses, and the Independent Study. Any workshop may be repeated once for credit. 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 the creative writing program.

Typical Program for Literature Concentration

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
Math/Nat. Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Second Semester		
ENG 218	Critical Perspectives on Literature	3
ENG 210	Major Authors	3
HST 111	World Civilization II	3
Math/Nat. Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Sophomore Year**First Semester**

PHL 110	Introduction to Philosophy	3
Social Science (p. 43)		3
FLL		3
Theology (p. 43)		3
Elective		3
Credit Hours		15

Second Semester

ENG P/T/G Elective ¹		3
ENG 318	Shakespeare	3
PHL 210	Moral Philosophy	3
Elective		3
Elective		3
Credit Hours		15

Junior Year**First Semester**

ENG 305	Eng Lit Survey I:thru Milton	3
Select one of the following: ²		3
ENG 350	Amer Lit Survey I:to Civil War	
P/T/G Elective		
Select one of the following:		3
ENG 310	Literature and Culture	
Elective		
IDS Interdisciplinary Studies (p. 43)		3
ENG P/T/G Elective ¹		3
Credit Hours		15

Second Semester

ENG 306	Eng Lit Survey II:Rest-Present	3
Select one of the following: ²		3
ENG 351	Am Lit SurveyII:CivWar-Present	
P/T/G Elective		
Select one of the following:		3
ENG 310	Literature and Culture	
Elective		
Elective		3
Elective		3
Credit Hours		15

Senior Year**First Semester**

Select one of the following:		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	
ENG P/T/G Elective ¹		3
ENG P/T/G Elective ¹		3
Elective		3
Elective		3
Credit Hours		15

Second Semester

Select one of the following:		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	

ENG P/T/G Elective ¹	3	
ENG/CMM/CRW	3	
Elective	3	
Elective	3	
Credit Hours		15
Total Credit Hours		120

¹ Period/Topic/Genre² English Majors are required to take either ENG 350 Amer Lit Survey I:to Civil War or ENG 351 Am Lit SurveyII:CivWar-Present, not both. Literature concentrators who take ENG 350 Amer Lit Survey I:to Civil War in the fall may take an ENG/CRW/CMM elective in the spring; those who take ENG 351 Am Lit SurveyII:CivWar-Present in the spring, you may take an ENG/CRW/CMM elective in the fall.**Typical Program for Creative Writing Concentration**

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
Math/Nat. Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Second Semester

ENG 218	Critical Perspectives on Literature	3
ENG 210	Major Authors	3
HST 111	World Civilization II	3
Math/Nat. Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Sophomore Year**First Semester**

PHL 110	Introduction to Philosophy	3
Social Science (p. 43)		3
FLL		3
CRW		3
Theology (p. 43)		3
Credit Hours		15

Second Semester

Elective		3
ENG 318	Shakespeare	3
PHL 210	Moral Philosophy	3
Elective		3
Elective		3
Credit Hours		15

Junior Year**First Semester**

ENG 305	Eng Lit Survey I:thru Milton	3
Select one of the following: ¹		3

ENG 350	Amer Lit Survey I:to Civil War	
Elective		
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
CRW		3
Credit Hours		15

Second Semester

ENG 306	Eng Lit Survey II:Rest-Present	3
Select one of the following: ¹		3
ENG 351	Am Lit SurveyII:CivWar-Present	
Elective		
Elective		3
ENG Period (Post 1789)		3
CRW		3
Credit Hours		15

Senior Year

First Semester

Select one of the following:		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	
Elective		3
ENG/CMM/CRW		3
Elective		3
Elective		3
Credit Hours		15

Second Semester

Select one of the following:		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	
CRW		3
ENG/CMM/CRW		3
Elective		3
Elective		3
Credit Hours		15

Total Credit Hours 120

¹ English Majors are required to take either ENG 350 Amer Lit Survey I:to Civil War or ENG 351 Am Lit SurveyII:CivWar-Present, not both. Literature concentrators who take ENG 350 Amer Lit Survey I:to Civil War in the fall may take an ENG/CRW/CMM elective in the spring; those who take ENG 351 Am Lit SurveyII:CivWar-Present in the spring, you may take an ENG/CRW/CMM elective in the fall.

Dual Major in English/Creative Writing and Communications

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3

HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors ²	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0

English CRW Major Requirements

ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare	3
ENG 305	Eng Lit Survey I:thru Milton	3
or ENG 306	Eng Lit Survey II:Rest-Present	
ENG 350	Amer Lit Survey I:to Civil War	3
or ENG 351	Am Lit SurveyII:CivWar-Present	

English Major Electives

CRW workshop		3
CRW workshop		3
CRW workshop		3
CRW workshop		3
Period (Post 1789)		3
ENG/CRW		3

Communications Major Requirements

CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
CMM Elective		3
CMM Elective		3
CMM Elective		3

Free Electives

The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college.

Free Elective		3
Free Elective		3
Free Elective		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.

³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.

⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Freshman Year

First Semester		Credit Hour
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC	Encountering Another Culture/Language (p. 43)	3
CMM 201	Fundamentals of Speech	3
Credit Hours		15

Second Semester

ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC	Encountering Another Culture/Language (p. 43)	3
CMM 250	Mass Media and Society	3
Credit Hours		15

Sophomore Year

First Semester		Credit Hour
PHL 110	Introduction to Philosophy	3
Math/Natural Science (p. 43)		3
ENG 305	Eng Lit Survey I:thru Milton	3
CRW	Workshop	3
CMM 274	Reporting and Writing	3
Credit Hours		15

Second Semester

Theology (p. 43)		3
Math/Natural Science (p. 43)		3
Social Science (p. 43)		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
CMM 205	Intro to Video Production	3
Credit Hours		15

Junior Year

First Semester		Credit Hour
ENG 310	Literature and Culture	3
IDS	Interdisciplinary Studies (p. 43)	3
PHL 210	Moral Philosophy	3
CRW	Workshop	3
CMM 376	Introduction to Advertising	3
or	or Introduction to Public Relations	
CMM 377		
Credit Hours		15

Second Semester

ENG 318	Shakespeare	3
ENG Period (Post 1789)		3
CRW Workshop		3
CMM 226	Introduction to Film Studies	3
CMM Elective		3
Credit Hours		15

Senior Year

First Semester

Religion (p. 43)		3
CRW Workshop		3
CMM 350	Communication Ethics	3
CMM Elective		3
Elective		3
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
ENG/CRW Elective		3
CMM Elective		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		120

Dual Major in English/Literature and Communications

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors ²	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0
English Literature Major Requirements		
ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare	3
ENG 305	Eng Lit Survey I:thru Milton	3

or ENG 306	Eng Lit Survey II:Rest-Present	
ENG 350	Amer Lit Survey I:to Civil War	3
or ENG 351	Am Lit SurveyII:CivWar-Present	

English Major Electives

English Majors are required to take two Period courses (one of which must focus on a period before 1789), two Topic courses, and two Genre courses.

Genre		3
Genre		3
Topic		3
Topic		3
Period (Pre-1789)		3
Period		3

Communications Major Requirements

CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
CMM Elective		3
CMM Elective		3
CMM Elective		3

Free Electives

The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college. Students who have not fulfilled the VPA requirement through their major coursework or by other means will need to complete a VPA-designated course as a free elective.

Free Elective		3
Free Elective		3
Free Elective		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.
² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.
³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.
⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Freshman Year
First Semester **Credit Hour**

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 201	Fundamentals of Speech	3
Credit Hours		15

Second Semester

ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 250	Mass Media and Society	3
Credit Hours		15

Sophomore Year

First Semester

PHL 110	Introduction to Philosophy	3
Math/Natural Science (p. 43)		3
Theology (p. 43)		3
ENG 305	Eng Lit Survey I:thru Milton	3
CMM 274	Reporting and Writing	3
Credit Hours		15

Second Semester

PHL 210	Moral Philosophy	3
Math/Natural Science (p. 43)		3
Social Science (p. 43)		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
CMM 205	Intro to Video Production	3
Credit Hours		15

Junior Year

First Semester

ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
ENG P/T/G Elective ¹		3
CMM 376	Introduction to Advertising	3
or	or Introduction to Public Relations	
CMM 377		
CMM Elective		3
Credit Hours		15

Second Semester

ENG 318	Shakespeare	3
ENG P/T/G Elective ¹		3
ENG P/T/G Elective ¹		3
CMM 226	Introduction to Film Studies	3
Elective		3
Credit Hours		15

Senior Year

First Semester

Religion (p. 43)		3
ENG P/T/G Elective ¹		3

ENG P/T/G Elective ¹	3
CMM 350 Communication Ethics	3
CMM Elective	3
Credit Hours	15
Second Semester	
COR 400 Senior Studies: Transformations	3
ENG P/T/G Elective ¹	3
CMM Elective	3
Elective	3
Elective	3
Credit Hours	15
Total Credit Hours	120

¹ Period/Topic/Genre

English (B.A.) and Initial Teacher Certification 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., CRW 385 Creative Writing Workshop for those who wish to prepare themselves to teach creative writing; CMM 274 Reporting and Writing for those who anticipate teaching journalism classes or advising their school newspaper. The media literacy elective is fulfilled by CMM 250 Mass Media and Society or one of the film studies courses offered by the English Department.

Literature Concentration and Dual Childhood/Special Education

Core Requirements (p. 43) ^{1,2}

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I	3
HST 111 World Civilization II	3
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements	

Advanced Writing Course	3
Department Electives	12
Complete ENG 352 as a Topic course; one Period course; one Genre course; and either a second Topic course or a second Genre course.	
ENG 218 Critical Perspectives on Literature	3
ENG 301 Advanced Grammar and Usage	3
ENG 311 English Literature: An Overview	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War	3
or ENG 351 Am Lit Survey II:CivWar-Present	
Media Literacy Elective	3
Major Support Requirements	
Foreign Language ³	9
Education and Education Support Courses ⁴	39
Total Credit Hours	120

¹ Some Core requirements may be fulfilled by major requirements.

² Includes EDU 105 Teaching in a Diverse Society which fulfills social science (see below under Education)

³ Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement and another 3 credits in that foreign language to fulfill an English major support requirement. If, after a minimum of 6 credits of language at the college level, the student has completed or advanced beyond the intermediate level (i.e. 103) in one language, then an elective in ENG, CRW, or CMM may be substituted for the final 3 credits. Additionally, students who complete LAT 101 Elementary Latin I & LAT 102 Elementary Latin II may choose to complete their foreign language requirement with a classical literature course.

⁴ See details under Education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105 Teaching in a Diverse Society, which satisfies the College core social science requirement

Literature Concentration and Adolescent Education

Students must also complete Core requirements (p. 188).

Core Requirements (p. 43)

Includes EDU 105 which fulfills social science (see below under Education)	51
--	----

Major Requirements

Advanced Writing Course	3
Department Electives	12
Complete one Genre elective, one World/Multicultural Literature Topic elective, a second Genre or second Topic elective, and one pre-1789 Period elective.	
ENG 218 Critical Perspectives on Literature	3
ENG 301 Advanced Grammar and Usage	3
ENG 305 Eng Lit Survey I:thru Milton	3
ENG 306 Eng Lit Survey II:Rest-Present	3
ENG 318 Shakespeare	3
ENG 350 Amer Lit Survey I:to Civil War	3
or ENG 351 Am Lit Survey II:CivWar-Present	
Media Literacy Elective	3

Major Support Requirements

Foreign Language ¹	9
Education and Education Support Courses ²	37
Total Credit Hours	127

¹ Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement and another 3 credits in that foreign language to fulfill an English major support requirement. If, after a minimum of 6 credits of language at the college level, the student has completed or advanced beyond the intermediate level (i.e. 103) in one language, then an elective in ENG, CRW, or CMM may be substituted for the final 3 credits. Additionally, students who complete LAT 101 Elementary Latin I & LAT 102 Elementary Latin II may choose to complete their foreign language requirement with a classical literature course.

² See details under Education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105 Teaching in a Diverse Society, which satisfies the College core social science requirement

Literature Concentration and Dual Adolescent/Special Education

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 TESOL Education

Students must also complete Core requirements (p. 188).

Core Requirements (p. 43)

Includes EDU 105 which fulfills social science (see below under Education)	51
--	----

Major Requirements

Advanced Writing Course	3
Department Electives	12
Complete one Genre elective, one World/Multicultural Literature Topic elective, a second Genre or second Topic elective, and one pre-1789 Period elective.	
ENG 218	3
ENG 301	3
ENG 311	3
ENG 318	3
ENG 350	3
or ENG 351	3
Media Literacy Elective	3
Major Support Requirements	
Foreign Language ¹	12
Education and Education Support Courses ²	40
Total Credit Hours	130

¹ Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement and another 3 credits in that foreign language to fulfill an English major support requirement. The remaining 3 credits may be in the same or in a second foreign language.

² See details under education program requirements; this total includes a course in mathematics required for teacher certification, but it does not include EDU 105 Teaching in a Diverse Society, which satisfies the College core social science requirement

Adding a Creative Writing Concentration to the Literature and Education Tracks

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

Three CRW genre-specific workshop courses (one of which fulfills the advance writing course requirements)	9
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 ¹	3
ENG/CRW Scriptwriting 387	
ENG/CRW Writing the One Act Play 389	
ENG/CRW Advanced Poetry Workshop 391	
ENG/CRW Advanced Fiction Workshop 392	
ENG/CRW Nonfiction Writing Workshop 395	
Total Credit Hours	12

¹ A student is allowed to take a 20th/21st century historical period elective other than ENG 395 Nonfiction Writing Workshop/CRW 395 Nonfiction Writing Workshop, but in this case a fourth CRW workshop is required.

Five-Year B.A./M.S.T. Programs

Bachelor of Arts in English and Master of Science for Teachers in Adolescent English Education or Master of Science for Teachers in Dual English Adolescent and Special Education, Grades 7-12

The English and Education Departments at Le Moyne College are partnering to offer two specially designed programs leading to a Bachelor of Arts in English, a Master of Science in Teaching (M.S.T.), and initial New York state teacher certification in five years of full-time study (10 semesters plus two summers in the final year). Graduates of these programs will be awarded their professional New York state teacher certification after two years of full-time teaching.

These programs offer several advantages:

1. They offer students the richest possible undergraduate English major curriculum;
2. they more easily accommodate students who wish to earn an Integral Honors or a departmental honors degree, earn a minor, or take advantage of study abroad opportunities;
3. they are less expensive and more efficient than completing separate bachelor and master degree programs, in part because students complete three graduate-level education courses in their eighth semester of undergraduate study at the undergraduate tuition rate.

Admission and Additional Program Requirements

Students who plan to pursue this five-year program of study will ordinarily be required to complete EDU 105 Teaching in a Diverse Society within their first three semesters at Le Moyne College; EDU 215 Learning in a Sociocultural Context within their first four semesters; and the following English courses within their first five semesters: ENG 218 Critical Perspectives on Literature, ENG 301 Advanced Grammar and Usage, ENG 318 Shakespeare, and two of the four required survey courses (ENG 305 Eng Lit Survey I:thru Milton, ENG 306 Eng Lit Survey II:Rest-Present, ENG 350 Amer Lit Survey I:to Civil War, ENG 351 Am Lit SurveyII:CivWar-Present).

In their sixth semester, students who meet the above admissions requirements and have earned a 3.0 cumulative G.P.A. in the English major or better may apply for admission to the Five-Year B.A./M.S.T. Program by submitting a letter of application to the English Department chair.

After the seventh semester, all but six undergraduate-level credits must be completed of the undergraduate English major and Core requirements. In the eighth semester, the remaining six undergraduate-level course credits as well as the following three graduate-level courses for undergraduate free-elective credit must be taken: EDG 515 Introduction to Special Edu Perspective, EDG 530 Multicultur Literacy Methods - Secondary, EDG 545 Plan,Assessing,Managing Inclus Classrm.

In the first summer of study, between semesters eight & nine, students must take EDG 550 Teach/Adapt Curric Content Specialists and EDG 560 Literacy Development Across Curriculum. In the fall term (semester nine), students must take EDG 570 Adolescent Strategies and Technology, EDG 580 Pedagogical Content Knowledge, and one graduate English elective.

Spring term (semester 11) is reserved for Preservice Teaching (EDG 654 Superv Preservice Teaching Grades 7-9 and EDG 656 Superv Preservice Teaching Grades 10-12). In the summer afterward (semester 10), three graduate English electives are required.

Students enrolled in this special five-year program will receive both the B.A. and M.S.T. upon completion of all course requirements, in accordance with regulations of the New York state education department. However, students in the program are invited to participate in graduation ceremonies with their undergraduate Le Moyne classmates after spring term of their fourth year in the program, and again with their graduate classmates after spring term of their fifth year. Also, any student who decides to leave the program upon or after completing the fourth year may request a Bachelor of Arts in English and be awarded that degree, as the student will have fulfilled all requirements for the undergraduate English major after eight semesters in the B.A./M.S.T. program.

B.A. in English and M.S.T. in Adolescent Education, Grades 7-12

Core Requirements (p. 43)^{1,2}

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3

ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Advanced Writing Course ³		3
ENG 218	Critical Perspectives on Literature	3
ENG 301	Advanced Grammar and Usage	3
ENG 305	Eng Lit Survey I:thru Milton	3
ENG 306	Eng Lit Survey II:Rest-Present	3
ENG 318	Shakespeare	3
ENG 350	Amer Lit Survey I:to Civil War	3
ENG 351	Am Lit SurveyII:CivWar-Present	3
English Electives	One period course that focuses on a period before 1789 and one additional Period course. Students must take two topic courses, one of which must be a world/multicultural literature course (ENG 323, ENG 327, ENG 340, ENG 382, or ENG 383). Students must also take two genre courses.	18
Media Literacy elective ³		3
Major Support Requirements		
Foreign Language ⁴		9
Undergraduate Free Electives		9
Education Requirements:		
EDU 105	Teaching in a Diverse Society (counts toward Core requirements [see above]; not included in credit-count here) ²	
EDU 215	Learning in a Sociocultural Context	3
EDG 515	Introduction to Special Edu Perspective	3
EDG 520	Child Abuse Workshop/SAVE Violence Prev	0
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Inclus Classrm	3
EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 565		3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3
EDG 653	Preservice Clinical Seminar	3
EDG 654	Superv Preservice Teaching Grades 7-9	4.5
EDG 656	Superv Preservice Teaching Grades 10-12	4.5
Graduate English Education Electives (three courses)		9
Total Credit Hours		157

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Includes EDU 105 Teaching in a Diverse Society (see below under Education)
- ³ See under Requirements for B.A. in English and Initial Teacher Certification Tracks
- ⁴ Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement and another 3 credits in that foreign language to fulfill an English major support requirement. If, after a minimum of 6 credits of language at the college level, the student has completed or advanced beyond the intermediate level (i.e. 103) in one language, then an elective in ENG, CRW, or CMM may be substituted for the final 3 credits. Additionally, students who complete LAT 101 Elementary Latin I & LAT 102 Elementary Latin II may choose to complete their foreign language requirement with a classical literature course.

B.A. in English and M.S.T. in Dual Adolescent and Special Education, Grades 7-12

The admission, course, and other requirements for this program are identical to those for the Five-Year English and Adolescent Education program with the following exceptions:

In the first summer of study, students take EDG 525 Assess: Pract/Legalities Stud W/Disabil in addition to EDG 550 Teach/Adapt Curric Content Specialists and EDG 560 Literacy Development Across Curriculum.

In spring semester of the fifth year, students take EDG 653 Preservice Clinical Seminar, either EDG 654 Superv Preservice Teaching Grades 7-9 or EDG 656 Superv Preservice Teaching Grades 10-12, and EDG 657 Supervised Preservice Teaching Special Education/TESOL (grades 7-12),Supv Preserv Teach Adolesc Spec Ed 7-12.

In the second summer of study, students take two English education electives (six credits) rather than three (nine credits).

Graduates of this program have the added advantage of being triply marketable:

- for regular secondary English positions;
- for secondary special education positions;
- for joint English/special education positions.

Typical Program for B.A. in English and M.S.T. in Adolescent Education, Grades 7-12

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
EDU 105	Teaching in a Diverse Society	3
Credit Hours		15

Second Semester		
ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
Natural Science (p. 43)		3
Credit Hours		15

Sophomore Year		
First Semester		
PHL 110	Introduction to Philosophy	3
ENG 305	Eng Lit Survey I:thru Milton	3
FLL		3
EDU 215	Learning in a Sociocultural Context	3
Theology (p. 43)		3
Credit Hours		15

Second Semester		
ENG 301	Advanced Grammar and Usage	3
ENG 306	Eng Lit Survey II:Rest-Present	3
PHL 210	Moral Philosophy	3
ENG P/T/G Elective ¹		3
ENG 318	Shakespeare	3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
ENG 350	Amer Lit Survey I:to Civil War	3
ENG P/T/G Elective ¹		3
MTH Elective		3
Free Elective		3
Credit Hours		15

Second Semester		
ENG P/T/G Elective ¹		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
Religion (p. 43)		3
Free Elective		3
Free Elective		3
Credit Hours		15

Senior Year		
First Semester		
ENG P/T/G Elective ¹		3
ENG P/T/G Elective ¹		3
Advanced Writing Course		3
Media Literacy Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15

Second Semester		
COR 400	Senior Studies: Transformations	3
ENG P/T/G Elective ¹		3
EDG 515	Introduction to Special Edu Perspective	3
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Inklus Classrm	3
Credit Hours		15

Intersession

EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 565		3
Credit Hours		9

Fifth Year**First Semester**

EDG 520	Child Abuse Workshop/SAVE Violence Prev	0
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3
English EDU Elective		3
Credit Hours		10

Second Semester

EDG 653	Preservice Clinical Seminar	3
EDG 654	Superv Preservice Teaching Grades 7-9	4.5
EDG 656	Superv Preservice Teaching Grades 10-12	4.5
Credit Hours		12

Intersession

English EDU Elective		3
English EDU Elective		3
Credit Hours		6
Total Credit Hours		157

¹ ENG elective: Period/Topic/Genre

Literature Minor

Students who want to minor in literature must consult with the chair of the English Department. The usual requirements for a literature minor are nine 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 (four recommended)	9
One course in literature not related to Ireland	3
One approved course from either History or Peace and Global Studies	3
Total Credit Hours	15

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. Students interested in these options should speak to the director of the minor.

Creative Writing Minor

Non-English majors who want to 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 Department of English, the Film Minor is an interdisciplinary course of study involving collaboration among a number of departments and programs. With courses that treat films as texts and examine the cultural and historical contexts in which films are produced, the Film Minor is open to all students at Le Moyne regardless of their major.

At Le Moyne, film minors consider the aesthetic and entertaining dimensions of films, as well as the ability of film to engage with philosophy, psychology, and society. By paying attention to the relation of film to the humanities, arts, and social sciences, film minors will pursue interdisciplinary inquiry that contributes to an understanding of the technological, narrative, documentary, and experimental nature of film.

Film minors will be invited to participate in the annual Syracuse International Film and Video Festival, an exciting community event held in the fall 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.

Questions should be directed to the Director of the Film Program, Julie Grossman.

Minor Requirements

ENG 372	History of Film: Beginnings to 1940	3
Select two of the following:		6

COR 100 Awakenings; COR 100 Monsters and the Monstrous; ENG 310 Literature and Culture: American Idols; ENG 310 Literature and Culture: Crimes and Misdemeanors; ENG 310 Literature and Culture: Representing History: Encountering the Holocaust through Literature, Film, and Art; ENG 310 Literature and Culture: The Private Detective in Fiction and Film

ENG 320	Documentary Film
ENG 358	Representations of the Media in Film
ENG 371	Critical Approaches to Film
ENG 373	History of Film: 1940 to Present
ENG 378	The Films of Alfred Hitchcock
CMM 226	Introduction to Film Studies
CMM 303	Italian Culture and Cinema
CMM 384	The Film Sound Track
REL 349	Religion in Contemporary Film
REL 350	World Religions and Film
CMM 316	Studies in Small Screen Narrative
CMM 339	Down These Mean Streets: Men, Women, and Film Noir

Choose two or more courses from any of those listed above, or from those below:

CRW 387	Scriptwriting
---------	---------------

CMM 208	Frame to Frame: Concepts in Motion
CMM 205	Intro to Video Production
THR 205	Acting I
FRN 206	French Through Film
PHL 413	
<hr/>	
Total Credit Hours	15

Medieval Studies Minor

For the description of a minor in medieval studies, go to the Interdisciplinary Programs (p. 67) section of this catalog.

Advanced Writing Minor

The Advanced Writing minor is open to both English and non-English majors who wish to sharpen their critical writing skills and to expand their appreciation for the history, the grammar, and the rhetorical applications of the English language. The Advanced Writing minor is particularly aimed at students intent on developing writing skills that they can then apply to the demands of the professional world or to further graduate study. Students interested in the Advanced Writing minor will concentrate on developing skills that are necessary to producing elegant, persuasive, critical, and expository writing. This minor is particularly appropriate not only for students who intend to teach the practice of writing, but also for those who will be entering fields where expertise in writing is valued and demanded.

Students who want to minor in Advanced Writing must consult with the chair of the English Department.

The Advanced Writing minor consists of five courses:

Minor Requirements

ENG 218	Critical Perspectives on Literature	3
	English Elective	3
	Select one of the following ENG courses:	3
ENG 301	Advanced Grammar and Usage	
ENG 314	Advanced Grammar II	
ENG 393	Teaching and Tutoring Writing	
	Select two courses from the following list, only one of which may be a creative writing course:	6
ENG 338	Writing in the Real World	
ENG 395	Nonfiction Writing Workshop	
ENG 397	Writing Nonfiction:	
ENG 403	Writing and Speaking in the Professions	
CRW 385	Creative Writing Workshop	
CRW 386	Introduction to Playwriting	
CRW 387	Scriptwriting	
CRW 389	Writing the One-Act Play	
CRW 391	Advanced Poetry Workshop	
CRW 392	Advanced Fiction Workshop	
CRW 395	Nonfiction Writing Workshop	
CMM 224	Environmental Journalism	
CMM 274	Reporting and Writing	
CMM 311	Writing for Electronic Media	
CMM 314	Journalism and American Literature	
CMM 373	Practicum in Journalism	

CMM 374	Literary Journalism
CMM 379	Music Journalism
CMM 474	Reporting Syracuse
<hr/>	
Total Credit Hours	15

Foreign Languages and Literatures

Chair: Josefa Alvarez

Professor: Mary L. Zampini

Associate Professor: Josefa Alvarez, James H. Dahlinger, Orlando Ocampo, Elena Rodriguez-Guridi

Assistant Professor: Deborah H. Cromley, Douja Mamelouk

Adjunct Faculty: Miryam Bar, Consuelo Endrigo-Williams, Michele Healy, Eleanor Homolko, Man Jia, Eva Phillips, Jill Pitts, Gilda Sisera

Professor Emerita: Mirielle Goodisman, Raquel Romeu

Professor Emeritus: John McMahon, Anthony Vetrano

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 (31 credit hours above the intermediate level). Students will 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. 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, and reach the advanced low level, or retake it. Students need to register for SPN 400 Oral Proficiency Preparation or FRN 400 Oral Proficiency Preparation.

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.

Five-Year B.A./M.S.T. Program in Spanish and Education

In conjunction with the Department of Education, a five-year Spanish Bachelor of Arts /Masters of Science for Teachers Program in Spanish and Adolescent Education is available. Consult with the department chair for more information.

French or Spanish majors who wish to obtain a concentration in education and qualify for New York state provisional certification in secondary education:

In order to be eligible for the supervised pre-service teaching administered by the Le Moyne College Department of Education, the student must, except under extraordinary circumstances, present a minimum G.P.A. 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.

Other Languages at Le Moyne

Le Moyne offers minors in Classical Humanities, French, Italian, Latin, and Spanish.

The department also offers a two- or three-year sequence of Arabic, Chinese, German, Japanese, Italian and Latin courses for students who require or desire college language credit.

Student Learning Outcomes in French

Students who graduate from this program will be able to:

Converse effectively

Communicate orally in French at the Advanced Low rating on the ACTFL OPI.

Communicate in writing

Communicate in writing in French at an advanced level.

Literary analysis

Analyze literary and cultural texts from French-speaking cultures using appropriate knowledge and methods.

Linguistic analysis

Conduct linguistic analyses with appropriate knowledge and methods.

French-speaking cultures

Evaluate issues involving cultural and social diversity in local and global contexts.

Intercultural competence

Integrate knowledge, skills, and dispositions in an experiential, intercultural context.

Student Learning Outcomes in Spanish

Students who graduate from this program will be able to:

Converse effectively

Communicate orally in Spanish at the Advanced-Low level on the ACTFL OPI.

Communicate in writing

Communicate in writing in Spanish at an advanced level.

Literary analysis

Analyze literary and cultural texts from Spanish-speaking cultures using appropriate knowledge and methods.

Linguistic analysis

Conduct linguistic analyses with appropriate knowledge and methods.

Hispanic cultures

Evaluate issues involving cultural and social diversity in local and global contexts.

Intercultural competence

Integrate knowledge, skills, and dispositions in an experiential, intercultural context.

- French Major (B.A.)
- Spanish Major (B.A.)
- Classical Humanities Minor (p. 204)
- French and Spanish Language & Literature Minor (p. 204)
- Latin Minor (p. 205)
- Italian Minor (p. 205)

Arabic (ARA)

ARA 101. Elementary Arabic I. 4 Credit Hours.

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 101C. Elementary Arabic I Consortium. 4 Credit Hours.

This course develops beginning reading, listening, speaking and writing skills in Modern Standard Arabic. For the first three weeks, students will use Alif Baa' to master the alphabet, a few popular verbal expressions, and very basic grammar. After the completion of Alif Baa' student will move to Al-Kitaab I, where they will be exposed the 4 chapters structured around an online story that provides new vocabulary, grammar points, listening, comprehension and writing exercises. (NOTE: This course is part of the UNYLC Foreign Language Consortium. Host School is: Le Moyne.).

Prerequisites: No previous knowledge of Arabic necessary.

ARA 102. Elementary Arabic II. 4 Credit Hours.

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 201. Intermediate Arabic I. 4 Credit Hours.

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.

ARA 202. Intermediate Arabic II. 4 Credit Hours.

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.

ARA 301. Arabic Conversation. 4 Credit Hours.

This is a course to improve communication skills and emphasize pronunciation, intonation, 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. Prerequisite(s): ARA 202.
Cross-listed Courses: ARA 301C

ARA 301C. Arabic Conversation Consortium. 3 Credit Hours.

This is a course to improve communication skills and emphasize pronunciation, intonation, 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. Prerequisite(s): ARA 202. (NOTE: This course is part of the UNYLC Foreign Language Consortium. Host School is: Le Moyne.)
Cross-listed Courses: ARA 301

ARA 302. Arabic Conversation II. 4 Credit Hours.

This course will help students expand vocabulary, improve discourse skills, and strengthen writing skills in Arabic. Through class readings, assignments, and discussion, students will also deepen their knowledge of Arabic culture and examine Arabic cultural idiomatic expressions. Prerequisite(s): ARA 301.
Cross-listed Courses: ARA 302C

ARA 302C. Arabic Conversation II Consortium. 4 Credit Hours.

This course will help students expand vocabulary, improve discourse skills, and strengthen writing skills in Arabic. Through class readings, assignments, and discussion, students will also deepen their knowledge of Arabic culture and examine Arabic cultural idiomatic expressions. Prerequisite(s): ARA 301. (NOTE: This course is part of the UNYLC Foreign Language Consortium. Host School is: Le Moyne.)
Cross-listed Courses: ARA 302

Chinese (CHN)

CHN 101. Elementary Chinese I. 3 Credit Hours.

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.

CHN 102. Elementary Chinese II. 3 Credit Hours.

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.

CHN 103. Intermediate Chinese I. 3 Credit Hours.

The course will emphasize increased proficiency in Chinese conversation with special emphasis on speech styles and levels. Students will learn to function linguistically in a wide variety of practical situations. Reading of simple texts will begin as students practice between 300-400 basic kanji characters. Writing skills will be developed in short letters and compositions.
Prerequisites: CHN 102 or permission from Instructor.

CHN 104. Intermediate Chinese II. 3 Credit Hours.

This course builds upon the skills acquired in CHN 103 and will expand students' knowledge of spoken and written Chinese. Through class discussions, assignments, and readings, students will converse on a variety of advanced topics, build a larger and more complex vocabulary, and examine current events and nuanced aspects of Chinese culture. In addition, students will improve written skills through a variety of writing tasks and formats.

CHN 224C. Experiencing China II. 3 Credit Hours.

This course is a continuation of CHN 223. It is a course for students from Nazareth College who have completed CHN 223 and students from other colleges in the consortium who have studied Chinese at the college level for two years. It is a specially designed course which allows all students-Nazareth students in the classroom and students at other colleges from long distance-to access the instructor's instruction simultaneously with the support of synchronized and hybrid technologies. The course continues to cultivate a comprehensive ability of speaking, reading, and writing Chinese beyond the intermediate levels. Specifically, the course is designed to provide students with (1) solid knowledge of Chinese grammar which allows students to understand and express relatively complicated ideas using Chinese; (2) around 400 most used new Chinese characters; (3) ability to communicate effectively with others on everyday topics in Chinese, and (4) a further understanding of Chinese culture and history. (NOTE: THIS COURSE IS PART OF THE UNYLC FOREIGN LANGUAGE CONSORTIUM. HOST SCHOOL IS NAZARETH. PLEASE SEE THE REGISTRAR'S OFFICE OR THE FOREIGN LANGUAGE DEPARTMENT FOR A REGISTRATION FORM AND GUIDELINES).

Classics (CLS)

CLS 101. Building Eng Vocab frm Latin. 3 Credit Hours.

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. Classical Mythology. 3 Credit Hours.

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.
Prerequisites: WRT 101, and ENG 200, ENG 210 or ENG 218.

Fulfills: Period (Pre 1789) requirement.

Cross-listed Courses: ENG 203

CLS 204. Classical Literature in Translation. 3 Credit Hours.

Selected readings and discussions of important works from ancient literatures.
Cross-listed Courses: ENG 204

CLS 275C. Roots for Medical Terminology. 3 Credit Hours.

Designed for students who are pursuing a career in one of the medical fields, this course will focus on the study of the Latin and Greek roots that form the basis of most medical and scientific vocabulary. The practical aim of the course is to allow the student who is preparing for one of the medical professions to enhance greatly his or her acquisition of medical terminology. This course will also investigate the origin, ideas, and practice of ancient science and medicine. (NOTE: THIS COURSE IS PART OF THE UNYLC FOREIGN LANGUAGE CONSORTIUM. HOST SCHOOL IS SIENA. PLEASE SEE THE REGISTRAR'S OFFICE OR THE FOREIGN LANGUAGE DEPARTMENT FOR A REGISTRATION FORM AND GUIDELINES.).

Foreign Languages and Literatures (FLL)**FLL 301. Anthropological Linguistics. 3 Credit Hours.**

An introduction to the science of linguistics, with an emphasis 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 (phonology, morphology, syntax); 5) meaning in language and speech; 6) socio-linguistics (class, race, gender); and 7) the relationship between language and cultural knowledge systems, especially those of non-western cultures. The instructor will draw from linguistic and cultural materials that she has collected in Southeast Asia and elsewhere. We also read an in-depth study of the social and cultural contexts of language usage in a Muslim Bedouin society of North America. Cross-listed Courses: PGS 300, ANT 300

FLL 302. Introduction to Language and Linguistics. 3 Credit Hours.

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). The second half of the course will focus on language use (e.g., dialectal and social variation), language change (e.g., the evolution of French and Spanish from Latin), and language acquisition and foreign language teaching. Throughout the course, the role that linguistics plays in other fields and careers will be highlighted. Linguistic data from a variety of languages will be examined. Course will be taught in English.

French (FRN)**FRN 101. Elementary French I. 3 Credit Hours.**

This course is intended for students who have no previous knowledge of French. The instruction is planned to enable students to read ordinary French prose, to understand simple spoken French and to begin developing a fairly correct pronunciation. Reading and oral drill constitute a large part of the work of this course. A careful study of the essentials of grammar and syntax is included with the reading. Acquisition of a basic vocabulary is of primary importance. Classroom audio-lingual practice can be supplemented by audiotaped material in Media Services, located in the library.

FRN 102. Elementary French II. 3 Credit Hours.

This course is intended for students who have no previous knowledge of French. The instruction is planned to enable students to read ordinary French prose, to understand simple spoken French and to begin developing a fairly correct pronunciation. Reading and oral drill constitute a large part of the work of this course. A careful study of the essentials of grammar and syntax is included with the reading. Acquisition of a basic vocabulary is of primary importance. Classroom audio-lingual practice can be supplemented by audiotaped material in Media Services, located in the library.

FRN 103. Intermediate French I. 3 Credit Hours.

This course includes a review of the essentials of grammar, further study of more complicated constructions, translation into French and the reading of moderately difficult modern prose and poetry. In Intermediate French, the accent is on reading, which consists chiefly of narrative texts or plays and simple poems. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

Prerequisite: FRN 102 or two or three years of high-school French.

FRN 104. Intermediate French II. 3 Credit Hours.

This course includes a review of the essentials of grammar, further study of more complicated constructions, translation into French and the reading of moderately difficult modern prose and poetry. In Intermediate French, the accent is on reading, which consists chiefly of narrative texts or plays and simple poems. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

Prerequisite: FRN 102 or two or three years of high-school French.

FRN 105. Commercial French. 3 Credit Hours.

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. Intermed Conver & Comp I. 3 Credit Hours.

Intended either as an alternate or a complement to French 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for nonlanguage majors.

Prerequisite: FRN 104 or three or four years of high-school French.

FRN 202. Interm Conversation & Comp II. 3 Credit Hours.

Intended either as an alternate or a complement to French 203-204. Emphasis on pronunciation, intonation, correct expression and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors. Intended primarily for nonlanguage majors.

Prerequisite: FRN 104 or three or four years of high-school French.

FRN 203. Introduction to Literature I. 3 Credit Hours.

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 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA)
Prerequisite: FRN 104 or permission of the instructor.

FRN 301. Advanced French Conversation. 3 Credit Hours.

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 Gram & Comp. 3 Credit Hours.

A detailed study of French grammar and usage, leading toward a mastery of the written language. Required for major.
Prerequisite: FRN 202 or FRN 204, or permission of the instructor.

FRN 306. The Age of Kings. 3 Credit Hours.

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 Credit Hours.

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, preromanticism, 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 Credit Hours.

A survey of 20th century French literature, which is continually exploring new directions. Emphasis is on the most successful results of experimentation in the various genres.
Prerequisite: any FRN 200 level course.

FRN 310. Staging French Theater. 3 Credit Hours.

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 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. Fulfills core Visual and Performing Arts requirement. (VPA)
Prerequisites: Any FRN 200 level course.

Cross-listed Courses: THR 310

FRN 320. Francophone Lit Outside France. 3 Credit Hours.

New world and third-world Francophone literatures, offering insights into diverse cultures, will be studied primarily in representative authors from Africa and the Americas. Fulfills Core requirement(s): DIV.
Prerequisite: any FRN 200 level course.

FRN 330. French Civilization. 3 Credit Hours.

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, FRN 204, FRN 301, or FRN 302.

FRN 340C. Civilization of Quebec. 3 Credit Hours.

A study of Quebec, through its history, geography, arts and literature, political, and social structures. Various social justice concepts, such as human rights, equality, equity, and the status of minorities, will inform our study of historical events as we consider a number of questions. What happens when the colonizer becomes the colonized? What are the consequences when cultural imperialism becomes a guiding principle of government? Do the rights of minority populations outweigh commitment to the common good?(NOTE: THIS COURSE IS PART OF THE UNYLC FOREIGN LANGUAGE CONSORTIUM. HOST SCHOOL IS SIENA. PLEASE SEE THE REGISTRAR'S OFFICE OR THE FOREIGN LANGUAGE DEPARTMENT FOR A REGISTRATION FORM AND GUIDELINES.)

FRN 390. Independent Study. 1-9 Credit Hours.

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 400. Oral Proficiency Preparation. 1 Credit Hour.

A one-credit course for the Oral Proficiency Interview that focuses on intensive speaking practice of the linguistic functions students must master to pass the OPI at the intermediate High level. It must be taken the semester immediately following their Study Abroad program. It may be taken as an Independent Study. Students who do not reach the advanced low level must retake the OPI at their own cost. Advanced low level equals B+; above this level equals A; below this level equals F.
Prerequisite: completion of study abroad requirement or permission from the department chair.

FRN 404. Perfectionnement Frn Conv-Comp. 3 Credit Hours.

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 and FRN 302.

FRN 440. Special Topics in French. 3 Credit Hours.

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- FRN 302 (formerly FRN 201- FRN 202).

FRN 457C. Rebellion & Belonging in French History & Politics 1789-2017. 3 Credit Hours.

The French Revolution of 1789 will launch this survey of the major events that led to the construction of Modern France. Since the Revolutions outbreak, observers have debated several key questions: What is the legacy of the French Enlightenment? What were the causes of the French Revolution? How did the Napoleonic conquests raise resistance in European societies while creating a new social order? In what ways was the Haussmann architectural reforms of Paris a response to the culture of the barricade? Was the Paris Commune a pre-communist movement? Who were the heroes of the Resistance during World War II and how did their ideals and struggles shape a new role model for the post-war generations? We will also examine the cultural changes that led to the end of the De Gaulle era, the Mai 68 uprising, the sexual revolution, and the adhesion of France to a new and peaceful European ideal. Was the 2017 presidential election a democratic reaction against the traditional two-party system? In this class, we will interrogate over two centuries of French history since 1789, reading across the disciplines. (NOTE: This course is part of the UNYLC Foreign Language Consortium. THIS COURSE IS ONLINE. Host School is: Canisius. PLEASE SEE THE REGISTRAR'S OFFICE FOR A REGISTRATION FORM AND GUIDELINES).

German (GER)**GER 101. Elementary German I. 3 Credit Hours.**

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 102. Elementary German II. 3 Credit Hours.

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. Intermediate German I. 3 Credit Hours.

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 GER 102 or two or three years of high-school German.

GER 104. Intermediate German II. 3 Credit Hours.

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 GER 102 or two or three years of high-school German.

GER 201. Intermediate Conversation & Composition I. 3 Credit Hours.

Emphasis on pronunciation, intonation, correct expression, and systematic vocabulary development. Audio-visual work, oral reports, some compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors.

Prerequisite: GER 104 or 3 or 4 years of high school German.

GER 390. Independent Study. 3 Credit Hours.

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 academic dean. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

Greek (GRK)**GRK 101. Elementary Classical Greek. 3 Credit Hours.**

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.

Italian (ITL)**ITL 101. Elementary Italian I. 3 Credit Hours.**

This course is designed for those students who are beginning the study of Italian. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

ITL 102. Elementary Italian II. 3 Credit Hours.

This course is designed for those students who are beginning the study of Italian. This course includes the essentials of grammar, vocabulary building and composition, together with the reading of easy selections in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

ITL 103. Intermediate Italian I. 3 Credit Hours.

After a rapid review of the essentials of grammar, students are introduced to an appreciation of the various forms of literary expression in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

Prerequisite: ITL 102 or two or three years of high-school Italian.

ITL 104. Intermediate Italian II. 3 Credit Hours.

After a rapid review of the essentials of grammar, students are introduced to an appreciation of the various forms of literary expression in prose and verse. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

Prerequisite: ITL 102 or two or three years of high-school Italian.

ITL 201. Intermed Conver & Comp. 3 Credit Hours.

Emphasis on correct expression and vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors.

Prerequisites: ITL 104, three or four years of high-school Italian or permission of the instructor.

ITL 202. Interm Conversation and Comp. 3 Credit Hours.

Emphasis on correct expression and vocabulary development. Audio-visual work, oral reports, compositions and class discussions based on readings from newspapers, magazines and current writings of significant authors.

Prerequisites: ITL 104, three or four years of high-school Italian or permission of the instructor.

ITL 301. Advanced Conversation. 3 Credit Hours.

Intensive practise 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.

ITL 302. Advanced Composition. 3 Credit Hours.

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 from instructor.

ITL 303. Italian Culture and Cinema. 3 Credit Hours.

An encounter with Italian culture from World War II to the present, this course will trace the evolution of modern Italy through a representative selection of Italian literature and films by both male and female authors. The readings will be in English translation, while the films will be in Italian with English subtitles. (Texts will be available in Italian for language minors.)

Prerequisites: WRT 101, ENG 210 or ENG 218.

Cross-listed Courses: CMM 303

ITL 390. Independent Study. 1-3 Credit Hours.

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. Credits and hours by arrangement.

Japanese (JPN)

JPN 101. Elementary Japanese I. 3 Credit Hours.

This course is designed for students who are beginning the study of Japanese. The instruction is planned to enable students to read the Japanese syllaberies, to understand simple spoken Japanese and to begin developing correct pronunciation. Oral drills and memorization of sentence patterns constitute a large part of the work of this course. Acquisition of a basic vocabulary is of primary importance. Preliminary study of grammar and syntax is undertaken. Classroom audio-lingual practice will be supplemented by audio-taped material in Media Services, located in the library.

JPN 102. Elementary Japanese II. 3 Credit Hours.

This course is designed for students who are beginning the study of Japanese. The instruction is planned to enable students to read the Japanese syllaberies, to understand simple spoken Japanese and to begin developing correct pronunciation. Oral drills and memorization of sentence patterns constitute a large part of the work of this course. Acquisition of a basic vocabulary is of primary importance. Preliminary study of grammar and syntax is undertaken. Classroom audio-lingual practice will be supplemented by audio-taped material in Media Services, located in the library.

JPN 103. Intermediate Japanese I. 3 Credit Hours.

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 104. Intermediate Japanese II. 3 Credit Hours.

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. Intermed Comp & Conver I. 3 Credit Hours.

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.

JPN 202. Interm Comp & Conversation II. 3 Credit Hours.

Third-year course designed to provide students with advanced conversational skill and intermediate skill in reading and writing Japanese. Topics in advanced grammar (clauses, conditional, passive, causative, additional speech levels) and expanded vocabulary study. Intensive study of 500 more kanji (Chinese characters) and reading of selected original materials. Training in use of Japanese dictionaries. Practice in Japanese composition and oral presentations.

Prerequisite: JPN 104 or the equivalent.

Latin (LAT)

LAT 101. Elementary Latin I. 3 Credit Hours.

This course presumes no previous study of Latin. It endeavors to prepare the student for continuing the language at the college level.

LAT 102. Elementary Latin II. 3 Credit Hours.

This course continues the study of Latin and builds upon the grammar and syntax already learned in LAT 101.

Prerequisite: LAT 101 or the high school equivalent.

LAT 103. Intermediate Latin I. 3 Credit Hours.

This course completes the study of grammar and syntax begun in LAT 101-102 and prepares the student for reading and understanding of unadapted Latin prose and verse.

Prerequisite: LAT 102 or the high school equivalent.

LAT 104. Intermediate Latin II. 3 Credit Hours.

The objective of this course is to introduce students to readings from a variety of less difficult Latin authors in order that they acquire a higher level of comprehension and reasonable speed in reading unadapted Latin.

Prerequisite: LAT 103 or the high school equivalent.

LAT 203. Intro to Latin Lit: Prose. 3 Credit Hours.

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.

Prerequisite: LAT 103 or equivalent.

LAT 204. Intro to Latin Lit: Poetry. 3 Credit Hours.

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.

Prerequisite: LAT 103 or equivalent.

LAT 215. Golden Age Prose. 3 Credit Hours.

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: LAT 103 or equivalent.

LAT 216. Silver Age Prose. 3 Credit Hours.

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: LAT 103 or equivalent.

LAT 390. Independent Study. 1-3 Credit Hours.

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 dean. It will be kept on file in the academic dean's office. Credit and hours by arrangement.

Spanish (SPN)

SPN 101. Elementary Spanish I. 3 Credit Hours.

This course is designed for students who are beginning the study of Spanish. It includes the essentials of grammar, vocabulary building and elementary composition, together with the reading of moderately difficult selections in Spanish prose. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

SPN 102. Elementary Spanish II. 3 Credit Hours.

This course is designed for students who are beginning the study of Spanish. It includes the essentials of grammar, vocabulary building and elementary composition, together with the reading of moderately difficult selections in Spanish prose. Classroom audio-lingual practice can be supplemented by audio-taped material in Media Services, located in the library.

SPN 103. Intermediate Spanish I. 3 Credit Hours.

Review and practice of basic grammatical structures. Emphasis on all four language skills. Introduction to selected Spanish readings. Classroom practice can be supplemented by taped material in Media Services, located in the library.

Prerequisite: SPN 102 or two or three years of high school Spanish.

SPN 104. Intermediate Spanish II. 3 Credit Hours.

Review and practice of basic grammatical structures. Emphasis on all four language skills. Introduction to selected Spanish readings. Classroom practice can be supplemented by taped material in Media Services, located in the library.

Prerequisite: SPN 103 or two or three years of high school Spanish.

SPN 200. Spanish for Native Speakers. 3 Credit Hours.

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. Conversation and Composition I. 3 Credit Hours.

Intended as an alternate to SPN 203 SPN 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 202. Conversation and Composition II. 3 Credit Hours.

Intended as an alternate to SPN 203 SPN 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. Introduction to Literature I. 3 Credit Hours.

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 204. Introduction to Literature II. 3 Credit Hours.

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 210. Spanish for Heritage Speakers. 3 Credit Hours.

Students will build up their vocabulary, writing and reading skills to succeed in higher level courses, and they will learn about the culture of Hispanic groups other than their own. Through contemporary media and texts, students will also learn how the varieties of Spanish spoken in the United States may differ from more "standard" varieties of Spanish. At the same time, the course will highlight the role of situational context and purpose in determining how speakers use language in order to reinforce the idea that, despite the difference from standard Spanish, the varieties of Spanish spoken in the United States have the same linguistic richness, complexity, and validity as any other variety.

SPN 301. Advanced Conversation. 3 Credit Hours.

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. Not open to native speakers of Spanish.

SPN 302. Advanced Composition. 3 Credit Hours.

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 major.

SPN 303. Survey of Spanish Literature I. 3 Credit Hours.

A survey course consisting of background lectures and readings of edited segments from the representative masterpieces of Spanish literature from the epic poem, *Cantar de Mio Cid*, to the 20th century. Prerequisite: SPN 301 or SPN 302 or permission of the chair.

SPN 311. Spanish Civilization. 3 Credit Hours.

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. Required for majors. Prerequisite: SPN 204 or SPN 302.

SPN 312. Spanish-American Civilization. 3 Credit Hours.

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. Required for majors. Prerequisite: SPN 204 or SPN 302.

Fulfills Core Requirement(s): DIV.

SPN 313. Mexico in Its Arts & Literature. 3 Credit Hours.

Despite Mexico's geographical proximity, political relevance and economic importance to the United States, few countries are as poorly understood as is Mexico among Americans. As a result, few Americans appreciate their neighbor's historical odyssey, in search of political stability, national unity, democracy and economic prosperity. This course offers an introduction to 20th and 21st century literature and cultural production about modern Mexico. Emphasis will be placed on the way intellectuals, writers and artists whose novels, short stories, films, paintings deal with Mexico City's changing social and political landscape, and how these representations question themes and trends in national identity, state control, globalization and immigration. The course will provide a historical outline of the interaction between artists, the state, and national identity in Mexico. It will also challenge dominant narratives within Mexican history, through an examination of the experience of subaltern groups, including women and indigenous peoples. This course includes a travel component. Students must request permission of instructor via an application in order to register. Prerequisite: SPN 202.

Fulfills Core Requirement(s): Diversity (DIV).

SPN 350C. Spanish for Business. 3 Credit Hours.

The Spanish for Business online course is designed to give students with advanced-intermediate and advanced levels of proficiency in Spanish a solid foundation in business vocabulary, basic cultural concepts, and situational practice. It seeks to develop intercultural communicative competence for business purposes based on social values and conventions that shape everyday interaction conducted within a given society. (NOTE: This course is part of the UNYLC Foreign Language Consortium. Host School is Canisius. Please see the Registrar's Office or the Foreign Language department for a registration form and guidelines.)

SPN 374. Latin American & Us Latino Theatre. 3 Credit Hours.

A study of major Latin American and U.S. Latino plays. Emphasis on dramatic literature in relation to performance and cultural contexts. Some production of scenes. Not open to Freshmen. Prerequisite: SPN 104.

Fulfills Core Requirement(s): Visual and Performing Arts requirement(VPA)and Diversity (DIV) Suggested prior course: SPN 201.

Cross-listed Courses: THR 374

SPN 390. Independent Study. 1-9 Credit Hours.

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.

SPN 400. Oral Proficiency Preparation. 1 Credit Hour.

A one-credit preparation course for the Oral Proficiency Interview that focuses on intensive speaking practice of the linguistic functions students must master to pass the OPI at the Intermediate High level. It must be taken the semester immediately following their Study Abroad program. It may be taken as an Independent Study. Students who do not reach the advanced low level must retake the OPI at their own cost. Advanced low level equals B+; above this level equals A; below this level equals F.

Prerequisite: completion of study abroad requirement or permission from the department chair.

SPN 421. 20th Cent Spanish Prose. 3 Credit Hours.

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. 20th Cent Spanish Fiction. 3 Credit Hours.

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. 20th Century Span Drama & Poet. 3 Credit Hours.

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. Spanish-American Literature I. 3 Credit Hours.

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. 20th Cent Span-Am Drama & Poet. 3 Credit Hours.

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. Special Topics: Poetas Espanoles En Nueva York. 3 Credit Hours.

The goal of this May-mester course is to gain an understanding and appreciation of the Spanish poetry from the end of the 70's to the so-called "Generacion del 2000", and have the opportunity to work face to face with two very well-known Spanish poets. The course will be divided into two parts: morning sessions with the instructor, afternoon sessions with the invited poets. In the morning sessions (from 8am-12pm) the students will study the principal trends, such as "poesia de la experiencia", "poesia neosocial", "realismo sucio", poesia del silencio", "poesia de la indeterminacion del lenguaje", "poesia neoclasica"... and will read and analyze a selection of poems from some of the significant poets (Luis Garcia Montero, Manuel Vilas, Roger Wolfe, Ada Salas, Chantal Maillard, Aurora Luque...). In the afternoon (from 1pm to 5pm), the students will work a selection of poetry authored by the two invited writers (M-T with one, W-TH with the other one). During the last day of the course we shall read and discuss a selection of the poems on the city of NY and we will reflect about the role of the city and the American culture in the poetry of the authors studies throughout the course.

Prerequisites: SPN 302 or permission of the chair.

SPN 450. Spanish Women Writers. 3 Credit Hours.

In this course students will explore different aspects related to the literary expression and construction of identity through the study of works by women writers both from Spain and Latin America who practice a variety of genres; autobiography, novel, short story and poetry. Through the analysis of these texts we will derive interdisciplinary discussions related to the construction of gender, sexuality and feminine creativity. We will examine not only the form and the content of the texts, but we will also contextualize the works in their historical, cultural and literary background. Through the use of secondary texts such as paintings, documentaries, musical compositions and film, the students will explore the different forms of art and disciplines that intersect with the texts and project the worldview of each period.

Cross-listed Courses: PGS 450, GWS 360

SPN 490. Spanish Internship. 1-3 Credit Hours.

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.

SPN 491. Spanish Internship. 1-3 Credit Hours.

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.

French Major (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43) ¹		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

Select electives in French beyond the intermediate level		12
FLL 302	Introduction to Language and Linguistics ²	3
FRN 301	Advanced French Conversation	3
FRN 302	Advanced French Gram & Comp	3
FRN 330	French Civilization ²	3
Oral Proficiency Preparation		1
Select two literature courses at 300-level or higher		6

Major Support Requirements		
CMM 201	Fundamentals of Speech	3
Free Electives		39
Total Credit Hours		125

- ¹ Some Core requirements may be fulfilled by major requirements.
² 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.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
FRN 200-level (1)		3
FRN Elective		3
Credit Hours		15
Second Semester		
MTH		3
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
FRN 200-level (1)		3
Elective		3
Credit Hours		15
Sophomore Year		
First Semester		
Natural Science (p. 43)		3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
	or REL 200 or Religious Perspectives	
FRN 301	Advanced French Conversation	3
Elective		3
Elective		3
Credit Hours		18
Second Semester		
PHL 210	Moral Philosophy	3
	or REL 200 or Religious Perspectives	
VPA Visual & Performing Arts (p. 43)		3
FRN 302	Advanced French Gram & Comp	3
Elective		3
Theology (p. 43)		3
Credit Hours		15
Junior Year		
First Semester		
Study Abroad Semester		
FRN course (civilization)		3
FRN course (literature)		3
FRN course (literature)		3
FRN Elective		3
Credit Hours		12

Second Semester		
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
FLL 302	Introduction to Language and Linguistics	3
SPN 400	Oral Proficiency Preparation	1
CMM 201	Fundamentals of Speech	3
Elective		3
Credit Hours		16

Senior Year		
First Semester		
PHL/REL		3
COR 400	Senior Studies: Transformations	3
FRN Elective		3
Elective		3
Elective		3
Credit Hours		15

Second Semester		
FRN Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		121

Spanish Major (B.A.)

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43) ¹		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Select electives in Spanish beyond the intermediate level		12
FLL 302	Introduction to Language and Linguistics ²	3
Oral Proficiency Preparation		1
SPN 301	Advanced Conversation	3
SPN 302	Advanced Composition	3

SPN 311	Spanish Civilization ²	3
or SPN 312	Spanish-American Civilization	
SPN 400	Oral Proficiency Preparation	1
Select two literature courses at 300-level or higher		6
Major Support Requirements		
CMM 201	Fundamentals of Speech	3
Free Electives		39
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² 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.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
SPN 200-level (1)		3
Elective		3
Credit Hours		15
Second Semester		
MTH		3
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
SPN 200-level (1)		3
Elective		3
Credit Hours		15
Sophomore Year		
First Semester		
Natural Science (p. 43)		3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
or REL 200	or Religious Perspectives	
SPN 301	Advanced Conversation	3
Elective		3
Elective		3
Credit Hours		18
Second Semester		
PHL 210	Moral Philosophy	3
or REL 200	or Religious Perspectives	
VPA Visual & Performing Arts (p. 43)		3
SPN 302	Advanced Composition	3
Elective		3
Theology (p. 43)		3
Credit Hours		15
Junior Year		
First Semester		
Study Abroad Semester		
SPN course (civilization)		3

SPN course (literature)	3	
SPN course (literature)	3	
SPN Elective	3	
Credit Hours		12

Second Semester

ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
FLL 302	Introduction to Language and Linguistics	3
SPN 400	Oral Proficiency Preparation	1
CMM 201	Fundamentals of Speech	3
Elective		3
Credit Hours		16

Senior Year**First Semester**

PHL/REL		3
COR 400	Senior Studies: Transformations	3
SPN Elective		3
Elective		3
Elective		3
Credit Hours		15

Second Semester

SPN Elective		3
Elective		3
Elective		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		121

Classical Humanities Minor

A minor in classical Humanities consists of 15 credit hours. It is offered to students who complete the following:

Select 6 semester hours in the same Classical language (Greek or Latin) at any level	6
Select 9 semester hours in classics courses at the 200-level or above, including the following:	9
CLS 203 Classical Mythology	
CLS 204 Classical Literature in Translation	
Major Authors: Homer (ENG 210), Major Authors: Euripides (ENG 210), and Ancient Transgressions (ENG 310H) (see Department Chair for course descriptions/schedules)	
Total Credit Hours	15

French and Spanish Language & Literature Minor

The department also affords students majoring in other disciplines the opportunity to pursue a minor concentration in French or Spanish by successfully completing 15 credit hours in the same language beyond intermediate level. These 15 credit hours must include at least two

courses at the 300- or higher level. The pass/fail option may not be used to fulfill requirements for a minor.

Latin Minor

A Latin minor is offered to students who complete 12 semester hours of the language, but Elementary Latin (LAT 101 Elementary Latin I- LAT 102 Elementary Latin II) cannot count toward the Latin minor. The pass/fail option may not be used to fulfill requirements for a minor.

Italian Minor

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.

History

Chair: Yamin Xu

Professor: Douglas R. Egerton, John W. Langdon, Robert E. Scully, S.J.

Associate Professor: Bruce A. Erickson, Leigh Fought, Godriver Odhiambo, Holly A. Rine, Yamin Xu, Robert W. Zens

Assistant Professor: Michael A. Guzik, S.J.

Adjunct Faculty: Karl R. Alexander, Robert Beach, William S. Dolan, S.J., Barrett Esworthy, Gerald Goodwin, Joseph Guiffida, Jeffrey Hoerl, Thomas Magnarelli, Melinda Reeder, John Sheehan, Todd Sundell

Professor Emerita: Carolyn T. Bashaw, Barbara J. Blaszak

Professor Emeritus: William Bosch, S.J., Edward H. Judge, William J. Telesca

Those who wish to evaluate the complex and challenging issues of the present must seek the perspective conferred by a sound and critical knowledge of the past. History imparts this knowledge, thereby helping the student to understand contemporary affairs and to analyze and evaluate evidence. History also forms part of the foundation of a liberal education by providing essential background for the humanities, social sciences, natural sciences and pre-professional disciplines.

For its majors, the history department offers a broad program of courses designed to discipline and develop the mind. When combined with appropriate courses in other fields, this program prepares history majors for careers in law, government service, management and administration, library science, education and journalism. A departmental honors program offers special opportunities for independent work to advanced students.

For history majors who wish to become certified teachers, the department also offers special programs which incorporate courses in education.

Departmental Student Learning Outcomes

Students who graduate from the history program will achieve the following outcomes:

Historical processes/World History: Students will be able to analyze global/historical processes as related to one another and to historical change.

Understanding historical human activities and accomplishments: Students will be able to examine and understand history as human activities and accomplishments in the past for which there is evidence and history as what historians have written about those activities and accomplishments using the evidence

Critical reading: Students will be able to evaluate scholarly sources analytically to ascertain their main themes and arguments.

Methodology: Students will be able to conduct historical research by evaluating primary and secondary published and archival sources appropriate to the subject.

Perspective: Students will be able to apply a historical perspective to issues concerning the diversity of human experience.

Communication: Students will be able to present the results of their research and study in clear and properly documented papers and oral presentations and discussions.

Internship Program (HST 490 Internship) 1-6 Credit Hours.

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. Prerequisites: 2.50 G.P.A. or better, 60 credits earned, permission of internship coordinator.

- History Major (B.A.) (p. 210)
- Double Major in History & Political Science (p. 211)
- History Minor (p. 212)
- Five-Year B.A./M.S.T. Program (p. 212)

History (HST)

HST 110. World Civilization I. 3 Credit Hours.

This course surveys the most important developments, issues, accomplishments and problems of World civilizations, provides an introduction to the study of African, Asian, European, Islamic, Native American, and Latin American civilizations, and discusses the relationships among these civilizations to the eighteenth century.

HST 110L. Learning Strategies Lab. 1 Credit Hour.

The learning strategies course is designed to develop active learning skills and to provide supplemental instruction for the HST 110 course. The overall goals of the course are to teach students how to organize their approach to acquiring knowledge and to approach studying as an active thinking process. Students will learn how to apply the learning strategies within the context of the history course content. Emphasis will be placed on applying learning theory to the mastery of course content and on helping students to identify their own personal learning style. Preference given to students participating in the curricular learning community.

Corequisite: HST 110.

HST 111. World Civilization II. 3 Credit Hours.

This course surveys the most important developments, issues, accomplishments and problems of World civilizations since the eighteenth century and examines the development of African, Asian, European, Islamic, Native American and Latin American civilizations since the eighteenth century. A research paper is required of all students.

HST 111L. Learning Strategies Lab. 1 Credit Hour.

The learning strategies course is designed to develop active learning skills and to provide supplemental instruction for the HST 111 course.

The overall goals of the course are to teach students how to organize their approach to acquiring knowledge and to approach studying as an active thinking process. Students will learn how to apply the learning strategies within the context of the history course content. Emphasis will be placed on applying learning theory to the mastery of course content and on helping students to identify their own personal learning style. Preference given to students participating in the curricular learning community.

Corequisite: **HST 111**.

HST 211. American History Survey I. 3 Credit Hours.

This course is a broad survey of key patterns, events, and the history of peoples in America from the eve of European settlement to 1865. It covers Native American life and the effects of English settlement, the rise of African slavery, the colonial and Revolutionary periods, the age of antebellum reform, antislavery and women's rights, the crisis of union, and the Civil War. Readings, research and discussion.

HST 212. American History Survey II. 3 Credit Hours.

A survey of United States history from the era of Reconstruction to the present. Topics include Reconstruction and the struggles for American democracy, immigration, the rise of the industrial order and the response to it by farmers and workers, Populism and Progressivism, women's suffrage and the modern women's movement, the New Deal both World Wars, the Cold War and Vietnam, the Civil Rights movement, and the post-Cold War era. Readings, research and discussion.

HST 301. Methods of Historical Research. 3 Credit Hours.

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 the selection of a topic for **HST 302**.

Prerequisites: **HST 110** or **HST 111** or their equivalents, **HST 211** or its equivalent, and at least one 300-level HST elective.

HST 302. Historical Research and Writing. 3 Credit Hours.

A major research project done in seminar and private study under an instructor's direction. Required of all history majors.

Prerequisite: **HST 301**.

HST 309. Tudor-Stuart Britain and Ireland. 3 Credit Hours.

This course is designed to introduce student to the "New British 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.

HST 310. Race and Reconstruction in America. 3 Credit Hours.

Taking as a starting point the historical period, 1864-1901, designated as the Reconstruction era in the United States, this course will explore the effect of the Civil War and efforts to rebuild the shattered republic while forging a more egalitarian Union. We will also explore the legacies of both the War and of Reconstruction, and their affect upon our understanding of race in the South and in the country as a whole. As we explore the events, debates, politics, and personalities that mark this period, we will also draw upon the imaginative works of authors ranging from Frederick Douglass, Mark Twain, and W.E.B. Du Bois to Stephen Crane, Frances Harper, and Louisa May Alcott. As the country contends with the political and cultural fallout that attends African American citizenship, these writers will represent race sometimes as a "problem" for the country and

sometimes as a source of power and pride. Finally, we will discuss the extent to which we are still, in twenty-first century America, engaged in acts of Reconstruction.

HST 314. Age of Renaissance/Reformation. 3 Credit Hours.

A survey of European history between the 14th and 17th centuries, the course examines the political, social, and economic situation in Western Europe, with special emphasis on the unique cultural achievements of the Renaissance, and on the religious dimensions of the Reformation.

Fulfills HST Requirement: History of Religion.

HST 316. History of American Law. 3 Credit Hours.

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 the U.S. Constitution; 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 the women's, labor, and civil rights movements; and legal realism and the rise of the administrative state.

Cross-listed Courses: **LGS 316**

HST 319. United States Colonial History. 3 Credit Hours.

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 with 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. American Revolution and Early Republic 1763-1800. 3 Credit Hours.

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. Antebellum America, 1800-1848. 3 Credit Hours.

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. 3 Credit Hours.

Covers the years from 1848 to 1877. 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 collapse of Reconstruction. Readings, research and discussion.

HST 329. History of Latin American Social Movements. 3 Credit Hours.

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 re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

Fulfills Core Requirement(s): DIV, CE.

Cross-listed Courses: **GWS 329, PSC 329, PGS 329**

HST 331. From Civil War Through Civil Rights: African American History Since 1865. 3 Credit Hours.

This course surveys the thoughts, ideas, and actions of African Americans from emancipation through the long Civil Rights movement to the present. It focuses on major African American figures, the Era of Reconstruction, the rise of Jim Crow, the Great Migration and development of urban black communities, social protest movement through the 1940s, the civil rights movement and black power movements of the 1960s and 1970s, and racial issues through the election of Barack Obama as the first black president. Race, class, and gender are important elements of this course, as well as African American literature, film and music.

HST 333. Hitler's Germany. 3 Credit Hours.

The course will enable students to examine closely the origins, history, and impact of the National Socialist Party in Germany. The role of Hitler as a charismatic mass leader will be studied, as will other factors in German history that encouraged the growth of National Socialism. Special attention will be paid to the development of European racism and German antisemitism, and to the history of the Holocaust.

Prerequisite: **HST 111**.

Fulfills PGS Requirement: Regional Specialization (Europe) *and* Thematic Specialization (Human Rights/Violence).

HST 341. Native American History to 1890. 3 Credit Hours.

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 to 1890.

Fulfills Core Requirement(s): DIV, IDS.

HST 342. Slavery & Emancipation in Atlantic World. 3 Credit Hours.

This course examines the rise and fall of slave labor in the Atlantic world, from the European peasant revolts of the 14th century through the abolition of unfree labor in Brazil in 1888. The course will emphasize the varieties of slave labor across space and time, as well as gender roles within slave societies. It will also investigate the impact of urbanization and connections to larger market economies on slavery, and particularly slave resistance and rebelliousness. Readings, research, and discussion.

Fulfills Core Requirement(s): DIV, IDS.

HST 343. History and Spirituality of the Jesuits. 3 Credit Hours.

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.

Fulfills HST Requirement: History of Religion.

Cross-listed Courses: **REL 371**

HST 350. State and Faith in the Middle East. 3 Credit Hours.

This course will examine how states used religion as a means of legitimacy and law as well as staged a desperate battle against religious forces from the Ottoman period until the present day. Islam will be the focus of the course, as a variety of fundamentalist/revivalist movements, the politicalization of religion, and secularization efforts are examined throughout the Middle East. In addition, the role of Judaism and Christianity will be discussed in regards to the establishment and present situation of Israel and Lebanon.

Fulfills Core Requirement(s): DIV.

Fulfills HST Requirement: History of Religion.

Cross-listed Courses: **PGS 350**

HST 355. The Outbreak of World War I. 3 Credit Hours.

The course will study one of the great detective stories of the twentieth century, focusing on this question: Who was responsible for the outbreak of World War I? Students will develop techniques of close contextual analysis of diplomatic documents from the period, and the class will attempt to reach consensus on an answer to the question stated above. The course will cover the various options of conflict resolution available to the Great Powers of Europe in 1914, and students will attempt to discover why the options that were selected resulted in war rather than peace.

Prerequisite: **HST 111**.

HST 356. Great War/Global Revolutions 1900-1920. 3 Credit Hours.

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 358. The Cold War & Global Confrontation 1945-1964. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: **PGS 358**

HST 359. Cold War & Global Upheaval, 1964-Present. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: **PSC 359, PGS 369**

HST 361. Russian History. 3 Credit Hours.

A survey of Russian history from ancient times through the present including Kievan Rus, the Mongol Yoke, the Rise of Moscow, Imperial Russia, the Soviet era, and post-Soviet Russia. Emphasis will be placed on social, cultural and religious developments, as well as on the political history of the Russian state.

Fulfills Core Requirement(s): CE.

HST 363. Russian History Since 1900. 3 Credit Hours.

An in-depth study of modern Russian history from the reign of Tsar Nicholas II (1894-1917) to the present. Topics covered include the Russian Revolutions, the careers of Lenin and Stalin, the foreign and domestic policies of the USSR, the two World Wars and the Cold War,

Soviet culture and society, the disintegration of the Soviet Union, and developments in post-Soviet Russia.

Fulfills PGS Requirement: Regional Specialization (Europe) *and* Thematic Specialization (Human Rights & Democratization/Violence).

HST 365. U.S. Women's History, From the Colonial Era to the Present. 3 Credit Hours.

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 from the colonial era to the present. This course will include discussions of the difference between sex and gender, and the intersection of race, class, gender, and sexuality in the lives of women.

HST 371. East Asia to 1600. 3 Credit Hours.

This course will introduce to students the history of East Asia from its Neolithic origins to 1600. It will examine the foundations of main East Asian nations, the important features of the classical East Asian civilization and further developments of East Asian cultures and societies prior to the arrival of the Westerners. Important East Asian classics, religious and ritual practices, such as Confucianism, Daoism, 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.

Fulfills Core Requirement(s): DIV.

Fulfills HST Requirement: History of Religion.

HST 372. East Asia Since 1600. 3 Credit Hours.

This course will introduce to students 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 demonetization and the development of civil society, and the rebalance of world powers and its impacts on East Asia.

Fulfills PGS Requirement: Regional Specialization (Asia).

HST 377. Early Islamic History, 600-1300. 3 Credit Hours.

Beginning in Late Antiquity, this course follows the emergence of Islam as a religion and its influence on cultural practice; the formation of the first Islamic dynasties; the articulation of an Arab-Islamic high literary culture and the evolving role of women in Islam. The course will examine the complex relationships between different Middle Eastern ethnic and religious groups and conclude with an investigation of the impact of the Crusades.

Fulfills Core Requirement(s): DIV.

Fulfills HST Requirement: History of Religion.

HST 378. Empires of Islam, 1300-1922. 3 Credit Hours.

This course traces the formation of the three great Islamic empires of the early modern era: the Ottoman Empire in the Middle East and Europe, the Safavid in Iran, and the Mughal in India. The political culture of each empire was shaped by the use of gunpowder, and all shared a common court culture based on the Persian language. Ottoman expansion in the Arab Middle East: the relationship between the Islamic-Turkic elite of each empire and their non-Muslim, primarily, Christian and Hindu subjects; and the reproductive politics of the imperial harem will be among the issues addressed.

Fulfills Core Requirement(s): DIV.

HST 379. Modern Middle East History, 1792-Present. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV, CE.

Cross-listed Courses: **PGS 379**

HST 383. History of Africa, C. 1400-1870. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV.

HST 384. Africa During Long 20th Century, -1870-1994. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV, CE.

Fulfills PGS Requirement: Regional Specialization (Sub-Saharan Africa).

HST 388. Coca, Culture & Politics in Latin America. 3 Credit Hours.

Coca has been closely connected to religion and culture in Andean South America for millennia. The plant was both cultivated and controlled by the Inca and Spanish empires. Today, peasant coca growers are part of new Latin American political movements. Global demand for the drug cocaine, made from coca, finances insurgencies, civil wars, and criminal violence in Latin America. The United States and international bodies prosecute a "War on Drugs" that targets peasant growers and traditional use as much as it does criminal organizations. This course explores the local culture and international relations of coca and cocaine. It focuses on the Latin Americans who produce and consume coca and are victimized by the violence of both the drug trade and suppression efforts.

Fulfills Core Requirement(s): DIV, IDS, CE.

Cross-listed Courses: **PGS 388**

HST 389. Opium, Empire, and State in Asia. 3 Credit Hours.

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications.

Fulfills Core requirement(s): IDS.

Cross-listed Courses: **PSC 389, PGS 389**

HST 390. Independent Study. 1-6 Credit Hours.

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 dean. It will be kept on file in the academic dean's office.

HST 401. Seminar: African-America to 1877. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV.

HST 403. Seminar: Mexico. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV, CE.

Cross-listed Courses: **PGS 401**

HST 406. Seminar: Modern East Asia. 3 Credit Hours.

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.

Fulfills Core requirement(s): DIV, CE.

Cross-listed Courses: **PGS 406**

HST 409. History & Memory in Palestine-Israel Conflict. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV, CE.

Cross-listed Courses: **PGS 413**

HST 413. Seminar: Native American Approach to History. 3 Credit Hours.

The Senior Seminar in Native American approaches to history is designed to explore the history of North American 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.

Fulfills ENG/HST senior core requirement.

Fulfills Core requirement(s): DIV.

HST 417. Seminar: African History. 3 Credit Hours.

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 and will fulfill the requirements of the senior core.

Fulfills ENG/HST senior core requirement.

Fulfills Core requirement(s): DIV, CE.

Cross-listed Courses: **PGS 417, PSC 417**

HST 419. Seminar: the World Since 1945. 3 Credit Hours.

This seminar provides a global approach to recent world history with a focus on social, cultural, political, and economic developments in the non-Western world. Seminar projects will provide students with an opportunity for in-depth study of specific issues and developments in Latin American, Asian, African, or Middle Eastern societies since 1945. Not open to students who have taken **HST 358** or **HST 359**.

Fulfills ENG/HST senior core requirement.

Fulfills Core Requirement(s): DIV.

Fulfills PGS Requirement: Thematic Specialization.

HST 425. Seminar: Multicultural Approach to World History. 3 Credit Hours.

This seminar provides a multicultural approach to the study of world history, focusing on connections among African, Asian, Islamic, Native American, Latin American, and European/Western cultures. It is designed to improve students' understanding of diverse world cultures and the connections among them.

Fulfills ENG/HST senior core requirement.

Fulfills Core Requirement(s): DIV, CE.

Fulfills PGS Requirement: Thematic Specialization (Cross-Cultural Encounters).

HST 427. Latin America 1492-1825. 3 Credit Hours.

This is an introduction to Latin American under Spanish and Portuguese rule that places the region in global context. It looks at the development of Latin American society and explains the roots of modern Latin American nations and cultures. The course begins with indigenous cultures and adds migrants, free and slave. It ends with the independence movements that created modern Latin American nations.

Fulfills ENG/HST senior core requirement.

Fulfills Core Requirement(s): DIV, CE.

HST 428. Seminar: Latin America Since 1825. 3 Credit Hours.

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.

Fulfills ENG/HST senior core requirement.

Fulfills Core Requirement(s): DIV, CE.

Cross-listed Courses: **PGS 428**

HST 430. Seminar: Mathematics & Civilizations. 3 Credit Hours.

The Greeks of Antiquity attributed their early notions of Mathematics to the Egyptians and Babylonians. Their own contributions were inherited by the Islamic civilization, together with the fruits of Indian Mathematics. The learning preserved and increased by the Arabs was slowly transmitted to Western Europe from 950 to 1500. The Mathematics developed in China and Pre-Columbian America was largely isolated from the mainstream of Mathematics. This course will analyze the impact of Mathematics on the development of these Civilizations, and of our own, particularly on the other sciences and on philosophy. Fulfills ENG/HST senior core requirement.

Fulfills Core requirement(s): DIV, IDS.

HST 490. Internship. 1-6 Credit Hours.

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.

Prerequisites: 2.50 G.P.A. or better, 60 credits earned, permission of internship coordinator.

HST 495. Honors Project. 3 Credit Hours.

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.)

History Major (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions (transfer students can substitute this course with a course they took from a two-year college)	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I (fulfilled by major requirements)	0
HST 111	World Civilization II (fulfilled by major requirements)	0
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (fulfilled by foreign language requirements) (p. 43)		0
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (fulfilled by major support requirements) (p. 43)		
Natural Science (p. 43)		3

IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
History Electives ²		18
History of Religion ³		3
HST 110 & HST 111	World Civilization I and World Civilization II (two-year college transfer students must pass a placement exam to receive the HST 110/HST 111 credits respectively)	6
HST 211	American History Survey I (two-year college transfer students must pass a placement exam to receive the HST 211 credits)	3
HST 212	American History Survey II (two-year college transfer students must pass a placement exam to receive the HST 212 credits)	3
HST 301	Methods of Historical Research (students who take this course must simultaneously take a HST elective to prepare for HST 302 that they will take later)	3
HST 302	Historical Research and Writing (students should build this course upon the HST elective they took earlier with HST 301)	3
Major Support Requirements		
Foreign Language ⁴		12
Social Science ⁵		6
Free Electives (these can be any other courses offered at LMC, e.g. SOC 101, PHY 101, ENG 105, or can be substituted with the courses that students take from any other colleges)		27
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² 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.

³ For a list of HST and REL courses that qualify, please see the department chair.

⁴ 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.

⁵ For the purposes of the history major, courses in anthropology, economics, political science, psychology and sociology (but not education) may count as social sciences.

For Those Seeking NYS Teacher Certification

Foreign Language	6
Free Electives (fulfilled by education requirements) ¹	
PSC 101 American National Politics	3
MTH Elective	3
ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics	3

¹ Please refer to the education section for details.

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 110	World Civilization I	3
Mathematics (p. 43)		3
Credit Hours		15
Second Semester		
Natural Science (p. 43)		3
PHL 110	Introduction to Philosophy	3
Social Science (p. 43)		3
EAC	Encountering Another Culture/Language (p. 43)	3
HST 111	World Civilization II	3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
EAC	Encountering Another Culture/Language (p. 43)	3
HST Elective		3
HST 211	American History Survey I	3
Credit Hours		15
Second Semester		
HST 301	Methods of Historical Research	3
Theology (p. 43)		3
EAC	Encountering Another Culture/Language (p. 43)	3
HST Elective		3
HST 212	American History Survey II	3
Credit Hours		15
Junior Year		
First Semester		
HST 302	Historical Research and Writing	3
ENG 310	Literature and Culture	3
HST Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Free Elective		3
Credit Hours		15

Second Semester		
Religion (p. 43)		3
Social Science (p. 43)		3
HST Elective/DIV		3
HST/ or Free Elective/VPA		1
Free Elective		3
Free Elective	3	
Credit Hours		16

Senior Year		
First Semester		
HST Elective		3
COR 400	Senior Studies: Transformations	3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester		
History of Religion		3
HST Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15
Total Credit Hours		121

Double Major in History & Political Science

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC	Encountering Another Culture/Language (p. 43)	6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
HST 211	American History Survey I	3
HST 212	American History Survey II	3
HST 301	Methods of Historical Research	3
HST 302	Historical Research and Writing	3

HST Electives	18
PSC 101 American National Politics	3
PSC 201 Introduction to Political Science	3
PSC 202 Methods of Political Science	3
PSC Electives	21
PSC Service Learning	2
Major Support Requirements	
MTH 111 Introduction to Statistics I (with Computer Lab)	4
Foreign Language (must be taken in the same language, satisfied by EAC Core requirement)	6
Social Science courses (other than PSC)	6
Free Electives (depends on how many cross-listed HST/PSC courses are taken)	3-9
Total Credit Hours	127-133

¹ Some Core requirements may be fulfilled by major requirements.

Note: Two cross-listed HST/PSC courses may be double-counted for both the HST and PSC major requirement credits.

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.

Five-Year B.A./M.S.T. Program

Bachelor of Arts in History and Master of Science for Teachers in Adolescent Education

The history and education departments at Le Moyne College are partnering to offer a specially designed program leading to a Bachelor of Arts in History and a Masters of Science in Teaching, and initial New York state teacher certification in five years of full-time study. For details see the chairs of the history and education department.

Mathematics

Professor: Sul-Young Choi, Lifang Hsu, Michael J. Miller, Michael J. Schramm

Associate Professor: Shaun Ceci, David A. Nash, Jonathan Needleman, Trijya Singh

Assistant Professor: Caitlin Cunningham

Adjunct Faculty: William J. Collins, Kathy Dilmore, Ludmila Kleiner, Daniel R. Maravi

Professor Emeritus: Edwin F. Baumgartner, William V. Miller, William C. Rinaman Jr.

Mathematics

The mathematics program has three primary audiences:

- 1) mathematics majors,
- 2) social science, natural science and business majors, and
- 3) students of the liberal arts.

1) We offer mathematics majors a well-rounded foundation, preparing them for either a mathematically oriented career or graduate study in a mathematical field. By the end of their sophomore year, these students will choose one of the following concentrations.

- Pure mathematics: the study of patterns and structures.
- Applied mathematics: the study of mathematical techniques used to solve problems in other fields, such as physics, biology, business, or even national security.
- Statistics: the study of how to draw meaningful conclusions from data.
- Actuarial science: the study of financial risk, including insurance and pensions. Completion of this concentration will prepare students to pass the first actuarial exam.
- Education: the study of the mathematical foundations of topics taught at the primary and secondary level. Completion of this concentration will prepare students for certification to teach in New York State.

2) We offer social science, natural science and business majors careful instruction in using the mathematical tools required by their disciplines, including the following.

- Statistics: the study of the collection, analysis and interpretation of real-world data.
- Calculus and Differential Equations: the study of how things change.
- Business Mathematics: the study of how businesses can make sound decisions.

3) We offer students of the liberal arts an introduction to the mathematical and statistical tools necessary to navigate a world increasingly reliant on data. These courses focus on how mathematics impacts aspects of our everyday lives, often in ways that we are unaware of.

Departmental Honors

To earn a Departmental Honors degree in mathematics, a student must demonstrate both a breadth of mathematical knowledge (as measured by their math GPA), and the ability to apply that knowledge to solve a substantial problem independently (as measured by their grade in MTH 495: Senior Research Project.) To qualify for this degree, a student's Math GPA and MTH 495 grade (both measured on a 4-point scale) must sum to at least 7.000.

Student Learning Outcomes in Mathematics

Students who graduate from this program will be able to:

Mathematical maturity

Approach new problems with "mathematical maturity" -- determine what information is needed, what tools/concepts can be applied, and make attempts even when uncertain.

Inherent beauty

Demonstrate their recognition of the beauty inherent in mathematics by finding elegant solutions/proofs/methods, etc.

Communication

Demonstrate verbal and written fluency in the language of mathematics.

Adapt known techniques

Adapt known techniques to new or more complicated situations – including real-world problems.

Valid and invalid

Distinguish between valid and invalid mathematical and statistical arguments, models, methods, etc. and construct valid ones of their own.

Fundamental concepts

Demonstrate their understanding of the fundamental concepts of algebra, analysis, logic, statistics and topology.

- Mathematics Major (B.A.) (p. 215)
 - Actuarial Science Concentration (p. 215)
- Mathematics Minor (p. 221)
- Applied Statistics Minor (p. 221)

Math (MTH)

MTH 007. Intermediate Algebra. 0 Credit Hour.

A non-credit, pre-college course in intermediate algebra stressing graphing and equation solving, algebraic manipulation, laws of exponents functions, and logarithms.

MTH 090. Precalculus. 0 Credit Hour.

A non-credit, pre-college course in algebra and trigonometry, covering functions (including exponential, logarithmic and trigonometric functions), analytic trigonometry, linear algebra (including system of equations, matrices, and determinants) and analytic geometry. This course does not satisfy the core mathematics requirement.

Prerequisite: Three years of high school mathematics.

MTH 102. Mathematics for Educators. 3 Credit Hours.

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. Offered each Fall.

Prerequisite: Three units of high-school mathematics or MTH 007.

MTH 103. Elections, Voting and Mathematics. 3 Credit Hours.

This course focuses on three main topics relating math and politics. Polling is a tool ubiquitous in politics. We will determine what makes a good poll, and how much information one can actually infer from a poll. From there we will study the many, and sometimes apparently contradictory, statistical claims made by candidates, ads, and pundits in order to advance their positions. By using mathematical reasoning we will determine what truth lies behind these claims. Finally, we will look at voting to see how much your vote actually counts. We will also compare our (US) voting systems to others around the world, and try to understand what makes a voting system "fair."

MTH 104. Mathematics for Decision Making. 3 Credit Hours.

We all need to make decisions. As citizens, we need to sift through the mountain of (often misleading) data that is constantly being thrown our way by advertisers, the media, politicians, etc. As professionals, we may need to make decisions using data from such diverse areas as economics, social policy, health care, the military, or the environment. In any role, we need to know how data can be turned into useful information. This course covers mathematics used to analyze data in order to make good, informed decisions. Major topics include informal logic, data interpretations, basic probability, introductory statistics, and economics.

MTH 110. Introduction to Statistics I (no Computer Lab). 3 Credit Hours.

A data-oriented, applied introduction to statistics. Topics include descriptive statistics, data distributions, random sampling, relationships, confidence intervals and hypothesis testing. Statistical software will be used throughout this course. Students may not take both MTH 110 and MTH 111.

Prerequisite: Three years of regents- level mathematics.

MTH 111. Introduction to Statistics I (with Computer Lab). 4 Credit Hours.

A data oriented, applied introduction to statistics; includes a two hour per week computer lab. Topics include descriptive statistics, data distributions, random sampling, relationships, confidence intervals and hypothesis testing. Statistical software will be used throughout this course. Prerequisite: Three years of Regents-level mathematics. Students may not take both MTH 110 and MTH 111.

MTH 112. Introduction to Statistics II. 3 Credit Hours.

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. A statistical program will be used throughout this course. Prerequisites: MTH 110, MTH 111 or equivalent.

MTH 120. Mathematics for Business Majors. 3 Credit Hours.

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. Students may not take both MTH 120 and MTH 123.

Prerequisite: three units of high-school mathematics or MTH 007.

MTH 122. Brief Calculus. 3 Credit Hours.

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 Act Majors. 3 Credit Hours.

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. Students may not take both MTH 120 and MTH 123.

Prerequisite: Four years of high school mathematics.

MTH 145. Calculus I. 4 Credit Hours.

A study of differential and integral calculus of one variable and applications.

Prerequisite: four units of high-school mathematics or permission of the department chair.

MTH 146. Calculus II. 4 Credit Hours.

A study of differential and integral calculus of one and several variables and applications. Differential equations and their solutions.

Prerequisite: Grade of C- or better in MTH 145 or permission of the department chair.

MTH 211. Advanced Statistical Methods. 3 Credit Hours.

This course covers certain advanced topics used for planning, executing, and evaluating statistical studies based on experiments, surveys, and observational datasets. The goals of this course are to further statistical literacy, to deepen understanding of certain advanced statistical principles that are not covered in the current curriculum, to learn to use technology to analyze data and aid in conceptual understanding, and to learn to use statistics to help understand and solve real-world problems.

Prerequisite(s): MTH 110 or MTH 111 and MTH 112 or STA 201 and STA 202.

MTH 212. Statistical Consulting. 3 Credit Hours.

This course will introduce students to the challenges of working with real data. Students will collaborate with faculty or other students on real research projects, and act as the main data analyst for a real scientific project. The course will cover how to meet with clients, how to write reports, how to clean and manage data, and how to present results. Most particularly, the course will cover how best to analyze a data set based on the research questions of interest, and will teach the students the skills they need to run these analyses.

Prerequisite: MTH 211.

MTH 245. Calculus III. 4 Credit Hours.

Multi-variate calculus with vectors. Line integrals and Green's theorem.

Prerequisite: A grade of C- or better in MTH 146 or permission of the department chair.

MTH 260. Discrete Mathematics. 3 Credit Hours.

This course covers the fundamental mathematical principles relevant to computer science, applied mathematics, and engineering. Topics included are propositional logic, predicate logic, proof techniques, (with an emphasis on mathematical induction), basics of counting and discrete probability.

Prerequisite: Grade of C- or better in MTH 145, or permission of the department chair.

Cross-listed Courses: CSC 281

MTH 261. Linear Algebra. 3 Credit Hours.

Systems of linear equations, matrix algebra, vectors and vector spaces, linear transformations, inner product spaces, determinants, characteristic values and vectors. (Offered each Fall) Students will not be able to get credit for both MTH 261 and MTH 304.

Prerequisites: MTH 145, MTH 146 (grade of C- or better), or permission of the department chair.

MTH 303. Differential Equations and Mathematical Modeling. 3 Credit Hours.

Differential equations play a vital role in modeling nearly every physical, chemical, and biological process. Understanding how to create and interpret mathematical models, as well as how to solve and characterize solutions of differential equations, is of fundamental importance to applied mathematics, contemporary science, and engineering.

This course provides a first introduction to this ubiquitous field of analysis with a heavy emphasis on the development, refinement, and interpretation of mathematical models using differential equations. The first portion of the course examines the various analytical, qualitative and numerical techniques available for analyzing the solutions of linear and nonlinear first-order differential equations (topics include separable equations, linear equations, transformation of variables, series methods, integral transforms, slope fields, equilibria, Euler's Method, and bifurcations). The second portion of the course focuses on techniques for studying systems of first-order differential equations (topics include direction fields, phase planes, Euler's Method for systems, homogeneous and nonhomogeneous linear systems, and the linearization of nonlinear systems). Students will not be able to get credit for both MTH 303 and MTH 304.

Prerequisite: MTH 146 (grade of C- or better) or permission of the department chair.

MTH 304. Differential Equations for Scientists And Engineers. 4 Credit Hours.

Primarily intended for physics and pre-engineering majors, this course integrates the study of linear algebra and differential equations with substantial emphasis placed on understanding the deep connections between these foundational fields of study. Linear algebra topics covered in this course include Gauss-Jordan elimination, matrix algebra, inverse matrices, determinants, eigenvalues/eigenvectors, linear transformations, vector spaces, linear independence, span, basis and dimension. Differential equations topics covered in this course include separable equations, linear equations, transformation of variables, series methods, integral transforms, slope fields, Euler's Method, homogeneous and nonhomogeneous linear systems, and basic solution techniques for solving partial differential equations. Students will not be able to get credit for both MTH 261 and MTH 304, or for both MTH 303 and MTH 304.

Prerequisites: Grade of C- or better in MTH 245.

MTH 306. Topics in Number Theory. 3 Credit Hours.

Elementary properties of integers, divisibility and related concepts, methods of representing integers, functions of number theory, simple diophantine equations, special sequences and series. Offered every other fall.

Prerequisite: Grade of C- or better in MTH 260 or MTH 261 or permission of the department chair.

MTH 307. Combinatorial Mathematics and Graph Theory. 3 Credit Hours.

Some classical puzzles of recreational mathematics; enumeration techniques; combinatorial designs; graph theory and network flows.

Prerequisite: Grade of C- or better in either MTH 260 or MTH 261, or permission of the department chair.

MTH 311. Introduction to Probability Theory. 3 Credit Hours.

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. (Offered each fall.).

Prerequisites: Grade of C- or better in MTH 245 or permission of the department chair.

MTH 312. Mathematical Statistics. 3 Credit Hours.

Distributions related to the normal. Estimation: consistency, unbiasedness, mean square error, sufficiency, method of moments, maximum likelihood estimates, confidence limits and intervals. Bayesian intervals. Tests of hypotheses: tests of simple hypotheses, Neyman-Pearson lemma, Bayes procedures, composite hypotheses, generalized likelihood ratio tests. Non-parametric procedures. Simple linear regression. (Offered every other spring.).

Prerequisite: MTH 311.

MTH 313. Applied Statistics. 3 Credit Hours.

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. (Offered every other spring.).

Prerequisites: MTH 311.

MTH 314. Actuarial Probability. 1 Credit Hour.

This is a course designed to prepare students to pass the actuary exam P. This course covers actuarial applications of set theory, combinatorial probability, Bayes theorem, probability density functions, joint probability functions, and marginal and conditional probability. It also introduces several advanced topics, including transformations, order statistics, and a number of named distributions not covered in MTH 311.

Prerequisites: C- or better in MTH 311.

MTH 332. Real Analysis. 4 Credit Hours.

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. (Offered each spring.).

Prerequisites: Grades of C- or better in MTH 245, or permission of the department chair.

MTH 335. Intro to Complex Variables. 3 Credit Hours.

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: Grade of C- or better in MTH 245, or permission of the department chair.

MTH 341. Abstract Algebra. 3 Credit Hours.

Introduction to group theory. Cyclic, Abelian, symmetric and product groups. Subgroups, equivalence relations, homomorphisms. (Offered each fall.).

Prerequisite: Grade of C- or better in MTH 261 or permission of the department chair.

MTH 361. Modern Geometry. 3 Credit Hours.

Topics from the foundations of geometry, non-Euclidean geometry, transformation theory, dissection theory, convexity. (Offered every spring.).

Prerequisite: Grade of C- or better in MTH 261 or permission of the department chair.

MTH 370. Intermediate Problem Solving. 3 Credit Hours.

A working introduction to general heuristic reasoning (including specialization, generalization, analogy and induction) useful in solving mathematical problems. (Offered every spring.).

Prerequisite: Grade of C- or better in MTH 245 or permission of the department chair.

MTH 390. Independent Study. 1-3 Credit Hours.

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.

MTH 421. Numerical Methods. 3 Credit Hours.

The development of algorithms for and error analysis of: solutions of equations, interpolation and approximation, numerical differentiation and integration, numerical solutions of differential equations. Also, knowledge of a high level programming language. (Offered every other fall.).

Prerequisites: Grade of C- or better in MTH 245 and MTH 261 or permission of the department chair.

Cross-listed Courses: CSC 421

MTH 481. Topology. 3 Credit Hours.

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. 1-6 Credit Hours.

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 494. Preparation for Mathematical Research. 1 Credit Hour.

This course is designed solely for Mathematics majors with an aim of making students understand, annotate and communicate (both verbally and in written form) the contents of a mathematical/statistical article. Also discussed will be the basics of the scientific document preparation system LaTeX.

MTH 495. Senior Research Project. 3 Credit Hours.

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.

Mathematics Major (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
---------	----------------------------------	---

WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Concentration requirements ²		12-36
Select one of the following: ³		6-7
CSC 175	Introduction to Algorithms and Program & CSC 176 Design and Object Oriented Programming	
CSC 170	Introduction to Java Programming & CSC 275 Programming and Data Structures and Algorithms	
MTH 145	Calculus I	4
MTH 146	Calculus II	4
MTH 245	Calculus III	4
MTH 261	Linear Algebra	3
MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
MTH 341	Abstract Algebra	3
MTH 494	Preparation for Mathematical Research	1
MTH 495	Senior Research Project	3
Major Support Requirements		
Select one of the PHY, CHM, or BIO science course sequences:		8
PHY 105	General Physics Scientists/Engineers I & PHY 103 and General Physics Laboratory	
PHY 106	General Physics Scientists/Engineers II & PHY 104 and General Physics Laboratory	
CHM 151	Chemical Principles I & 151L and Chemical Principles I Laboratory	
CHM 152	Chemical Principles II & 152L and Chemical Principles II Lab	
BIO 191	General Biology I	
BIO 192	General Biology II	
Foreign Language (intermediate or advanced level recommended)		3
Free Electives (depends on concentration)		0-27
Total Credit Hours		127-136

¹ Some Core requirements may be fulfilled by major requirements.

² 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 listed separately.

³ The department strongly recommends that students take the CSC 175 Introduction to Algorithms and Program Design & CSC 176 Object Oriented Programming sequence.

Pure Mathematics Concentration

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 260	Discrete Mathematics	3
Select four additional MTH courses, either from the following list or approved by the department chair:		12
MTH 303	Differential Equations and Mathematical Modeling	
MTH 306	Topics in Number Theory	
MTH 307	Combinatorial Mathematics and Graph Theory	
MTH 361	Modern Geometry	
MTH 370	Intermediate Problem Solving	
MTH 335	Intro to Complex Variables	
MTH 481	Topology	
Total Credit Hours		15

Applied Mathematics Concentration

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 260	Discrete Mathematics	3
MTH 303	Differential Equations and Mathematical Modeling	3
MTH 421	Numerical Methods	3
MTH 312	Mathematical Statistics	3
One additional MTH course, either from the following list or approved by the department chair:		3
MTH 307	Combinatorial Mathematics and Graph Theory	
MTH 313	Applied Statistics	
MTH 335	Intro to Complex Variables	
Completion of a minor, either from the following list or approved by the department chair:		
Computer Science (partially fulfilled by major and concentration requirements) ¹		15
Biology (may be partially fulfilled by major support) ²		15
Chemistry (may be partially fulfilled by major support) ²		15
Physics (may be partially fulfilled by major support) ²		23
Total Credit Hours		30-38

¹ Since MTH 260 and MTH 421 are cross listed as CSC 281 and CSC 421 respectively, only 3 additional credit hours are needed to complete this concentration

² If this is the same field of study as the science sequence, only 7 additional credit hours are needed to complete this minor.

Statistics Concentration

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 260	Discrete Mathematics	3
MTH 312	Mathematical Statistics	3
MTH 313	Applied Statistics	3
Select two additional MTH courses, either from the following list or approved by the department chair:		6
MTH 303	Differential Equations and Mathematical Modeling	
MTH 307	Combinatorial Mathematics and Graph Theory	
MTH 421	Numerical Methods	
MTH 335	Intro to Complex Variables	
Total Credit Hours		15

Actuarial Science Concentration

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 313	Applied Statistics	3
Select three additional MTH courses, either from the following list or approved by the department chair:		9
MTH 303	Differential Equations and Mathematical Modeling	
MTH 312	Mathematical Statistics	
MTH 370	Intermediate Problem Solving	
MTH 421	Numerical Methods	
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
FIN 301	Managerial Finance	3
FIN 401	Investments	3
Total Credit Hours		27

The following courses are approved for Validation of Educational Experience credits by Society of Actuaries, Canadian Institute of Actuaries and Casualty Actuarial Society:

MTH 313	Applied Statistics	3
FIN 301	Managerial Finance	3
FIN 401	Investments	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3

Adolescent Education Concentration (Grades 7-12)

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 361	Modern Geometry	3
MTH 370	Intermediate Problem Solving	3

Select two additional MTH courses, either from the following list or approved by the department chair:		6
MTH 303	Differential Equations and Mathematical Modeling	
MTH 306	Topics in Number Theory	
MTH 307	Combinatorial Mathematics and Graph Theory	
MTH 312	Mathematical Statistics	
Total Credit Hours		12

For courses required for teacher certification, refer to the Department of Education.

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

Students must also complete Core requirements (p. 215).

Concentration Courses

MTH 361	Modern Geometry	3
MTH 370	Intermediate Problem Solving	3
Select two additional MTH courses, either from the following list or approved by the department chair:		6
MTH 303	Differential Equations and Mathematical Modeling	
MTH 306	Topics in Number Theory	
MTH 307	Combinatorial Mathematics and Graph Theory	
MTH 312	Mathematical Statistics	
Total Credit Hours		12

For courses required for teacher certification, refer to the Department of Education.

NOTE: This typical program is for all concentrations except actuarial science, applied math, and education.

Course	Title	Credit Hour
Freshman Year		
First Semester		
MTH 145	Calculus I	4
CSC 175	Introduction to Algorithms and Program Design	4
Foreign Language		3
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Credit Hours		17
Second Semester		
MTH 146	Calculus II	4
CSC 176	Object Oriented Programming	3
PHL 110	Introduction to Philosophy	3
Foreign Language (EAC)		3
HST 111	World Civilization II ¹	3
Credit Hours		16

Sophomore Year**First Semester**

MTH 245	Calculus III	4
MTH 260	Discrete Mathematics	3
MTH 261	Linear Algebra	3
HST 110	World Civilization I ¹	3
Science Elective		4
Credit Hours		17

Second Semester

MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Science Elective		4
Credit Hours		17

Junior Year**First Semester**

MTH 341	Abstract Algebra	3
MTH Concentration		3
ENG 310	Literature and Culture	3
Theology (p. 43)		3
Elective		3
Credit Hours		15

Second Semester

MTH Concentration ²		3
MTH Concentration		3
MTH 494	Preparation for Mathematical Research	1
Social Science (p. 43)		3
Religion (p. 43)		3
Elective		3
Credit Hours		16

Senior Year**First Semester**

MTH Concentration		3
COR 400	Senior Studies: Transformations	3
Elective (DIV)		3
Elective (VPA)		3
Elective		3
Credit Hours		15

Second Semester

MTH Concentration ²		3
MTH 495	Senior Research Project	3
IDS Interdisciplinary Studies (p. 43)		3
Elective		3
Elective		3
Credit Hours		15

Total Credit Hours		128
--------------------	--	-----

¹ HST 110 World Civilization I and HST 111 World Civilization II can be taken in either order.

² Statistics concentration students should take MTH 312 Mathematical Statistics or MTH 313 Applied Statistics, whichever is available.

Typical Program for Actuarial Science Concentration

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

MTH 145	Calculus I	4
CSC 175	Introduction to Algorithms and Program Design	4
Foreign Language (EAC)		3
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Credit Hours		17

Second Semester

MTH 146	Calculus II	4
CSC 176	Object Oriented Programming	3
PHL 110	Introduction to Philosophy	3
Foreign Language (EAC)		3
HST 111	World Civilization II ¹	3
Credit Hours		16

Sophomore Year**First Semester**

MTH 245	Calculus III	4
MTH 260	Discrete Mathematics	3
MTH 261	Linear Algebra	3
HST 110	World Civilization I ¹	3
ECO 113	Principles of Microeconomics	3
Credit Hours		16

Second Semester

MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
ECO 114	Principles of Macroeconomics	3
Credit Hours		16

Junior Year**First Semester**

MTH 341	Abstract Algebra	3
MTH 314	Actuarial Probability	1
Science Elective		4
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ENG 310	Literature and Culture	3
Theology (p. 43)		3

Credit Hours		17
--------------	--	----

Second Semester

MTH 312 or MTH 313	Mathematical Statistics or Applied Statistics	3
MTH Concentration		3
MTH 494	Preparation for Mathematical Research	1
Science Elective		4
FIN 301	Managerial Finance	3
Religion (p. 43)		3
Credit Hours		17

Senior Year

First Semester

MTH Concentration		3
FIN 401	Investments	3
COR 400	Senior Studies: Transformations	3
Elective (DIV)		3
Elective (VPA)		3
Credit Hours		15

Second Semester

MTH 312 or MTH 313	Mathematical Statistics or Applied Statistics	3
MTH 495	Senior Research Project	3
IDS Interdisciplinary Studies (p. 43)		3
Elective		3
Elective		3
Credit Hours		15
Total Credit Hours		129

¹ HST 110 World Civilization I and HST 111 World Civilization II can be taken in either order.

Typical Program for Applied Mathematics Concentration

Course	Title	Credit Hour
Freshman Year		
First Semester		
MTH 145	Calculus I	4
CSC 175	Introduction to Algorithms and Program Design	4
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
Foreign Language		3
Credit Hours		17
Second Semester		
MTH 146	Calculus II	4
CSC 176	Object Oriented Programming	3
PHL 110	Introduction to Philosophy	3
Foreign Language (EAC)		3
HST 111	World Civilization II ¹	3
Credit Hours		16

Sophomore Year

First Semester

MTH 245	Calculus III	4
MTH 260	Discrete Mathematics	3
MTH 261	Linear Algebra	3
HST 110	World Civilization I ¹	3
Science Elective		4
Credit Hours		17

Second Semester

MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Science Elective		4
Credit Hours		17

Junior Year

First Semester

MTH 341	Abstract Algebra	3
MTH 303 or MTH 421	Differential Equations and Mathematical Modeling or Numerical Methods	3
ENG 310	Literature and Culture	3
Minor Course		3-4
Theology (p. 43)		3
Credit Hours		15-16

Second Semester

Choose one of the following:		3
MTH 312	Mathematical Statistics	
MTH Concentration		
MTH 494	Preparation for Mathematical Research	1
Minor Course		3-4
Religion (p. 43)		3
Elective		3
Credit Hours		13-14

Senior Year

First Semester

MTH 303 or MTH 421	Differential Equations and Mathematical Modeling or Numerical Methods	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
Elective (DIV)		3
Elective (VPA)		
Credit Hours		12

Second Semester

Choose one of the following:		3
MTH 312	Mathematical Statistics	
MTH Concentration		
MTH 495	Senior Research Project	3
IDS Interdisciplinary Studies (p. 43)		3
Elective		3

Elective	3
Credit Hours	15
Total Credit Hours	122-124

¹ HST 110 World Civilization I and HST 111 World Civilization II can be taken in either order.

Typical Program for Adolescent Education Concentration (Grades 7-12)

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
MTH 145	Calculus I	4
	Foreign Language	3
COR 100	First Year Seminars: Transitions	3
CSC 175	Introduction to Algorithms and Program Design	4
	Credit Hours	17
Second Semester		
MTH 146	Calculus II	4
CSC 176	Object Oriented Programming	3
EDU 105	Teaching in a Diverse Society	3
PHL 110	Introduction to Philosophy	3
	Foreign Language (EAC)	3
	Credit Hours	16
Sophomore Year		
First Semester		
MTH 245	Calculus III	4
MTH 261	Linear Algebra	3
EDU 215	Learning in a Sociocultural Context	3
PHL 210	Moral Philosophy	3
	Science Elective	4
	Credit Hours	17
Second Semester		
MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
ENG 210	Major Authors	3
EDU 150	Contemporary Perspectives on Special Ed	3
	Science Elective	4
	Credit Hours	17
Junior Year		
First Semester		
	Choose one of the following:	3
	MTH 341 Abstract Algebra	
	MTH Concentration	
MTH 361	Modern Geometry	3
	or or Intermediate Problem Solving	
	MTH 370	
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
HST 110	World Civilization I	3

Religion (p. 43)	3
Credit Hours	18

Second Semester

MTH Concentration	3	
MTH 494	Preparation for Mathematical Research	1
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
HST 111	World Civilization II	3
Theology (p. 43)	3	
Credit Hours	16	

Senior Year

First Semester

	Choose one of the following:	3
	MTH 341 Abstract Algebra	
	MTH Concentration	
MTH 361	Modern Geometry	3
	or or Intermediate Problem Solving	
	MTH 370	
MTH 495	Senior Research Project	3
COR 400	Senior Studies: Transformations	3
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		18

Second Semester

EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 460	Supervised Preservice Teaching (10-12)	6
EDU 450	Supervised Preservice Teaching (7-9)	6
Credit Hours		15
Total Credit Hours		134

NOTE: Students in the Adolescent/Special Education Concentration should consult with their advisor about taking EDU 225 Assessment & Decision Making for Equity/Inclusion and EDU 345 Collabor&Transition Plan Stu Spec Needs

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

Course	Title	Credit Hour
Freshman Year		
First Semester		
MTH 145	Calculus I	4
CSC 175	Introduction to Algorithms and Program Design	4
	Foreign Language	3
COR 100	First Year Seminars: Transitions	3

WRT 101	Critical Writing	3
Credit Hours		17

Second Semester

MTH 146	Calculus II	4
CSC 176	Object Oriented Programming	3
EDU 105	Teaching in a Diverse Society	3
PHL 110	Introduction to Philosophy	3
Foreign Language (EAC)		3
Credit Hours		16

Sophomore Year

First Semester

MTH 245	Calculus III	4
MTH 261	Linear Algebra	3
EDU 205	Childhood Learning and Special Needs	3
PHL 210	Moral Philosophy	3
Science Elective		4
Credit Hours		17

Second Semester

MTH 311	Introduction to Probability Theory	3
MTH 332	Real Analysis	4
ENG 210	Major Authors	3
EDU 225	Assessment & Decision Making for Equity/ Inclusion	3
Science Elective		4
Credit Hours		17

Junior Year

First Semester

Choose one of the following:		3
MTH 341	Abstract Algebra	
MTH Concentration		
MTH 361	Modern Geometry	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
HST 110	World Civilization I	3
Religion (p. 43)		3
Credit Hours		18

Second Semester

MTH Concentration		3
MTH 494	Preparation for Mathematical Research	1
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsm	3
HST 111	World Civilization II	3
Theology (p. 43)		3
Credit Hours		19

Senior Year

First Semester

MTH 341	Abstract Algebra	3
MTH 361	Modern Geometry	3
or Intermediate Problem Solving		
MTH 370		
MTH 495	Senior Research Project	3

COR 400	Senior Studies: Transformations	3
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		18

Second Semester

EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Credit Hours		15
Total Credit Hours		137

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 including at least one mathematics course numbered 300 or higher. According to college policy, at least half the courses used for a minor must be taken at Le Moyne, and no course may be taken pass/fail.

Applied Statistics Minor

Data-driven research is growing at an explosive rate. Modern scientists are expected to have familiarity with much more complex methods of statistical analysis than was the case not too long ago. This Minor in Applied Statistics is designed to give students the skills they need to compete in this data-driven world and to gain experience and competency with the analysis of data in their major field of study. Students in this program will learn modern statistical methods beyond those covered in the curriculum for their majors. They will gain familiarity with statistical software and experience in analyzing real world data sets related to their major field of study. Students who complete the minor will, through their numeracy and comfort with data, have an advantage over other applicants when applying to graduate programs or industry jobs.

Minor Requirements

Choose one of the following Introduction to Statistics:		3
MTH 110	Introduction to Statistics I (no Computer Lab)	
MTH 111	Introduction to Statistics I (with Computer Lab)	
STA 201	Statistics I	
Choose one of the following Introduction to Statistics 2:		3
MTH 112	Introduction to Statistics II	
STA 202	Statistics II	
Choose one of the following courses (which may be double counted towards a student's major):		3-4
PSY 201	Intro to Research Methods	
ECO 325	Econometrics	
SOC 201	Research Methods	
ANL 301	Business Analytics	

BIO 427	Bioinformatics	
MTH 313	Applied Statistics	
MIS 430	Human Resource Information Systems	
NSG 350	Research in Nursing	
MTH 211	Advanced Statistical Methods	3
MTH 212	Statistical Consulting	3
Total Credit Hours		15-16

Peace and Global Studies

Program Director: Delia Popescu

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 Introduction to Peace & Global Studies, and a capstone course. 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

Europe

Asia

The Middle East & North Africa

Peace and global studies majors are well positioned to find careers in government service, non-governmental organizations or to pursue graduate studies and professional training in law, management and public policy.

Student Learning Outcomes in Peace & Global Studies

Global issues

PGS students are able to describe and analyze global political, social, economic, and cultural issues. This means they know details about the issue, particularly those with global significance, and are able to explain how international political relationships affect the issue in multiple international contexts. Assignments from several PGS courses are appropriate for assessment.

Specific region

PGS graduates will be knowledgeable of the social, cultural, and political aspects of a globalized world. In particular, they will be well versed about a country or region outside the United States. They will demonstrate this knowledge via papers written for a range of assignments.

Foreign language

PGS graduates will be proficient in a foreign language. They will demonstrate this via a standardized language proficiency exam administered by the department of foreign languages.

- Peace and Global Studies Major (B.A.) (p. 76)
- Double Major (B.A.) in Peace and Global Studies and Political Science (p. 75)
- Peace and Global Studies Minor (p. 77)

Peace and Global Studies (PGS)

PGS 101. Introduction to Anthropology. 3 Credit Hours.

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. No prerequisite. Fulfills Core requirement(s): DIV. Cross-listed Courses: ANT 101

PGS 102. World Cultures. 3 Credit Hours.

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 cause will illuminate basic similarities and differences among all peoples and cultures. Fulfills Core requirement(s): DIV. Cross-listed Courses: ANT 102

PGS 105. Comparative Government. 3 Credit Hours.

This course will introduce you to the comparative analysis of governments, political movements, institutions, cultures, and ideologies around the world. The course will comparatively address a variety of cases including the UK, France, Brazil, Iran, China, Russia, India, Nigeria, and the U.S.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PSC 105

PGS 200. Cultural Myths and Cultural Realities. 3 Credit Hours.

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. Is anthropology a science or humanity? How accurate are the anthropologists' representations of other cultures? Why do anthropologists studying the same culture come up with very different pictures of that culture? How much of the anthropologist's own personal and cultural biases are revealed in the way other cultures are described? How 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? What kinds of methodologies do anthropologists use and what are their limitations? How can restudies enable us to refine our methods and generate more sophisticated comparative categories to use in the understanding of cultures? Fulfills Core requirement(s): DIV.

Cross-listed Courses: GWS 200, ANT 200

PGS 201. Introduction to Peace & Global Studies. 3 Credit Hours.

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 202. Gender and Crime. 3 Credit Hours.

This interdisciplinary course examines crime and criminal justice as gendered phenomena. It explores how notions of masculinity and femininity shape and are shaped by criminalized practices, the operation of the criminal justice system, and our understandings of both. Focusing on gender does not mean focusing exclusively on women. Gender is a relational concept; both men and women are gendered. In this course we will consider the implications of feminist theorizing for a range of criminological concepts, approaches, and themes. Ethnographic case studies from various social contexts (e.g. the U.S., Canada, Mexico, Brazil, England, Turkey etc.) will help students denaturalize taken-for-granted understanding of the world and develop cultural sensitivity. This course will develop students' ability to think critically about gender, crime, race, and phenomena such as 'honor killings' and intimate partner violence. Course readings and lectures draw on historical and contemporary work by criminologists, anthropologists, sociologists, philosophers, feminist theorists, journalists, and others. As a class, we will grapple with diverse ways to think about intersections between crime and gender. Students are encouraged to think critically about course material, considering the strengths and limitations of all of the research and theories we cover. An auxiliary aim of this course is to develop students' capacity to read and write academic texts efficiently and effectively. In order to cultivate this skill, practice is required! Students are expected to keep up with weekly readings and complete regular in-class and take-home assignments. In order to succeed in this course and achieve the following learning objectives, students must come to class prepared to participate in discussions and activities about the assigned readings.

Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: CJS 202, ANT 202, SOC 202, GWS 202

PGS 213. People & Cultures Southeast Asia. 3 Credit Hours.

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.

Cross-listed Courses: GWS 213, ANT 213

PGS 223. Global Crime. 3 Credit Hours.

This course explores illegal activity and criminalization in the context of the destabilizing effects of globalization. The course considers the transnational dimension of crime in both the developed and postcolonial parts of the world, and its connections to our own everyday lives. The course will cover the growth and character of the extra-legal networks of power and finance that shape our contemporary world, and will examine their relations with state power, corporate business, and law enforcement activities. Finally, it introduces some of the challenges of both supra-state and popular responses to illegitimate activities that are shaped by global political economy.

Prerequisite: CJS 101 or ANT 101.

Cross-listed Courses: CJS 223, ANT 223

PGS 225. Gangs and Criminal Community. 3 Credit Hours.

This course introduces students to gang-life as an urban phenomenon that starts in the 19th century and that in the 2000s is diffused across the margins and illicit flows of the global economy. Students will read memoirs of members of gang communities, with attention to notions of agency and iconoclasm, situating gang life in a continuum of political resistance. We will also look at the history of modern transnational gangs as a view into the history of displacement, modern war, and the pre-history to the discourses surrounding "global terrorism", giving students the tools for a critical reading of current debates around state security, "organized crime", and sovereignty.

Cross-listed Courses: CJS 225, SOC 225

PGS 261. International Politics. 3 Credit Hours.

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. An integrated one-credit service learning experience may be offered in conjunction with this course.

PGS 300. Anthropological Linguistics. 3 Credit Hours.

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; 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.

Cross-listed Courses: FLL 301, ANT 300

PGS 303. Democracy and Its Critics. 3 Credit Hours.

The term "democracy" has become synonymous with legitimate rule. But what kind of democracy is the true fountain of legitimacy? What type of institutions are best fitted for instituting democracy? What are the conditions without which democracy cannot survive? Who is included in the phrase "we, the people"? Are democratic regimes more viable in homogenous or heterogeneous societies? Can democracy be tyrannical? This course investigates historical and contemporary controversies that reflect various challenges to democracy, the forms of actual democratic politics, and the meaning of "democracy" as a concept.

Fulfills Core Requirement(s): IDS.

Cross-listed Courses: PSC 303

PGS 304. Anthropology of Refugees. 3 Credit Hours.

This course offers a critical introduction to the heterogeneous global histories and contemporary world politics that shape the experience of refugees globally and in the United States. By reading a range of anthropological as well as other related theoretical texts, we will explore issues central to the field of refugee/forced migration studies. What experiences define a refugee? Who is included in the category "refugee," and who or what decides? What constitutes a refugee camp, and where do refugees go from a camp? How have refugees resettled in American cities fared in recent times? In approaching these questions, the course will focus on the topics of displacement, dispossession, statelessness, border crossings, emplacement, refugee rights, subjectivity, and aspirations. We will examine ethnographies of Palestinian refugees in refugee camps in Lebanon to foreground lived experiences of encampment; Cambodian refugees resettled in the Bronx, New York to understand the relationship between the United States and the refugees it willingly accepts; and the everyday experience of Somali refugees living in Lewiston, Maine to underscore how recently arrived refugees navigate everyday marginalization. We will also consider our local context of Syracuse, New York as a major site for refugee resettlement since the 1980s.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: ANT 304

PGS 314. Post-Colonial Literature and Theory. 3 Credit Hours.

This course will introduce students to theories of colonialism through the study of world literatures. What is the impact of colonialism 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: WRT 101, and ENG 200, ENG 210 or ENG 218.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: ENG 325, GWS 314

PGS 323. Contemporary World Literature in English. 3 Credit Hours.

Students will read major literary works in English by writers from Africa, Asia, and the Caribbean. The principal texts have been published since the 1980s, and address issues such as colonialism and postcolonialism, national identity, globalization, migration, economic exploitation, and gender and sexuality.

Prerequisites: WRT 101 and ENG 200 or 218.

Cross-listed Courses: ENG 323

PGS 325. Religious and Cultural Ecologies. 3 Credit Hours.

This course explores the rich diversity of religious and cultural ecologies found throughout much of the world. Religious and cultural ecologies refer to the scientific and scholarly studies of the vast, complex, diverse, and dynamic arena at the interfaces of religions and cultures on the one hand, and environments, ecologies and environmentalism on the other. The course asks the question of what roles, if any, the religious traditions of different cultures the world over might play in addressing the contemporary ecological crisis. This question is addressed from a combined religious studies and anthropological approach focusing on the intersections of religion, culture, and ecology from a textual, contextual, and cross-cultural or comparative framework.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: ANT 325

PGS 329. History of Latin American Social Movements. 3 Credit Hours.

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 re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: GWS 329, HST 329, PSC 329

PGS 330. Cross-Cultural Psychology. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV); and Interdisciplinary studies (IDS) *OR* Cultural Elective (CE). Course cannot fulfill all 3 requirements.

Cross-listed Courses: PSY 330

PGS 331. Readings in Globalization. 3 Credit Hours.

Through literature, film, and theory, this course explores the cultural and social significance of globalization and such related issues as migration, nationality, and identity. A central factor in globalization is the movement of people among different cultural locations and economic conditions, and this course will help students understand the importance of displacement in the creation of the contemporary era. Texts in this course consider what it means to identify with a plurality of linguistic, racial or cultural positions, and address the diverse yet deeply connected experiences that define contemporary global culture. Readings by authors such as Nuruddin Farah (Somalia), M.G. Vassanji (Kenya/Tanzania/Canada), and Zadie Smith (England), and films by directors such as Atom Egoyan (Canada), Hanif Kureishi (England), and Faith Akin (Germany/Turkey).

PGS 334. Social Activism. 3 Credit Hours.

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. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: GWS 334, PSC 334

PGS 335. Asian Philosophy. 3 Credit Hours.

An examination of the main philosophical traditions of India and the Far East: Hinduism, Buddhism, Taoism and Confucianism. This course will focus upon mysticism as a primary determinant of Eastern thought and will seek to place these philosophies in their historical and cultural setting. (C,D).

Cross-listed Courses: PHL 325

PGS 336. Comparative Religious Ethics & Social Concerns. 3 Credit Hours.

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.

Cross-listed Courses: REL 336

PGS 343. U.S. Latina Thought. 3 Credit Hours.

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 texts by U.S. Latinas from a number of different social locations.

Cross-listed Courses: GWS 343

PGS 344. Immigration. 3 Credit Hours.

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island may be planned.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 344, SOC 343, CJS 343

PGS 350. State and Faith in the Middle East. 3 Credit Hours.

This course will examine how states used religion as a means of legitimacy and law as well as staged a desperate battle against religious forces from the Ottoman period until the present day. Islam will be the focus of the course, as a variety of fundamentalist/revivalist movements, the politicization of religion, and secularization efforts are examined throughout the Middle East. In addition, the role of Judaism and Christianity will be discussed in regards to the establishment and present situation of Israel and Lebanon.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 350

PGS 353. Latin American Social Philosophy. 3 Credit Hours.

This course will study some of the major philosophical trends in Latin America in the light of both the search for cultural identity and the discovery of difference in the heart of sameness. Therefore, it will also consider those philosophies of social change which (a) provide a critique of hegemonic ideologies, (b) try to rediscover the submerged validity of pre-conquest and non-Western world views and (c) seek a dialogical integration of the diversity of voices in Latin America. (A,C).

Cross-listed Courses: PHL 353

PGS 358. The Cold War & Global Confront 1945-1964. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 358

PGS 360. Model United Nations. 1 Credit Hour.

This course is designed to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. All of this will assist students in preparing for their role as a distinguished diplomat at the National Model United Nations conference (conference attendance is not mandatory).

Cross-listed Courses: PSC 360

PGS 363. U.S. Foreign Policy. 3 Credit Hours.

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. A one-credit integrated service learning experience may be offered with this course.

Cross-listed Courses: PSC 363

PGS 364. International Law. 3 Credit Hours.

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

Cross-listed Courses: PSC 362, LGS 362

PGS 365. Religions of Asia. 3 Credit Hours.

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.

Cross-listed Courses: REL 363

PGS 366. Globalization: the Politics of International Economic Relations. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PSC 366

PGS 367. War, Peace and Violence. 3 Credit Hours.

This course will examine the theory and practice of the Just War doctrine. At the most general level, we will be concerned with the debate between realists, just war theorists and pacifists over the moral character of war. More specific topics include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerrilla warfare; terrorism and reprisals; nuclear deterrence; and various religious conceptions of war and peace, especially those found in various Christian pacifist and Islamic traditions.

Fulfills Core Requirement(s): IDS.

Cross-listed Courses: PSC 367

PGS 367S. War, Peace & Violence Service Learning. 1 Credit Hour.

Service learning experience.

PGS 368. Rel Thought/Cult in Lat Americ. 3 Credit Hours.

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and 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.

Cross-listed Courses: REL 368

PGS 369. Cold War & Global Upheaval, 1964-Present. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 359, PSC 359

PGS 370. International Courts & Global Justice. 3 Credit Hours.

This course combines almost three weeks of study abroad at The Hague University in the summer with Le Moyne-based sessions in the Fall. The course provides historical, analytical, as well as experiential education in the fields of genocide studies, justice, and conflict resolution through intensive workshops, lectures, simulations, and a case-study. We will focus on the meaning of justice and its various dimensions (do we seek retribution, restoration, or some transitional middle ground?), and on how the international pursuit of that justice is complicated by issues such as sovereignty, denial of genocide, on-going violence, and the rejection of international jurisdiction. The course consists of in-class "traditional" lectures at (built around the case study and all of the related facets of international justice), interactive sessions with international court personnel, jurists, and scholars, as well as visits to historical sites. Cross-listed Courses: PSC 370

PGS 374. African Christian Theology. 3 Credit Hours.

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition. Cross-listed Courses: REL 374

PGS 375. The New Europe: Central & Eastern Europe. 3 Credit Hours.

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. Fulfills Core Requirement(s): IDS and DIV.

Cross-listed Courses: PSC 375

PGS 377. Security Studies. 3 Credit Hours.

The purpose of this course is to introduce a selection of the most important ideas that form the basis of security studies including the international political system, the state, the military, and war, and other prevailing concepts, organizing principles, military deployment patterns, legal regulations, and political relationships that determine the state of international security at the moment. The course will also explore the organization and functions of the U.S. Intelligence community, its interaction with national security policymakers, key issues about its workings, and the challenges it faces in defining its future role. Cross-listed Courses: PSC 377

PGS 379. Modern Middle East Hist 1792 - Present. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 379

PGS 381. Christianity in Dialogue. 3 Credit Hours.

This course will explore contemporary dialogue between Christianity and other world religions, with the aim of helping students address basic questions that arise in the course of such inter-religious relationships. Students will explore some of the basic attitudes that Christian thinkers have taken toward respectful engagement of other faiths, as well as addressing the obstacles that hinder dialogue. Furthermore, Christian approaches to interfaith dialogue will be explored intensively with respect to one particular world religion or family of traditions, which may vary as the course is offered from year to year. We will enter into the contemporary dialogue between Christianity and Hinduism. Our study will focus on Hindu-Christian dialogue as it has been enacted in both personal and communal contexts. A further focus will address the performance of dialogue through the cross-cultural interpretation of canonical texts. Prerequisite/ Corequisite: REL 200.

PGS 388. Coca, Culture & Politics in Latin Amer. 3 Credit Hours.

Coca has been closely connected to religion and culture in Andean South America for millennia. The plant was both cultivated and controlled by the Inca and Spanish empires. Today, peasant coca growers are part of new Latin American political movements. Global demand for the drug cocaine, made from coca, finances insurgencies, civil wars, and criminal violence in Latin America. The United States and international bodies prosecute a "War on Drugs" that targets peasant growers and traditional use as much as it does criminal organizations. This course explores the local culture and international relations of coca and cocaine. It focuses on the Latin Americans who produce and consume coca and are victimized by the violence of both the drug trade and suppression efforts. Fulfills Core Requirement(s): Diversity (DIV); Interdisciplinary Studies (IDS) *OR* Cultural Elective (CE). Business Majors cannot use this course to fulfill both both IDS and CE.

Cross-listed Courses: HST 388

PGS 389. Opium, Empire, and State in Asia. 3 Credit Hours.

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: Interdisciplinary Studies (IDS) and Cultural Elective (CE).
Cross-listed Courses: HST 389, PSC 389

PGS 390. Independent Study. 3 Credit Hours.**PGS 399. Diversity in the City. 3 Credit Hours.**

Special Topic: The course focuses on the cultural, ethnic, religious and class diversity of Paris' changing landscape. Students will use Bourdieu, Goffman, Marx, and Simmel and other theorists to understand diversity, culture and identity by studying the diversity of "the city." Through readings, documentaries and a weeklong trip to Paris students will use sociological theories on society and culture to study diversity in the city. In particular the minority populations of the immigrant French communities, the recent North African immigrant communities, and the Muslim communities will be examined. This class will also explore how religious (Catholic and Muslim) as well as ethnic diversity shapes current debates on French and European citizenship. This class concludes with a 11-12 day trip to Paris that will include visits to the Eiffel Tower, Notre Dame, the Arab Institute, Luxembourg Gardens, La Mosque (Paris' mosque) and Jardin des Plantes.
Cross-listed Courses: SOC 399

PGS 400. International Business. 3 Credit Hours.

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.

Cross-listed Courses: BUS 400

PGS 401. Seminar: Mexico. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).
Cross-listed Courses: HST 403

PGS 402. Global Economic Issues. 3 Credit Hours.

Is globalization inevitable and irreversible? Who are the winners and losers? Globalization is the process of integration of markets, politics, and legal systems. Supporters of globalization believe it increases a nation's economic growth and expands opportunities for countries to trade and realize comparative advantages in their areas of strength. Opponents believe it increases inequality within and between nations, threatens employment and living standards, thwarts labor and environmental standards, and retards social progress. This course includes a description of the principles and practices of foreign trade; mechanisms of international payments; international trade policies, international trade and financial institutions; international cartels; and defines globalization; examines its impact on trade; movement of capital and labor; diffusion of knowledge and technology, and distribution of income in the world.

Prerequisite: Either ECO 113 or ECO 114.

Cross-listed Courses: ECO 405

PGS 404. Jerusalem-The Politics of Sacred Space. 3 Credit Hours.

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.

Cross-listed Courses: REL 402

PGS 405. International Human Rights. 3 Credit Hours.

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. A one-credit integrated service learning experience may be offered with this course.

Cross-listed Courses: GWS 405, PSC 405

PGS 406. Modern East Asia. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV) and Cultural Elective (CE).
Cross-listed Courses: HST 406

PGS 408. Religion, Conflict, Peace/African Context. 3 Credit Hours.

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 on Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in 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. Cross-listed Courses: REL 400

PGS 409. Self Knowledge, Cosmopolis & Transcendence. 3 Credit Hours.

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."

PGS 413. History & Memory in Palestine-Israeli Conflict. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 409

PGS 417. Seminar: African History. 3 Credit Hours.

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 and will fulfill the requirements of the senior core. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 417, PSC 417

PGS 422. Senior Sem: Phil & Politics, East & West. 3 Credit Hours.

What is the relation between free thought and the society where it originates and is expressed? Is that relation necessarily hostile? Is this hostility a Western phenomena, or is it found in the Eastern traditions as well? Can philosophy and politics ever get along? This seminar is a cross-cultural, comparative study of the relation between philosophy and the political. It is aimed in two directions: "horizontally" - that is, we will read comparatively the founding thinkers in Chinese philosophy (Confucius and his disciples) and their U.S. "disciples" (Emerson, Thoreau) - and "vertically" - that is we will compare the use of Emerson's thought in contemporary U.S. culture with the use of Confucian teaching in contemporary Chinese culture. The seminar will help you decide whether East and West are incommensurable culturally, or whether they share the quarrel between free thought and society - that is, whether it is free thought and society that are fundamentally incommensurable.

PGS 428. Latin America, Since 1825. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: HST 428

PGS 450. Spanish Women Writers. 3 Credit Hours.

In this course students will explore different aspects related to the literary expression and construction of identity through the study of works by women writers both from Spain and Latin America who practice a variety of genres; autobiography, novel, short story and poetry. Through the analysis of these texts we will derive interdisciplinary discussions related to the construction of gender, sexuality and feminine creativity. We will examine not only the form and the content of the texts, but we will also contextualize the works in their historical, cultural and literary background. Through the use of secondary texts such as paintings, documentaries, musical compositions and film, the students will explore the different forms of art and disciplines that intersect with the texts and project the worldview of each period.

Cross-listed Courses: SPN 450, GWS 360

PGS 452. Anthropology of Globalization. 3 Credit Hours.

This course explores globalization ethnohistorically, ethnographically, and theoretically; illuminates the processes and consequences of globalization for peoples in various circumstances around the world. By investigating the rapid flow of capital, people, goods, images, and ideologies across cultures, societies, and nations, we will pay careful attention to ideas about culture, modernity, tradition, colonialism/post-colonialism, identity change, nationalism/transnationalism, Disapora, the creation of a "global culture," and contemporary global social issues.

Double Major (B.A.) in Peace and Global Studies and Political Science

Code	Title	Credit Hours
Core Requirements (p. 43)		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3

HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course		3
Capstone Experience ¹		3
Electives - Regional ²		9
Electives - Thematic ²		9
Foreign Language		18
Free Electives ³		17
PGS 101	Introduction to Anthropology	3
PGS 201	Introduction to Peace & Global Studies	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC Electives (300 or higher)		6
Social Science (fulfilled by major requirements)		
Statistics		4
Total Credit Hours		133

¹ Normally fulfilled by study abroad experience.

² Twelve of the 18 credit hours should be courses with PGS/PSC cross listing.

³ Students are urged to fulfill the extra two credit hours through participation in service learning courses.

Peace and Global Studies Major (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3

Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course ²		3
Capstone Experience ³		3
Foreign Language ⁴		18
PGS 201	Introduction to Peace & Global Studies	3
Electives		
Regional Specialization ⁵		12
Thematic Specialization		12
Free Electives		27
Total Credit Hours		130

¹ Some Core requirements may be fulfilled by major requirements.

² Course designated by Peace and Global Studies Program

³ 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.

⁴ 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.

⁵ Supported regional specializations include Africa, Latin and South America, Europe, Asia and the Middle East.

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
EAC Encountering Another Culture/Language (p. 43)		3
Regional Specialization		3
Natural Science (p. 43)		3
Credit Hours		15

Second Semester

ENG/PHL		3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
Free Elective		3
Credit Hours		15

Sophomore Year

First Semester

ENG/PHL		3
EAC Encountering Another Culture/Language (p. 43)		3
PGS 201	Introduction to Peace & Global Studies	3
Thematic Specialization		3

Free Elective/REL	3
Credit Hours	15
Second Semester	
ENG/PHL	3
EAC Encountering Another Culture/Language (p. 43)	3
Regional Specialization	3
Free Elective	3
Free Elective/REL	3
Credit Hours	15
Junior Year	
First Semester	
ENG/PHL	3
EAC Encountering Another Culture/Language (p. 43)	3
Regional Specialization	3
Free Elective	3
Capstone Experience	3
Credit Hours	15
Second Semester	
HST 111 World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)	3
Thematic Specialization	3
Free Elective	3
Free Elective	3
Credit Hours	15
Senior Year	
First Semester	
IDS Interdisciplinary Studies (p. 43)	3
Capstone Seminar	3
Thematic Specialization	3
Free Elective	3
Free Elective	3
Credit Hours	15
Second Semester	
Regional Specialization	3
Free Elective	3
Free Elective	3
Free Elective	3
COR 400 Senior Studies: Transformations	3
Credit Hours	15
Total Credit Hours	120

All peace and global studies majors are encouraged to study abroad during their junior year.

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 Introduction to Peace & Global Studies and a PGS capstone seminar. Minors must take four additional courses approved by the director of peace and global studies.

PGS 201 Introduction to Peace & Global Studies	3
PGS capstone seminar	3
Four additional courses approved by the director of peace and global studies	12
Total Credit Hours	18

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.

Philosophy

Chair: Irene Liu

Professor: Thomas Brockelman, William Day, Karmen MacKendrick, Mario Saenz, Jonathan Schonsheck, Ludger Viefhues-Bailey

Associate Professor: Steven Affeldt, C.Tabor Fisher, Michael Kagan, Irene Liu

Assistant Professor: John Monteleone

Professor of Practice: Eugene B. Young

Visiting Assistant Professor: Matthew Cortese

Adjunct Faculty: Alex Krantz, Max Malikow, Charles F. Maxfield, Daniel Murphy, Jeremy Pierce, Pamela A. Ryan

The aim of the study of philosophy at Le Moyne 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 study in philosophy serves majors and non-majors alike, since 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 students develop a philosophic understanding of their world and a method for enlarging that understanding in the future. See core curriculum at the beginning of the Undergraduate Programs section for regulations concerning sequence of core courses.

Student Learning Outcomes in Philosophy

Eyes of others

Students will be able to articulate a philosophical understanding of the world through the eyes of others.

Philosophically Significant Life-Experiences

Students will be able to articulate philosophically significant issues in their own life-experiences.

Historical concepts and themes

Students will be able to explain important philosophical concepts and themes in relation to significant historical periods of philosophy.

Flow of logic

Students will be able to summarize a philosophical argument with appropriate detail.

Evaluate arguments

Students will be able to evaluate arguments.

Construct arguments

Students will be able to express their original philosophical views persuasively in writing.

- Philosophy Major (B.A.) (p. 235)
- Philosophy Minor (p. 237)

Philosophy (PHL)

PHL 110. Introduction to Philosophy. 3 Credit Hours.

As a writing instructional course, this course introduces students to the practice of philosophy and to some of the central questions, modes of inquiry, and forms of analysis and argumentation that distinguish philosophy from other ways of understanding ourselves and our world. Organized around the themes of "the human condition" and "the examined life", the course engages students in reflective dialogue about central concepts that define the human condition (e.g., knowledge and understanding, beauty and value, justice and community, transcendence and the divine, etc.). By linking rigorous analysis with engaged reflection on the concrete task of living an examined life, PHL 110 exemplifies the core value of Le Moyne's Jesuit educational mission of educating both the hearts and minds of our students.

Prerequisite: WRT 101 or permission of the department chair.

PHL 210. Moral Philosophy. 3 Credit Hours.

This course investigates the philosophical foundations of normative ethics in an effort to clarify the status of moral values in human life. Drawing upon classical as well as contemporary texts in moral theory, the course will consider issues such as: What does it mean to be a moral being or a moral agent? Are moral values grounded in human nature, the natural order, the divine? What are the methods and possible limits of reasoning about moral values? Is moral philosophy (merely) descriptive of the practices and values of various groups or can it be prescriptive; can it, that is, tell us what we ought to do? How might we understand the historical development of moral theory and the diversity of systems of value? How might conflicts between these systems of thought be understood, assessed, and/or resolved? Sections capped at 30.

Prerequisite: PHL 110 or HON 110 or permission of the department chair.

PHL 310. Critical Reasoning. 3 Credit Hours.

This class will help students become better critical thinkers through a non-technical study of arguments. Students will learn what an argument is, how to distinguish arguments from explanations and other non-argumentative uses of language, and how to both recognize and understand the structure of arguments. Students will also practice identifying weaknesses in arguments offered by others, and will consider argument forms that occur frequently in the media, politics, the academy, and everyday life. Finally students will hone their skills at crafting strong arguments, which contain relevant and persuasive evidence, clear definitions, and effective methods of reasoning. Prerequisite(s): PHL 110, PHL 210, HON 110 or HON 215.

Fulfills: Logic/Writing requirement.

PHL 311. Introduction to Formal Logic. 3 Credit Hours.

Students will have the opportunity of discovering and exploring the structure and interrelations of the various kinds of propositions that occur in deductive reasoning. Logic will be presented as applying to the actual world incidentally, but to possible types of order explicitly. Propositional logic, predicated logic, classes and relations will be part of its content. Quantified expressions will be studied. Some attention will also be given to the non-deductive processes of the scientific method and the analysis of probabilities. Throughout the course there will be a wide selection of problem-solving challenges.

Prerequisite: PHL 110, HON 110, PHL 210 OR HON 215.

Fulfills: Logic/Writing requirement.

PHL 320. Ancient and Medieval Philosophy. 3 Credit Hours.

This course is an introduction to ancient and medieval philosophy. The course covers a variety of topics, e.g. happiness, nature, knowledge, and God, through engagement with Plato, Aristotle, and other major philosophers of these periods. In addition to addressing philosophical topics of perennial interest, this course seeks to cultivate an appreciation of philosophical inquiry in its intellectual and historical context by considering developments such as the emergence of philosophy from traditional Greek wisdom, the challenge of the Sophists, the encounter between Greek philosophy and Christianity, etc.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: History requirement.

PHL 321. Descartes to Kant. 3 Credit Hours.

This course examines, in historical context, the philosophical ideas ingredient to the emergence of the modern world. Attention will be paid to theories that undergird major developments of the early modern period, e.g. in science, politics religion, or art. Themes covered may include, for example, the increasing emphasis on epistemology (rationalism & empiricism) at the expense of metaphysics, the subjectivist birth of the modern idea of the self, and the modern transformation of approaches to moral and ethical questions. Texts will be drawn from (among others) works of Descartes, Locke, Hume, Rousseau and Kant.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: History requirement.

PHL 322. Kant Through Contemporary Thought. 3 Credit Hours.

This course is a survey of Western philosophy from the nineteenth century until today. It begins with the rise of German idealism (Kant, Fichte, Schelling, Hegel) and its nineteenth century critics, for example, the "dialectics of suspicion" concerning the transcendental subject as elaborated by Marx, Kierkegaard, and Nietzsche, or the utilitarian tradition. Depending on student or faculty interest, the course may continue with a study of existentialism and phenomenology (for example, the analysis of lived experience and intersubjectivity), logical positivism and analytic philosophy (for example, the linguistic turn, or philosophical reflections on science and scientific method), and/or critical theory, poststructuralism and postmodernism (e.g., critiques of positivism and metanarratives, as well as the introduction of the relational subject). Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

PHL 324. Philosophies of Judaism. 3 Credit Hours.

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. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Cross-listed Courses: REL 383

PHL 325. Asian Philosophy. 3 Credit Hours.

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. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Cross-listed Courses: PGS 335

PHL 327. Phil in the United States. 3 Credit Hours.

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 Peirce, William James and John Dewey. Other traditions such as Puritanism and Transcendentalism are considered, along with readings dealing with race and gender issues. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

PHL 329. Freud and Philosophy. 3 Credit Hours.

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. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Ways of Knowing/Metaphysics.

PHL 340. Philosophy of Art. 3 Credit Hours.

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. Fulfills Core Requirement(s): Visual and Performing Arts (VPA). Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

PHL 341. Philosophy and Literature. 3 Credit Hours.

This course will explore the various literary and philosophical dimensions of the imagination in order to appreciate how poets, novelists and philosophers have interpreted the world we live in through the ages. Representative works from the English Renaissance to the present will be analyzed and discussed. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

PHL 345. Issues in Medical Ethics. 3 Credit Hours.

Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues debated in the health professions. Specific topics will vary, but may include some of the following: death and dying, the medicines, choices in reproduction, presymptomatic testing for genetic disease, AIDS and social justice, allocation of medical resources and access to health care. Open only to students in the Physician Assistant Program. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

PHL 346. Ethics and the Nurse. 3 Credit Hours.

Using a practical, context-specific approach that is sensitive to the philosophical, scientific, social, legal and economic dimensions that shape and define the field of bioethics, this course is devoted to a detailed study of ethical issues in nursing. Specific topics will vary. Open only to students in the Bachelor's of Science in Nursing program. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

PHL 348. Social & Polit Phil:Historical. 3 Credit Hours.

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. Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

PHL 349. Social & Pol Phil: Contemporary. 3 Credit Hours.

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. (A,C)

Prerequisite: PHL 301 or 302 or 303.

PHL 350. Philosophy of Law. 3 Credit Hours.

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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

Cross-listed Courses: LGS 350

PHL 352. Critical Theory & Technological Society. 3 Credit Hours.

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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Ways of Knowing/Metaphysics.

PHL 353. Latin American Social Philosophy. 3 Credit Hours.

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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

Cross-listed Courses: PGS 353

PHL 355. Philosophy and Erotic Love. 3 Credit Hours.

Drawing on both classical and modern sources (including Plato, Emerson, Freud, and Mann), this course examines important views of the nature of erotic love and the complex relationships between erotic love and individual ethical development, the pursuit of wisdom, and the human relation to the divine.

Prerequisites: PHL 110 or HON 110 and PHL 210 or HON 215.

Fulfills: Value Theory.

PHL 357. The Social Production of Space. 3 Credit Hours.

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 produced 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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Value Theory.

Cross-listed Courses: GWS 323

PHL 358. Philosophy of Race. 3 Credit Hours.

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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Ways of Knowing/Metaphysics.

PHL 362. Theory of Knowledge. 3 Credit Hours.

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.

Prerequisite: PHL 110, HON 110, PHL 210, or HON 215.

Fulfills: Ways of Knowing/Metaphysics.

PHL 363. Analytic Philosophy. 3 Credit Hours.

A presentation and examination of selected texts in the analytic tradition from J. S. Mill and Frege to Kripke. Focus is on topics such as reference, naming, predication, necessity and truth with an emphasis on their import for questions concerning the meaning of existence. (C,E) Fulfills: Ways of Knowing/Metaphysics.

PHL 364. Philosophy of Science. 3 Credit Hours.

This is a meta-mathematical/meta-scientific course in philosophical analysis. The concepts to be investigated are drawn from the fields of mathematics, physics and cosmology (e.g., number, shape, gravity, force, energy, matter, space, time, infinity, singularity). Focused attention will be given to the traditional "paradoxes" associated with the attempt to understand these concepts as well as to the more contemporary "anomalies" brought to light in the investigations of physics and astrophysics. (E)

Fulfills: Ways of Knowing/Metaphysics.

Cross-listed Courses: GWS 355

PHL 369. The Experience of Time. 3 Credit Hours.

Is time something "out there" - a part of nature and the universe - or is it something felt, so that we cannot imagine time passing without someone or something (a god) to experience it? The ancient physicists pictured time as a measure of motion or change. That picture raised for early Christian theologians the question whether time was created with the universe, and if so, whether God could do anything before there was time in which to do it. In our era, some philosophers have argued that time, properly understood, is unreal. But we might wonder whether such arguments can touch our experience of time. We speak of time as tyrannical, always moving forward, and finite for each of us. But it also moves fast or slowly, is full or empty. We travel through time thanks to the gift or curse of memory. And music can shape time beyond what physics can account for. This seminar will explore, through discussion of classical and contemporary readings in philosophy and literature, music and film, a range of attempts to understand our concept and experience of time.

Prerequisites: PHL 101 or 110, PHL 201 or 210.

Fulfills: Ways of Knowing/Metaphysics.

PHL 390. Independent Study. 3-6 Credit Hours.

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 420. Advanced Argumentative Writing. 3 Credit Hours.

The purpose of this seminar is to guide students through the difficult process of bringing a philosophical argument to life. Over the course of the semester, students will work on refining and presenting a piece of philosophical writing [approximately 15-20 pages]. Students will review the rudiments of philosophical prose, and they will be guided through the process of revising, getting feedback, and revising yet again. They will practice presenting their work to others, as well as giving feedback on the work of others. Thus, students will learn what it means to work independently in a community of other philosophers. At the discretion of the Philosophy Chair, a student may substitute this course for the first semester of the two-semester philosophy honors project (PHL 490). The student must secure permission for this substitution at the time of registration. DOES NOT FULFILL OLD CORE REL/PHL SEMINAR REQUIREMENT.

Prerequisites: PHL 110 and PHL 210.

Fulfills: Logic/Writing.

PHL 490. Research in Philosophy. 3-6 Credit Hours.

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 academic dean. The proposal will be kept on file in the academic dean's office. (F).

Philosophy Major (B.A.)

The philosophy curriculum for majors emphasizes the relevance of philosophy both to contemporary life and to personal development. Enriched by an understanding of the history of philosophy and in community with other majors, each student is encouraged to develop a course of study that speaks to his or her own concerns. A student who majors in philosophy must take:

- The requirements of the core;
- A course in logic (PHL 310 Critical Reasoning or PHL 311 Introduction to Formal Logic);
- Two courses in the history of philosophy (PHL 320 Ancient and Medieval Philosophy and PHL 321 Descartes to Kant);
- PHL 420 Advanced Argumentative Writing;
- One philosophy elective from the category of "Value Theory";
- One philosophy elective from the category of "Ways of Knowing/Metaphysics";
- Five additional philosophy electives.

Philosophy Major

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6

ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
History of Philosophy courses:		
PHL 320	Ancient and Medieval Philosophy	3
PHL 321	Descartes to Kant	3
Select one of the following Logic courses:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
One philosophy elective from the category of "Value Theory" (see list below)		3
One philosophy elective from the category of "Ways of Knowing/Metaphysics" (see list below)		3
Five additional philosophy electives		15
PHL 420	Advanced Argumentative Writing	3
Major Support Requirements		
Foreign Language (p. 43) ²		6
Electives		
Non-major electives		12
Free electives		24
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Students take 6 credits of a Foreign Language to fulfill their Core FLL/EAC requirement. These courses also count as their major support requirements. Intermediate level in a foreign language is required for a major in philosophy. For those students who require the introductory courses, 12 hours will be necessary to achieve this level.

The department's electives are divided into the categories of Logic/Writing, History, Value Theory, Ways of Knowing/Metaphysics:

Logic/Writing

PHL 310 Critical Reasoning

PHL 311 Introduction to Formal Logic

PHL 420 Advanced Argumentative Writing

History

PHL 320 Ancient and Medieval Philosophy

PHL 321 Descartes to Kant

PHL 322 Kant Through Contemporary Thought

PHL 324 Philosophies of Judaism

PHL 325 Asian Philosophy

PHL 327 Phil in the United States

Value Theory

PHL 340 Philosophy of Art

PHL 341 Philosophy and Literature

PHL 348 Social & Polit Phil:Historical

PHL 350 Philosophy of Law

PHL 353 Latin American Social Philosophy

PHL 355 Philosophy and Erotic Love

PHL 357 The Social Production of Space

Ways of Knowing/Metaphysics

PHL 329 Freud and Philosophy

PHL 352 Critical Theory & Technological Society

PHL 358 Philosophy of Race

PHL 362 Theory of Knowledge

PHL 363 Analytic Philosophy

PHL 364 Philosophy of Science

PHL 369 The Experience of Time

Course	Title	Credit Hour
Freshman Year		
First Semester		
EAC	Encountering Another Culture/Language (p. 43)	3
Free Elective		3
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
Credit Hours		15
Second Semester		
EAC	Encountering Another Culture/Language (p. 43)	3
Free Elective		3
PHL 110	Introduction to Philosophy	3
Mathematics (p. 43)		3
HST 111	World Civilization II	3
Credit Hours		15
Sophomore Year		
First Semester		
Natural Science (p. 43)		3
PHL 210	Moral Philosophy	3
Free Elective		3
ENG 210	Major Authors	3
Theology (p. 43)		3
Credit Hours		15
Second Semester		
PHL Elective (Value Theory)		3
PHL 320	Ancient and Medieval Philosophy	3
Non-Major Elective		3
Social Science (p. 43)		3

PHL Elective (Ways of Knowing/Metaphysics)	3
Credit Hours	15
Junior Year	
First Semester	
PHL 310 Critical Reasoning	3
PHL 321 Descartes to Kant	3
Free Elective	3
Non-Major Elective	3
ENG 310 Literature and Culture	3
Credit Hours	15
Second Semester	
PHL 420 Advanced Argumentative Writing	3
Free Elective	3
PHL Elective	3
Non-Major Elective	3
IDS Interdisciplinary Studies (p. 43)	3
Credit Hours	15
Senior Year	
First Semester	
PHL Elective	3
PHL Elective	3
Free Elective	3
Non-Major Elective	3
Religion (p. 43)	3
Credit Hours	15
Second Semester	
PHL Elective	3
PHL Elective	3
Free Elective	3
COR 400 Senior Studies: Transformations	3
Free Elective	3
Credit Hours	15
Total Credit Hours	120

Philosophy Minor

A student wishing to minor in philosophy must complete five courses in philosophy, at least two of which must be 300 or 400 level philosophy electives. In addition to PHL 110 Introduction to Philosophy and PHL 210 Moral Philosophy, a student may count one approved non-PHL course toward the minor. See the Chair to determine if a COR or PHO course is approved. Most electives in philosophy may be taken as soon as PHL 110 Introduction to Philosophy, PHL 210 Moral Philosophy or an equivalent course has been completed.

Physics

Chair: David Craig

Professor: George Coyne, David Craig

Associate Professor: Stamatios Kyrkos

Assistant Professor: Christopher Bass

Visiting Assistant Professor: Dennis W. Sullivan

Physics is the foundation of all natural science. 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 subjects 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 engineering. These courses provide advanced undergraduate physics and laboratory experience, including the option of independent research with a member of the physics faculty.

The physics B.A. or B.S. with one of the pre-engineering concentrations described below serve as the foundation for one of the physics-based bachelor's degrees earned as part of the bachelor's + master's engineering degree partnership with Syracuse University. See the section of this catalog devoted to Engineering (p. 170).

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.

Further information on these courses of study can be found on the physics and engineering Web pages, www.lemoyne.edu/physics and www.lemoyne.edu/engineering.

Student Learning Outcomes in Physics

Conversance with fundamental bodies of physical knowledge

Demonstrate an understanding of basic concepts appropriate to physics at the undergraduate level:

- a Classical Mechanics
- b Electricity & Magnetism
- c Relativity
- d Quantum Mechanics
- e Thermodynamics and Statistical Physics

Understand methods of physical inquiry including articulating questions, framing hypotheses, creating mathematical models, exploring the predictions of physical theories, and confronting theoretical predictions with experiments.

Demonstrate understanding of the fundamental foundations of physics and its place as an intellectual methodology for understanding the physical universe.

Development of analytical and mathematical skills

- Demonstrate a practical understanding of units of measurement and orders of magnitudes for physical quantities.
- Solve physical problems that require the use of introductory algebra and trigonometry, vectors, calculus, and approximations.

- Solve physical problems that require the use of advanced algebra and calculus, including differential equations, matrices, and eigenvalue problems.
- Employ software in modeling, visualization, and analysis of physical problems.
- Develop deeper, more complex problem solving techniques such as mastery of multiple representations of physical information including graphical representations, and approximation and estimation skills.

Development of fundamental laboratory skills

- Safely use experimental apparatus, make physical measurements, understand the limitations of measuring devices, and understand measurement uncertainties.
- Conduct error analysis and propagation of uncertainties into derived results.
- Analyze and interpret collected data and prepare clear written reports.
- Design and build equipment to make experimental measurements.
- Employ software and hardware in data acquisition, processing, and analysis.

Cultivation of scientific communication skills and ethical scientific conduct

- Analyze technical and scientific documentation and/or spoken instructions to determine what is being specified or requested.
- Present physical concepts, mathematical reasoning, and results of experiments through clear and effective scientific and/or technical written reports.
- Present scientific concepts and results through clear and effective oral and poster presentations.
- Write research proposals, including abstracts and project budgets.
- Demonstrate understanding of academic and scientific ethics and integrity and a respect for diversity in course and laboratory work, conduct of research, presentation of scientific results, and interactions with peers, students, mentors and mentees.

Development of research skills

- Be able to read, present, and discuss information found in scientific research literature.
- Synthesize and apply knowledge and skills from different areas of physics.
- Develop project management skills.
- Conduct independent or mentor-supervised research projects.
- Develop ability to work collaboratively on short and long term projects.

- Physics Major (B.A.) (p. 241)
- Physics Major (B.S.) (p. 243)
- Physics (B.A.): Pre-Medical (p. 245)
- Minor (p. 245)
- Physics-based Engineering Concentrations
Students participating in the bachelor's + master's engineering partnership with Syracuse University must choose the appropriate concentration.
 - B.S. in Physics with Concentration in Pre-Engineering (Civil with Structural focus) (p. 247)
 - B.S. in Physics with Concentration in Pre-Engineering (Civil with Geotechnical focus) (p. 246)
 - B.S. in Physics with Concentration in Pre-Engineering (Electrical) (p. 248)

- B.S. in Physics with Concentration in Pre-Engineering (Environmental) (p. 249)
- B.S. in Physics with Concentration in Pre-Engineering (Mechanical and Aerospace) (p. 250)

Physical Science (PHS)

PHS 120. Astronomy. 3 Credit Hours.

A survey of modern astronomy. Planets, stars, galaxies and the present scientific view of the universe and its origin are discussed. No prerequisites. Three lecture hours weekly.

PHS 128. Cosmology:Sci of Phys Universe. 3 Credit Hours.

Participants in this course will engage in a tour of the universe as we presently understand it and gain a much broader understanding of where we live. They will consider the scientific evidence available regarding the origin and future of the universe. They will consider the implications of this knowledge, and they will consider the questions that this knowledge raises. They will also see the process by which scientific knowledge is established, and they will encounter the limitations of the present state of our knowledge.

PHS 175. Dynamic Creation: Faith and Reason. 3 Credit Hours.

An interdisciplinary approach to the consideration of cosmology from the complementary perspectives of revelation and reason. The course will first consider the order of the universe as envisioned in selected works of the New Testament; it will then consider the data that the natural science of astronomy affords.

Prerequisite: Rel 200.

Cross-listed Courses: REL 389

PHS 275. Photography and Photometry. 3 Credit Hours.

This course explores those aspects of physics which relate to photography. It covers the basic properties of light, ray optics, infra red film and the visible spectrum, light polarization, lens optics, and the relationship of color film to light source. It also covers the digital camera and its components, and digital black and white printing. It provides students with an understanding of the relationship between physics and photography. No prerequisites. A compact digital camera or digital SLR camera is required. This course counts for core science credit.

Physics (PHY)

PHY 101. Non-Calculus General Physics I. 3 Credit Hours.

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 Credit Hours.

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. General Physics Laboratory. 1 Credit Hour.

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

PHY 104. General Physics Laboratory. 1 Credit Hour.

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

PHY 105. General Physics Scientists/Engineers I. 3 Credit Hours.

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

PHY 106. General Physics Scientists/Engineers II. 3 Credit Hours.

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

PHY 201. Fields and Waves. 3 Credit Hours.

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 11 (MTH 146) and General Physics II (either PHY 102 or PHY 106).

PHY 203. Foundations of Modern Physics. 3 Credit Hours.

Introduction to the pillars of modern physics: special relativity and quantum mechanics. Includes an 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 (either PHY 102 or phy 106). Prior completion of PHY 201 is desirable but not required.

PHY 215. Statics. 3 Credit Hours.

A course in that branch of mechanics which deals with particles or bodies in equilibrium under the action of forces or torques. It embraces the composition and resolution of forces, the equilibrium of bodies under balanced forces and such properties of bodies as center of gravity and moment of inertia.

Prerequisites: General Physics II (either PHY 102 or PHY 106) and Calculus II (either MTH 146 or MTH 152).

PHY 231. Experimental Foundations Modern Physics. 1 Credit Hour.

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. Prior completion of PHY 201 is strongly desirable but not required. Prerequisites: Calculus II (MTH 146), General Physics II (PHY 102 or PHY 106).

Corequisite: PHY 203.

PHY 251. Spc Topic: Fundamentals of Engineering. 3 Credit Hours.

Special Topics: A J-mester course introducing fundamental technical tools for engineers, including especially, but not necessarily limited to, introductory training in engineering CAD [Computer Aided Design] and numerical analysis of engineering problems [Matlab, Maple, Octave, or similar packages]. Course may include an engineering design competition that requires hands-on work outside of class time. Some class and / or computer lab time may be required at Syracuse University or other remote location.

PHY 280. Info in Chem & Physical Sciences. 1 Credit Hour.

This course will introduce the changing information landscape in chemistry and the physical sciences to help students become effective database and "free web" searchers. Students will also become familiar with the social and ethical issues relation to the production and use of scientific information in an increasingly digital society.

Cross-listed Courses: LIB 280, CHM 280

PHY 303. Classical Electromagnetic Theory I. 3 Credit Hours.

An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magnetostatics. PHY 304 is primarily devoted to electromagnetic dynamics and, time allowing, applications.

Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 304. Classical Electromagnetic Theory II. 3 Credit Hours.

An advanced undergraduate course in classical electromagnetic theory. PHY 303 covers vector calculus, electrostatics and magnetostatics. PHY 304 is primarily devoted to electromagnetic dynamics and, time allowing, applications.

Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 307. Quantum Mechanics I. 3 Credit Hours.

Topics are selected from, but not limited to, the quantum nature of reality, the Schrodinger 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 or MTH 304), PHY 201, and PHY 203.

PHY 308. Quantum Mechanics II. 3 Credit Hours.

Continuation of PHY 307, focusing on applications. Topics covered include, but are not necessarily restricted to, time-independent perturbation theory, variational principles, approximation, time-dependent perturbation theory, and scattering.

PHY 311. Electronics I. 4 Credit Hours.

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. Three lecture hours and one three-hour laboratory period per week.

Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106).

PHY 312. Electronics II. 4 Credit Hours.

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. Three lecture hours and one three-hour laboratory per week.

Prerequisites: Calculus II (MTH 146 or MTH 152) and General Physics (PHY 102 or PHY 106).

PHY 321. Analytical Mechanics I. 3 Credit Hours.

An advanced undergraduate course treating mechanics in the Newtonian, Lagrangian and Hamiltonian formulations with applications. Prerequisite or corequisite: MTH 303 or MTH 304 and PHY 203.

Prerequisite: PHY 201.

PHY 322. Analytical Mechanics II. 3 Credit Hours.

An advanced undergraduate course treating mechanics in the Newtonian, Lagrangian and Hamiltonian formulations with applications.

Prerequisites: A course in differential equations (MTH 303 or MTH 304), PHY 201, and PHY 203.

PHY 331. Atomic & Nuclear Physics Laboratory. 1 Credit Hour.

Experimental topics are drawn from, but not limited to, microwave optics and the physics of the nucleus. One three-hour laboratory period each week for one semester.

Prerequisite: PHY 203.

PHY 333. Computational Physics. 3 Credit Hours.

An introduction to computer techniques and simulations emphasizing problem solving in physics and the use of statistical, differential, integral, graphical, and numerical methods. Examples will be drawn from classical, statistical, and quantum mechanics and will include numerical integration, differentiation, and the solution of ordinary and partial differential equations, using programs such as Exel, Maple, Matlab, Mathematica etc.

Prerequisites: MTH 145 and MTH 146.

Corequisite: MTH 245.

PHY 390. Independent Study in Physics. 1-3 Credit Hours.

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 dean. It will be kept on file in the dean of arts and science's office.

PHY 399. Independent Study. 3 Credit Hours.**PHY 401. Mathematical Physics. 3 Credit Hours.**

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 11 (PHY 102 or PHY 106) and a course in differential equations (MTH 303 or MTH 304).

PHY 403. Physical Optics. 3 Credit Hours.

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.

PHY 405. Statistical Physics. 3 Credit Hours.

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. Prerequisite or corequisite: PHY 321.

Prerequisite: PHY 203.

PHY 407. Condensed Matter Physics. 3 Credit Hours.

Structure and binding of solids, electrical, magnetic and optical properties. Prerequisite or co-requisite: PHY 307.

PHY 408. Nuclear Physics. 3 Credit Hours.

Problems of nuclear forces, structure and stability, nuclear reactions.

Prerequisite: PHY 307.

PHY 431. Advanced Physics Laboratory. 1 Credit Hour.

Experimental topics are selected from, but not limited to, x-ray physics and applications such as atomic shell structure and crystal structure. One three-hour laboratory period each week for one semester.

Prerequisite: PHY 203.

PHY 441. Research Projects in Physics. 1-3 Credit Hours.

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 280.

PHY 476. Physics Capstone. 3 Credit Hours.

Capstone to the physics major. Independent research in collaboration with a faculty supervisor. (The nature of the project will vary with student interests and goals and faculty resources, but may include library research, creative work, theoretical or computational research, or laboratory work.) Students will give formal oral presentations on their research and write a comprehensive thesis on the work. Open to senior majors in physics and others with the consent of the program director. May be pursued in conjunction with honors theses if the projects are compatible with the requirements of each program, and with the prior consent of both programs. For students in the Bachelors-Masters engineering program with Syracuse University, may be pursued in conjunction with engineering projects at Syracuse if compatible with the requirements of each program, and with the prior consent of the program director. (Such projects must also have a Le Moyne College faculty supervisor.) Open to senior majors in physics and others with the consent of the program director.

PHY 490. Physics Internship. 1-6 Credit Hours.

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.

PHY 491. Physics Internship. 1-6 Credit Hours.

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.

Physics Major (B.A.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		3
DIV Diversity (p. 43)		0
Major Requirements		
Select one of the following sequences:		6

PHY 105 & PHY 106	General Physics Scientists/Engineers I and General Physics Scientists/Engineers II (preferred)	
PHY 101 & PHY 102	Non-Calculus General Physics I and Non-Calculus General Physics II	
PHY 103	General Physics Laboratory	1
PHY 104	General Physics Laboratory	1
PHY 201	Fields and Waves	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 303	Classical Electromagnetic Theory I	3
PHY 307	Quantum Mechanics I	3
PHY 321	Analytical Mechanics I	3
PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 476	Physics Capstone	3
Major Support Requirements		
MTH 145	Calculus I	4
MTH 146	Calculus II	4
MTH 245	Calculus III	4
Electives		
PHY Electives		6
Technical Electives ²		9
Free Electives		21
Total Credit Hours		125

¹ Some Core requirements may be fulfilled by major requirements.
² See Technical Electives list below.

Technical Electives

Courses on this list required for a degree will not count twice as an elective.

Code	Title	Credit Hours
BSC 105	Exercise Physiology	3
CHM 151	Chemical Principles I	3
CHM 152	Chemical Principles II	3
CHM 327	Physical Chemistry I	3
CHM 328	Physical Chemistry II	3
CHM 331	Physical Chemistry Laboratory	1
CHM 332	Physical Chemistry II Laboratory	1
CSC 175	Introduction to Algorithms and Program Design	4
ENG 397	Writing Nonfiction:	3
MTH 261	Linear Algebra	3
MTH 312	Mathematical Statistics	3
MTH 332	Real Analysis	4
MTH 303	Differential Equations and Mathematical Modeling	3
MTH 341	Abstract Algebra	3
MTH 361	Modern Geometry	3
MTH 421	Numerical Methods	3
MTH 481	Topology	3
ESS 205	Physical Geology	4

PHL 362	Theory of Knowledge	3
MTH 335	Intro to Complex Variables	3
CSC 241	Transition to Java	1
CSC 281	Discrete Mathematics	3
PHL 311	Introduction to Formal Logic	3
PHL 369	The Experience of Time	3
PHL 364	Philosophy of Science	3
PHL 352	Critical Theory & Technological Society	3
PHS 120	Astronomy	3
PHS 128	Cosmology:Sci of Phys Universe	3
PHS 275	Photography and Photometry	3
PSC 340	Science, Technology, & the Good Society	3
REL 318	Religion and Science	3
PHY 3XX/4XX	Upper-level physics electives	

Other courses not on the above list may also be approved as technical electives by the department chair. For students in the bachelors-masters engineering program with Syracuse University, many engineering courses at Syracuse University will qualify.

Typical Program for Physics Major B.A.

Course	Title	Credit Hour
Freshman Year		
First Semester		
HST 110	World Civilization I	3
MTH 145	Calculus I	4
PHY 103	General Physics Laboratory	1
PHY 105	General Physics Scientists/Engineers I	3
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
Credit Hours		17
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 146	Calculus II	4
PHY 104	General Physics Laboratory	1
PHY 106	General Physics Scientists/Engineers II	3
Credit Hours		14
Sophomore Year		
First Semester		
MTH 245	Calculus III	4
PHY 201	Fields and Waves	3
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3
Credit Hours		16
Second Semester		
ENG 210	Major Authors	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3

Elective	3
Credit Hours	16

Junior Year

First Semester

IDS Interdisciplinary Studies (p. 43)	3	
PHY 307	Quantum Mechanics I	3
PHY 331	Atomic & Nuclear Physics Laboratory	1
ENG 310	Literature and Culture	3
Elective	4	
Technical Elective	3	
Credit Hours	17	

Second Semester

PHY Elective	3
Theology (p. 43)	3
Technical Elective	3
Technical Elective	3
Elective	3
Credit Hours	15

Senior Year

First Semester

PHY 476	Physics Capstone	3
PHY 303	Classical Electromagnetic Theory I	3
Elective	3	
Religion (p. 43)	3	
VPA Visual & Performing Arts (p. 43)	3	
Credit Hours	15	

Second Semester

PHY 321	Analytical Mechanics I	3
Elective	3	
Social Science (p. 43)	3	
COR 400	Senior Studies: Transformations	3
PHY Elective	3	
Credit Hours	15	
Total Credit Hours	125	

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Typical Program for Physics Major B.A., M.S.T.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
MTH 145	Calculus I	4
PHY 103	General Physics Laboratory	1

PHY 105	General Physics Scientists/Engineers I	3
Credit Hours		17

Second Semester

PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
EAC	Encountering Another Culture/Language (p. 43)	3
MTH 146	Calculus II	4
PHY 104	General Physics Laboratory	1
PHY 106	General Physics Scientists/Engineers II	3
Credit Hours		17

Sophomore Year

First Semester

Theology (p. 43)		3
MTH 245	Calculus III	4
PHY 201	Fields and Waves	3
ENG 210	Major Authors	3
Technical Elective		3
Credit Hours		16

Second Semester

PHL 210	Moral Philosophy	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I	3
Elective		3
Credit Hours		13

Junior Year

First Semester

Religion (p. 43)		3
Technical Elective		3
PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 307	Quantum Mechanics I	3
CHM 327	Physical Chemistry I	4
& CHM 331	and Physical Chemistry Laboratory (or Elective)	
Credit Hours		14

Second Semester

Select one of the following:		3
PHL 301		
PHL 302		
PHL 303		
ENG 310	Literature and Culture	3
PHY Elective		3
Technical Elective		3
CHM 328	Physical Chemistry II	4
& CHM 332	and Physical Chemistry II Laboratory (or Elective)	
Credit Hours		16

Senior Year

First Semester

COR 400	Senior Studies: Transformations	3
PHY 476	Physics Capstone	3
PHY 303	Classical Electromagnetic Theory I	3

Elective		3
Credit Hours		12

Second Semester

EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515	Introduction to Special Edu Perspective	3
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Includ Classrm	3
PHY Elective		
Credit Hours		12

Intersession

EDG 500	Inquiry Into Foundations of Education	3
Credit Hours		3

Fifth Year

First Semester

EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 565		3
EDG 570	Adolescent Strategies and Technology	4
Science Technology Lab		1
EDG 580	Pedagogical Content Knowledge	3
Credit Hours		14

Second Semester

EDG 654	Superv Preservice Teaching Grades 7-9	4.5
EDG 656	Superv Preservice Teaching Grades 10-12	4.5
Credit Hours		9

Intersession

EDG 695	Graduate Research Seminar	3
EDG 560	Literacy Development Across Curriculum	3
Credit Hours		6

Total Credit Hours		149
--------------------	--	-----

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics Major (B.S.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC	Encountering Another Culture/Language (p. 43)	6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS	Interdisciplinary Studies (p. 43)	3

Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	3
DIV Diversity (p. 43)	0
Major Requirements	
Select one of the following sequences:	6
PHY 105 General Physics Scientists/Engineers I & PHY 106 and General Physics Scientists/Engineers II (preferred)	
PHY 101 Non-Calculus General Physics I & PHY 102 and Non-Calculus General Physics II	
PHY 103 General Physics Laboratory	1
PHY 104 General Physics Laboratory	1
PHY 201 Fields and Waves	3
PHY 203 Foundations of Modern Physics	3
PHY 231 Experimental Foundations Modern Physics	1
PHY 303 Classical Electromagnetic Theory I	3
PHY 307 Quantum Mechanics I	3
PHY 308 Quantum Mechanics II	3
PHY 311 Electronics I	4
PHY 321 Analytical Mechanics I	3
PHY 331 Atomic & Nuclear Physics Laboratory	1
PHY 333 Computational Physics	3
PHY 405 Statistical Physics	3
PHY 431 Advanced Physics Laboratory	1-3
or PHY 441 Research Projects in Physics	
PHY 476 Physics Capstone	3
Major Support Requirements	
MTH 145 Calculus I	4
MTH 146 Calculus II	4
MTH 245 Calculus III	4
MTH 304 Differential Equations for Scientists And Engineers	4
CHM 151 Chemical Principles I	3
Electives	
Major Electives	6
Technical Elective ²	3
Free Elective	3
Total Credit Hours	120

¹ Some Core requirements may be fulfilled by major requirements.

² See Technical Electives list below.

Technical Electives

Courses on this list required for a degree will not count twice as an elective.

Code	Title	Credit Hours
BSC 105	Exercise Physiology	3
CHM 151	Chemical Principles I	3
CHM 152	Chemical Principles II	3
CHM 327	Physical Chemistry I	3
CHM 328	Physical Chemistry II	3

CHM 331	Physical Chemistry Laboratory	1
CHM 332	Physical Chemistry II Laboratory	1
CSC 175	Introduction to Algorithms and Program Design	4
ENG 397	Writing Nonfiction:	3
MTH 261	Linear Algebra	3
MTH 312	Mathematical Statistics	3
MTH 332	Real Analysis	4
MTH 303	Differential Equations and Mathematical Modeling	3
MTH 341	Abstract Algebra	3
MTH 361	Modern Geometry	3
MTH 421	Numerical Methods	3
MTH 481	Topology	3
ESS 205	Physical Geology	4
PHL 362	Theory of Knowledge	3
MTH 335	Intro to Complex Variables	3
CSC 241	Transition to Java	1
CSC 281	Discrete Mathematics	3
PHL 311	Introduction to Formal Logic	3
PHL 369	The Experience of Time	3
PHL 364	Philosophy of Science	3
PHL 352	Critical Theory & Technological Society	3
PHS 120	Astronomy	3
PHS 128	Cosmology:Sci of Phys Universe	3
PHS 275	Photography and Photometry	3
PSC 340	Science, Technology, & the Good Society	3
REL 318	Religion and Science	3
PHY 3XX/4XX	Upper-level physics electives	

Other courses not on the above list may also be approved as technical electives by the department chair. For students in the bachelors-masters engineering program with Syracuse University, many engineering courses at Syracuse University will qualify.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
MTH 145	Calculus I	4
PHY 105	General Physics Scientists/Engineers I	3
PHY 103	General Physics Laboratory	1
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 146	Calculus II	4
PHY 106	General Physics Scientists/Engineers II	3
PHY 104	General Physics Laboratory	1
Credit Hours		14

Sophomore Year**First Semester**

PHL 210	Moral Philosophy	3
PHY 201	Fields and Waves	3
PHY 311	Electronics I	4
MTH 245	Calculus III	4
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17

Second Semester

ENG 210	Major Authors	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I	3
MTH 304	Differential Equations for Scientists And Engineers	4
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17

Junior Year**First Semester**

PHY 307	Quantum Mechanics I	3
PHY 331	Atomic & Nuclear Physics Laboratory	1
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
IDS Interdisciplinary Studies (p. 43)		3
ENG 310	Literature and Culture	3
Credit Hours		14

Second Semester

PHY 308	Quantum Mechanics II	3
PHY 333	Computational Physics	3
PHY 431	Advanced Physics Laboratory	1
Theology (p. 43)		3
Technical Elective		3
Credit Hours		13

Senior Year**First Semester**

PHY 303	Classical Electromagnetic Theory I	3
PHY 476	Physics Capstone	3
Religion (p. 43)		3
PHY Elective		3
Elective		3
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
PHY 405	Statistical Physics	3
PHY Elective		3
Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		13
Total Credit Hours		120

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in

alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics Minor

Required courses for a minor in physics include:

Select one of the following sequences:		6
PHY 105	General Physics Scientists/Engineers I & PHY 106 and General Physics Scientists/Engineers II	
PHY 101	Non-Calculus General Physics I & PHY 102 and Non-Calculus General Physics II	
PHY 103	General Physics Laboratory & PHY 104 and General Physics Laboratory	2
MTH 145	Calculus I & MTH 146 and Calculus II	8
PHY 201	Fields and Waves	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
Total Credit Hours		23

Physics (B.A.): Pre-Medical

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

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 105	General Physics Scientists/Engineers I	3
PHY 103	General Physics Laboratory	1
MTH 145	Calculus I	4
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
Credit Hours		21
Second Semester		
PHY 104	General Physics Laboratory	1
PHY 106	General Physics Scientists/Engineers II	3
MTH 146	Calculus II	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab	1
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		18

Sophomore Year**First Semester**

PHY 201	Fields and Waves	3
MTH 245	Calculus III	4
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3

BIO 191	General Biology I	4
CHM 223	Organic Chemistry I	3
CHM 223L	Organic Chemistry 1 Lab	1
Credit Hours		21

Second Semester

PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
EAC	Encountering Another Culture/Language (p. 43)	3
ENG 210	Major Authors	3
CHM 224	Organic Chemistry II	3
CHM 224L	Organic Chemistry II Lab	1
BIO 192	General Biology II	4
Credit Hours		18

Junior Year**First Semester**

PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 307	Quantum Mechanics I	3
ENG 310	Literature and Culture	3
IDS	Interdisciplinary Studies (p. 43)	3
Select one of the following: ¹		3-4
BIO 218	Cell and Molecular Biology	
Elective		
Credit Hours		13-14

Second Semester

Theology (p. 43)		3
PHY Elective		3
PHY Elective		3
Credit Hours		9

Senior Year**First Semester**

PHY 303	Classical Electromagnetic Theory I	3
PHY 476	Physics Capstone	3
Religion (p. 43)		3
VPA	Visual & Performing Arts (p. 43)	1
Select one of the following: ¹		3
CHM 460	Biochemistry I	
Elective		
BIO 462	Biochemistry Laboratory ²	1
Credit Hours		14

Second Semester

PHY 321	Analytical Mechanics I	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
Select one of the following: ¹		3
BIO 225	The Poisoning of a Planet	
Elective		
Select one of the following: ¹		3
BIO 461	Biochemistry II	
Elective		
Credit Hours		15
Total Credit Hours		129-130

¹ For biology minor, elective otherwise. Either BIO 225 or CHM 460 with BIO 218 for the biology minor.

² CHM 462 Biochemistry Laboratory is not required for CHM 460 Biochemistry I

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics (B.S.) with Concentration in Pre-Engineering: Civil with Geotechnical Focus

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 103	General Physics Laboratory ¹	1
PHY 105	General Physics Scientists/Engineers I ¹	3
MTH 145	Calculus I ¹	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHY 104	General Physics Laboratory ¹	1
PHY 106	General Physics Scientists/Engineers II ¹	3
MTH 146	Calculus II ¹	4
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		14
Sophomore Year		
First Semester		
PHY 201	Fields and Waves	3
PHY 311	Electronics I	4
ECS 221 ²		3
MTH 245	Calculus III ¹	4
PHL 210	Moral Philosophy	3
Credit Hours		17
Second Semester		
ENG 210	Major Authors	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I ¹	3
ECS 325 ²		4
MTH 304	Differential Equations for Scientists And Engineers	4
Credit Hours		18

Junior Year**First Semester**

PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 307	Quantum Mechanics I	3
CHM 151	Chemical Principles I ¹	3
CHM 151L	Chemical Principles I Laboratory ¹	1
CIE 337 ²		4
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		18

Second Semester

PHY 333	Computational Physics	3
PHY 308	Quantum Mechanics II	3
PHY 431	Advanced Physics Laboratory	1
EAC Encountering Another Culture/Language (p. 43)		3
Theology (p. 43)		3
CIE 338 ²		3
Credit Hours		16

Senior Year**First Semester**

PHY 303	Classical Electromagnetic Theory I	3
PHY 476	Physics Capstone	3
IDS Interdisciplinary Studies (p. 43)		3
MAE/CIE 341 ²		4
Religion (p. 43)		3
Credit Hours		16

Second Semester

PHY 401	Mathematical Physics ¹	3
PHY 405	Statistical Physics ¹	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
PHY Elective		3
Credit Hours		16
Total Credit Hours		132

¹ Satisfies pre-requisites for admission to master's program. 3.0 GPA in math/science/eng & overall also required.

² Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics (B.S.) with Concentration in Pre-Engineering: Civil with Structural Focus

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 103	General Physics Laboratory ¹	1
PHY 105	General Physics Scientists/Engineers I ¹	3
MTH 145	Calculus I ¹	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHY 104	General Physics Laboratory ¹	1
PHY 106	General Physics Scientists/Engineers II ¹	3
MTH 146	Calculus II ¹	4
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		14
Sophomore Year		
First Semester		
PHY 201	Fields and Waves	3
PHY 311	Electronics I	4
ECS 221 ²		3
MTH 245	Calculus III ¹	4
PHL 210	Moral Philosophy	3
Credit Hours		17
Second Semester		
ENG 210	Major Authors	3
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I ¹	3
ECS 325 ²		4
MTH 304	Differential Equations for Scientists And Engineers	4
Credit Hours		18
Junior Year		
First Semester		
PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 307	Quantum Mechanics I	3
CHM 151	Chemical Principles I ¹	3
CHM 151L	Chemical Principles I Laboratory ¹	1
CIE 331 ²		3
ENG 310	Literature and Culture	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17
Second Semester		
PHY 333	Computational Physics	3

PHY 308	Quantum Mechanics II	3
PHY 431	Advanced Physics Laboratory	1
CIE 332 ²		3
EAC Encountering Another Culture/Language (p. 43)		3
Theology (p. 43)		3
Credit Hours		16

Senior Year**First Semester**

PHY 303	Classical Electromagnetic Theory I	3
PHY 476	Physics Capstone	3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
CIE 337 ²		4
Credit Hours		16

Second Semester

PHY 401	Mathematical Physics ¹	3
PHY 405	Statistical Physics ¹	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
PHY Elective		3
Credit Hours		16

Total Credit Hours		131
--------------------	--	-----

¹ Satisfies pre-requisites for admission to master's program.² Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics (B.S.) with Concentration in Pre-Engineering: Electrical focus

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 103	General Physics Laboratory ¹	1
PHY 105	General Physics Scientists/Engineers I ¹	3
MTH 145	Calculus I ¹	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHY 104	General Physics Laboratory ¹	1
PHY 106	General Physics Scientists/Engineers II ¹	3
MTH 146	Calculus II ¹	4
MTH 111	Introduction to Statistics I (with Computer Lab)	4

PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Credit Hours		18

Sophomore Year**First Semester**

PHY 201	Fields and Waves	3
MTH 245	Calculus III ¹	4
ELE 231 ²		3
ELE 291 ²		1
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		17

Second Semester

PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I	3
MTH 304	Differential Equations for Scientists And Engineers	4
ELE 232 ²		3
ELE 292 ²		1
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		18

Junior Year**First Semester**

PHY 331	Atomic & Nuclear Physics Laboratory	1
MTH 311	Introduction to Probability Theory ¹	3
PHY 307	Quantum Mechanics I	3
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
ELE 331 ²		3
ENG 210	Major Authors	3
Credit Hours		17

Second Semester

PHY 333	Computational Physics	3
PHY 308	Quantum Mechanics II	3
PHY 431	Advanced Physics Laboratory	1
ENG 310	Literature and Culture	3
VPA Visual & Performing Arts (p. 43)		1
ELE 333 ²		3
ELE 346 ²		3
Credit Hours		17

Senior Year**First Semester**

PHY 303	Classical Electromagnetic Theory I ¹	3
PHY 476	Physics Capstone	3
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
ELE 351 ²		3
Credit Hours		18

Second Semester

PHY 401	Mathematical Physics ¹	3
---------	-----------------------------------	---

PHY 405	Statistical Physics	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
ELE 352 ²		3
PHY Elective		3
Credit Hours		18
Total Credit Hours		140

¹ Satisfies pre-requisites for admission to master's program.

² Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics (B.S.) with Concentration in Pre-Engineering: Environmental Focus

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 103	General Physics Laboratory ¹	1
PHY 105	General Physics Scientists/Engineers I ¹	3
MTH 145	Calculus I ¹	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHY 104	General Physics Laboratory ¹	1
PHY 106	General Physics Scientists/Engineers II ¹	3
MTH 146	Calculus II ¹	4
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Theology (p. 43)		3
Credit Hours		17
Sophomore Year		
First Semester		
PHY 201	Fields and Waves	3
PHY 311	Electronics I	4
MTH 245	Calculus III ¹	4
CHM 151	Chemical Principles I ¹	3
CHM 151L	Chemical Principles I Laboratory ¹	1
PHL 210	Moral Philosophy	3
Credit Hours		18
Second Semester		
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1

PHY 321	Analytical Mechanics I	3
MTH 304	Differential Equations for Scientists And Engineers	4
CHM 152	Chemical Principles II	3
CHM 152L	Chemical Principles II Lab ¹	1
CIE 274		3
Credit Hours		18

Junior Year

First Semester

PHY 331	Atomic & Nuclear Physics Laboratory	1
PHY 307	Quantum Mechanics I	3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
CIE 341 ²		3
MAE 341 ²		4
Credit Hours		17

Second Semester

PHY 308	Quantum Mechanics II	3
PHY 333	Computational Physics	3
PHY 431	Advanced Physics Laboratory	1
ENG 210	Major Authors	3
EAC Encountering Another Culture/Language (p. 43)		3
CIE 352 ²		4
Credit Hours		17

Senior Year

First Semester

PHY 303	Classical Electromagnetic Theory I ¹	3
PHY 476	Physics Capstone	3
Religion (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
CIE 442 ²		4
Credit Hours		16

Second Semester

PHY 401	Mathematical Physics ¹	3
PHY 405	Statistical Physics	3
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
PHY Elective		3
Credit Hours		16
Total Credit Hours		136

¹ Satisfies pre-requisites for admission to master's program.

² Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Physics (B.S.) with Concentration in Pre-Engineering: Mechanical and Aerospace Focus

Course	Title	Credit Hour
Freshman Year		
First Semester		
PHY 103	General Physics Laboratory ¹	1
PHY 105	General Physics Scientists/Engineers I ¹	3
MTH 145	Calculus I ¹	4
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		17
Second Semester		
PHY 104	General Physics Laboratory ¹	1
PHY 106	General Physics Scientists/Engineers II ¹	3
MTH 146	Calculus II ¹	4
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
Credit Hours		17
Sophomore Year		
First Semester		
PHY 201	Fields and Waves	3
PHY 311	Electronics I	4
MTH 245	Calculus III ¹	4
EAC Encountering Another Culture/Language (p. 43)		3
ECS 221 ²		3
Credit Hours		17
Second Semester		
PHY 203	Foundations of Modern Physics	3
PHY 231	Experimental Foundations Modern Physics	1
PHY 321	Analytical Mechanics I ¹	3
MTH 304	Differential Equations for Scientists And Engineers	4
EAC Encountering Another Culture/Language (p. 43)		3
ECS 325 ²		4
Credit Hours		18
Junior Year		
First Semester		
PHY 307	Quantum Mechanics I	3
PHY 331	Atomic & Nuclear Physics Laboratory	1
MTH 311	Introduction to Probability Theory ¹	3
CHM 151	Chemical Principles I	3
CHM 151L	Chemical Principles I Laboratory	1
ENG 310	Literature and Culture	3
MAE 341 ²	Fluid Mechanics	4
Credit Hours		18

Second Semester		
PHY 308	Quantum Mechanics II	3
PHY 333	Computational Physics ¹	3
PHY 431	Advanced Physics Laboratory	1
PHL 210	Moral Philosophy	3
Religion (p. 43)		3
Social Science (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		17
Senior Year		
First Semester		
PHY 303	Classical Electromagnetic Theory I	3
PHY 476	Physics Capstone	3
IDS Interdisciplinary Studies (p. 43)		3
Theology (p. 43)		3
ECS 326 ²	Engineering Materials	3
MAE 315 ²	Mech/Aero Lab	3
Credit Hours		18
Second Semester		
PHY 405	Statistical Physics ¹	3
COR 400	Senior Studies: Transformations	3
MAE 321 ²		3
MAE 322 ²		3
PHY Elective		3
Credit Hours		15
Total Credit Hours		137

¹ Satisfies pre-requisites for admission to master's program.

² Taken at Syracuse University.

Most PHY 300- and PHY 400-level courses, except PHY 311 Electronics I, PHY 331 Atomic & Nuclear Physics Laboratory, PHY 431 Advanced Physics Laboratory, and PHY 476 Physics Capstone, are offered in alternate years, so students graduating in odd-numbered years follow a program in which the third and fourth years of PHY courses are interchanged.

Political Science

Chair: Delia Popescu

Associate Professor: Matthew Loveland, Delia Popescu

Assistant Professor: Jonathan Parent

Visiting Assistant Professor: Anirban Acharya

Adjunct Faculty: Mary Ellen Mangino, James T. Snyder

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. To facilitate academic focus the department offers five concentrations (Pre-Law, Public Service, International Relations/Comparative Politics, General Study and Education). Whatever career path is chosen, however, the

department's primary mission is to prepare students for a life of active and informed citizenship.

Students majoring in political science must choose a concentration with the advice and consent of the departmental advisor. Each of the department's five concentrations provides rigorous training with emphasis on the skills needed to prepare for careers or post-graduate education. The Pre-Law concentration offers students a well-rounded curriculum focused on critical thinking and analytical skills for law school or for graduate work related to the academic study of law. The Public Service concentration prepares students for careers at all levels of public administration and policy making. The International Relations/Comparative Politics concentration offers training in the dynamic issues of international affairs and prepares students for careers in diplomacy, foreign service, international organizations and any other careers that requires knowledge of international issues.

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 students to the role of power and the pervasiveness of politics,
5. development of political skills and
6. the combined use of these skills for possible future public service, whether local, state, national or international.

As part of our commitment to these objectives, the department requires that majors complete one of the following practical experiences: Two one-credit service learning courses, an internship, a study abroad experience or any similar practical experience to be decided in consultation with the department chair (for a minimum of two credit hours). These experiences are designed to link the students' academic learning with real world experiences of citizenship.

Student Learning Objectives in Political Science

Critical thinking

For our department, critical thinking in social science means identifying gaps in existing knowledge and filling them. It also means applying social science knowledge to social and political problems in service of a more just society. To demonstrate critical thinking, student work evaluates existing political science knowledge, analyzes appropriate data, and creates reasonable policy proposals. Examples of student work we would use to evaluate this outcome would be a research methods research proposal, papers applying theory to current political problems, and a senior capstone paper.

Values awareness

Students analyze their own values relative to longstanding normative worldviews. Political Science graduates evaluate how their value systems are informed by politics and in turn influence policy preferences. Across the curriculum students work to create a unique sense of self upon a foundation of moral reflection. Examples of student work to assess are the 3 reflection papers written as part of our department's Service Learning requirement.

Power in politics

Students analyze power disparities across economic, social, and political statuses. Students evaluate how these disparities relate to one another in current political conditions. Students create and articulate a coherent position of their placement in current structures of power. Student work that demonstrates this would be course papers in Power and Justice, Democracy and Its Critics, and a senior capstone experience.

- Political Science (B.A.) with Concentration in Pre-Law (p. 256)
- Political Science (B.A.) with Concentration in Public Service (p. 258)
- Political Science (B.A.) with Concentration in International Relations/Comparative Politics (p. 260)
- Political Science (B.A.) with Concentration in General Study (p. 261)
- Political Science (B.A.) with Teacher Certification (p. 262)
- Double Majors
 - Political Science can be paired with a variety of other majors for a double major, including: history, peace and global studies, theatre.
 - Double Major in Political Science and Communications (p. 262)
 - Double Major (B.A.) in Political Science and History (p. 263)
 - Double Major (B.A.) in Political Science and Peace and Global Studies (p. 263)
 - Double Major (B.A.) in Political Science and Theatre (p. 264)
- Minors
 - Political Science Minor (p. 264)
 - Legal Studies Minor (p. 264)

Political Science (PSC)

PSC 100. Contemporary Issues in American Politics. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV). Cross-listed Courses: CJS 100

PSC 101. American National Politics. 3 Credit Hours.

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 may be offered in conjunction for non-majors. This course, and the service learning experience integrated into it, are required of all Political Science majors.

PSC 105. Comparative Politics. 3 Credit Hours.

This course will introduce you to the comparative analysis of governments, political movements, institutions, cultures, and ideologies around the world. The course will comparatively address a variety of cases including the UK, France, Brazil, Iran, China, Russia, India, Nigeria, and the U.S.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PGS 105

PSC 201. Introduction to Political Science. 3 Credit Hours.

An introduction to the philosophy and methodology of the scientific study of politics. A survey of the various approaches to political science and their utility. Required of all Political Science majors.

PSC 202. Methods of Political Science. 3 Credit Hours.

An introduction to the philosophy and methodology of the scientific study of politics. A survey of the various approaches to political science and their utility: Research methodology, the analysis of political data, survey research methods. Required of all Political Science majors.

Prerequisites: MTH 111 and one of the following: PSC 101, SOC 101, ANT 101, ANT 102, CJS 101.

Cross-listed Courses: CJS 201, SOC 201

PSC 203. Public Opinion, Political Behavior, and Policy. 3 Credit Hours.

Politicians and members of the media often refer to public opinion when discussing policy options and political strategy. Scholars study public opinion as a way to describe and explain political behavior, social divisions, and policy debates. But what is 'public opinion' and does it affect policy decisions, voting, or activism? This course surveys classical and contemporary scholarly approaches to theorizing and measuring public opinion, as well as the role of 'public opinion' in the framing of political debate, political action, and the formation of public policy.

PSC 205. Introduction to Legal Studies. 3 Credit Hours.

An introduction to the American legal system: its processes, institutions, actors, objectives, values, and impact. We will investigate how law affects not only society but also how it affects the attitudes and actions of individuals in everyday life. To study this, an interdisciplinary approach is adopted and theories that range from the mainstream to the critical will be examined. This course is required for the LGS minor.

Cross-listed Courses: LGS 201

PSC 207. Power and Justice. 3 Credit Hours.

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: the mechanisms of 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.

Fulfills Core Requirement(s): Diversity (DIV).

PSC 221. State Government and Politics. 3 Credit Hours.

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 223. The Presidency. 3 Credit Hours.

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 230. Legal Research and Writing. 3 Credit Hours.

Students will be introduced to the skills of legal analysis, legal research, and legal writing. The course will focus on building a basic legal vocabulary, issue recognition, effective organization, clear writing, and proper legal citation. Students will also have an opportunity to strengthen their speaking skills by participating in oral arguments. These skills form the essential building blocks of critical and logical thinking, and will serve any student interested in pursuing legal studies, advancing their undergraduate education, entering graduate school, or working in science or business.

Cross-listed Courses: LGS 230

PSC 243. Law and Politics. 3 Credit Hours.

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?

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: LGS 243

PSC 253. Cybersecurity Law. 3 Credit Hours.

An introduction to the key legal and policy issues related to cybersecurity, including the legal authorities and obligations of both the government and the private sector with respect to protecting computer systems and networks, as well as the national security aspects of the cyber domain including authorities related to offensive activities in cyberspace. The course will include a survey of federal laws, executive orders, regulations, and cases related to surveillance, cyber intrusions by private and nation-state actors, data breaches, and privacy and civil liberties matters, among other things.

Cross-listed Courses: LGS 253

PSC 261. International Politics. 3 Credit Hours.

A survey of some major problems associated with international politics. Special attention is given to the study of nationalism, the nation-state, international organization (especially the United Nations), and the comparative foreign policies of selected nations.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 261

PSC 301. The U.S. Supreme Court. 3 Credit Hours.

An examination of the personalities, politics, processes, decision-making and impact of the United States Supreme Court.

Cross-listed Courses: LGS 301

PSC 303. Democracy and Its Critics. 3 Credit Hours.

The term "democracy" has become synonymous with legitimate rule. But what kind of democracy is the true fountain of legitimacy? What type of institutions are best fitted for instituting democracy? What are the conditions without which democracy cannot survive? Who is included in the phrase "we, the people"? Are democratic regimes more viable in homogenous or heterogeneous societies? Can democracy be tyrannical? This course investigates historical and contemporary controversies that reflect various challenges to democracy, the forms of actual democratic politics, and the meaning of "democracy" as a concept.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Diversity (DIV).

Cross-listed Courses: PGS 303

PSC 310. Us Diplomatic History Since 1900. 3 Credit Hours.

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.

PSC 312. Women and Politics. 3 Credit Hours.

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. Fulfills Core requirement(s): DIV.

Cross-listed Courses: GWS 312

PSC 314. Church and State in the United States. 3 Credit Hours.

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. Fulfills Core requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: REL 314

PSC 320. The Self, Society, and Justice. 3 Credit Hours.

The self is one of the most familiar and yet most mysterious of concepts. We take for granted the idea that we have or are a self, and we regularly and comfortably refer to selves. But what is the self? And what are the moral and political implications for how we understand justice and the self? This course explores the nature of the self through philosophical and social scientific lenses. We will consider classic philosophical and social scientific discussions of the self, as well as the ways in which these disciplines can challenge, enrich, and play off of each other.

Prerequisites: PHL 110.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: PHO 366

PSC 322. Urban Politics. 3 Credit Hours.

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. Congress. 3 Credit Hours.

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 325. Conservatism in America. 3 Credit Hours.

What is conservative political thought? Is there such a thing as a coherent conservative political philosophy? This course examines classic conservative texts with a focus on the principles that established its foundations. The course follows the intellectual evolution of the conservative tradition in both Europe and America.

Fulfills Core Requirement(s): Diversity (DIV).

PSC 329. History of Latin American Social Movements. 3 Credit Hours.

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 re-defined gender roles and placed the economic and environmental concerns of the poor in the international spotlight.

Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: GWS 329, HST 329, PGS 329

PSC 331. Introduction to Public Administration. 3 Credit Hours.

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 332. Public Policy. 3 Credit Hours.

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.

PSC 333. Environmental Politics. 3 Credit Hours.

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, and ozone depletion. The course examines how such policies are made and implemented, as well as what actions, both individual and collective, can be taken to alleviate such problems.

PSC 334. Social Activism. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: GWS 334, PGS 334

PSC 340. Science, Technology, & the Good Society. 3 Credit Hours.

From the alarm clock (or is it your smart phone?) that wakes us up to the Tylenol PM that helps us get to sleep, and all tablets and wearable technology in between, scientific wonders and technological gadgets are woven into our experiences and relationships like never before. Are these signs of social progress? Are these indicators we've lost touch with our humanity? Are we more connected or more isolated as a result? Are we freer, or more surveilled? How do we live responsibly and promote justice in this? These are questions we'll address in this seminar style course about living a life for others in a society regularly transformed by science and technology.

Cross-listed Courses: COR 400F

PSC 344. Immigration. 3 Credit Hours.

This course examines the topic of immigration from multiple perspectives: historical comparison between current and previous waves of immigrants, political debates over what we should do locally and nationally, the complex economic and social impacts of immigrants (both legal and unauthorized), the changing legal environment, comparative immigration policies, and the post-9/11 national security implications of immigration. This course aims to have you explore and challenge your own views, try to make sense of competing arguments and evidence, and gain a respect for perspectives not your own. A visit to the National Immigration Museum at Ellis Island may be planned. Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 344, SOC 343, CJS 343

PSC 345. Government and Business. 3 Credit Hours.

This course explores the impact of business strategies and power on government decisions. It then focuses on government policies that influence business behavior. This topic addresses a central and timely question: What is the proper relationship between government and business that would best promote the culture's values and the public good?

PSC 351. Political Parties. 3 Credit Hours.

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 353. Government and the Mass Media. 3 Credit Hours.

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.

Cross-listed Courses: CMM 353

PSC 354. Politics in Film. 3 Credit Hours.

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. Fulfills Core Requirement(s): Visual and Performing Arts (VPA) and Interdisciplinary Studies (IDS).

PSC 357. The Arab World: What We Need to Know. 3 Credit Hours.

Special Topics Course: Tension and a lack of understanding have long characterized our relationship with the Arab World. During the past two decades, the East-West divide has been exacerbated by the 9/11 terror attacks on the US, the war on Iraq, multiple conflicts and the spread of extremist currents across the Middle East, and the continued occupation of Palestinian lands. This course will provide students with: an outline history of US relations with the Middle East; a survey of regional developments during the past half-century; an examination of how Arabs and Americans view each other and the sources of tension and misunderstanding that have shaped US perceptions of and policies toward the Middle East. Course is pending curriculum committee approval.

PSC 359. Cold War & Global Upheaval, 1964-Present. 3 Credit Hours.

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. Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: HST 359, PGS 369

PSC 360. Model United Nations. 1 Credit Hour.

This course is designed to provide an orientation to the activities of the United Nations, as well as providing an understanding of the modalities of international diplomacy. This course will include current events, pressing international issues, the basics of international law and some of the protocol and procedures of diplomacy. All of this will assist students in preparing for their role as a distinguished diplomat at the National Model United Nations conference (conference attendance is not mandatory).

Cross-listed Courses: PGS 360

PSC 362. International Law. 3 Credit Hours.

The course will examine the theory and practice of International Law (IL) with reference to various events, which shaped the development of international law in all its forms (norms, rules, principles, precedent, custom, treaties etc). The course will emphasize current international legal norms and possibilities for future development.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: LGS 362, PGS 364

PSC 363. U.S. Foreign Policy. 3 Credit Hours.

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.

Cross-listed Courses: PGS 363

PSC 366. Globalization: the Politics of International Economic Relations. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 366

PSC 367. War, Peace and Violence. 3 Credit Hours.

This course will examine the theory and practice of the Just War doctrine. At the most general level, we will be concerned with the debate between realists, just war theorists and pacifists over the moral character of war. More specific topics include the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; the distinction between direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; guerrilla warfare; terrorism and reprisals; nuclear deterrence; and various religious conceptions of war and peace, especially those found in various Christian pacifist and Islamic traditions.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

Cross-listed Courses: PGS 367

PSC 370. International Courts & Global Justice. 3 Credit Hours.

This course combines almost three weeks of study abroad at The Hague University in the summer with Le Moyne-based sessions in either the Fall after travel or the Spring prior to travel. The course provides historical, analytical, as well as experiential education in the fields of genocide studies, justice, and conflict resolution through intensive workshops, lectures, simulations, and a case-study. We will focus on the meaning of justice and its various dimensions (do we seek retribution, restoration, or some transitional middle ground?), and on how the international pursuit of that justice is complicated by issues such as sovereignty, denial of genocide, on-going violence, and the rejection of international jurisdiction. The course consists of in-class "traditional" lectures at (built around the case study and all of the related facets of international justice), interactive sessions with international court personnel, jurists, and scholars, as well as visits to historical sites. This course fulfills the study abroad requirement for PSC majors and Integral Honors Students.

NOTE: THERE ARE ADDITIONAL TRAVEL EXPENSES ASSOCIATED WITH THIS COURSE. TRAVEL COMPONENT OVER SUMMER 2017 IS MANDATORY; NO REGULAR CLASSROOM MEETINGS DURING SPRING 2017 SEMESTER. SEE INSTRUCTOR FOR REGISTRATION.

Cross-listed Courses: PGS 370

PSC 375. The New Europe: Central & Eastern Europe. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Diversity (DIV).

Cross-listed Courses: PGS 375

PSC 377. Security Studies. 3 Credit Hours.

The purpose of this course is to introduce a selection of the most important ideas that form the basis of security studies including the international political system, the state, the military, and war, and other prevailing concepts, organizing principles, military deployment patterns, legal regulations, and political relationships that determine the state of international security at the moment. The course will also explore the organization and functions of the U.S. Intelligence community, its interaction with national security policymakers, key issues about its workings, and the challenges it faces in defining its future role.

Cross-listed Courses: PGS 377

PSC 389. Opium, Empire, and State in Asia. 3 Credit Hours.

Opium is an ancient medicine that became a mainstay for European traders in Asia and the keystone of their imperial economies. After opium opened Asian states to European influence it was established as an economic necessity for multi-national empires, emerging states, and insurgencies alike. This course looks at the political, economic, and social relations of opium in Asia and the world. It examines the connections between local production and global trade in the politics of native cultures, national governments, and international relations. At the end of the semester students will be able to look at today's headlines and understand their historical roots as well their future implications. Fulfills Core: Interdisciplinary Studies (IDS) and Cultural Elective (CE).

Cross-listed Courses: HST 389, PGS 389

PSC 390. Independent Study. 1-3 Credit Hours.

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 dean. It will be kept on file in the academic dean's office.

PSC 402. Program Evaluation Research Methods And Policy. 3 Credit Hours.

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.

Cross-listed Courses: SOC 402, ACT 402, ECO 402

PSC 405. International Human Rights. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

Cross-listed Courses: PGS 405, GWS 405

PSC 417. African History. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV) and Cultural Elective (CE).

Cross-listed Courses: PGS 417, HST 417

PSC 428. Politics and Literature. 3 Credit Hours.

Does literature reflect on the use of power, authority, ideology and identity? How does literature affect us and the way we interpret the political world? What makes theatre political? What hopes for changing the world does theatre dramatize? How does the theatre become a productive site for representing, and even enacting, political change? This course explores these questions by reading various literary works including a number of plays from different time periods. The encompassing question this course tries to answer (by analyzing the perspectives of different authors) is: What does it mean to have political freedom?

Fulfills Core Requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

Cross-listed Courses: THR 428

PSC 440. Special Topics Placeholder. 3 Credit Hours.

Special Topics for Political Science are designated as PSC 440-445.

PSC 448. In Search of Community. 3 Credit Hours.

This course is designed to examine the significance and meaning of community in a variety of contexts and how people attempt to build it. We will examine competing definitions of community, consider the meaning of political communities, religious communities, urban and rural communities, counterfeit communities, virtual communities, and global communities. Particular attention will be given to examining the conditions that must be present in order to build the social capital needed to create genuine communities.

PSC 450. Senior Seminar. 3 Credit Hours.

The Senior Seminar in Political Science requires students to apply their knowledge of theory and methods to a current question in political science. Students will develop an original paper about a question of their choice, and present that paper to their peers at the end of the semester. Throughout the seminar, students will read and discuss a range of contemporary political science literature. Prerequisite(s): PSC 201, PSC 202, PSC 207. Senior standing required.

PSC 451. American Constitutional Law I. 3 Credit Hours.

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

Cross-listed Courses: LGS 451

PSC 452. American Constitutional Law II. 3 Credit Hours.

A study of selected problems in constitutional law with emphasis on areas of current concern. Material consists of case studies, selected articles, commentaries and judicial biographies. The Supreme Court is viewed as a social, economic and cultural force in our political system as well as a source and arbiter of law and order. The interaction of the court and interest groups is examined in connection with the development of constitutional law.

Cross-listed Courses: LGS 452

PSC 460. Law and Reproductive Rights. 3 Credit Hours.

The law touches on every aspect of our lives, including the most intimate and personal decisions we make concerning our reproduction, our sexuality, and our very identities. This course will focus on the ways in which lawmakers and judges have tried to create policy dealing with these extremely difficult issues, as well as what those outside of the courts and legislatures have argued about what the government's role should be in this area. Selected topics to be covered include abortion, the regulation of birth and motherhood, LGBT rights and policy, birth control and sex education.

Cross-listed Courses: CCM 460, CCM 560

PSC 470. Seminar: Environmental Topics. 3 Credit Hours.

This advanced seminar provides students with the opportunity to explore the complexity of environmental issues in detail. By choosing current topics and analyzing the scientific and socio-economic factors underlying environmental problems, students will develop greater awareness and understanding of society's ability to mitigate these problems. This course places a high emphasis on oral and written presentation skills. Prerequisite(s): 20 credits in BIO, ESS, PSC, ECO from 200, 300 or 400 level courses.

Cross-listed Courses: BIO 470, ESS 470

PSC 480. Service Learning. 1 Credit Hour.

Service Learning combines community service work with academic study and self-reflection. The experience, a commitment of 12-15 hours, must be taken in association with a credited Political Science course. Service Learning is intended to teach and promote an expanded idea of citizenship.

PSC 490. Political Internship. 3 Credit Hours.

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. Does not count as political science elective hours toward a major or minor.

Prerequisite: permission of the department chair.

PSC 491. Political Internship. 6-9 Credit Hours.

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. Does not count as political science elective hours toward a major or minor.

Prerequisite: permission of the department chair.

PSC 495. Honors Project. 3 Credit Hours.

To qualify for an honors degree in political science, a student must be a declared political science major, have a GPA 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).

Political Science (B.A.) with Concentration in Pre-Law

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
PSC 101	American National Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 205	Introduction to Legal Studies	3
PSC 207	Power and Justice	3
Political Science Electives		6
Internship, Service Learning or Study Abroad		2
Select one of the following:		3
PSC 303	Democracy and Its Critics	
PSC 367	War, Peace and Violence	
PSC 325	Conservatism in America	
Select one of the following:		3
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	
PSC 324	Congress	
Select two of the following:		6
PSC 243	Law and Politics	
PSC 230	Legal Research and Writing	
PSC 301	The U.S. Supreme Court	
PSC 362	International Law	
PSC 405	International Human Rights	
Major Support Requirements		
LAW 200 or 300 level		3
Select one of the following:		3
HST 211	American History Survey I	
HST 212	American History Survey II	
HST 316	History of American Law	
Select one of the following:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
PHL 312		
PHL 362	Theory of Knowledge	

PHL 363	Analytic Philosophy	
PSC 351	Political Parties	
Select two of the following:		6
PHL 350	Philosophy of Law	
PSY 335	Psychology and the Law	
SOC 321	Law, Society and Social Science	
ENG 395	Nonfiction Writing Workshop ³	3
or ENG 397 Writing Nonfiction:		
MTH 111	Introduction to Statistics I (with Computer Lab)	4

Free Electives	
Free Electives	12
Total Credit Hours	121

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Fulfills Core math requirement.
- ³ Must be of legal content. See your advisor for more information. Not offered every year.

Course	Title	Credit Hour
Freshman Year		
First Semester		
PSC 101	American National Politics	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Second Semester		
PSC 207	Power and Justice	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16
Sophomore Year		
First Semester		
PSC 201	Introduction to Political Science	3
DIV Diversity (p. 43)		3
Natural Science (p. 43)		3
ENG 210	Major Authors	3
Religion (p. 43)		3
Credit Hours		15
Second Semester		
PSC 202	Methods of Political Science	3
Select one of the following:		3
PSC 243	Law and Politics	
PSC 301	The U.S. Supreme Court	
PSC 362	International Law	
PSC 405	International Human Rights	
PSC 205	Introduction to Legal Studies	3

PHL 210	Moral Philosophy	3
Select one of the following:		3
HST 316	History of American Law	
HST 211	American History Survey I	
HST 212	American History Survey II	
Credit Hours		15

Junior Year

First Semester

Select one of the following:		3
PSC 451	American Constitutional Law I	
PSC 452	American Constitutional Law II	
PSC 324	Congress	
Select one of the following:		3
PSC 243	Law and Politics	
PSC 301	The U.S. Supreme Court	
PSC 362	International Law	
PSC 405	International Human Rights	
ENG 310	Literature and Culture	3
Select one of the following:		3
PHL 350	Philosophy of Law	
PSY 335	Psychology and the Law	
SOC 321	Law, Society and Social Science	
Free Elective		3
Credit Hours		15

Second Semester

PSC Elective		3
Select one of the following:		3
PHL 310	Critical Reasoning	
PHL 311	Introduction to Formal Logic	
PHL 312		
PHL 362	Theory of Knowledge	
PHL 363	Analytic Philosophy	
Select one of the following:		3
PSC 303	Democracy and Its Critics	
PSC 367	War, Peace and Violence	
PSC 325	Conservatism in America	
LAW 200/300	Level Elective	3
Free Elective		3
Credit Hours		15

Senior Year

First Semester

PSC Elective		3
ENG 395	Nonfiction Writing Workshop	3
	or ENG 397 or Writing Nonfiction:	
COR 400	Senior Studies: Transformations	3
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15

Second Semester

Select one of the following:		3
PHL 350	Philosophy of Law	
PSY 335	Psychology and the Law	

SOC 321	Law, Society and Social Science	
Intern/Service Learning		2
VPA Visual & Performing Arts (p. 43)		1
Free Elective		3
Free Elective		3
Credit Hours		12
Total Credit Hours		118

Political Science (B.A.) with Concentration in Public Service

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

PSC 101	American National Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
PSC Elective		6
Internship, Service Learning or Study Abroad		2
PSC 105	Comparative Politics	3
or PSC 375	The New Europe: Central & Eastern Europe	
PSC 303	Democracy and Its Critics	3
or PSC 325	Conservatism in America	
Select three of the following:		9
PSC 221	State Government and Politics	
PSC 223	The Presidency	
PSC 230	Legal Research and Writing	
PSC 312	Women and Politics	
PSC 322	Urban Politics	
PSC 324	Congress	
PSC 331	Introduction to Public Administration	
PSC 332	Public Policy	
PSC 344	Immigration	
PSC 345	Government and Business	

Major Support Requirements

ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
HST 212	American History Survey II	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4

Select one of the following: 3

ECO 205	Economics of Public Policy Analysis	
ECO 335	Economics of Poverty	
HRM 301	Human Resource Management	

Select one of the following: 6

MTH 112	Introduction to Statistics II (& CSC Elective)	
Two EAC/language courses		

Free Electives

Free Electives		12
----------------	--	----

Total Credit Hours		121
--------------------	--	-----

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfills Core math requirement.

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

PSC 101	American National Politics	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Second Semester

PSC 207	Power and Justice	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Sophomore Year

First Semester

PSC 201	Introduction to Political Science	3
PSC 221	State Government and Politics	3
	or PSC 223 or The Presidency	
Natural Science (p. 43)		3
HST 212	American History Survey II	3
Select one of the following:		3
MTH 112	Introduction to Statistics II	
EAC/Foreign Language Course		
Credit Hours		15

Second Semester

PSC 202	Methods of Political Science	3
Select one of the following:		3
PSC 322	Urban Politics	

PSC 324	Congress	
PSC 344	Immigration	
PHL 210	Moral Philosophy	3
ENG 210	Major Authors	3
ECO 113	Principles of Microeconomics	3
Credit Hours		15

Junior Year

First Semester

PSC 105	Comparative Politics	3
	or PSC 375 or The New Europe: Central Eastern Europe	
ENG 310	Literature and Culture	3
ECO 114	Principles of Macroeconomics	3
Religion (p. 43)		3
PSC Elective		3
Credit Hours		15

Second Semester

PSC 303	Democracy and Its Critics	3
	or PSC 325 or Conservatism in America	
Select one of the following:		3
ECO 205	Economics of Public Policy Analysis	
ECO 335	Economics of Poverty	
HRM 301	Human Resource Management	
PSC Elective		3
DIV Diversity (p. 43)		3
Select one of the following:		3
CSC Elective		
EAC/Foreign Language Course		
Credit Hours		15

Senior Year

First Semester

COR 400	Senior Studies: Transformations	3
Select one of the following:		3
PSC 331	Introduction to Public Administration	
PSC 332	Public Policy	
PSC 345	Government and Business	
Theology (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Free Elective		3
Credit Hours		15

Second Semester

VPA Visual & Performing Arts (p. 43)		1
Intern/Service Learning		2
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		12
Total Credit Hours		118

Political Science (B.A.) with Concentration in International Relations/Comparative Politics

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

PSC 101	American National Politics	3
PSC 105	Comparative Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
PSC Elective		6
Internship, Service Learning or Study Abroad		2
Select five of the following:		15
PSC 261	International Politics	
PSC 303	Democracy and Its Critics	
PSC 362	International Law	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 370	International Courts & Global Justice	
PSC 375	The New Europe: Central & Eastern Europe	
PSC 405	International Human Rights	

Major Support Requirements

ANT Elective or ECO Elective		3
MTH 111	Introduction to Statistics I (with Computer Lab) ²	4
Select one of the following: ³		3
PHL Elective		
REL Elective		
ENG Elective		
Two HST 300 Electives ³		6

Free Electives

Free Electives	15
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfills Core math requirement.

³ It is recommended that these are "non-U.S." courses.

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

PSC 101	American National Politics	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Second Semester

PSC 207	Power and Justice	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
HST 111	World Civilization II	3
PHL 110	Introduction to Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16

Sophomore Year

First Semester

PSC 201	Introduction to Political Science	3
ENG 210	Major Authors	3
Natural Science (p. 43)		3
Religion (p. 43)		3
PSC 105	Comparative Politics	3
Credit Hours		15

Second Semester

PSC 202	Methods of Political Science	3
PHL 210	Moral Philosophy	3
ANT/ECO Elective		3
PHL/REL/ENG Elective (Non-U.S.)		3
Select one of the following:		3
PSC 261	International Politics	
PSC 303	Democracy and Its Critics	
PSC 362	International Law	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 370	International Courts & Global Justice	
PSC 375	The New Europe: Central & Eastern Europe	
PSC 405	International Human Rights	
Credit Hours		15

Junior Year

First Semester

Select one of the following:	3
------------------------------	---

PSC 261	International Politics	
PSC 303	Democracy and Its Critics	
PSC 362	International Law	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 370	International Courts & Global Justice	
PSC 375	The New Europe: Central & Eastern Europe	
PSC 405	International Human Rights	
ENG 310	Literature and Culture	3
Theology (p. 43)		3
PSC Elective		3
HST 300-Level Elective		3
Credit Hours		15

Second Semester

Select two of the following:		6
PSC 261	International Politics	
PSC 303	Democracy and Its Critics	
PSC 362	International Law	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 370	International Courts & Global Justice	
PSC 375	The New Europe: Central & Eastern Europe	
PSC 405	International Human Rights	
History 300-Level Elective		3
PSC Elective		3
DIV Diversity (p. 43)		3
Credit Hours		15

Senior Year

First Semester

COR 400	Senior Studies: Transformations	3
Select one of the following:		3
PSC 261	International Politics	
PSC 303	Democracy and Its Critics	
PSC 362	International Law	
PSC 363	U.S. Foreign Policy	
PSC 366	Globalization: the Politics of International Economic Relations	
PSC 367	War, Peace and Violence	
PSC 370	International Courts & Global Justice	
PSC 375	The New Europe: Central & Eastern Europe	
PSC 405	International Human Rights	
IDS Interdisciplinary Studies (p. 43)		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester

VPA Visual & Performing Arts (p. 43)		1
Intern/Srv Learn/Stud Ab		2

Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		12
Total Credit Hours		118

Political Science (B.A.) with Concentration in General Study

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

PSC 101	American National Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
Political Science Electives		21
Internship, Service Learning or Study Abroad		2

Major Support Requirements

Social Science (sociology, anthropology, criminal justice, psychology, economics, education)		9
HST 211	American History Survey I	3
HST 212	American History Survey II	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Free Electives		15
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfills Core math requirement.

³ 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.

Each semester some courses are identified as containing service learning experiences. Each service learning experience is worth one credit hour.

Course	Title	Credit Hour
Freshman Year		
First Semester		
PSC 101	American National Politics	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Second Semester		
PSC 207	Power and Justice	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16
Sophomore Year		
First Semester		
PSC 201	Introduction to Political Science	3
ENG 210	Major Authors	3
Natural Science (p. 43)		3
Religion (p. 43)		3
PSC Elective		3
Credit Hours		15
Second Semester		
PSC 202	Methods of Political Science	3
Social Science (p. 43)		3
PHL 210	Moral Philosophy	3
PSC Elective		3
HST 211	American History Survey I	3
Credit Hours		15
Junior Year		
First Semester		
PSC Elective		3
HST 212	American History Survey II	3
Social Science (p. 43)		3
Theology (p. 43)		3
ENG 310	Literature and Culture	3
Credit Hours		15
Second Semester		
PSC Elective		3
PSC Elective		3
Free Elective		3
Free Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15
Senior Year		
First Semester		
COR 400	Senior Studies: Transformations	3
Social Science (p. 43)		3

PSC Elective	3	
PSC Elective	3	
DIV Diversity (p. 43)	3	
Credit Hours		15
Second Semester		
VPA Visual & Performing Arts (p. 43)	1	
Internship	2	
Free Elective	3	
Free Elective	3	
Free Elective	3	
Credit Hours		12
Total Credit Hours		118

Political Science (B.A.) with Teacher Certification

Please refer to the Department of Education (p. 380) section for details or contact the chair of the department of political science.

Double Major in Political Science and Communications

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43) ³		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Political Science Major Requirements		
PSC 101	American National Politics	3
PSC 105	Comparative Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
PSC 203	Public Opinion, Political Behavior, and Policy	3
PSC 353	Government and the Mass Media	3
PSC 480	Service Learning	1

Communications Major Requirements		
CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
ENG 218	Critical Perspectives on Literature	3
PSC 428	Politics and Literature	3
Political Science Electives		
PSC Elective		3
PSC Elective		3
PSC Elective		3
Communications Electives		
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Elective		
Free Elective		3
Total Credit Hours		122

¹ Some Core requirements may be fulfilled by major requirements.
² Fulfilled by PSC major requirements.
³ May be fulfilled by PSC major requirements.

Double Major (B.A.) in Political Science and History

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
HST 211	American History Survey I	3
HST 212	American History Survey II	3

HST 301	Methods of Historical Research	3
HST 302	Historical Research and Writing	3
HST Electives		18
Internship, Service Learning or Study Abroad ²		2
PSC 101	American National Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC Electives ²		21
Major Support Requirements		
MTH 111	Introduction to Statistics I (with Computer Lab)	4
Foreign Language		6
Social Science courses (other than PSC)		6
Free Electives		3-9
Total Credit Hours		133-139

¹ Some Core requirements may be fulfilled by major requirements.
² Two cross-listed HST/PSC courses may be double-counted for both the HST and PSC major requirement credits, lowering the total major credit count from 62 to 56.

(Depends on how many cross-listed HST/PSC courses are taken.)

Double Major (B.A.) in Political Science and Peace and Global Studies

Core Requirements (p. 43)		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course		3
Capstone Experience ¹		3
Electives - Regional ²		9
Electives - Thematic ²		9
Foreign Language		18
Free Electives ³		17

PGS 101	Introduction to Anthropology	3
PGS 201	Introduction to Peace & Global Studies	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC Electives (300 or higher)		6
Social Science (fulfilled by major requirements)		
Statistics		4
Total Credit Hours		133

¹ Normally fulfilled by study abroad experience.

² Twelve of the 18 credit hours should be courses with PGS/PSC cross listing.

³ Students are urged to fulfill the extra two credit hours through participation in service learning courses.

Double Major (B.A.) in Political Science and Theatre

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

PSC 101	American National Politics	3
or PSC 105	Comparative Politics	
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
THR 203	Voice and Movement	3
or CMM 201	Fundamentals of Speech	
THR 105	Introduction to Theatre	3
THR 110	Stagecraft	3
THR 205	Acting I	3
THR 210	Fundamentals of Design for Theatre	3
THR 260	Theatre Practicum (must take 3 credits total)	1
THR 302	The Western Drama Tradition	3
THR 440	Theatre Context	4
THR/ENG Dramatic Lit		3

Major Support Requirements

MTH 111	Introduction to Statistics I (with Computer Lab) ²	4
Foreign Language (fulfills core EAC Encountering Another Culture/Language requirement)		6
Internship, Service Learning or Study Abroad		2
Electives		
Theatre Arts Electives		9
Social Science Electives		9
Political Science Electives		21
Total Credit Hours		138

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfills Core math requirement.

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 PSC 101 American National Politics, are required.

Legal Studies Minor

An interdisciplinary minor in Legal Studies is available. For details, see Interdisciplinary Programs (p. 65).

Psychology

Chair: Theresa L. White

Professor: Krystine I. Batcho, Vincent W. Hevern, S.J., Brenda J. Kirby, Theresa L. White

Associate Professor: Christina Michaelson, Susan L. Scharoun, Monica R. Sylvia, Shawn L. Ward

Assistant Professor: Whitney Wood

Visiting Assistant Professor: Bridget P. Lynch

Adjunct Faculty: David M. Di Fabio, Kathleen A. Marjinsky, Barbara Bilinski Mettelman, Dominique Ricciardelli, Leah Stuck

Professor Emerita: Maria DiTullio

Co-Directors, Psychology Internship Program: Mark Vinciguerra, Michele Vinciguerra

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 several programs and advising paths. The bachelor of arts (B.A.) degree 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 bachelor of science (B.S.) degree 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 go into the health professions or do graduate work in areas of psychology where a strong background in natural science is advantageous. Another program also leads to a B.S. degree and is designed for students who are seeking New York state teaching certification in child education (1-6). This degree program prepares students to teach in both special education and regular education settings. Another degree program is a dual major with psychology and theatre. There is also a Direct Entry B.S. PSY/M.S. OT program. In addition, the B.S. PSY/M.S. OT advising path allows students to complete a B.S. in psychology in preparation for application to the Master of Science in Occupational Therapy. This advising path will help highly qualified Le Moyne College psychology majors who wish to pursue a career in occupational therapy become competitive applicants for the College's Master of Science Program in Occupational Therapy. Finally, there is a 3/3 B.A. PSY/LAW advising path. This advising path will help highly qualified Le Moyne College psychology majors to pursue a law degree with the first three years of study focused on the undergraduate psychology degree and the last year dedicated to the first year of a three-year J.D. program.

Each of these is described in more detail if you click on the programs tab above.

Student Learning Outcomes in Psychology

Students who graduate from this program will be able to:

Knowledge Outcome #1

differentiate between various theories in Psychology.

Knowledge Outcome #2

differentiate between different career paths in Psychology.

Skill Development Outcome #1

apply the research methods and techniques used by psychologists.

Skill Development Outcome #2

write using discipline-specific writing standards.

Ways of Thinking/Dispositions Outcome #1

critically evaluate information relevant to the study of Psychology.

Ways of Thinking/Dispositions Outcome #2

apply the ethical guidelines of the American Psychological Association (APA) to research.

- Psychology (B.A.) (p. 269)
- Psychology (B.S.) (p. 270)
- Psychology Minor (p. 272)
- Psychology (B.S.) with Teacher Certification and Concentration in Child Education (p. 272)
- Dual Major (B.A.) in Psychology and Theatre (p. 273)
- Direct Entry Pathway for B.S. PSY to M.S. OT (p. 274)

- Advising Path for B.A. PSY/LAW (p. 275)

Psychology (PSY)

PSY 101. Introductory Psychology. 3 Credit Hours.

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. Intro to Research Methods. 4 Credit Hours.

This course is designed to provide a working knowledge of the major research and data collection methods used in psychology. Topics will include the scientific method approach to research, ethics, and experimental design. Students will acquire proficiency in APA style writing, information and technological literacy, understanding basic statistical analyses, and the critical evaluation of evidence that includes academic and popular presentations of psychological science. Prerequisites: MTH 110 or MTH 111, PSY 101. Corequisite/ Prerequisite: MTH 112.

PSY 215. Child and Adolescent Development. 3 Credit Hours.

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. Only one of PSY 215 or PSY 220 may be taken for major credit. Prerequisite: PSY 101 or permission of the instructor.

PSY 220. Human Life Span Development. 3 Credit Hours.

This course is a general introduction to human development. The study of human development is a scientific analysis of patterns of change and growth across the entire lifespan from conception through very old age. The course will include the investigation of essential questions of human experience including, inherited factors, attachment to caregivers, mastery of the human body and the environment, meaningful social relationships, achievement, occupational choice, impact of societal expectations, the formulation of values and goals, the concept of generativity, and death and dying. The course will analyze human development from a biopsychosocial perspective looking closely at basic patterns of normal development. Students may receive major psychology elective credit for PSY 220 only if not also receiving major psychology elective credit from PSY 215 or PSY 320. Prerequisite: PSY 101.

PSY 230. Motivation and Emotion. 3 Credit Hours.

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 Credit Hours.

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 Credit Hours.

Introduction to the theoretical and empirical investigations of how interaction with others influences the thoughts, emotions and behavior of the individual. Topics include person perception (e.g., impression formation, liking and loving), attitude formation and change (e.g., persuasion, conformity), aggression, helping behavior and group process (e.g., leadership, group decision making).

Prerequisite: PSY 101 or permission of the instructor.

PSY 270. Learning. 3 Credit Hours.

A general survey covering principles of animal and human learning, theories of learning and application of learning principles. Topics include the basic learning processes of classical and instructional conditioning, discrimination and generalization, and escape and avoidance learning, as well as more complex processes of verbal learning, retention and transfer. Applications of basic learning principals such as behavior modification, with emphasis on helping those with learning disabilities, are presented.

Prerequisite: PSY 101 or permission of the instructor.

PSY 275. The Psychology of Women. 3 Credit Hours.

This course explores empirical research and theory in areas of psychology relevant to women and sex roles. Topics include sex roles and sex-role stereotyping; biological and psychosocial origins of gender; and gender differences in behavior personality and abilities. Readings and class discussions encourage application of concepts to a variety of settings, including female-male relationships, parenting, education, occupation, the media, et al. Students are expected to develop an in-depth topic of special interest for a term paper and/or class presentation. Fulfills Core diversity requirement.

Prerequisite: PSY 101 or permission of the instructor.

Cross-listed Courses: GWS 275

PSY 280. Abnormal/Normal Psychology. 3 Credit Hours.

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 300. History and Systems Psychology. 3 Credit Hours.

This course offers an historical survey of the evolution and systematic approaches to the discipline and practice of psychology that have arisen throughout the 19th and 20th centuries. Theoretical and systematic viewpoints such as psychodynamic, Gestalt, behavioral, and cognitive psychology are examined in terms of their scientific antecedents, philosophical foundations, and sociocultural determinants. Advances in understanding the contributions of women and other previously underrepresented voices to psychology will be explored. This course seeks to understand from the disciplinary research traditions of both history and psychology the intellectual and social contexts within which the discipline of psychology has been constructed over the past century and a half.

Prerequisite: PSY 101 or permission of the instructor.

PSY 301. Psychological Testing. 3 Credit Hours.

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 111 (or an equivalent semester of Statistics I) or permission of the instructor.

PSY 302. Personality. 3 Credit Hours.

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.

PSY 303. Animal Behavior. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Carries biology major credit.

Prerequisite: Eight credit hours of biology.

Cross-listed Courses: BIO 270

PSY 309. Culture and Mental Disorder. 3 Credit Hours.

This seminar examines mental disorders from bio-medical and social constructionist perspectives; both cross-cultural variation and universals are explored in traditional cultures and modern nations, e.g., Africa, Mexico, Native Americans, Hutterits, Near East. First-person accounts are used to analyze the inner world of mental illness, and bio-cultural models of psychosis is proposed.

Cross-listed Courses: CCM 409, CCM 509

PSY 315. Childhood Disorders. 3 Credit Hours.

This general introduction to the field of childhood psycho-pathology will consider basic issues in the etiology, diagnosis and treatment of common behavioral disorders and developmental deviations. Topics included are: childhood schizophrenia and autism, phobias and psychosomatic disorders, mental retardation and specific learning disabilities, hyperactivity and antisocial behavior. Prerequisites: PSY 101; PSY 215 or PSY 220 highly recommended.

PSY 320. Aging and Adult Development. 3 Credit Hours.

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/ Only one of PSY 320 or PSY 220 may be taken for major credit. Corequisite: PSY 201 or permission of the instructor.

PSY 325. Sensation and Perception. 3 Credit Hours.

The study of the physical structures and psycho- logical 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. Additional fees on this course for travel to Paris in May 2018. Prerequisite: PSY 101 or permission of instructor.

PSY 330. Cross-Cultural Psychology. 3 Credit Hours.

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. Fulfills Core requirement(s): Diversity (DIV); and Interdisciplinary studies (IDS) *OR* Cultural Elective (CE). Course cannot fulfill all 3 requirements. Cross-listed Courses: PGS 330

PSY 335. Psychology and the Law. 3 Credit Hours.

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. Fulfills Core Requirement(s): IDS.

Cross-listed Courses: LGS 335, CJS 335

PSY 340. Brain and Behavior. 3 Credit Hours.

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.

Cross-listed Courses: BSC 340

PSY 350. Health Psychology. 3 Credit Hours.

Health psychology is a survey course exploring the relationship between behavior and health. All topics will be covered from a bio-psychosocial perspective, illustrating the interaction among variables within an individual's environment. Topics discussed within the course include: psycho-neuroimmunology, anger/hostility and health, smoking cessation, weight control, health care systems, heart disease, cancer, AIDS, psychosomatic illness, gender and socio-cultural differences, stress, pain management and alternative treatments. Prerequisite: PSY 101.

PSY 355. Psychology and Media in the Digital Age. 3 Credit Hours.

Contemporary life increasingly challenges us to cope with many different and quickly emerging forms of communication and information media. Since the advent of the "Digital Revolution" of the late 20th century, the penetration of these new forms of media into daily life has spawned profound questions about the relationship of human beings and the technologies represented by communications, information, and entertainment media. We will explore various psychological theories (such as phenomenological/sensory-perceptual, narrative/cultural, & social network/systems approaches) that address how and why we engage with digital media and its products. This course will put these psychological insights into dialogue with traditions of media analysis, particularly the media ecology approach of figures such as McLuhan, Ong, and others. In doing so, we will consider a wide range of issues such as media-based violence, the media's impact on personal relationships and identity, problematic Internet use, online sexuality, and others. We will raise questions regarding the ethical and psycho-developmental implications of media consumption. Students will be invited to examine their own uses of media and how these may be affecting their current lives. Prerequisites: PSY 101 (or equivalent) or permission of the instructor.

PSY 360. Human Sexuality. 3 Credit Hours.

An examination of the behavioral, emotional and cognitive components of human sexuality. An emphasis will be placed on psychological, social, health and legal aspects of behavior that define our human sexuality. This course intends to help students clarify their attitude toward their own and others' sexuality. Areas to be investigated include sexual values, intimacy, sexual anatomy, gender identity, STDs and sexual variance. Prerequisite: PSY 101 or permission of the instructor.

PSY 365. Growing Through Play. 3 Credit Hours.

From building blocks and jungle gyms to organized sports and video games, this course will explore the nature of play and its contributions to our physical, cognitive, social, and emotional development from infancy through adulthood. In doing so, we will consider the many different ways in which we engage in both structured and unstructured play activities, as well as how the objects and people in our environment contribute to those activities. Throughout this course, we will explore a variety of developmental theories and research and you will be asked to apply those theories and the findings from that research to your own observations of play activities and modern day play environments and tools.

Prerequisites: PSY 101 and either PSY 215 or PSY 220.

PSY 370. Organizational Psychology. 3 Credit Hours.

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 or MGT 301 or permission of the instructor.

PSY 380. Counseling and Psychotherapy. 3 Credit Hours.

An introduction to techniques and theories of counseling and psychotherapy. Components, which are believed to underlie effective counseling and therapy regardless of theoretical orientation and which are applicable to a variety of interpersonal situations, are studied in some detail. The major theoretical approaches to counseling are covered, and students are introduced to research on the process and effectiveness of psychotherapy. One area in which such skills are applied—the treatment of persons with emotional problems—will be examined. This course does not attempt to train professional counselors, but to provide a framework and a basis for understanding and evaluating the counseling process from which students can, after further training and experience, become effective counselors.

Prerequisites: PSY 101 or permission of instructor.

PSY 390. Independent Study. 1-4 Credit Hours.

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 dean. It will be kept on file in the academic dean's 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 in Psychology. 1-3 Credit Hours.

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 original research study. Hours and credit to be determined by the instructor and student. Experiential course—does not count as PSY senior seminar.

Prerequisites: PSY 101, 201 and permission of the instructor.

PSY 402. Positive Psychology. 3 Credit Hours.

Traditionally, the modern Western model of clinical psychology has focused on researching, diagnosing, and treating psychological disorders. Theoretically, clinical psychology is based on a deficit or disease model, describing how individuals are lacking psychological resources or evidencing abnormal thinking or behavior. Positive psychology provides a paradigm shift from this disease model, moving beyond just helping people survive their negative life experiences to offering them an enlarged vision of how they can thrive and actualize their potential. This course focuses on the research, techniques, and practical applications of positive psychology including the topics of well-being, character strengths, optimism, resiliency, values, happiness, wellness, accomplishments, and positive relationships. Senior standing required.

Prerequisite: PSY 101 and PSY 201 or permission of the chair.

PSY 404. Psychology of Decision Making. 3 Credit Hours.

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. Senior standing required.

Prerequisite: PSY 101 and PSY 201 or permission of the chair.

PSY 442. Infancy. 3 Credit Hours.

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.

Prerequisite: PSY 215 or 220 and PSY 201 or permission of the instructor.

PSY 444. Story in Psy:Narrative Perspectives. 3 Credit Hours.

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 of the contemporary world as well as narrative approaches to psychotherapy & 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. Senior standing required.

Prerequisites: PSY 101 and PSY 201 or permission of the chair.

PSY 445. The Psychology of Grief. 3 Credit Hours.

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. Senior standing required.

Prerequisite: PSY 101 and PSY 201 or permission of the chair.

Cross-listed Courses: NSG 545

PSY 447. Psych of Stereotypes/Prejudice/Discrim. 3 Credit Hours.

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. Senior standing required. Prerequisites: PSY 101 and PSY 201 or permission of the chair.

Cross-listed Courses: GWS 447

PSY 448. Clinical Neuropsychology. 3 Credit Hours.

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 proseminar 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. Senior standing required.

Prerequisites: PSY 101, PSY 201 and PSY 340 (or equivalent) or permission of the chair.

PSY 449. The Psychology of Disabilities. 3 Credit Hours.

This course explores in-depth some of the major psychological issues relevant to the field of disabilities. Following a seminar format, topics to be discussed include: autism, cerebral palsy, mental retardation, deafness, blindness, dual diagnosis, housing alternatives, self advocacy, sibling relationships, the social meaning of disabled, deinstitutionalization and human relationships. The perspective of the person with a disability and/or their family and support systems will be considered. Senior standing required.

Prerequisites: PSY 101 and PSY 201, PSY 315 recommended, or permission of the chair.

PSY 471. Projects in Psychology. 1-3 Credit Hours.

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. Hours and credit to be determined by the instructor and student. Experiential course-does not count as PSY senior seminar.

Prerequisite: permission of the instructor.

PSY 490. Field Experience in Psychology. 3 Credit Hours.

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 junior and senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

PSY 491. Field Experience in Psychology. 3 Credit Hours.

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 junior and senior psychology majors with permission of the instructor or department chair. Must be taken for two semesters. Experiential course.

PSY 499. Departmental Honors in Psychology. 1-8 Credit Hours.

An upper-class student who wishes to complete a research thesis for Departmental Honors must submit a 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 academic dean. It will be kept on file, along with the research report, in the chair's office and the library. Experiential course.

Prerequisite: PSY 401.

Psychology Major (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3

IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements	
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 340 Brain and Behavior	3
Senior Seminar - Select one of the following:	3
PSY 402-449	
PSY 499 Departmental Honors in Psychology	
Psychology Electives ²	18
Major Support Requirements	
MTH 110 Introduction to Statistics I (no Computer Lab)	3
or MTH 111 Introduction to Statistics I (with Computer Lab)	
MTH 112 Introduction to Statistics II	3
Natural Science Elective	3
Social Science ³	9
Free Electives ⁴	20-29
Total Credit Hours	120

¹ Some Core requirements may be fulfilled by major requirements.

² At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.)

³ Sociology, anthropology, criminology, political science, economics, education; courses must be taken in at least two disciplines.

⁴ 120 credits required to graduate

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
PSY 101	Introductory Psychology	3
EAC Encountering Another Culture/Language (p. 43)		3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
Natural Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
PSY 201	Intro to Research Methods	4
MTH 112	Introduction to Statistics II	3
Credit Hours		16

Sophomore Year

First Semester		
HST 110	World Civilization I	3
ENG 210	Major Authors	3
Theology (p. 43)		3

PSY Elective	3	
Social Science (p. 43)	3	
Credit Hours		15

Second Semester

HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Social Science (p. 43)		3
PSY Elective		3
Free Elective		3
Credit Hours		15

Junior Year

First Semester

ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
PSY Elective		3
PSY 490	Field Experience in Psychology ¹	3
Free Elective		3
Credit Hours		15

Second Semester

PSY 340	Brain and Behavior	3
Social Science (p. 43)		3
PSY Elective		3
PSY 491	Field Experience in Psychology ¹	3
Free Elective		3
Credit Hours		15

Senior Year

First Semester

Religion (p. 43)		3
PSY Senior Seminar		3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
PSY Elective		3
Free Elective		3
Free Elective		3
Free Elective		3
Credit Hours		14

Total Credit Hours 120

¹ Must complete both semesters and must apply in the previous spring to register. Could also complete these in the FOURTH YEAR.

Must complete Core DIV and VPA requirement.

Psychology Major (B.S.)

Core Curriculum (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3

HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
PSY 101	Introductory Psychology	3
PSY 201	Intro to Research Methods	4
PSY 340	Brain and Behavior	3
Senior Seminar - Select one of the following:		3
PSY 402-449		
PSY 499	Departmental Honors in Psychology	
Psychology Electives ²		18
Major Support Requirements		
MTH 110	Introduction to Statistics I (no Computer Lab)	3
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 112	Introduction to Statistics II	3
Natural Science Electives ³		15
Free Electives ⁴		17-26
Total Credit Hours		120

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² At least 12 of these credits must be classroom rather than experiential courses. (See course descriptions to determine which courses are considered experiential.)
- ³ Natural science electives may be selected from any courses offered by the biology, chemistry and physics departments. 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). Three credits of this requirement may be fulfilled with a MTH, CSC, or MIS course. The needs of each student will determine the exact distribution of electives in the natural sciences.
- ⁴ 120 credits required to graduate

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
PSY 101	Introductory Psychology	3

MTH 110	Introduction to Statistics I (no Computer Lab)	3
Credit Hours		15

Second Semester		
PHL 110	Introduction to Philosophy	3
Natural Science (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
PSY 201	Intro to Research Methods	4
MTH 112	Introduction to Statistics II	3
Credit Hours		16

Sophomore Year		
First Semester		
HST 110	World Civilization I	3
ENG 210	Major Authors	3
Theology (p. 43)		3
PSY Elective		3
Natural Science (p. 43)		3
Credit Hours		15

Second Semester		
HST 111	World Civilization II	3
Natural Science (p. 43)		3
PHL 210	Moral Philosophy	3
PSY Elective		3
Free Elective		3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
PSY 490	Field Experience in Psychology ¹	3
Free Elective		3
PSY Elective		3
Credit Hours		15

Second Semester		
PSY 340	Brain and Behavior	3
Natural Science (p. 43)		3
PSY 491	Field Experience in Psychology ¹	3
Free Elective		3
PSY Elective		3
Credit Hours		15

Senior Year		
First Semester		
Religion (p. 43)		3
PSY Senior Seminar		3
Natural Science (p. 43)		3
Free Elective		3
Free Elective		3
Credit Hours		15

Second Semester		
COR 400	Senior Studies: Transformations	3
PSY Elective		3
MTH/CSC Elective		3

Free Elective	3
Free Elective	3
Credit Hours	14
Total Credit Hours	120

¹ Must complete both semesters and must apply in the previous spring to register. Could also complete these in the FOURTH YEAR.

² Could be an additional three credits of any natural science course or MIS.

Must complete Core DIV and VPA requirements.

Psychology Minor

A minor in psychology requires 15 credit hours of psychology courses. These courses begin with PSY 101 Introductory Psychology. Selection of the additional particular courses is based upon each student's needs and interests and is made with the approval of the department chair. Students who seek a minor psychology should contact the department chair as early in their career at Le Moyne as possible.

Minor Requirements

PSY 101	Introductory Psychology	3
Psychology Electives (At least 3 credits at 300-level or higher)		12
Total Credit Hours		15

Psychology (B.S.) with Teacher Certification and Concentration in Child Education

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

BSC 340	Brain and Behavior	3
PSY 101	Introductory Psychology	3
PSY 201	Intro to Research Methods	4
PSY 215	Child and Adolescent Development	3

PSY 250	Cognition ²	3
or PSY 270	Learning	
PSY 301	Psychological Testing	3
PSY 315	Childhood Disorders	3
Senior Seminar - Select one of the following:		3
PSY 402 - 449		
PSY 499	Departmental Honors in Psychology	
Psychology Electives		6
Major Support Requirements		
MTH 110	Introduction to Statistics I (no Computer Lab)	3
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 112	Introduction to Statistics II	3
Education Requirements:		
EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 205	Childhood Learning and Special Needs	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm ³	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs ³	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 405	Preservice Clinical Teaching Seminar ⁴	3
EDU 430	Supervised Preservice Teach/Grades 1-6 ⁴	6
EDU 431	Supervised Preservice Teach (SPE 1-6) ⁴	6
Total Credit Hours		128

¹ Some Core requirements may be fulfilled by major requirements.

² Although students may take either PSY 250 Cognition or PSY 270 Learning, both are strongly encouraged.

³ Must have junior status to take

⁴ Student teaching semester is in the spring of senior year. No other coursework may be taken during the student teaching semester.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43) ¹		3
PSY 101	Introductory Psychology	3
MTH 110	Introduction to Statistics I (no Computer Lab)	3
	Credit Hours	15
Second Semester		
PHL 110	Introduction to Philosophy	3
EDU 105	Teaching in a Diverse Society	3

EAC Encountering Another Culture/Language (p. 43) ¹	3
PSY 201 Intro to Research Methods	4
MTH 112 Introduction to Statistics II	3
Credit Hours	16

Sophomore Year

First Semester

HST 110 World Civilization I	3
ENG 210 Major Authors	3
Theology (p. 43)	3
PSY 215 Child and Adolescent Development	3
EDU 205 Childhood Learning and Special Needs	3
Credit Hours	15

Second Semester

HST 111 World Civilization II	3
EDU 150 Contemporary Perspectives on Special Ed	3
PHL 210 Moral Philosophy	3
PSY 250 Cognition or PSY 270 or Learning	3
EDU 225 Assessment & Decision Making for Equity/ Inclusion	3
Credit Hours	15

Junior Year

First Semester

ENG 310 Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)	3
EDU 315 Plan,Assessing,Managing Inclusive Clsrm	3
EDU 305 Prin & Methods of Multicultural Literacy	3
PSY 301 Psychological Testing	3
Credit Hours	15

Second Semester

EDU 375 Strategies & Technol for Inclusive Clsrm	3
EDU 365 Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 376 Managing Environ for Stu W/ Disabilities	3
PSY 315 Childhood Disorders	3
BSC 340 Brain and Behavior	3
Credit Hours	15

Senior Year

First Semester

Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
PSY Senior Seminar	3
PSY Elective	3
PSY Elective	3
Credit Hours	15

Second Semester

EDU 405 Preservice Clinical Teaching Seminar	3
EDU 430 Supervised Preservice Teach/Grades 1-6	6
EDU 431 Supervised Preservice Teach (SPE 1-6)	6
EDU 120 Child Abuse Workshop/SAVE Violence Prev	0
EDU 121 Autism Spectrum Disorder Training for Teacher Certification	0

EDU 122 Dignity for All Student Act (dasa) Training for Teacher Certification	0
Credit Hours	15
Total Credit Hours	121

¹ EAC must be foreign language course.

Must complete Core DIV and VPA requirement

Dual Major (B.A.) in Psychology and Theatre

The psychology department has partnered with the theatre arts program to offer students the option of a dual major in psychology and theatre. Students interested in pursuing a double major should contact the director of theater arts or chair of psychology for more information.

Core Requirements (p. 43)^{1,2}

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I	3
HST 111 World Civilization II	3
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0

Major Requirements

PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 340 Brain and Behavior	3
Senior Seminar - Select one of the following: PSY 402 - 449	3
PSY 499 Departmental Honors in Psychology	
Psychology Electives (PSY 215 and PSY 280 recommended)	18
THR 105 Introduction to Theatre	3
THR 110 Stagecraft	3
THR 205 Acting I	3
THR 210 Fundamentals of Design for Theatre	3
THR 302 The Western Drama Tradition	3
THR 440 Theatre Context	4
THR/ENG Dramatic Literature	3
THR Elective (These must include one design class and one performance class)	9
THR 335 Devised Theatre	3

or THR 340	Directing	
THR 260	Theatre Practicum (Production experience credit, value to be assigned by department: 1/2 to 2 credits. Within 4 years, this must total 3 credits.)	1
Major Support Requirements		
Foreign Language (fulfills core EAC requirement)		3
MTH 110	Introduction to Statistics I (no Computer Lab) (Fulfills core math requirement)	3
or MTH 111	Introduction to Statistics I (with Computer Lab)	
MTH 112	Introduction to Statistics II	3
Free Elective		3
Total Credit Hours		130

¹ Some Core requirements may be fulfilled by major requirements.

² Notes on CORE: ENG 210 Major Authors must be Shakespeare, EAC must be 6 credits of the same foreign language, Mathematics fulfilled by MTH 110 Introduction to Statistics I (no Computer Lab), Social Science (other than PSY), Natural Science (fulfilled by BSC 340 Brain and Behavior), Visual and Performing Arts (fulfilled by major)

Direct Entry Master of Science in Occupational Therapy (OT) Admission Pathway: B.S. in Psychology

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students will complete a bachelor's degree in psychology and then directly enter the Master of Science Program in Occupational Therapy at Le Moyne College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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
4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne College; these students would then have the opportunity to apply to the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.
- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master's program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits
- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women's studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits

- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Code	Title	Credit Hours
Core Curriculum (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		
Social Science (p. 43)		
Natural Science (p. 43)		
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements²		
PSY 101	Introductory Psychology	3
PSY 201	Intro to Research Methods	4
PSY 220	Human Life Span Development ³	3
PSY 280	Abnormal/Normal Psychology	3
PSY 330	Cross-Cultural Psychology	3
PSY 340	Brain and Behavior	3
PSY SEM 400 ⁴		3
PSY Electives ⁵		9
Major Support Requirements		
MTH 110	Introduction to Statistics I (no Computer Lab)	3
MTH 112	Introduction to Statistics II	3
BSC 201	Human Anatomy & Physiology I	4
BSC 202	Human Anatomy & Physiology II	4

Electives	
Natural Science Elective (BIO,BSC,CHM, or PHY)	4
Science Electives (BIO,BSC,CHM,PSY,MTH,CSC, or MIS)	3
Free Electives (21 credits or more until total credits are at least 120 required to graduate) ⁶	21
Total Credit Hours	120

¹ Some Core requirements may or will be fulfilled by the B.S. major and major support courses.

² At least 12 credits of psychology electives must be classroom rather than experiential courses. At least one must be chosen from the following group: PSY 401-449 or PSY 499(SEM 400). At least half of the major requirements must be taken at Le Moyne College. To graduate with a B.S., a student must achieve a 2.0 GPA or higher and have at least 120 total credits. Acceptance into the OT program requires a minimum of 3.0 GPA along with additional application requirements.

³ PSY 220 may be replaced with PSY 215 and PSY 320.

⁴ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology. PSY 448 Clinical Neuropsychology is recommended to fulfill the PSY SEM 400 requirement.

⁵ PSY 250 Cognition is recommended.

⁶ This must include a Medical Terminology course for at least 1 credit.

Advising Path for B.A. PSY/LAW Bachelor of Arts in Psychology in preparation to apply to Law School

Le Moyne College offers an advising path to help highly qualified Le Moyne College psychology majors who wish to pursue a career in law become competitive applicants for entry into law school. Interested students are invited to contact their Psychology advisor for assistance in registering and following this path.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ²		
Social Science (p. 43)		
Natural Science (p. 43)		
IDS Interdisciplinary Studies (p. 43) ³		3
Religion (p. 43)		
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
PSY 101	Introductory Psychology	3

PSY 201	Intro to Research Methods	4
PSY 340	Brain and Behavior	3
PSY 335	Psychology and the Law ³	3
PSY Electives ⁴		15
Senior Seminar ⁵		3
Major Support Requirements		
MTH 110	Introduction to Statistics I (no Computer Lab) ²	3
MTH 112	Introduction to Statistics II	3
Natural Science Elective		3-4
PSC 205	Introduction to Legal Studies	3
Social Science ⁶		6
Electives		
Free Electives (3 or more until total credits are at least 120 required to graduate) ⁷		3
Total Credit Hours		120

Note: Student must still apply to law school, fulfilling all requirements of their application. Signed documentation must be submitted to the Registrar's Office for entry into this pathway; all courses here must be completed by the end of the student's third year in preparation for application to law school.

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Core requirement fulfilled by major support requirement.
- ³ Core requirement fulfilled by major requirement.
- ⁴ Students may receive major elective credit for PSY 220 Human Life Span Development only if not also receiving major psychology elective credit for PSY 215 Child and Adolescent Development or PSY 320 Aging and Adult Development; PSY 220 *may* be replaced with PSY 215 AND PSY 320.
- ⁵ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology.
- ⁶ Sociology, anthropology, criminology, political science, economics, education; courses must be taken in at least two disciplines.
- ⁷ 1 free elective to be taken at Le Moyne College; the remaining free electives will be transfer credits from the first year of Law School in order to complete a total of 123 credits.

Religious Studies

Chair: Frederick Glennon

Professor: Darryl Caterine, Jennifer Glancy, Frederick Glennon, Donald Kirby, S.J.

Associate Professor: Elliott Bazzano, Darius Makuja, Donald Maldari, S.J.

Professor of Practice: Nell Champoux

Professor Emerita: Kathleen Nash, Nancy Ring

Professor Emeritus: William Barnett

At Le Moyne College, we believe that exploring life's religious dimensions yields valuable insights into individuals as well as entire cultures. Beyond its often-profound personal impact, religion plays a central role in shaping societies, prompting political action, and influencing the course of history. Examining the nature and function of religion is therefore an essential part of a liberal arts education, helping 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 College student is required to take two (2) courses in the Department of Religious Studies as part of the core education requirements of the College. The first of these courses introduces students to some of the major questions addressed by the Catholic theological tradition, as well as to major questions the tradition has addressed throughout history. It may include opportunities for inter-religious dialogue through, for example, comparative study of those questions in relation to other religious traditions. By grounding theology in human experience, the course may also offer theological perspectives on critical issues in the contemporary world. In the second course, students develop their understanding of the role religion plays in shaping the contours of human experience through the study of one or more religious traditions. These courses may also explore the connections between religion and other communal and/or individual concerns, including but not limited to politics, ethics, psychology and aesthetics.

Students are also encouraged to elect additional courses in religious studies beyond those taken to fulfill the core requirement. The department offers major and minor programs of study in the field of Religious Studies.

Student Learning Outcomes in Religious Studies

Students who graduate from this program will be able to:

Theory and Method

Differentiate between the main theoretical approaches to the study of religion/theology and evaluate critically their strengths and weaknesses, using appropriate critical sources of information for the academic study of religion/theology (Bloom cognitive: analysis/evaluation).

Knowledge of Traditions

Identify key elements or dimensions of religion (e.g. myth, ritual, etc.) or theology (e.g. the role of Scripture, sacraments, spirituality, etc.) and discuss intelligently their relationship in the context of at least three religious traditions (one eastern, one western, and one indigenous) or the Catholic/Christian theological tradition (Bloom cognitive: comprehension/analysis).

Religion and Culture

Demonstrate understanding and appreciation of the reciprocal nature of religion/theology and culture in historical and contemporary contexts (Bloom cognitive: comprehension/analysis; Bloom affective: valuing).

Search for Meaning

Outline the various ways that religion/theology facilitates the human search for meaning and appraise their effectiveness in doing so (Bloom cognitive: analysis/evaluation).

Political Dimensions

Compare the reciprocal roles that religions/theologies play in socio-political processes both within nations and internationally (Bloom cognitive: comprehension/synthesis).

Ethical Dimensions

Compare, contrast, and critique the norms for conduct and character from several religious/theological traditions (Bloom cognitive: evaluation)

- Religious Studies Major (B.A.) (p. 285)
- Religious Studies Minor (p. 287)
- Faith and Social Justice Minor (p. 287)

Religion (REL)

REL 100. Catholic Theological Reflect on Service. 1 Credit Hour.

Students engaged in service work sponsored by Le Moyne College but not explicitly related to a credit-bearing course will examine their service-related experiences in critical dialogue with Catholic theology. Students will choose a particular area of theology with which to dialogue and will work with an instructor with specialty in that field. Students may take this course more than once. Credit from this course does not fulfill core requirements but may be applied to a major or minor in Religious Studies or in Catholic Studies. The course is open only to students engaged in service work sponsored by Le Moyne College.

REL 200. Religious Perspectives. 3 Credit Hours.

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.

REL 308. Christian Beginnings. 3 Credit Hours.

This course will examine the historical, cultural, social, and theological roots of Christianity. It will cover the period from the beginning of "Second temple Judaism" in approximately 520 B.C.E. to the adoption of the Nicene Creed in 325 C.E. Christianity is often perceived as a religion founded by Jesus of Nazareth, or perhaps by the Apostle Paul, a missionary who spread the message about Jesus as Messiah and Savior across the Mediterranean world. This understanding, however, is historically inaccurate. Christianity began as a sectarian movement within Judaism and gradually emerged as separate religion combining elements of Jewish and Greco-Roman thought, a process that extended over three centuries. Junior standing required.

REL 309. New Testament. 3 Credit Hours.

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.

REL 314. Church and State in the U.S.. 3 Credit Hours.

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; churchstate relationships in other nations. A one-credit integrated service learning experience may be offered with this course. Fulfills Core requirement(s): Interdisciplinary Studies (IDS).
Cross-listed Courses: PSC 314

REL 315. Biblical Archaeology. 3 Credit Hours.

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.

Cross-listed Courses: ANT 315

REL 318. Religion and Science. 3 Credit Hours.

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.

REL 319. Varieties of Latino/a Religions. 3 Credit Hours.

Varieties of Latino/a Religions is an introduction to 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. Fulfills Core diversity requirement.

REL 320. Women and Religion. 3 Credit Hours.

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.

Cross-listed Courses: GWS 320

REL 323. Native American Religions. 3 Credit Hours.

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.

Cross-listed Courses: ANT 312

REL 325. Religion and Ecology. 3 Credit Hours.

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.

REL 326. Religion and Popular Culture. 3 Credit Hours.

Popular culture can be studied from a variety of approaches. This course "reads" movies, TV, Internet sources (blogs, memes, YouTube, etc.) and other material in conversation with the study of religion. While in some cases this will mean the examination of how religion is portrayed in the source material, it will also involve asking how the sources function as religion in the United States today, and how ideas that we usually think of as "religious" might be found in popular sources.

Prerequisites: Junior Standing.

REL 327. Religion, Drugs, and Culture. 3 Credit Hours.

What's the different between a drug and medicine? Is there a relationship between legality and morality? Throughout human history, various types of natural and synthetic mind-altering substances have occupied central roles in a variety of cultures, religious rituals, and laws. Religion 327 explores the spiritual potentials as well as dark recesses that some of these substances have come to assume in specific cultural contexts. The first half of the course will interrogate differences between "hallucinogens" and "entheogens" by focusing on the sacramental importance of peyote, ayahuasca, and psychedelic mushrooms in particular indigenous rituals- as well as the modern western appropriation of these plants and/or their active psychotropic chemicals for the purpose of psychological exploration and medical experimentation. The second half of the course will focus primarily on alcohol, especially from the lenses of Islam, Christianity, and the contemporary American context, by exploring alcohol as a legally circumscribed and/or sacramentally sanctioned substance. Part of this exploration will involve the religious dimensions of addiction and recovery in both Native American and modern western settings, such as Alcoholics Anonymous. Through a critical analysis of "drugs" in their cultural contexts, Religion 327 will illuminate the central importance of mind-altering substances in religious thought and practice while at once questioning the boundaries between drugs and medicine, religion and culture. Your ability to benefit from this class will neither be hindered nor aided by your religious affiliations or lack thereof. The same goes for your personal experience with substances we learn about in the course. What will benefit you is your ability to seriously entertain a multiplicity of worldviews-some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

Fulfills Core Requirement(s): Diversity (DIV).

REL 331. Christian Ethics. 3 Credit Hours.

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.

REL 332. Catholic Social Teaching. 3 Credit Hours.

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. Comparative Religious Ethics & Social Concerns. 3 Credit Hours.

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.

Cross-listed Courses: PGS 336

REL 337. Christian Social Ethics. 3 Credit Hours.

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.

REL 345. What Does Prayer Do?. 3 Credit Hours.

The monk, the poet, the neuroscientist, the constitutional lawyer—all hear the question what does prayer do from their own perspectives. Students will approach this enduring question from multiple disciplinary perspectives, including theology, philosophy, religious studies, medicine, the social sciences, law, and the arts. Readings will be chosen from major wisdom traditions, with some emphasis on Christian examples.

Prerequisites: PHL 100-level and PHL 200-level.

REL 346. Religion and Life Stories. 3 Credit Hours.

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.

REL 349. Religion in Contemporary Film. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA).

REL 350. World Religions and Film. 3 Credit Hours.

This course satisfies the REL 300 core requirement. It offers a comparative study of major world religious traditions as manifested in both religious writings and a variety of international film texts. Through lectures, discussions, assigned readings, and weekly screenings of films rooted in specific religious traditions, students will gain a broad, basic knowledge of contemporary Eastern and Western religions. Students will consider Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis varying each semester. The course pays attention to the tenets, ritual and worship, ethics and historical background of each tradition through as seen in both classic and contemporary films. The course is valuable to students unfamiliar with major world religious traditions or the cinema's profound ability to inform, motivate and inspire. Requirements: weekly readings, short papers, film screenings, lectures, discussion and final exam. Fulfills Core requirement(s): VPA.

Cross-listed Courses: REL 386

REL 360. The Qur'an. 3 Credit Hours.

Followers of Islam, called Muslims, number at well over a billion and span the globe from California to Cairo to Kuala Lumpur. Their languages, practices and geographical centers are diverse, complex, and require more than a lifetime to understand fully. This course will nonetheless guide students through a modest survey of that diversity and complexity, with particular attention to the Islamic holy book, the Qur'an. We will explore multiple dimensions of Islam and the Qur'an, including political, ethical, and mystical dimensions-with attention to demographic diversity. This course, moreover, will give attention not only to the Qur'an per se, but also how to metacognitively study the Qur'an, including attention to popular media and power dynamics in the dissemination of knowledge. Your ability to benefit from this class will neither be hindered nor aided by your religious affiliations or lack thereof. What will benefit you is your ability to seriously entertain a multiplicity of worldviews-some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

REL 362. Judaism. 3 Credit Hours.

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.

REL 363. Religions of Asia. 3 Credit Hours.

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.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PGS 365

REL 364. Religion in America. 3 Credit Hours.

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.

REL 365. Islam. 3 Credit Hours.

Followers of Islam, called Muslims, number at well over a billion and span the globe from California to Cairo to Kuala Lumpur. Because their languages, practices and geographical centers are diverse and complex we will approach a variety of texts (e.g., the Qur'an, prophetic reports, and prayer manuals), people (e.g., Muhammad, Rabī'a of Basra, and Malcolm X), and concepts (e.g., faith, afterlife, and violence), from multiple angles—a process that should prove both challenging and rewarding. The course will take a roughly chronological approach, beginning with the genesis of Islam in the 7th-century Arabian peninsula, but we will also examine themes such as gender, mysticism, and language. Given our 21st-century America context, moreover, we will also consider the implications of our subject on the modern world and America in particular throughout the entire semester. Therefore, this course will not only give attention to "Islam" per se, but also how to metacognitively study Islam. The course will press you to seriously entertain a multiplicity of worldviews—some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

REL 366. Islamic Mysticism. 3 Credit Hours.

Followers of Islam, called Muslims, number at well over a billion and span the globe from California to Cairo to Kuala Lumpur. Their languages, practices and geographical centers are diverse, complex, and require more than a lifetime to understand fully. This course will nonetheless guide students through a modest survey of that diversity and complexity, with particular attention to "Islamic mysticism" per se, but also how to metacognitively study the topic, including attention to popular media and power dynamics in the dissemination of knowledge. Your ability to benefit from this class will neither be hindered nor aided by your religious affiliations or lack thereof. What will benefit you is your ability to seriously entertain a multiplicity of worldviews-some of which may strike you as illogical, grotesque, and strange, and others beautiful, compelling, and natural.

REL 367. African Traditional Religions. 3 Credit Hours.

The purpose of the course is to introduce students to African Traditional Religions (ATR) practiced among many African societies in sub-Saharan Africa. Like other courses in the study of religion, this course will illustrate the ways in which religion is a dimension of human experience by exploring what ATR is and why and how it answers significant human questions of meaning in the context of the African moral universe. Aside from acquainting students with some of the major themes and practices of ATR, the course will demonstrate how these play a role in the contemporary encounter between Christianity and African culture in the modern world.

REL 368. Rel Thought/Cult in Lat Americ. 3 Credit Hours.

This course offers a thematic examination of religious thought and culture in Latin America from the time of conquest to the present. From the perspective of cultural studies, this course explores the pervasive influence of religion in the formation of Latin America identity, culture, politics and material history. Particular attention will be given to the diversity and 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.

Cross-listed Courses: PGS 368

REL 369. Sociology of Religion. 3 Credit Hours.

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. Fulfills Core diversity requirement.

Cross-listed Courses: SOC 369

REL 371. History and Spirituality of the Jesuits. 3 Credit Hours.

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.

Prerequisite: Must have at least Junior status to register for this course.

Cross-listed Courses: HST 343

REL 374. African Christian Theology. 3 Credit Hours.

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition.

Cross-listed Courses: PGS 374

REL 375. Catholic Theology. 3 Credit Hours.

This course will introduce the student to contemporary understandings of Catholicism. The development of the church's tradition will be traced from its foundations in Scripture and the Councils of the Church to the present day. Topics to be covered include Christology, ecclesiology, morality and sacramental theology.

REL 378. Jesus Christ Through History. 3 Credit Hours.

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.

REL 382. Buddhism & Catholicism. 3 Credit Hours.

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.

REL 383. Philosophies of Judaism. 3 Credit Hours.

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.

Cross-listed Courses: PHL 324

REL 386. World Religions and Film. 4 Credit Hours.

Special Topics: This course satisfies the REL 300 core requirement. It offers a comparative study of major religious traditions of the world as manifested in both religious writings and a variety of international film texts. Through lectures, discussions, assigned readings, and weekly screenings of films rooted in specific religious traditions, students will gain a broad, basic knowledge of contemporary Eastern and Western religions. We will consider Hinduism, Buddhism, Judaism, Christianity, and Islam, with attention paid to the tenets, ritual and worship, ethics and historical background of each as seen in a representative selection of classic and contemporary films. This course will be of value to students unfamiliar with the major religious traditions of the world or with the cinema's profound ability to inform, to motivate, and to inspire. Weekly readings and short papers, lectures, screenings; final exam.

Cross-listed Courses: REL 350

REL 389. Dynamic Creation: Faith and Reason. 3 Credit Hours.

Special Topics: An interdisciplinary approach to the consideration of cosmology from the complementary perspectives of revelation and reason. The course will first consider the order of the universe as envisioned in selected works of the New Testament; it will then consider the data that the natural science of astronomy affords.

Prerequisite: Rel 200.

Cross-listed Courses: PHS 175

REL 390. Independent Study. 1-3 Credit Hours.

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 academic dean. They will be kept on file in the academic dean's office.

Prerequisite: REL 200.

REL 391. Independent Study. 3 Credit Hours.

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 academic dean. They will be kept on file in the academic dean's office.

Prerequisite: REL 200.

REL 392. Independent Study. 1-3 Credit Hours.

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 academic dean. They will be kept on file in the academic dean's office.

Prerequisite: REL 200.

REL 395. Special Topics. 3 Credit Hours.

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. Religious Studies Colloquium. 1 Credit Hour.

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.

REL 399. Religious Studies Colloquium. 1 Credit Hour.

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. Sophomore/Junior/ Senior standing.

REL 400. Religion, Conflict, Peace/African Context. 3 Credit Hours.

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 on Peace and Global Studies Program at Le Moyne College, we shall focus on ethnicity, religion and justice in conflict situation in African context. While this course aims to introduce student to the socio-economic, political and religious problems affecting the continent go back to the colonial period.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: PGS 408

REL 401. Corporate Responsibility. 3 Credit Hours.

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.

Prerequisites: Junior standing.

REL 402. Jerusalem-The Politics of Sacred Space. 3 Credit Hours.

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.

Prerequisite: Junior standing.

Cross-listed Courses: PGS 404

REL 403. Religion and Globalization. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement (VPA). Prerequisite: Junior standing.

Prerequisite: Junior standing.

Cross-listed Courses: GWS 403

REL 404. Before Heaven & Hell. 3 Credit Hours.

This seminar asks two interrelated questions. First, how might understandings of death inform the way we live? Second, what do various conceptions of an afterlife - for example, notions of judgement, the immortality of the soul, and resurrection of the body - suggest about what it means to be human? Early Christian sources from the New Testament to Augustine are considered in the context of readings from earlier and surrounding cultures, including the Hebrew Bible and Greco-Roman literature.

REL 405. Ethics: Perspective of Oppressed. 3 Credit Hours.

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: Junior standing.

Fulfills Core Requirement(s): Diversity (DIV).

REL 406. Theology of Christian Art. 3 Credit Hours.

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. Senior core seminar.

Prerequisites: Senior standing.

REL 407. Postcolonial Theol & Cinemas of 3rd Wrld. 3 Credit Hours.

This Senior Seminar will explore both the emerging discipline of postcolonial theology and the growing importance of Third World cinema. Considering the challenges posed by contemporary Third World theologians, both female and male, this course will explore the many ways in which their concerns have been manifested in an international variety of works by male and female filmmakers. As we analyze emerging themes and issues in African, Latin American, and Asian culture today, the course will promote global awareness in doing theology and explore possibilities for dialogue and solidarity among people in different contexts. It will also show how Christianity's historical relationship with empire has shaped recent and contemporary understandings of non-western traditions and interpretative frameworks.

REL 409. Cults and Cultural Conflicts. 3 Credit Hours.

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?

REL 410. The End Is Nigh! Understanding the Apocalyptic Worldview. 3 Credit Hours.

This course investigates the origins, development, and legacies of the apocalyptic and millennial worldviews. The course will explore the origins of these worldviews in the myths, stories, and traditions of the Ancient Near East; how these images and motifs are incorporated in the Biblical tradition(s); and how the worldview develops within various historical periods of hope and crisis. The course will also investigate apocalyptic literature, the elements of the genre, how these become lenses for evaluating the social and political reality of believers and non-believers alike. Students will explore the adaptation and appropriation of apocalypticism/millennialism by various social and religious movements as well as the "Americanization" and mainstreaming of this worldview. Lastly students will have the chance to research and present on a variety of religious and political apocalyptic movements.

Prerequisite: Junior Standing.

REL 411. Public Religion and the Social Order. 3 Credit Hours.

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. Religion, Sex and Gender. 3 Credit Hours.

This seminar will study the religious understandings of sex and sexuality, and the role which religion plays in establishing and reinforcing gender roles. Students will explore the attitudes toward sex and sexuality found in religious art, music and literature. The course will treat the dualisms which prevail in all cultures and academic disciplines that assign different tasks and qualities to men and women. Students will also discuss the gender expectations of different religious traditions to assess the impact that such expectations have on the pursuit of knowledge.

Prerequisites: Junior standing.

Fulfills Core Requirement(s): DIV.

Cross-listed Courses: GWS 416

REL 413. Religion and the Imagination. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisites: REL 200, a REL 300-level course and senior standing.

REL 414. Post-Modern Christian Theology. 3 Credit Hours.

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. Theol/Philosoph of Liberation. 3 Credit Hours.

This seminar will provide the opportunity for students to examine philosophical and religious traditions of social and political liberation in the Americas. Special consideration will be given to reflections on gender, race and class in theology and religion. The convergence of theory and social praxis in ecclesial base communities, as well as the politicization of Latin American philosophical thought in the midtwentieth century as a response to the Cuban Revolution challenge to liberation philosophy and theology will be studied. Prerequisites or corequisites: REL 200, REL 300, PHL 101, PHL 201, PHL 301. This seminar may be taken as either philosophy or religious studies. In either case, it will fulfill the core senior PHL/REL seminar requirement.

REL 416. Religion and the Media. 3 Credit Hours.

This course focuses on the relationship between mass media and religion in U.S. and other cultures. It introduces students to media studies and some of the methods used to study the intersections of religion and mass media, and analyzes how print and electronic news media, as well as television and film, have depicted (represented) specific religious groups and religion in general, as well as how such media represents gender, class, race, and ethnicity in a religious context of religion. The course also considers the ways in which religion and media interact and influence each other.

REL 421. The Occult in American Religions. 3 Credit Hours.

From the eighteenth century until today, a succession of metaphysical/occult religions has emerged in the United States emphasizing the marvelous and weird dimensions of the modern world. Religious Studies 421 analyzes the cultural appeal and function of wonder, terror, and desire in a number of these movements, including Freemasonry, early Mormonism, Spiritualism, Ufology, New Age spirituality, and Scientology.

REL 425. The Faith That Does Justice. 3 Credit Hours.

This course will engage each student in a social justice action project, while studying how faith commitments, particularly those embedded in Christian thought and culture, and principles of social justice can be implemented in that project. The course will require a synthesis of assigned reading on social justice, their own faith traditions, and Catholic social teaching, as well as the practical experience gained in the project. The course will act as the capstone course for the Faith and Social Justice minor. Junior standing required.

REL 490. Research. 1-3 Credit Hours.

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 academic dean. They will be kept on file in the academic dean's office. May be used to fulfill the second religious studies course required by the core curriculum.

Prerequisite: REL 200.

Theology (THE)

THE 100. Catholic Theological Reflection on Service. 3 Credit Hours.

This course analyzes and explores the theological dimensions of service in critical dialogue with the Catholic tradition, thereby introducing students to a central question or questions in Catholic theology, as per the specifications of the Core IV document.

THE 125. Biblical Women. 3 Credit Hours.

Focusing on close readings of stories of biblical women, this course introduces students to the Hebrew Bible, deuterocanonical sources, and the New Testament, with attention to the social and historical contexts of those writings, the afterlives of biblical women in later religious traditions, and gender theory.

THE 175. Catholic Theology. 3 Credit Hours.

This course will introduce the student to contemporary understandings of Catholicism. The development of the church's tradition will be traced from its foundations in Scripture and the Councils of the Church to the present day. Topics to be covered include Christology, ecclesiology, morality and sacramental theology.

THE 184. Christian Creed: Mystery and Symbol. 3 Credit Hours.

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.

THE 200. Theology in a Secular World. 3 Credit Hours.

This course is an introduction to theology and its relevance to other academic disciplines. How does theology relate to other fields in the natural and social sciences? How are its truth claims to be understood and evaluated? And what are the practical benefits to studying theology in the twenty-first century? In this class we will read theological and biblical texts side by side with works from such contemporary disciplines as psychology, religious studies, and environmental science. We will analyze how prominent theological writers translate a number of concepts into the language and categories of modern thought, and how they seek to find meaning in the data uncovered by the modern sciences. Readings will include works by a number of prominent Catholic writers—including Thomas Berry, Paul Knitter, Thomas Merton, Henri Nouwen, and Richard Rohr—as well as texts from other religious traditions and secular fields.

THE 201. Old Testament. 3 Credit Hours.

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.

THE 202. A Rabbi Meets Jesus: a Jewish-Christian Encounter. 3 Credit Hours.

In the context of contemporary Jewish-Christian encounter, it is important to identify and to evaluate critically theological concepts which each of these religions teach and believe, including the idea of God, Law, Kingdom, Covenant, messiah, Holiness, and Sabbath. These theological concepts will be central to this course and will be explored through the study of primary religious texts, doctrines, and theological arguments.

THE 210. Faith and the Religious and Theoretical Roots of Social Justice. 3 Credit Hours.

This course is an introduction to the notion of faith (broadly-conceived), the biblical foundations for justice, the basic principles of Catholic social teaching, and an introduction to social justice that emphasizes the tensions and opportunities for furthering the common good within existing social, political and economic systems. It serves as the introductory course for the Faith and Social Justice minor.

THE 235. Eco-Theology and Film. 3 Credit Hours.

This course will introduce the rising field of Eco-Theology, presenting many of the ways in which humanity's relationship to nature has been understood. Our approach will be interdisciplinary, and students will be encouraged to explore the issues and materials from a range of perspectives, both theological and artistic.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA)).

THE 237. Christian Social Ethics. 3 Credit Hours.

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.

THE 240. Theological Responses to Suffering. 3 Credit Hours.

This course will examine the various types, causes, and dimensions of suffering, as well as traditional and contemporary religious responses to human suffering. While the course will draw from the wisdom of both Eastern and Western theological and spiritual traditions, particular attention will be given to the Christian/Catholic tradition.

THE 247. Christian Life: Symbol and Practice. 3 Credit Hours.

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.

THE 248. Christian Spirituality. 3 Credit Hours.

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.

THE 250. Sacred Geometry: Art, Cinema and Spirituality- Special Topic. 3 Credit Hours.

This course will provide a comparative study of ancient cultures in their use of symbolism, geometry, art and cosmology to define reality. "All of life in its entirety," wrote Pier Paolo Pasolini, "is a natural, living film," and in this course students will explore a series of twelve "art films" to discern ways in which symbols derived from nature can function within a variety of spiritualities and belief systems. Course topics will provide symbolic representations of the structure of the universe, expressing the notion of reality as an organized and unified whole.

THE 267. American Catholicism. 3 Credit Hours.

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.

THE 274. African Christian Theology. 3 Credit Hours.

The course examines the encounter between African traditional religions and cultures and European Christianity during nineteenth century missionary expansion into sub-Saharan Africa. It also explores the movements that gave rise to contemporary African Christian theology. Although the course is ecumenical in scope, it places particular emphasis on the Roman Catholic theological tradition.

Cross-listed Courses: PGS 374

THE 277. The Church: Community in Christ. 3 Credit Hours.

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.

THE 284. Christian Mysticism. 3 Credit Hours.

This course will trace mystical theologies and the practices tied to them within Christianity, as well as outlining issues of definition and method in the study of mysticism. It will explore the roots of Christian mysticism and the development of various forms of mysticism from late antiquity to modern era.

THE 285. Eating As a Sacred Act: an Intellectual And Gustatory Exploration of Food and Faith. 3 Credit Hours.

The fundamental aim of this course will be to articulate a theology of eating. In many ways, food is a simple thing. Someone grows it; someone prepares and eats it. But in reality, food/eating is perhaps one of the most complicated of human acts since it involves so many facets of creation and human ingenuity. Eating does not merely fill our bellies. Eating has a transcendent dimension to it as well. In the Christian tradition, there exists an obvious connection to Eucharist, eating, that leads to communion through creation, humanity and ultimately God. Food and eating will be viewed through multiple academic lenses: theological (principally), ritual, sacramental, cultural, agricultural, ecological, and moral. The aim is to lead the student to a deeper awareness of this ordinary but complex act that joins one to the entire cosmos. There will also be a gustatory component in which the student will explore the local food shed that will include shared meals.

THE 303. Prophets. 3 Credit Hours.

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.

THE 306. Theology of Christian Art. 3 Credit Hours.

The course will explore Christian 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 course 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.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA)).

THE 310. Synoptic Gospels. 3 Credit Hours.

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.

THE 311. Johannine Literature. 3 Credit Hours.

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.

THE 312. Pauline Epistles. 3 Credit Hours.

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 deuteropauline Letters.

THE 331. Christian Ethics. 3 Credit Hours.

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.

THE 332. Catholic Social Thought. 3 Credit Hours.

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.

THE 378. Jesus Christ Through History. 3 Credit Hours.

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.

THE 381. Christianity in Dialogue With World Religions. 3 Credit Hours.

If Jesus is the only Way what does that mean for our brothers and sisters of other faiths? What does the Catholic Church really teach about the possibility of salvation for those who do not become Catholic? Can Catholics and other Christians engage in respectful dialogue and active cooperation with people of other faiths? How might interfaith dialogue enhance and deepen the faith one already holds? In this course students will explore a number of different theological answers and perspectives that address these and other questions with special emphasis on official Catholic teaching. In addition, we will be introduced to a number of concrete examples of Christians engaging in dialogue with the faithful of other religions. In the second half of the course, students will choose one particular non-Christian tradition and enter more intensively into examples of dialogue between Christianity and that particular faith with the goal of considering and questioning more deeply their own understanding of the world and their position in it. Fulfills Core Requirement(s): Diversity (DIV).

Religious Studies Major (B.A.)

A student wishing to major in religious studies must complete 30 credit hours (10 courses) in religious studies/theology: REL 200 Religious Perspectives (three credits), three REL/THE 300-level courses taken for major credit (nine credits); four REL/THE 300 or REL/THE 400 elective courses (12 credits); a REL/THE 400-level course (three credits); and the Religious Studies/Theology Colloquium (three credits). The student must also complete foreign language study through the intermediate level.

Upon declaring a religious studies major, students will receive a copy of the departmental learning goals. Students and their advisers will use these goals as a guide in selecting courses. Students will demonstrate progress toward the goals by compiling work drawn from each semester into a portfolio for review by members of the department. During the senior year, in the context of the religious studies colloquium, students will reflect on that progress in a concluding assessment essay.

Religious Studies Major

Note: for the religion requirement in the core, REL 200 Religious Perspectives is required, as well as three credits of REL/THE Colloquia .

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3

ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
REL 200	Religious Perspectives	3
Select three 300-level religious studies/theology courses taken for major (M) credit		9
Select four additional religious studies/theology courses in consultation with advisor ²		12
REL/THE Colloquia		3
REL/THE 400-level course ³		3
Major Support Requirements		
Foreign Language ⁴		6
Electives		
Free Electives		33
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Theology core requirement counts as one elective.

³ This course is in addition to the COR 400 core requirement.

⁴ Chosen after consultation with the student's faculty advisor and department chair; intermediate level of competency required.

Note: REL/THE 300-level major credit courses are taught by full-time religious studies faculty and are marked differently than REL/THE 300-level core courses on semester course schedules. For example, REL 336M is a three-credit major course; REL 336 is a three-credit core course and does not carry major credit. However, majors must register for major credit courses at the beginning of the semester. To earn major credit, students must complete additional and/or alternate assignments designed by the instructor to help them progress toward meeting departmental learning goals. Such assignments might include assembling annotated bibliographies or writing bibliographic essays, reading and discussing theory and method in the academic study of religion, or playing a distinctive role within the class (opening/leading discussions or taking responsibility for presenting portions of the course material). These courses are also open to students minoring in religious studies or Catholic studies with the approval of the instructor and the department chairperson. Independent study courses may also be counted as major credit courses.

Departmental Honors in Religious Studies

In accord with 1988 guidelines approved by the academic dean, department chairs and program directors, declared religious studies majors with a 3.0 G.P.A. overall and a 3.25 G.P.A. in religious studies courses may pursue departmental honors, provided they have also

demonstrated the potential to complete a research paper at least 25 – 30 pages in length.

During the fall semester of junior year, the departmental chair will invite eligible students to apply. The candidate for the departmental honors degree will determine a general area to research and choose a mentor from among the full-time members of the department with appropriate expertise. The mentor will direct the student as (s)he develops a proposal for the project. The proposal must include a well-formulated research question, description of methodology, a bibliography, a tentative outline and title, and criteria for evaluation. The mentor and two other members of the department must approve the proposal before spring registration. The student will then register for REL 490 Research (Departmental Honors Project).

During the fall semester of senior year, the student will complete a rough draft of the project under the mentor's guidance. On or before the last day of classes, he will submit a copy of the rough draft to his mentor and to the chairperson of the department.

Under the mentor's guidance, the student will complete a revision of the proposal during the spring semester. By April 1 (or a date agreed upon at the beginning of the process by student and mentor) the student submits a final draft of the project, along with evaluative criteria, to the examination committee. The chairperson of the department is responsible for establishing the examination committee; it typically includes the mentor and two other department members. In addition, as a matter of courtesy, (s)he formally invites the Faculty Committee for Integral Honors to participate in the defense. (S)he schedules the date, time and place and publicizes the event widely on campus. The defense date should be early enough to allow for any necessary revisions required by the examination committee.

After the defense, the mentor, in consultation with the department chair and the examination committee, decides how well the student's project has met its evaluative criteria and departmental standards. Upon a successful defense and completion of any revisions, the student is eligible for departmental honors at graduation.

Religious Studies and Education Programs

The religious studies department in collaboration with the education department offers a major program for those who plan a career in elementary education or 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 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. For a typical schedule, please see the Typical Program page (p. 286).

Typical Program for Religious Studies Major with an Education Minor (Dual Childhood/Special Education Grades 1-6)

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3

EDU 105	Teaching in a Diverse Society	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
WRT 101	Critical Writing	3
Credit Hours		15

Second Semester

PHL 110	Introduction to Philosophy or REL 200 or Religious Perspectives	3
EDU 150	Contemporary Perspectives on Special Ed	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
Theology (p. 43)		3
Credit Hours		15

Sophomore Year

First Semester

EDU 205	Childhood Learning and Special Needs	3
PHL 210	Moral Philosophy	3
REL 200	Religious Perspectives	3
Mathematics (p. 43)		3
Natural Science (p. 43)		3
Credit Hours		15

Second Semester

EDU 225	Assessment & Decision Making for Equity/ Inclusion	3
ENG 210	Major Authors	3
REL/THE 300-level M		3
REL/THE Elective		3
PSY 101	Introductory Psychology	3
Credit Hours		15

Junior Year

First Semester

EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
ENG 310	Literature and Culture	3
REL/THE 300-level M		3
REL 398	Religious Studies Colloquium	1
REL/THE 300-level M		3
Credit Hours		16

Second Semester

EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsm	3
REL/THE 300-level M		3
REL/THE 399 Colloquium		1
IDS Interdisciplinary Studies (p. 43)		3
EDU 376	Managing Environ for Stu W/ Disabilities	3
Credit Hours		16

Senior Year

First Semester

EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0

EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6
Credit Hours		15

Second Semester

REL/THE 400-level		3
COR 400	Senior Studies: Transformations	3
REL/THE Elective		3
Free Elective		3
REL/THE 498 Colloquium		1
Free Elective		3
Credit Hours		16

Total Credit Hours 123

Religious Studies Minor

A student wishing to minor in religious studies must complete 15 credit hours in religious studies/theology.

Minor Requirements

REL 200	Religious Perspectives ¹	3
REL 300-399 ¹		3
Two religious studies/theology electives ²		6
REL/THE 400-level seminar ³		3
Total Credit Hours		15

- ¹ Fulfilled by core requirement
- ² One elective can be fulfilled by theology core requirement
- ³ Can be fulfilled by COR 400 if cross-listed with REL/THE

Faith and Social Justice Minor

Why Study Faith & Social Justice at Le Moyne?

The faith and social justice interdisciplinary minor provides interested students the opportunity to engage intellectually and practically the Jesuit emphasis on the service of faith and the promotion of justice. Through the exploration of various conceptions of faith, theoretical and religious perspectives on justice, social and political justice issues, and Catholic social thought, students will develop a deeper understanding of the relationship of faith and justice and their role in creating a more just society.

Opportunity

Students pursuing a minor in faith and social justice at Le Moyne College gain a rich, interdisciplinary understanding of the various meanings of faith and social justice and a chance to investigate their impact on a variety of significant moral and social issues affecting the world. Students also explore the interconnections between faith and social justice and their own engagement with social justice concerns and actions as well as the potential impact on their chosen careers.

Who Can Benefit?

- Students of any major
- Students interested in attending graduate school
- Students who are interested in social or environmental justice

• Those who want to gain a credential that complements their major and future careers (e.g., aspiring educators, lawyers, social entrepreneurs, journalists, medical practitioners, social workers)

Minor Requirements

THE 210	Faith and the Religious and Theoretical Roots of Social Justice	3
REL 425	The Faith That Does Justice	3
Select three of the following: (two of which must be outside of REL/THE; other courses may be added)		9
BSC 111	Ecology and the Environment	
ESS 260	Sustainability: Ecological Entrepreneurship	
ECO 322	Econ of Crime & Punishment	
ECO 335	Economics of Poverty	
HON 320	The World of the Other	
PHL 358	Philosophy of Race	
PSC 207	Power and Justice	
PSC 329	History of Latin American Social Movements	
PSC 334	Social Activism	
PSC 367	War, Peace and Violence	
REL 309	New Testament	
REL 400	Religion, Conflict, Peace/African Context	
SOC 241	Social Inequality	
SOC 325	Poverty & Social Justice in Legal System	
SOC 396	Race, Gender and Justice	
THE 175	Catholic Theology	
THE 332	Catholic Social Thought	

Total Credit Hours 15

Software Applications and Systems Development

Program Director: David Voorhees

This program's strength is in the liberal arts tradition - students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. A distinctive feature is a requirement to minor in another academic discipline. The SASD program combines the strengths of Le Moyne's computer science and information systems programs in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements. The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. There are two significant differences between the SASD and IS programs. First, the SASD program requires a student to earn a minor in any academic discipline while the IS program requires a student to take the Business core courses. Second, the SASD program requires a student to complete a sequence of programming courses while the IS program includes programming courses as an elective.

Student Learning Outcomes in Software Applications and Systems Development

Students who graduate from this program will be able to:

Design

Evaluate the design of computational solutions.

Security

Evaluate the security of computational solutions.

Solution and analysis

Create computational solutions that are based on good analysis of the business and the system.

Project planning and management

Create computational solutions with sound project planning and management.

- Software Applications and Systems Development Major (B.S.) (p. 288)
- Software Applications and Systems Development Major (B.A.) (p. 290)
- Dual Major (B.S.) in Software Applications and Systems Development and Information Systems (p. 291)

Software Applications and Systems Development (B.S.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

Select one of the following:

CSC 155	COBOL Programming
CSC 165	Programming in Visual Basic With Visual Basics

CSC 175	Introduction to Algorithms and Program Design	
CSC 170	Introduction to Java Programming Programming	3
or CSC 176	Object Oriented Programming	
MIS 201	Introduction to Management Info Systems	3
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
CSC 375	Design and Analysis of Algorithms	3
Four upper-level CSC or MIS electives from the project-based or platform-based courses in the tables below.		12
Major Support Requirements		
Select one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
CSC 281	Discrete Mathematics	3
Foreign Language or EAC Encountering Another Culture		6
Natural science lab-based sequence		8
Minor in another discipline (Earning a second major or dual major fulfills this requirement)		15-21
Total Credit Hours		120-126

¹ Some Core requirements may be fulfilled by major requirements.

Project-Based and Platform-Based Electives

CSC 346	Software Operating Environments	3
CSC 441	Secure Software Development in Mobile And Cloud Environments	3
CSC 445	Networks and Secure Software Development	3
MIS 478	Financial Telecomm & Cybersecurity	3
MIS 480	Database Management Systems	3
CSC 496	Senior Software Engineering Project	3

Course	Title	Credit Hour
Freshman Year		
First Semester		
CSC 175	Introduction to Algorithms and Program Design	4
MIS 201	Introduction to Management Info Systems	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		16
Second Semester		
CSC 176	Object Oriented Programming	3
Elective		3
Elective		3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3

EAC Encountering Another Culture/Language (p. 43)	3
Credit Hours	18

Sophomore Year

First Semester		
CSC 275	Data Structures and Algorithms	3
MIS 375	Applied Systems Analysis	3
HST 110	World Civilization I	3
Select one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
CSC 281	Discrete Mathematics	3
Credit Hours		15

Second Semester

CSC 276	Object Oriented Software Design or CSC 346 or Software Operating Environments	3
Elective		3
Social Science (p. 43)		3
PHL 210	Moral Philosophy	3
ENG 210	Major Authors	3
Credit Hours		15

Junior Year

First Semester		
MIS 460	Managing Systems Projects	3
SASD Elective		3
Elective		3
Elective		3
Theology (p. 43)		3
Credit Hours		15

Second Semester

CSC 346	Software Operating Environments or CSC 276 or Object Oriented Software Design	3
SASD Elective		3
Elective		3
Select one of the following:		3
CSC 375	Design and Analysis of Algorithms	
Elective		
ENG 310	Literature and Culture	3
Credit Hours		15

Senior Year

First Semester		
SASD Elective		3
Natural Science (p. 43)		4
Elective		3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		3
Credit Hours		16

Second Semester

SASD Elective		3
Natural Science (p. 43)		4
COR 400	Senior Studies: Transformations	3
Select one of the following:		3

CSC 375	Design and Analysis of Algorithms	
Elective		
Religion (p. 43)		3
Credit Hours		16
Total Credit Hours		126

Software Applications and Systems Development (B.A.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

Select one of the following:		3-4
CSC 155	COBOL Programming	
CSC 165	Programming in Visual Basic With Visual Basics	
CSC 175	Introduction to Algorithms and Program Design	
CSC 170	Introduction to Java Programming Programming	3
or CSC 176	Object Oriented Programming	
MIS 201	Introduction to Management Info Systems	3
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
Four upper-level CSC or MIS electives from the project-based or platform-based courses in the tables below.		12

Major Support Requirements

Choose one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
CSC 281	Discrete Mathematics	3
Foreign Language or EAC Encountering Another Culture		6

Minor in another discipline (Earning a second major or dual major fulfills this requirement)	15-21
Total Credit Hours	112-119

¹ Some Core requirements may be fulfilled by major requirements.

Project-Based and Platform-Based Electives

CSC 346	Software Operating Environments	3
CSC 441	Secure Software Development in Mobile And Cloud Environments	3
CSC 445	Networks and Secure Software Development	3
MIS 478	Financial Telecomm & Cybersecurity	3
MIS 480	Database Management Systems	3
CSC 496	Senior Software Engineering Project	3

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year

First Semester

CSC 175	Introduction to Algorithms and Program Design	4
MIS 201	Introduction to Management Info Systems	3
WRT 101	Critical Writing	3
EAC Encountering Another Culture/Language (p. 43)		3
COR 100	First Year Seminars: Transitions	3
Credit Hours		16

Second Semester

CSC 176	Object Oriented Programming	3
Elective		3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15

Sophomore Year

First Semester

CSC 275	Data Structures and Algorithms	3
MIS 375	Applied Systems Analysis	3
Select one of the following:		3

MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
CSC 281	Discrete Mathematics	3
HST 110	World Civilization I	3
Credit Hours		15

Second Semester

CSC 276	Object Oriented Software Design or CSC 346 or Software Operating Environments	3
Social Science (p. 43)		3
Elective		3
PHL 210	Moral Philosophy	3
ENG 210	Major Authors	3
Credit Hours		15

Junior Year

First Semester

MIS 460	Managing Systems Projects	3
SASD Elective		3
Elective		3
Natural Science (p. 43)		3
Theology (p. 43)		3
Credit Hours		15

Second Semester

CSC 276	Object Oriented Software Design	3
or CSC 346	or Software Operating Environments	
SASD Elective		3
Elective		3
Elective		3
ENG 310	Literature and Culture	3
Credit Hours		15

Senior Year

First Semester

SASD Elective		3
Elective		3
Elective		3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual & Performing Arts (p. 43)		1
Credit Hours		13

Second Semester

SASD Elective		3
Elective		3
Elective		3
COR 400	Senior Studies: Transformations	3
Religion (p. 43)		3
Credit Hours		15
Total Credit Hours		119

Dual Major (B.S.) in Software Applications and Systems Development and Information Systems

This program’s strength is in the liberal arts tradition – students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. This dual major combines the strengths of Le Moyne’s computer science and information systems programs, along with the management core requirements, in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements. The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. A significant difference between the SASD

and IS programs is that the SASD program requires a student to earn a minor in any academic discipline, while the IS program requires a student to take the Business core courses (which is similar to earning a minor in business administration).

Le Moyne College expects its software applications and systems development graduates:

- Can demonstrate critical thinking skills, apply problem solving techniques, and construct various software artifacts as prescribed by a software development process.
- Are prepared for continued growth as a computing professional, are able to apply what they have learned, and can communicate their knowledge to others in an ethically responsible manner.
- Are prepared to work individually or in a collaborative environment.

Software Applications & Systems Development/ Information Systems

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3

ECO 114	Principles of Macroeconomics	3
Major Requirements		
Select one of the following:		4
CSC 155	COBOL Programming	
CSC 165	Programming in Visual Basic With Visual Basics	
CSC 175	Introduction to Algorithms and Program Design	
CSC 170	Introduction to Java Programming Programming	3
or CSC 176	Object Oriented Programming	
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
One project-based or platform-based course:		3
CSC 346	Software Operating Environments	
CSC 441	Secure Software Development in Mobile And Cloud Environments, Secure Software Development in Web, Cloud & Mobile Environments	
CSC 445	Networks and Secure Software Development	
CSC 496	Senior Software Engineering Project	
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
MIS 480	Database Management Systems	3
MIS 455	Managing the Technological Enterprise	3
Electives		
Free Electives		6
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

Visual and Performing Arts

Chair: Karel I. Blakeley

Program Director: Matt Chiorini (of Theatre Arts), Jennifer Gandee (of Visual Art), David Moore (of Visual Arts), Travis Newton (of Arts Administration), Edward Ruchalski (of Music)

Associate Professor: Karel I. Blakeley, Matt Chiorini

Assistant Professor: Travis Newton

Professor of Practice: Edward Ruchalski, Lindsey Sikes

Adjunct Faculty: Ruth Arena, Stephen Butler, Larry Crabtree, Barry Darling, Jerry Exline, Jennifer Gandee, David Grindle, Carol Jacobe, Katya Krenina, David Moore, Carolyn Pardee, Miranda Traudt, Danan Tsan, Catherine Underhill, Richard Williams

The department of visual and performing arts offers students opportunities in a wide range of creative expression and arts appreciation. The department includes a theatre arts major and minor, arts administration minor, visual arts minor, dance 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.

Student Learning Outcomes in Theatre Arts

Acting and performance

Students will create effective and well-prepared performances for a variety of audiences

Technical theatre and design

Students will create effective and well-prepared designs for theatrical production

Historical and literary context

Students will articulate the function and purpose of theatre in it's historical and social context.

Collaboration

Students will produce fully-realized performances, designs, and productions that are aesthetically meaningful and collaboratively prepared.

Opportunities

Students will access relevant and meaningful information according to the professional standards in the field of theatre

- Arts Administration Minor (p. 302)
- Visual Arts Minor (p. 303)
- Music Minor (p. 303)
- Theatre Arts Major (B.A.) (p. 304)
- Theatre Arts Dual Major (p. 305)
- Theatre Arts Minor (p. 305)
- Dance Minor (p. 305)

Arts Administration (AAD)

AAD 100. Experiencing the Arts. 1 Credit Hour.

Students will be given the opportunity to view, evaluate, and critique the visual and performing arts in several different mediums. Course may not be repeated for credit. Students are required to also attend multiple arts events in the community and on campus as a component of their coursework. Course is only 5 weeks long. Please check course availability to see exact meeting dates.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: MUS 103, THR 100, ART 100

AAD 201. Arts Administration I. 3 Credit Hours.

An introduction to the world of arts administration, focusing on not-for-profit organizations and exploring the various types of arts organizations and management principles applied therein. Students will participate in discussions both in class and online, and will prepare to apply their knowledge in real-world settings through the arts administration internship (AAD 490).

Fulfills Core Requirement(s): VPA.

AAD 220. Special Topics. 3 Credit Hours.

A course sequence that offers thematically focused elective courses of current interest to instructors and students. Topics may include (but not limited to) fundraising, social media in the arts, or arts advocacy.

AAD 301. Arts Administration II. 3 Credit Hours.

An exploration of the financial issues relevant to the not-for-profit arts industry, including budgeting, financial management, and fund-raising. Students will actively participate in financial analysis activities, the creation of grant proposals, and the drafting of fundraising appeal letters. Prerequisites: AAD 201.

AAD 490. Arts Administration Internship. 3 Credit Hours.

Students will have the opportunity to complete a semester-long internship with a cultural organization as a part of this required course for the arts administration minor. Students will work closely with the faculty member supervising the internship, reporting to the faculty member as the internship progresses. Students will also evaluate the experience and relate it to their course of study in the arts administration program. Pass/fail grades only.

Prerequisites: AAD 201.

Art (ART)

ART 100. Experiencing the Arts. 1 Credit Hour.

Students will be given the opportunity to view, evaluate, and critique the visual and performing arts in several different mediums. Course may not be repeated for credit. Students are required to also attend multiple arts events in the community and on campus as a component of their coursework. Course is only 5 weeks long. Please check course availability to see exact meeting dates.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: AAD 100, MUS 103, THR 100

ART 105. Global Masterpieces: a Survey of World Art. 3 Credit Hours.

In this introductory course, students will experience the many facets of the dynamic visual language of art in order to develop skills in comprehension and appreciation of a variety of art forms. The course will encompass a selective number of works in drawing, painting, sculpture and architecture drawn from prehistoric times to the present including North and South America, Africa, Europe and Asia in order to convey a deeper understanding of the role that art plays in human history and culture. Open to all students.

Fulfills Core Requirement(s): VPA.

ART 150. Women in Fine, Creative, Performing Arts. 3 Credit Hours.

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 century 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.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 155. Politics and the Arts in Nazi Germany And Soviet Russia. 3 Credit Hours.

The course explores the interrelationship between politics and the arts in National Socialist Germany and the Soviet Union. A professor of music and a professor of history combine to offer students an intensive analysis of the art, music, and literature of the periods under study, within the context of a systematic comparison of the political and social structures of the two nations. Major musical works will be played and commented upon, and a full-period performance of works by Wagner, Weill, Shonberg, Prokofiev, Shostakovich, and Kachaturian will conclude the course. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS) and Visual and Performing Arts (VPA).

ART 160. 20th Cent Americ Visual Art & Architect. 3 Credit Hours.

Students will engage in an intensive study of 20th Century American visual art and architecture with emphasis on the American Impressionists, the Ashcan School, Realists, Precisionists, Regionalists, Photo Realism, Abstract Expressionism, Popular Art, Polemical Realism, etc. Architecture, painting, sculpture and photographic works of artists will be viewed and studied in a formal and contextual framework. Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 162. The Gilded Age in the United States. 3 Credit Hours.

Students will be engaged in a fascinating historical study concerning the development of American Art Museums from 1870 to the aftermath of World War I. Major American financiers and their purchases of European paintings will be discussed and how this changed the American landscape.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 220. Drawing. 3 Credit Hours.

This studio course examines the theory and practice of drawing. The goal is to gain confidence in drawing skills as students master the basic principles that form the foundation for visual arts by using traditional studio practice: drawing from observation and drawing as investigation of the visual world. Individually tailored instruction emphasizes the student's role in continuous artistic improvement through drawing, sketching, critical thinking, personal exploration, and study of art and artists of past and present. Work in pencil, charcoal, ink, pastel, and conte crayon. There is a lab fee associated with this course. No prerequisite. Fulfills Core requirement(s): VPA.

ART 223. Digital Illustration. 3 Credit Hours.

This course introduces the basic techniques of digital illustration and imaging. Students will create original artwork using Adobe Illustrator. The fundamental tools of this vector art program will be taught through a series of lectures, demonstrations, tutorials, and exercises. Students will create and manipulate images based on formal design principles and conceptual frameworks. Assignments will have an emphasis on concept, creativity, communication, technical achievement, and presentation. There is an additional lab fee of \$25.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 224. Introduction to Illustration. 3 Credit Hours.

This course introduces students to the illustration field and examines the effectiveness of illustration through fundamental principles of visual problem solving. From initial sketches to the development of finished images students are exposed to a variety of methods used in the field in order to communicate, illuminate, motivate, stimulate curiosity, and to tell stories. Assignments range from editorial illustration, packaging, and poster design to book illustration and other exploratory work. The goal of this course is to help students connect the world of concepts and ideas to image making within the context of illustration assignments. Note: There is a lab fee associated with this course. Fulfills Core Requirement(s): VPA.

ART 226. Fashion Illustration. 3 Credit Hours.

In this fashion illustration course, students learn how to create individual collections for fashion design by developing skills in concepts, collaging, figure drawing, fabric rendering, and design development. By using various mediums and techniques, each student is encouraged to develop a personal graphic style as it relates to their final collection of fashion illustrations. There is a lab fee associated with this course. Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 230. Painting. 3 Credit Hours.

Using a variety of approaches, students are instructed in the skills and techniques needed to produce a finished acrylic painting. The basic steps of stretching canvas begin a process that includes instruction in such important components as composition, tonal values and design. No prerequisites. There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 235. Watercolor Painting. 3 Credit Hours.

A studio course exploring traditional and nontraditional use of watercolor in compositional form. Subject matter may include still life, landscape, and the human figure. No painting or drawing experience necessary. There is a lab fee associated with this course. Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

ART 240. Black and White Photography. 3 Credit Hours.

A studio course in which the creative aspects of digital black and white photography are explored. Shooting assignments are geared towards expanding students' creative vision and encouraging personal expression. Traditional and experimental approaches to image making will be presented. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. A compact digital camera or digital SLR camera is required. There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 243. Color Photography. 3 Credit Hours.

A studio course in which the creative aspects of color digital photography are explored. Shooting assignments are structured to explore both the visual and emotional aspects of color and to develop a personal approach to color image making. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. A compact digital camera or digital SLR camera is required. Fulfills Core: VPA. Note: There is a lab fee associated with this course.

ART 247. Studio Photography. 3 Credit Hours.

ART 247 is an introductory level course in studio photography, which includes lectures, demonstrations, visual presentations, group critiques of student work, and supervised studio and lab work. Shooting assignments are designed to provide a survey of various studio photography disciplines, including location studio work, portraiture, still life, fashion, and motion photography. Students will be encouraged to develop their own personal approach to each of these disciplines. A digital SLR camera is supplied by the department. There is a lab fee associated with this course. Fulfills Core Requirement(s): VPA.

ART 248. Fantasy Photography. 3 Credit Hours.

ART 248 is an introductory level photography course. Alternative methods of creating photographs, including photomontage, scanography, blurred motion, and collage will be explored to create images that are bizarre, funny, dreamlike. The work of Surrealist photographers will also be explored. Classroom time will include lectures, visual presentations, discussion of student work, and supervised lab work. Students will have the opportunity to sign out digital SLR cameras for shooting assignments. No prerequisites. Fulfills Core: VPA. Note: There is a lab fee associated with this course.

ART 260. Sculpture. 3 Credit Hours.

This studio course introduces students to artistic practice in three dimensions using a variety of materials and approaches. Problems require students to address materials in terms of cultural and historical context as well as space and environment. Assignments will utilize a variety of mediums including traditional (wood, plaster, clay) and non-traditional (fabric, found objects, etc.). No prerequisite. Note: There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 265. Introduction to Ceramics. 3 Credit Hours.

This studio course is designed to introduce students to the basic methods of constructing and forming clay. In this basic hand-building course, students will concentrate on three basic methods of working with clay: pinch, coil, and slab construction. Class assignments will also familiarize students with certain methods of decorating, glazing, and firing ceramic objects. Students will develop a working knowledge of shop usage and safety as well as being involved in every step of the ceramic process from conceptualization to loading kilns. Regular slide lectures, handouts, and museum research will give visual reference in areas of personal ceramic interest. Note: There is a lab fee associated with this course. Fulfills Core requirement(s): VPA.

ART 390. Independent Study. 3 Credit Hours.

A student who wishes to pursue advanced study in visual art (drawing, painting, sculpture, photography, etc.) 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 Academic Dean. The usual prerequisite is one or more courses in visual art and permission of department chair prior to registration.

Music (MUS)

MUS 100. Fundamentals of Music. 3 Credit Hours.

The study of basic and essential music skills including: note identification, scales, solfege, chords, listening skills, and music terminology. Students will participate in online journaling and discussion forums. This course is designed to provide foundational music skills that will allow the student to further their study in history, theory and performance. The course is open to all students.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

MUS 101. Music History - The Western Tradition. 3 Credit Hours.

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. Fulfills Core visual and performing arts requirement. (VPA).

MUS 102. Music Industry. 3 Credit Hours.

Introduces students to the foundations of the music industry, including artist-management relationships, the business of recording and touring, publishing, and copyright law.

MUS 103. Experiencing the Arts. 1 Credit Hour.

Students will be given the opportunity to view, evaluate, and critique the visual and performing arts in several different mediums. Course may not be repeated for credit. Students are required to also attend multiple arts events in the community and on campus as a component of their coursework. Course is only 5 weeks long. Please check course availability to see exact meeting dates.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: AAD 100, THR 100, ART 100

MUS 116. Introduction to Music Theory. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA.

MUS 117. Intro to History & Tradition of Jazz. 3 Credit Hours.

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. Fulfills Core visual and performing arts requirement. (VPA).

MUS 121. Musical Theatre History. 3 Credit Hours.

Students will study the development of musical theatre, ranging from the dramas of ancient Greece to the megamusicals of today. Students will also study the theatrical review, utilizing this knowledge to critique filmed and live performances. Along the way, students will recognize the link between the development of the musical and societal trends and events. Fulfills Core visual and performing arts requirement. (VPA).

Cross-listed Courses: THR 121

MUS 208. Musical Theatre Workshop. 3 Credit Hours.

Through rehearsals, discussions, and coursework, students will gain in-depth knowledge pertaining to the discipline of musical theatre, including intensive direction (including stage direction, choreography, and musical direction), all geared toward the final performance of selections from various works of musical theatre.

Fulfills Core Requirement(s): VPA.

MUS 217. Neurons & Notes: The Science of Music. 3 Credit Hours.

The science of music is studied from a number of relevant points of view, including basic acoustic principles; the elements of music; music cognition and perception; and the neurobiological basis of music expectations and preferences. Questions related to the nature of musical sound, the physical aspects of hearing, cultural imprinting and the music instinct are examined. Fulfills Core visual and performing arts requirement. (VPA).

MUS 218. Live Sound. 1 Credit Hour.

Students will be introduced to the basics of live sound operations, including the basics of setting up a sound system and operating a sound board and accessories. A key component of the course will be hands-on experience running sound for events on campus, including music, theater, rock bands and much more. Fulfills Core requirement(s): VPA.

Cross-listed Courses: THR 218

MUS 220. Jazz Improvisation. 3 Credit Hours.

An introduction to jazz improvisation theory and application of harmonic functions. Emphasis placed on three jazz modes: Ionian, Dorian, and Mixolydian plus Pentatonic and Lydian scales. Students will perform class assignments, standards, specially prepared pieces and create original compositions.

Cross-listed Courses: MUS 240

MUS 225. Guitar and Songwriting Skills. 1 Credit Hour.

This course is designed for students wishing to develop basic skills as guitar players and songwriters. Class meetings are like workshops where students perform their songs for each other. Students may take the course for more than one semester, as the curriculum allows each class member to advance at their own pace. Fulfills Core visual and performing arts requirement. (VPA).

Prerequisites: Student must be able to demonstrate basic guitar skills.

MUS 226. The History of Rock and Roll. 3 Credit Hours.

This course covers the whole spectrum of Rock and Roll from its roots in blues and early country to the post-modern internet-driven age. Fulfills Core requirement(s): VPA.

MUS 227. American Popular Song: A History. 3 Credit Hours.

The class will survey the major developments in American songwriting from the Civil War to the present, with a focus on storytelling in song, the historical development of song, and critical listening as a means of understanding a song's meaning and cultural significance. Students will be introduced to many styles of songwriting, including Folk, Broadway, Tin Pan Alley, Rock, and Hip Hop. The question "What makes a hit?" will be addressed through song analysis. Fulfills Core requirement(s): VPA.

MUS 240. Jazz Improvisation. 3 Credit Hours.

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. Fulfills Core visual and performing arts requirement. (VPA).

Cross-listed Courses: MUS 220

MUS 241. Concept Album: From Guthrie to Radiohead. 3 Credit Hours.

Students will learn the skill of active listening and develop a critical framework for listening to, thinking about and responding to music. This attention to detail will enable the student to "see the big picture", to make connections, and to understand how the details help to build a cohesive large-scale work. The course will focus on the history of the concept album from Woody Guthrie to Radiohead and cover many genres, musical techniques and song forms. There will be a heavy emphasis on listening and written response. The following questions will be examined: What actually happens in the details of a musical work that enables the listener to understand the work as a unified whole? What is the composer's intent: is it to tell a story, to describe a state of mind, or to comment on society? Fulfills Core visual and performing arts requirement. (VPA).

MUS 379. Music Journalism. 3 Credit Hours.

This writing course teaches students how to report on all aspects of music—from concert reviews to performer profiles, from musician retrospectives to articles about non-performance aspects of music (e.g., the recording industry, instrument makers). To familiarize students with the history of music journalism and provide models for writing, readings will be drawn from prominent music magazines such as *Rolling Stone*, *Creem*, *Crawdaddy!*, *Blender*, and others—as well as from places where music journalism frequently appears today, especially blogs and podcasts. The class will consider the ways in which music journalism has changed in response to the technologies through which music is made available to listeners. Students will write several pieces of original music journalism of various lengths.

Prerequisites: ENG 102 and CMM 105.

Cross-listed Courses: CMM 379

MUS 384. The Film Sound Track. 3 Credit Hours.

Throughout recorded history, music has been an important part of human dramatic expression in ways that transcend mere spoken words and visual imagery. For more than a century of the motion picture art, music has played an integral, yet often unnoticed, role in defining the filmgoing experience. The main objective of this course is for students to develop skills in analyzing the sound track of a film, music's role in the sound track, and the relation of non-diegetic sound to image (especially relating to music) on small-scale and large-scale (narrative) levels. The course develops critical listening and viewing skills, but it also offers a particular extension of film history scholarship, one that focuses on the three nodal points in the history of film sound: the introduction of sound, the introduction of stereo, and the introduction of digital sound. We will explore the ways in which each of these technological advances affects the structural relationships that occur among three relatively autonomous components of the soundtrack—dialogue, music and sound-effects—with particular focus on non-diegetic music.

Prerequisite: WRT 101.

Cross-listed Courses: CMM 384

MUS 390. Applied Music I. 1 Credit Hour.

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 course may be repeated for credit up to four credits. Note: Students must pay an additional fee per semester for MUS 390. Fulfills Core requirement(s): VPA.

MUS 391. Applied Music II. 2 Credit Hours.

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 course may be repeated for up to four credits. Note: Students must pay an additional fee per semester for MUS 391. Fulfills Core requirement(s): VPA.

MUS 392. Independent Study (Music Theory). 2 Credit Hours.**MUS 394. Choral Ensembles. 1 Credit Hour.**

Participation in a professionally directed co-curricular college choral organization performing a broad variety of musical literature appropriate to the particular ensemble. Ensembles include the Le Moyne College Singers (40+ voices); Chamber Singers (12 voices); and Jazzuits (16 voices). Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This course may be repeated for up to six credits. Fulfills Core requirement(s): VPA.

MUS 394A. Choral Ensembles: Jazzuits. 1 Credit Hour.

The Jazzuits is a vocal jazz ensemble of 16-20 vocalists and accompanied by piano, bass and drums. The ensemble performs a variety of jazz styles along with some pop music. Performances take place on campus and within the Syracuse community. Permission of instructor required for registration. Fulfills Core requirement(s): Visual and Performing Arts (VPA).

MUS 394B. Choral Ensembles: Singers. 1 Credit Hour.

The Le Moyne College Singers perform a variety of musical styles and specialize in musical theater repertoire. Permission of instructor required for registration.

Fulfills Core Requirement: Visual and Performing Arts (VPA).

MUS 394C. Choral Ensembles: Chamber Singers. 1 Credit Hour.

The Le MOyne College Chamber Singers perform mostly classical repertoire with an emphasis on improving music ready, musicality, and expanding music vocabulary knowledge.

Fulfills Core Requirement: Visual and Performing Arts (VPA).

MUS 395. Instrumental Ensembles. 1 Credit Hour.

Participation in a professionally directed co-curricular college instrumental organizations performing a broad variety of musical literature appropriate to the particular ensemble. Ensembles include the Le Moyne College Chamber Orchestra, Jazz Ensemble, and Rock Ensemble. Attendance at all regular and special rehearsals plus performances on and off campus scheduled at the beginning of each semester. This course may be repeated for up to six credits. Fulfills Core requirement(s): Visual and Performing Arts (VPA).

MUS 395A. Inst Ensembles: Symphony Orchestra. 1 Credit Hour.

The Le Moyne College Symphony Orchestra boasts full instrumentation (featuring strings, woodwind, brass, and percussion instruments) and performs multiple concerts both on and off campus each semester. The orchestra performs music from all genres, including classical, film, pop, Broadway, and more.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

MUS 395B. Instrumental Ensembles: Jazz Ensemble. 1 Credit Hour.

Students will have the opportunity to rehearse and perform standard Jazz Ensemble literature of various styles.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

MUS 395C. Instrumental Ensembles: Rock Ensemble. 1 Credit Hour.

Participation in a professionally directed co-curricular college instrumental organization 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 course may be repeated for up to six credits.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

MUS 396A. Applied Music I: Oboe. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396B. Applied Music I: Flute. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396C. Applied Music I: Clarinet. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396D. Applied Music I: Saxophone. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396E. Applied Music I: Trumpet. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396F. Applied Music I: Trombone. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396G. Applied Music I: Horn. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396H. Applied Music I: Violin. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396I. Applied Music I: Viola. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396J. Applied Music I: Cello. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396K. Applied Music I: Bass. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396M. Applied Music I: Percussion. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396N. Applied Music I: Piano. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396O. Applied Music I: Guitar. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396Q. Applied Music I: Voice. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 396S. Applied Music I: Harp. 1 Credit Hour.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397A. Applied Music II: Oboe. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397B. Applied Music II: Flute. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397C. Applied Music II: Clarinet. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397D. Applied Music II: Saxophone. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397E. Applied Music II: Trumpet. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397F. Applied Music II: Trombone. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397G. Applied Music II: Horn. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397H. Applied Music II: Violin. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397I. Applied Music II: Viola. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397J. Applied Music II: Cello. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397K. Applied Music II: Bass. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397M. Applied Music II: Percussion. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397N. Applied Music II: Piano. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397O. Applied Music II: Guitar. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397Q. Applied Music II: Voice. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

MUS 397S. Applied Music II: Harp. 2 Credit Hours.

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. Note: Students must pay an additional fee per semester. Fulfills Core requirement(s): VPA (Visual and Performing Arts).

Theater (THR)

THR 100. Experiencing the Arts. 1 Credit Hour.

Students will be given the opportunity to view, evaluate, and critique the visual and performing arts in several different mediums. Course may not be repeated for credit. Students are required to also attend multiple arts events in the community and on campus as a component of their coursework. Course is only 5 weeks long. Please check course availability to see exact meeting dates.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: AAD 100, MUS 103, ART 100

THR 105. Introduction to Theatre. 3 Credit Hours.

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. Fulfills Core requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: ENG 105

THR 110. Stagecraft. 3 Credit Hours.

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. Fulfills Core visual and performing arts requirement. (VPA).

THR 121. Musical Theatre History. 3 Credit Hours.

Students will study the development of musical theatre, ranging from the dramas of ancient Greece to the megamusicals of today. Students will also study the theatrical review, utilizing this knowledge to critique filmed and live performances. Along the way, students will recognize the link between the development of the musical and societal trends and events. Cross-listed Courses: MUS 121

THR 170. Core Movement Concepts. 3 Credit Hours.

This introductory course offers students a supportive, studio-class environment in which to explore dance genres including but not limited to ballet, modern, jazz, Pilates/Conditioning, musical theater, vernacular styles, and folk dances. While building body awareness, strength, and flexibility students will gain an understanding of the fundamentals of human movement through space and time and their social and cultural significance and context.

THR 203. Voice and Movement. 3 Credit Hours.

This fundamentals course will explore basic processes of vocal and physical performance, recognition of controllable elements in speech and the body, and strategies for maximizing presence and presentation as an actor or performer. Students will be given daily opportunity to improve flexibility, strength, physical and vocal expression, pronunciation, and articulation in a supportive studio-course setting. Fulfills Core requirement: VPA.

THR 205. Acting I. 3 Credit Hours.

This course is a hands-on exploration of the creative process, focusing on the attainment of fundamental acting tools, terms, techniques and their application to working with dramatic texts. Primarily focused on Theatre Majors, minors, and students with previous acting experience, this fast-paced technique-focused course will place special attention on the actor's self-awareness and collaboration with other actors through the use of sensory exercises, textual analysis, and scene study. Fulfills Core visual and performing arts requirement. (VPA)
Prerequisite: WRT 101 or permission of instructor.

THR 210. Fundamentals of Design for Theatre. 3 Credit Hours.

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, painting and modeling as well as to explore aesthetic and practical problems in design. Prerequisite(s): THR 105.
Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

THR 218. Live Sound. 1 Credit Hour.

Students will be introduced to the basics of live sound operations, including the basics of setting up a sound system and operating a sound board and accessories. A key component of the course will be hands-on experience running sound for events on campus, including music, theater, rock bands and much more. Fulfills Core requirement(s): VPA.
Cross-listed Courses: MUS 218

THR 240. Applied Theatre: Community Based Learning. 3 Credit Hours.

This course is an exploration into methods of using theater as a vehicle for cross-cultural exchange and building community. Devised and improvisational theatre will provide tools with which to encounter underserved communities and initiate meaningful creative dialogue. Through discussion, role-play activities and composition assignments rehearsed in and out of the classroom, students will study theatre and performance as a platform on which to meet neighbors in a heightened, impactful way. Course may be repeated one time for credit. Fulfills Core Requirement(s): VPA.
Prerequisites: THR 105 or permission of the instructor.

THR 250. Stage Management Workshop. 1 Credit Hour.

An introduction to the basics of theatrical stage management. Topics covered are preparation for rehearsal, rehearsal process, tech rehearsal procedures, and performance management. This work shop 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.

THR 260. Theatre Practicum. 1-3 Credit Hours.

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. Fulfills Core requirement: VPA.

THR 265. Theatre Performance Practicum. 1 Credit Hour.

Upon acceptance following audition, student actors rehearse and perform in theatrical productions under faculty direction. May be repeated for up to three credits. Pass/fail grades only. Fulfills Core requirement: VPA.

THR 270. Bodies in Motion: Experiential Anatomy. 3 Credit Hours.

Bodies In Motion is designed to give students a unique and specific understanding of their own human anatomy and biomechanics. Technical knowledge absorbed via lecture and text will be applied and understood through the experience of ballet-based dance technique and somatic exploration. Learning human anatomy in this course will prepare students to care for themselves and remain healthy throughout life. This course will not fulfill prerequisite admissions requirements for health professional schools. The course fulfills Core Requirement(s): VPA and IDS.

THR 271. Ballet Dance Technique. 3 Credit Hours.

This course is structured to enhance and nurture previous and new dance students in their vocabulary and technique with relation to Classical Ballet, its impact with regard to strengthening and toning the body, and its relation to other dance styles (ballet is commonly referred to as the foundation of all dance forms). The class will be comprised of "barre" exercises, "centre" exercises, core work that will develop and educate students in the areas of healthy alignment/placement and carriage, strengthening of muscles, stretch and toning, etc. Core work (using classical and modern musical selections) will include across the floor progressions/combinations, and petite/medium and grande allegro exercises for cardio vascular development. Fulfills Core requirement: VPA.

THR 272. Body Conditioning Through Ballet. 3 Credit Hours.

This course is structured to enhance and nurture previous and new dance students in their vocabulary and technique with relation to Classical Ballet and its impact with regard to strengthening and toning the body, its impact and relation to other dance forms (commonly referred to as the foundation of all dance forms), and the relations/differences in training the body and its muscles compared to various athletic training. The class will be comprised of "barre" exercises, "centre" exercises, core work and develop and educated the students in the areas of healthy alignment/placement and carriage, strengthening of muscles, breathing with regard to exercises, stretch & toning, core work, technical aspects, which related to other dance forms, across the floor progressions/ combinations, and including petite/medium and grande allegro exercises for cardio vascular development. Various musical selections including classical and contemporary, will be utilized in the class accompanying all exercises.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

THR 273. Jazz Dance Technique. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA).

THR 275. Contemporary Dance Technique. 3 Credit Hours.

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.

Fulfills Core Requirement(s): VPA.

THR 277. Musical Theatre Dance. 3 Credit Hours.

This course will explore and introduce various choreographic and directorial approaches to creating Musical Theatre Dance as related to the Broadway Stage. A technique oriented Jazz/Ballet based warm-up developed to address placement, flexibility, musicality, vocabulary and technique will be given with the later centre work geared toward varying choreographic styles and repertoire pertaining to Musical Theatre/ Broadway productions. Character creation and intention within the dance movement and musical selection will be developed and nurtured. Fulfills core Visual and Performing Arts requirement. (VPA).

THR 280. Dance Choreography. 3 Credit Hours.

Choreography is the art of creating meaningful movement in space and time. This course is an introduction to dance composition designed to teach the basic elements of the art of choreography, as well as tools and techniques for creating dances. A variety of dance genres and styles will be explored. Fulfills core Visual and Performing Arts requirement. (VPA).

THR 281. Choreography Practicum. 1 Credit Hour.

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. Fulfills core Visual and Performing Arts requirement. (VPA).

THR 302. The Western Drama Tradition. 3 Credit Hours.

A study of major periods of theatrical development from the Greeks and Romans through the eighteenth century, with emphasis on dramatic literature in relation to performance conditions and cultural backgrounds. Prerequisite: WRT 101 and either ENG 200, ENG 210, or ENG 218.

Cross-listed Courses: ENG 302

THR 305. Advanced Acting: Methods and Styles. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA).

Prerequisite: THR 205 or permission of instructor.

THR 306. Advanced Acting: Topics in Performance. 3 Credit Hours.

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. May be repeated for credit.

Prerequisites: THR 205 or permission of the instructor.

Fulfills Core Requirement(s): Visual and Performing Arts(VPA).

THR 307. Acting Shakespeare. 3 Credit Hours.

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. Prerequisite THR 205 or permission of instructor. Fulfills Core requirement(s): VPA.

THR 310. Staging French Theater. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA)

Prerequisites: Any FRN 200 level course.

Cross-listed Courses: FRN 310

THR 314. Costume Design. 3 Credit Hours.

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.

Prerequisite: THR 105 and Sophomore status or permission of instructor.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

THR 315. Scene Design. 3 Credit Hours.

This course examines the procedures and practices of contemporary set designers, for 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. Fulfills Core requirement(s): Visual and Performing Arts (VPA). Prerequisite: THR 105 and Sophomore status or permission of instructor.

THR 317. Lighting Design. 3 Credit Hours.

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 theater and dance. Fulfills Core Requirement(s): Visual and Performing Arts (VPA). Prerequisite: sophomore status or permission of instructor.

THR 318. Topics in Technical Theatre. 1-3 Credit Hours.

Introduction to basic methods of costume construction including hand and machine sewing, fabric preparation and cutting, simple alterations, and commercial pattern use and garment construction. Students will complete several projects including pajama pants, a sewing sampler, zippers and button holes, basic patterning, and a final garment of their choice. Class also includes lectures on shop organization, job positions, costume materials, and policies. Different topics carry different course credit, as determined by the department. This course may be repeated for credit.

THR 319. Elizabethan and Jacobean Drama. 3 Credit Hours.

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: WRT 101 and ENG 200, ENG 210 or ENG 218.

Cross-listed Courses: ENG 319

THR 330. Literary London. 3 Credit Hours.

This course examines literature about London, one of the world's major cities, produced in England during the 18th and 19th centuries. We will study selected texts - poetry, fiction, non-fiction, and plays - that consider London's diversity and its significance as a cultural and commercial center, reflect on the social, political, philosophical, and religious ideas that have inspired representations of London, and recognize the contribution that London has made to English literature. The course is open to anyone with an interest and enthusiasm for the subject. It satisfies departmental requirements for major electives in the literature of the 18th and 19th centuries and, for theatre majors, one of the literature requirements. Students enrolled in this course will participate in a twelve-day study tour of London and its environs during January break. Additional fees will be required. Prerequisites: WRT 101 and ENG 200, ENG 210, or ENG 218.

Cross-listed Courses: ENG 330

THR 335. Devised Theatre. 3 Credit Hours.

This course is an exploration into the methods of creating dynamic and spontaneous theatre that maximizes the creative potential of each participant through the creation of group-project. Rather than the traditional playwright-director-actor-designer roles, this ensemble-generated method of play-making gives everyone an equal voice in and responsibility for the creative process. Devised theatre incorporates elements of acting, directing, dance, movement, voice, playwriting, stagecraft and more, and in this course we will investigate Devised Theatre through in-class exercises and long-form compositions rehearsed and created in and out of the classroom towards generating an original final presentation for an audience. Prerequisites: THR 105.

THR 340. Directing. 3 Credit Hours.

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. Fulfills core Visual and Performing Arts requirement. (VPA). Prerequisites: THR 205 plus six hours of theatre courses, junior or senior standing or permission of the instructor.

THR 365. Irish Drama and Performance. 3 Credit Hours.

This course will explore Irish drama and the history of the Irish stage; including plays by prominent Irish playwrights- Yeats, Lady Gregory, Synge, Shaw and others. By relating each play to Irish nationalism, students will gain an understanding of what it means to be Irish and the importance of literature during the Irish Literary Revival and Gaelic Revival during the late 19th and early 20th Centuries. As a final project, students will devise their own theatre piece using the themes and ideas presented during their study of Irish dramatic literature, exploring what it means to have a national identity and the importance of theatre in Ireland. Using their knowledge of Irish dramatic literature, students will travel to Ireland to work with the Gaiety School of Acting in their actors training program and to explore Irish culture through theatre's lens. Note: This course includes a required travel component and has additional travel expenses associated with it. Fulfills Core Requirement(s): Visual and Performing Arts (VPA)).

THR 368. Modern American Drama. 3 Credit Hours.

A survey of the major American playwrights beginning O'Neill and normally including Maxwell Anderson, Rice, Odets, Miller, Albee, Wilder, Saroyan, and Williams. Prerequisites: WRT 101 and ENG 210 or ENG 218.

Cross-listed Courses: ENG 368

THR 369. Modern European Drama. 3 Credit Hours.

A study of representative plays of European dramatists from the mid-19th century to mid-20th centuries. Prerequisite: ENG 100, ENG 200/218. Cross-listed Courses: GWS 357, ENG 369

THR 371. Critical Approaches to Film. 3 Credit Hours.

An introduction to film genre, genre theory and film criticism, the course will examine the generic conventions that govern production and reception of film texts. Film genres may include the screwball comedy, the melodrama, the western, the musical, the gangster picture, film noir and others. Prerequisites: WRT 101, and ENG 200, ENG 210, or ENG 218.

Fulfills Core Requirement(s): VPA.

Cross-listed Courses: CMM 380, GWS 351, ENG 371

THR 372. History of Film: Beginnings to 1940. 3 Credit Hours.

This course will survey major developments in cinema from the advent of the medium near the end of the nineteenth century, through the emergence of a syntax for narrative film during the silent era, to the arrival and entrenchment of the sound film in the late 1920s and early 1930s. The nature of the course is such that our concerns will be manifold, but they will surely include attention to the following: the work of several pioneers of the medium—the Lumiere brothers, Thomas Edison (and his major collaborator William Kennedy Laurie Dickinson), Georges Melies, and Edwin S. Porter; D.W. Griffith's central role in the creation of a "language" for moving images and his equally significant role in turning film into a popular medium; some of the formal experiments that took place in Germany in the 20s—German expressionism, in particular, as well as the *Kammerspielfilm*; Soviet montage; French impressionism and surrealism; the great Hollywood comics of the 20s; the development of sound technology and its impact on film form; the importance of genre in the development of the film industry; and French poetic realism. Without scanting attention to such historical matters, we will also, however, want to engage particular film texts: thus much of our time in class will be spent discussing individual films. Prerequisites: WRT 101 and ENG 200, ENG 210, ENG 218 or HON 111. Fulfills Core requirement(s): VPA.

Cross-listed Courses: CMM 381, ENG 372

THR 373. History of Film: 1940 to the Present. 3 Credit Hours.

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.

Prerequisites: WRT 101 and ENG 200, ENG 210, ENG 218 or HON 111.

Fulfills Core Requirement(s): Visual and Performing Arts (VPA).

Cross-listed Courses: CMM 382, ENG 373

THR 374. Latin American & US Latino Theatre. 3 Credit Hours.

A study of major Latin American and U.S. Latino plays. Emphasis on dramatic literature in relation to performance and cultural contexts. Some production of scenes. Fulfills Core Requirements: Visual and Performing Arts (VPA) and Diversity (DIV). Suggested prior course: SPN 201. Not open to Freshmen.

Prerequisite: SPN 104.

Cross-listed Courses: SPN 374

THR 386. Introduction to Playwriting. 3 Credit Hours.

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. Fulfills Core requirement(s): VPA.

Prerequisite: WRT 101.

Cross-listed Courses: CRW 386, ENG 386

THR 389. Writing the One Act Play. 3 Credit Hours.

The goal of this writing workshop is to write a one-act play. The course is designed for students who have some experience with writing plays or a strong creative writing background. Students will first explore the techniques of dramatic writing through examples, exercises, and class discussion, advance to plot outlines and character sketches, and finally write a one-act play, which will be performed in class. Fulfills Core requirement(s): VPA.

Prerequisite: WRT 101.

Cross-listed Courses: CRW 389, ENG 389

THR 390. Independent Study. 3-6 Credit Hours.

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 Credit Hour.

This course provides instruction 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 of 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. Pass/ Fail only.

THR 428. Politics and Literature. 3 Credit Hours.

Does literature reflect on the use of power, authority, ideology and identity? How does literature affect us and the way we interpret the political world? What makes theatre political? What hopes for changing the world does theatre dramatize? How does the theatre become a productive site for representing, and even enacting, political change? This course explores these questions by reading various literary works including a number of plays from different time periods. The encompassing question this course tries to answer (by analyzing the perspectives of different authors) is: What does it mean to have political freedom?

Cross-listed Courses: PSC 428

THR 440. Theatre Context. 4 Credit Hours.

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.

Prerequisite: Nine hours of theatre courses or consent of instructor.

Arts Administration Minor

Students interested in exploring the application of management principles in the context of the art world (dance, film, music, theater and visual art) are encouraged to explore the interdisciplinary arts administration minor. In order to complete a minor in arts administration, students must complete nine credits in the arts administration core

and six credits from the applied arts, communication & film studies and Madden school of business courses.

Minor Requirements

Arts Administration Foundation Courses	9
AAD 201 Arts Administration I	
AAD 301 Arts Administration II	
AAD 490 Arts Administration Internship	
Select one of the following Applied Arts Courses:	3
ART 220 Drawing	
ART 224 Introduction to Illustration	
ART 230 Painting	
ART 235 Watercolor Painting	
ART 240 Black and White Photography	
ART 243 Color Photography	
ART 247 Studio Photography	
ART 260 Sculpture	
ART 265 Introduction to Ceramics	
CMM 205 Intro to Video Production	
CMM 307 Communications Photography	
CMM 315 Filmmaking As Art	
CMM 332 Dramatic Video Production	
MUS 208 Musical Theatre Workshop	
MUS 390 Applied Music I	
MUS 391 Applied Music II	
MUS 394 Choral Ensembles	
MUS 395 Instrumental Ensembles	
THR 203 Voice and Movement	
THR 205 Acting I	
THR 265 Theatre Performance Practicum	
THR 271 Ballet Dance Technique	
THR 273 Jazz Dance Technique	
THR 275 Contemporary Dance Technique	
THR 277 Musical Theatre Dance	
THR 280 Dance Choreography	
THR 305 Advanced Acting: Methods and Styles	
THR 306 Advanced Acting: Topics in Performance	
THR 307 Acting Shakespeare	
THR 314 Costume Design	
THR 315 Scene Design	
THR 317 Lighting Design	
THR 340 Directing	
THR 386 Introduction to Playwriting	
THR 389 Writing the One Act Play	
Select one of the following Communication & Film Studies and School of Business Courses:	3
ACT 203 Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	
CMM 201 Fundamentals of Speech	
CMM 308 Media Layout and Design	
CMM 376 Introduction to Advertising	
CMM 377 Introduction to Public Relations	

CMM 378 Creative Advertising	
CMM 379 Music Journalism	
CMM 476 Advanced Advertising	
ECO 113 Principles of Microeconomics	
ECO 114 Principles of Macroeconomics	
HRM 301 Human Resource Management	
MUS 102 Music Industry	
MGT 301 Organizational Behavior	
MGT 310 Entrepreneurship I: What's the Idea?	
MKT 301 Principles of Marketing	
MKT 406 Nonprofit Marketing	
STA 201 Statistics I	

Total Credit Hours 15

Visual Arts Minor

Students from all majors are encouraged to enroll in the visual arts minor in order to discover the many benefits of a rich visual aesthetics education within the liberal-arts environment and Jesuit tradition. Instruction from accomplished and engaging faculty artists includes both studio and classroom experiences designed to promote critical thinking, personal creativity, intellectual growth and development. The interdisciplinary focus of the visual arts program encourages collaborative endeavors with theater arts, music and the community at large.

Minor Requirements

ART 105 Global Masterpieces: a Survey of World Art	3
Select one 2-D art class:	3
ART 220 Drawing	
ART 223 Digital Illustration	
ART 224 Introduction to Illustration	
ART 226 Fashion Illustration	
ART 230 Painting	
ART 235 Watercolor Painting	
Select one photography course:	3
ART 240 Black and White Photography	
ART 243 Color Photography	
ART 247 Studio Photography	
ART 248 Fantasy Photography	
Select one 3-D art class:	3
ART 260 Sculpture	
ART 265 Introduction to Ceramics	
Art Elective	3
Total Credit Hours	15

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 and perform. Music minors are asked to earn nine credits in the classroom and six through participation in instrumental and/or vocal lessons and ensembles.

Minor Requirements

MUS 101	Music History - The Western Tradition	3
MUS 116	Introduction to Music Theory	3
MUS Elective ¹		3
Select one of the following Private Lessons:		3
MUS 396		
MUS 397		
Select one of the following Ensembles:		3
MUS 394	Choral Ensembles	
MUS 395	Instrumental Ensembles	
Total Credit Hours		15

¹ Approved MUS electives:

- MUS 217 Neurons & Notes: The Science of Music
- MUS 226 The History of Rock and Roll
- MUS 227 American Popular Song: A History

1- or 2-credit music courses may not be combined to fulfill the elective requirement.

Theatre Arts Major (B.A.)

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. In keeping with the Jesuit mission of the college, our program is committed to educating the whole artist and giving theatre students the tools to lead and succeed in the theatre and the community.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors (preferably Shakespeare)	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

THR 105	Introduction to Theatre	3
THR 110	Stagecraft	3
THR 205	Acting I	3
THR 210	Fundamentals of Design for Theatre	3

THR 260	Theatre Practicum	2
THR 302	The Western Drama Tradition	3
THR 410	Career Development in the Theatre	1
THR 440	Theatre Context	4
Dramatic Literature Elective		3
Two English Literature Electives		6
THR 203	Voice and Movement	3
or CMM 201	Fundamentals of Speech	
Select two of the following:		6
THR 240	Applied Theatre: Community Based Learning	
THR 335	Devised Theatre	
THR 340	Directing	
Theatre Electives		6
Theatre Design		3
Theatre Performance		3
Major Support Requirements		
Free Electives		21
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Courses in this area must include at least one performance class and at least one design class.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
THR 105	Introduction to Theatre	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
THR 110	Stagecraft	3
Free Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3
Social Science (p. 43)		3
Theology (p. 43)		3
THR 205	Acting I	3
Free Elective		3
Credit Hours		15
Second Semester		
PHL 210	Moral Philosophy	3
Natural Science (p. 43)		3
THR 210	Fundamentals of Design for Theatre	3

THR 203	Voice and Movement	3
Free Elective		3
Credit Hours		15

Junior Year**First Semester**

THR 302	The Western Drama Tradition	3
Mathematics (p. 43)		3
Free Elective		3
THR Literature		3
ENG 310	Literature and Culture	3
THR 410	Career Development in the Theatre	1
Credit Hours		16

Second Semester

Dramatic Literature		3
Literature Elective (DIV?)		3
THR Elective		3
IDS Interdisciplinary Studies (p. 43)		3
Select one of the following:		3
THR 240	Applied Theatre: Community Based Learning	
THR 335	Devised Theatre	
THR 340	Directing	
Credit Hours		15

Senior Year**First Semester**

THR 440	Theatre Context	4
THR Elective		3
Free Elective		3
Religion (p. 43)		3
THR 260	Theatre Practicum	2
Credit Hours		15

Second Semester

COR 400	Senior Studies: Transformations	3
Literature Elective (DIV?)		3
THR Elective		3
Free Elective		3
Select one of the following:		3
THR 335	Devised Theatre	
THR 340	Directing	
THR 240	Applied Theatre: Community Based Learning	
Credit Hours		15
Total Credit Hours		121

Theatre Arts Dual Major

The theater arts program has partnered with other departments to offer students the option of a dual major. Theatre majors may add a second major in the following subjects: English literature, English literature with a concentration in creative writing, communications, computer science, history, political science, peace and global studies, philosophy, psychology, Spanish or French. Students interested in pursuing a dual major should contact the Director of Theater Arts for more information.

Theatre Arts Minor

Non-majors are welcome to study theatre arts as a minor. To complete a theatre arts minor, the following courses are required:

Minor Requirements

THR 105	Introduction to Theatre	3
Select one course in acting or performance:		3
THR 203	Voice and Movement	
THR 205	Acting I	
THR 305	Advanced Acting: Methods and Styles	
THR 306	Advanced Acting: Topics in Performance	
THR 307	Acting Shakespeare	
THR 335	Devised Theatre	
THR 340	Directing	
Select one course in theatre design or technology:		3
THR 110	Stagecraft	
THR 210	Fundamentals of Design for Theatre	
THR 314	Costume Design	
THR 315	Scene Design	
THR 317	Lighting Design	
Any two other theatre courses		6
Total Credit Hours		15

Dance Minor

The dance minor program is designed to give students dance technique, choreographic, and performance training with particular attention to artistry and the context of dance in society. Within the liberal arts education tradition of Le Moyne, the dance minor is designed as an important ingredient in the development of students for whom intellectual, physical, and artistic inquiry are linked. This 15-credit program offers the student an opportunity to explore multiple approaches to physical expression while intellectually investigating dance in its broader context. Dance minor students are asked to fulfill six credits of dance minor requirements and a further nine credits through various electives.

Minor Requirements

THR 280	Dance Choreography (may be repeated for credit)	3
Select one of the following:		3
THR 105	Introduction to Theatre	
BIO 281		
BSC 105	Exercise Physiology	
BSC 114	Survival of the Fitness	
BSC 115	Hormones and Your Health	
BSC 135	Bodyworks: The Human Body	
BSC 201	Human Anatomy & Physiology I	

Electives

Select 9 credits from the following:		9
THR 170	Core Movement Concepts	
THR 171		
THR 203	Voice and Movement	
THR 220-239	Special Topics	
THR 270	Bodies in Motion: Experiential Anatomy	

THR 271	Ballet Dance Technique
THR 272	Body Conditioning Through Ballet
THR 273	Jazz Dance Technique
THR 275	Contemporary Dance Technique
THR 277	Musical Theatre Dance
THR 281	Choreography Practicum
THR 285	
THR 390	Independent Study
<hr/>	
Total Credit Hours	15

Arts Administration - Graduate

Program Director: Travis Newton, newtontm@lemoyne.edu

Le Moyne College offers two flexible options for those interested in graduate study in arts administration:

- Master of Science (M.S.) in Arts Administration (36 credits)
- Graduate Certificate in Arts Administration (15 credits)

Le Moyne College's Graduate Programs in Arts Administration offer an opportunity to study and apply management concepts in an arts environment - in short, Making Art Work.

While participating in this interdisciplinary program, you will study marketing and fundraising, learn to collaborate with a board of directors, understand how to interpret financial documents, and gain perspective on managing a creative workforce, all of which will benefit you as you pursue or continue a career in the visual and performing arts. Some courses are offered in a hybrid, on-line or condensed format.

Theoretical knowledge will be applied through a capstone consulting project with our partner cultural organizations, and a global perspective will be woven throughout the coursework.

Admission Criteria

M.S. program in Arts Administration

Applicants must:

- Have an earned bachelor's degree.
- Have an official sealed transcript from all undergraduate and graduate colleges and/or universities sent directly to you to include in the application packet or have them sent directly to the Office of Graduate Admission.
- Have an interest in applying management concepts in an arts environment as exhibited in a resume and essay.
- Demonstrate academic success with a cumulative grade point average of at least 2.8 for all undergraduate and graduate coursework.
- Provide two professional letters of recommendation showing the applicant's ability to be successful in a graduate program.
- Schedule an advising appointment with the program director as part of the application requirements.

Post-Bachelor's Graduate Certificate

Applicants must:

- Have an earned bachelor's degree.
- Have an official sealed transcript from all undergraduate and graduate colleges and/or universities sent directly to you to include

in the application packet or have them sent directly to the Office of Graduate Admission.

- Have an interest in applying management concepts in an arts environment as exhibited in a resume and essay.
- Demonstrate academic success with a cumulative grade point average of at least 2.8 for all undergraduate and graduate coursework.
- Provide two professional letters of recommendation showing the applicant's ability to be successful in a graduate program.
- Schedule an advising appointment with the program director as part of the application requirements.

An admission committee, including the program director, will complete the evaluation of the applications respective to the admission requirements set forth. A conditional admission policy provides flexibility in our admission decisions and allows for the request of additional requirements as a means to provide evidence that an applicant can be successful in the program.

Academic Criteria

Successful completion of the M.S. or graduate certificate in arts administration requires a minimum cumulative G.P.A. of 3.0.

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 a foundation course. Because of the highly diverse nature of undergraduate education, all waivers will be considered by the program 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 program director.

Term Limit for Completion

When an M.S. or graduate certificate candidate becomes matriculated, he/she has a total of six years to complete program requirements. If, however, a candidate is within three courses of completing the degree by the end of the six-year period, he/she may petition the program director to request an extension not to exceed one calendar year or three consecutive semesters.

Probation and Termination

Matriculated 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 program.

Withdrawal or Leave of Absence

Students who anticipate not being able to attend the graduate arts administration program during two consecutive semesters should request a formal leave of absence in writing from the director in order to maintain matriculated status.

- Arts Administration (M.S.) (p. 307)
- Arts Administration (Graduate Certificate) (p. 308)

Arts Administration (AAD)

AAD 501. Survey of Arts Administration. 3 Credit Hours.

An introduction to the world of arts administration, focusing on not-for-profit organizations and exploring the various types of arts organizations and management principles applied therein. Students will participate in discussions both in class and online, applying knowledge gained through readings and guest lectures in order to conceptualize the interconnected and diverse world of arts administration.

AAD 502. Marketing and Public Relations Strategies in Arts & Entertainment. 3 Credit Hours.

An in-depth exploration of Marketing and Public Relations strategies, tactics and tools in the not-for-profit and for-profit Arts and Entertainment industries, including performing arts and visual art. Students will analyze texts, case studies and online blogs and will apply their knowledge by creating a marketing plan for an arts organization or event.

AAD 503. Governance & Board Development in the Arts. 3 Credit Hours.

In addition to governing, the board of directors of an arts organization also sets the tone and influences the culture that permeates the institution. During this course, students will explore the all-important role of the board of directors as the guiding force of the organization. Students will develop strategies to foster productive and beneficial relationships with members of the board of directors, and will also develop strategies for board recruitment, training and retention.

AAD 504. Financial Management in the Arts. 3 Credit Hours.

An exploration of the financial issues relevant to the not-for-profit arts industry, including budgeting, financial management, and financial planning (both short-term and long-term). Students will develop a strong familiarity with financial statements, with the objective of gaining the skills necessary to oversee the financial operations of a not-for-profit arts organization.

AAD 505. Developing Capital in the Arts. 3 Credit Hours.

A holistic approach to the development of capital for arts organizations, including the exploration of techniques to facilitate individual contributions, corporate and foundation grants, and government grants. Students will participate in multiple projects, including the drafting of appeal letters to individuals and corporations, application of grant writing techniques, and completion of government grant applications.

AAD 590. Arts Administration On-Campus Practicum. 3 Credit Hours.

Students will have the opportunity to complete a semester-long practicum on the campus of Le Moyne College. Students will work closely with the faculty or staff member supervising the internship, reporting to the faculty member as the internship progresses. Students will also evaluate the experience and relate it to their course of study in the arts administration program. Pass/fail grades only.

AAD 601. Globalization of the Arts. 3 Credit Hours.

The multi-billion dollar arts industry is a global force, enabled by technology and a growing trend toward creating works with a global appeal. In this course, students will gain a broader perspective of the arts world, including the exploration of new distribution methods as well as comparative study of arts funding models in different parts of the world. This course includes a required short-term study abroad component.

AAD 602. Engaging the Community Through the Arts. 3 Credit Hours.

An in-depth exploration of the intertwined nature of communities and the arts. Through various readings, discussions and lectures (including visits with arts practitioners), students will gain valuable insight into the interconnected nature of the arts and the community, and will learn strategies and tactics that have been successful for arts organizations wishing to weave their operations into the fabric of the communities within which they operate.

AAD 603. The Art Museum Today. 3 Credit Hours.

An exploration of the various types, sizes and definitions of art museums with a specific focus on contemporary issues facing these institutions. The course familiarizes students with the theories and practice surrounding current (and shifting) topics of interest in the larger art world, and their effects on the museum as an institution. Students will examine the history of art museums, discuss contemporary practice, and explore current issues in the profession as it faces the future of art museums in the twenty-first century.

AAD 690. Arts Administration Consulting Practicum. 3 Credit Hours.

Having completed the majority of coursework in the graduate arts administration curriculum, students will apply their knowledge through an in-depth consulting practicum with a cultural institution. Students will work with the cultural organization to identify a project and will see the project to completion during the course of this consultancy. Prerequisites: AAD 501, AAD 502, AAD 503, AAD 504, & AAD 505 (all foundation courses).

AAD 701. Arts Administration Seminar. 3 Credit Hours.

This capstone course for the M.S. in Arts Administration offers students the opportunity to synthesize concepts covered in previous coursework. The course will rely heavily on case study discussion and will further explore the many challenges and opportunities for arts organizations in the twenty-first century, including strategic planning, organizational dynamics, globalization and other topics. Prerequisites: AAD 501, AAD 502, AAD 503, AAD 504 & AAD 505 (all foundation courses).

Arts Administration (M.S.)

Master of Science in Arts Administration (36 credits):

Le Moyne College's Master of Arts in Arts Administration is interdisciplinary in nature, offering students the opportunity to apply management concepts in an arts environment. Through coursework and real-world experience, the program offers flexibility for students of any major or background.

Foundation Courses

AAD 501	Survey of Arts Administration	3
AAD 502	Marketing and Public Relations Strategies in Arts & Entertainment	3
AAD 503	Governance & Board Development in the Arts	3
AAD 504	Financial Management in the Arts	3

AAD 505	Developing Capital in the Arts	3
Business Courses		
Select six credits of the following:		6
STA 501	Quantitative Decision Making	
HRM 601	Human Resource Management	
MGT 601	Org Dynamics: Leadership	
Electives		
Select six credits of the following:		6
AAD 601	Globalization of the Arts	
AAD 602	Engaging the Community Through the Arts	
AAD 603	The Art Museum Today	
Practicum/Capstone		
AAD 590	Arts Administration On-Campus Practicum	3
AAD 690	Arts Administration Consulting Practicum	3
AAD 701	Arts Administration Seminar	3
Total Credit Hours		36

This program may be completed in 12 months full-time or in 18-months part-time. What follows is a sample full-time course of study. Course offering schedule may vary.

Course	Title	Credit Hour
Year I		
Intersession		
AAD 501	Survey of Arts Administration	3
AAD 502	Marketing and Public Relations Strategies in Arts & Entertainment	3
Credit Hours		6
First Semester		
AAD 505	Developing Capital in the Arts	3
Business Course (HRM 601, MGT 601 or STA 501)		3
Business Course (HRM 601, MGT 601 or STA 501)		3
AAD 590	Arts Administration On-Campus Practicum	3
Credit Hours		12
Second Semester		
AAD 503	Governance & Board Development in the Arts	3
AAD 504	Financial Management in the Arts	3
AAD 690	Arts Administration Consulting Practicum	3
AAD 701	Arts Administration Seminar	3
Credit Hours		12
Year II		
Intersession		
AAD Elective (601, 602 or 603)		3
AAD Elective (601, 602 or 603)		3
Credit Hours		6
Total Credit Hours		36

The Graduate Certificate in Arts Administration will provide students with foundational knowledge of the field of arts administration through graduate-level coursework. This course of study is interdisciplinary in nature, offering students the opportunity to apply management concepts in an arts environment.

AAD 501	Survey of Arts Administration	3
AAD 502	Marketing and Public Relations Strategies in Arts & Entertainment	3
AAD 503	Governance & Board Development in the Arts	3
AAD 504	Financial Management in the Arts	3
AAD 505	Developing Capital in the Arts	3
Total Credit Hours		15

Graduate Certificate in Arts Administration (15 credits):

This program may be completed in 10 months. What follows is a sample course of study. Course offering schedule may vary.

Course	Title	Credit Hour
Year I		
Intersession		
AAD 501	Survey of Arts Administration	3
AAD 502	Marketing and Public Relations Strategies in Arts & Entertainment	3
Credit Hours		6
First Semester		
AAD 505	Developing Capital in the Arts	3
Credit Hours		3
Second Semester		
AAD 503	Governance & Board Development in the Arts	3
AAD 504	Financial Management in the Arts	3
Credit Hours		6
Total Credit Hours		15

Arts Administration (Graduate Certificate)

Graduate Certificate in Arts Administration (15 credits):

MADDEN SCHOOL OF BUSINESS

The Madden School of Business offers a Bachelor of Science degree in business with majors in: accounting; business analytics; finance; human resource management; information systems; management & leadership; and marketing.

All undergraduate business majors in the school share a common liberal arts core and a common management core. Major requirements beyond the two cores vary from five to eight courses. Students have several opportunities to pursue two concurrent majors within the school. In addition, students can choose to supplement their major in business with a minor in a different field. All students are encouraged to discuss these options with their academic advisors.

A minor in business administration is offer for students who major in one of the liberal arts or sciences. In addition, the school also offers a master's in business administration (MBA) and a five-year accounting/ MBA program, a master's of Science in information systems (MSIS) and a five-year accounting/MS program.

Mission Statement

The Madden School of Business develops reflective individuals, with an innovative spirit who will fulfill their potential as leaders, both locally and globally, embodying the Jesuit values of integrity, compassion, and service to others. Students are empowered and encouraged to explore and, having found what they are passionate about, to excel in their chosen fields. The members of the faculty challenge and enable students to attain their full potential through experiential involvement, ongoing scholarship, and up-to-date methodology.

Accounting

Chair: Joan K. Myers

Program Director: Mitchell Franklin (of Accounting)

Associate Professor: Mary K. Collins, Joan K. Myers

Assistant Professor: Mitchell Franklin

Professor of Practice: Mary L. Cooper, Kenneth Ernst, Karen Kukla

Visiting Assistant Professor: Christie Novak

Professor Emeritus: Michael J. Krause

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 Department of Accounting offers five degree programs:

1. A four-year undergraduate program leading to the degree of B.S. in business with a major in accounting. Graduates of this program are prepared to assume positions in the private sector, not-for-profit organizations and the government.
2. A 150-hour program leading to the degree of B.S. in 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. Candidates must have completed 120 credit hours, which includes coursework in financial accounting and reporting, cost accounting, auditing, and taxation to be eligible to sit for the C.P.A Examination. The requirements of the 150-hour program are required for licensure as a C.P.A. The 150-hour accounting program is registered with the New York State Department of Education and meets the educational requirements for C.P.A. licensure and, in general, to corresponding examinations and licensure in other states.¹
3. A 150-hour program leading to the degree of B.S. in professional accountancy and an M.S. in Information Systems, 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. Candidates must have completed 120 credit hours, which includes coursework in financial accounting and reporting, cost accounting, auditing and taxation to be eligible to sit for the C.P.A. examination. The requirements of the 150-hour program are required for licensure as a C.P.A. The 150-hour B.S. in Professional Accountancy/Masters of Science in Information Systems program, is registered with the New York State Department of Education and meets the educational requirements for C.P.A. licensure and, in general, to corresponding examinations and licensure in other states.¹
4. A 150-hour program leading to the degree of B.S. in professional accountancy and a Masters of Science in Taxation, 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. Candidates must have completed 120 credit hours; which include coursework in financial accounting and reporting, cost accounting, auditing and taxation to be eligible to sit for the C.P.A Examination. The requirements of the 150-hour program are required for licensure as a C.P.A. The 150-hour B.S. in professional accountancy/Masters of Science in Taxation program is registered with the New York State Department of Education and meets the educational requirements for C.P.A. licensure and, in general, to corresponding examinations and licensure in other states.¹
5. A thirty-credit graduate program leading to a Masters of Science in Taxation. This program is designed for a licensed Certified Public Accountant seeking additional professional training in taxation, C.P.A. and other qualified professionals with an interest in taxation.

¹ Students who seek licensure within another state should review educational requirements of the respective state to assure that the program meets specific state requirements. The college does not offer a guarantee that the specific degree meets licensure requirements outside of New York State. It is the student's responsibility to be aware of additional coursework that may be required in other states to sit for the C.P.A exam and obtain licensure.

Four-Year Undergraduate Program

The four-year undergraduate program will lead to a Bachelor of Science in business with a major in accounting. 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.

Student Learning Outcomes in Accounting

Students who graduate from this program will be able to:

Audit and Assurance

Describe the steps in the audit cycle and analyze financial information necessary to provide financial statement assurance.

Financial Reporting and Analysis

Demonstrate the skills to prepare, interpret and analyze financial statements for decision-making based on the understanding of accounting principles through the application and evaluation of financial information and economic transactions.

Cost and Managerial Concepts

Evaluate and explain costs and cost behavior to make effective decisions within an organization.

Taxation

Utilize primary tax sources to apply tax laws to situations impacting US Taxpayers to comply with applicable regulations and provide tax planning.

- Accounting Major (B.S.) (p. 314)
- Accounting Major/Information Systems Concentration (p. 315)
- Accounting Minor (p. 316)
- Accounting 150-Hour Program (B.S. and M.B.A.) (p. 316)
- Accounting 150-Hour Program (B.S. and M.S. in I.S.) (p. 318)
- Accounting 150-Hour Program (B.S. and M.S. in Taxation) (<http://collegecatalog.lemoyne.edu/madden-business/accounting/accounting-150-hour-program-bs-mstax/#requirements-text>)
- M.S. in Taxation (p. 320)

Accounting (ACT)

The Department of Accounting policy is that no upper level accounting courses may receive transfer credit that applies toward the accounting major. These courses are to be taken on the Le Moyne College Campus only. Introductory accounting courses may be eligible for transfer credit if deemed equivalent to the Le Moyne College Introductory Accounting I and II for Accounting Majors courses. Equivalency is determined by the Chair and/or Director of Accounting Programs only. Other statements of transfer acceptability are not valid. To be eligible for transfer credit,

the courses must be taken on a college campus and directly taught by an instructor of the college or university. No advance placement credit will be granted, nor will transfer credit be given for courses that are sponsored by colleges or universities, and taught within high schools.

ACT 203 and 204 are intended for non-accounting majors and will not be counted towards the accounting major. Accounting majors must complete ACT 201 and 202 because of the additional depth of coverage as a requirement for the major.

ACT 201. Introductory Accounting for Accounting Majors. 3 Credit Hours.

Accounting majors will be introduced to the basic concepts and principles of accounting practice and theory. The topics covered include: the financial accounting environment, the accounting cycle, the elements of the preparation for financial statement reporting and valuation procedures for assets and liabilities under current financial reporting standards.

ACT 202. Introductory Accounting II for Accounting Majors. 3 Credit Hours.

A continuation of the study of the basic concepts and principles of accounting, and of the theory on which they are based. The topics covered include: accounting for corporate liabilities, accounting for corporate equity, statement of cash flows, the use, evaluation and interpretation of accounting information, and introduction to the fundamentals of managerial accounting.

Prerequisite: ACT 201 with a grade of C or above.

ACT 203. Principles of Accounting I for Non Accounting Majors. 3 Credit Hours.

An introduction to the study of basic concepts and principles of financial accounting from both the user and preparer perspective. This course includes a study of the classification and recording of original business transactions, the preparation and evaluation of financial statements, and financial reporting standards.

Cross-listed Courses: ACT 203

ACT 204. Principles of Accounting II for Non-Accounting Majors. 3 Credit Hours.

This course is a continuation of the first introductory course in accounting. Advanced financial reporting standards will be covered. This course also focuses on the fundamentals of management accounting with an emphasis on the use of accounting information in the decision making processes of managers with internal organizational responsibilities.

Prerequisite: ACT 203.

ACT 301. Intermediate Accounting I. 4 Credit Hours.

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. Three hours lecture and three hours laboratory per week. Grades below B in ACT 201 or ACT 202 or transfer credit coursework deemed equivalent to ACT 201 and ACT 202, require passing score on department skill assessment.

Prerequisite: Grade of B or above in ACT 201 and ACT 202.

ACT 301L. Intermediate Accounting I Lab. 0 Credit Hour.**ACT 302. Intermediate Accounting II. 4 Credit Hours.**

A continuation of coverage of theory, practice and procedure relative to longterm 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. Three hours lecture and three hours laboratory per week.

Prerequisite: a grade of C or above in ACT 301.

ACT 302L. Intermediate Accounting II Lab. 0 Credit Hour.**ACT 303. Cost Accounting. 3 Credit Hours.**

Basic cost accounting concepts and the cost accumulation process are presented. These are related to the process of inventory valuation and internal use for planning and control. Topics include cost accumulation, budgets, standards, responsibility accounting, relevant costing, direct costing and cost-volume-profit analysis. Prerequisite(s): a grade of C or above in ACT 201 and ACT 202.

ACT 304. Advanced Cost Accounting. 3 Credit Hours.

Cost concepts and cost information systems are presented in relation to managerial decision making and control. The course emphasizes the internal use of cost information and procedures for developing this information. Topics covered are cost for pricing control, inventory policy and control, transfer pricing, performance measures, capital budgeting and application of probability and statistical concepts to problems in cost control and analysis.

Prerequisite: Grade of C or above in ACT 303.

ACT 310. Federal Income Tax for Individuals. 3 Credit Hours.

A study of federal income tax laws related to individuals. Topics covered will include: income inclusions, income exclusions, deductions, losses, nontaxable exchanges, property transactions, cost recovery, calculation of tax liability as well as credits. Application of concepts will be demonstrated through the preparation of tax returns manually, using software as well as through tax research and communication of findings. Prerequisite(s): Grade of C or above in ACT 203 and ACT 204, or C or above in ACT 201 and ACT 202.

ACT 350. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts. Prerequisite(s): Grade of C or above in ACT 201 and ACT 202 as well as MIS 201.

Cross-listed Courses: MIS 350

ACT 390. Independent Study. 1-6 Credit Hours.

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 Credit Hours.

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 302.

ACT 402. Program Evaluation Research Methods And Policy. 3 Credit Hours.

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.

Cross-listed Courses: SOC 402, ECO 402, PSC 402

ACT 403. Government and Not-For-Profit Accounting. 3 Credit Hours.

Development and use of financial information relating to governmental and not-for-profit entities. Accounting and financial reporting standards from state and local governmental entities promulgated by the authoritative standard setting bodies (GASB and FASB). Application of fund accounting concepts and practices, government-wide financial reporting, and the relationships between the two. Accounting, reporting standards and practices as applied to not-for-profit entities. Regulatory, auditing, and taxation issues applicable to not-for-profit entities. Preparation, interpretation and analysis of financial statements for governmental and not-for-profit entities.

Prerequisite: Grade of C or above in ACT 301, AND completion of ACT 302 or corequisite in ACT 302.

ACT 404. Financial Statement Analysis. 3 Credit Hours.

Financial reporting issues from a user's perspective. Students will use a variety of tools to break apart financial reports into meaningful units for analysis, forecast financial statements, and value a firm. Provides the knowledge and skills necessary to analyze, interpret, understand, and use financial information to make informed decisions. Students may not earn credit for both ACT 404 and ACT 705. Prerequisite(s): A minimum grade of B in ACT 203, ACT 204, and FIN 301.

ACT 405. Auditing. 3 Credit Hours.

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.

Prerequisite: Grade of C or above in ACT 301, AND completion of ACT 302 or corequisite in ACT 302.

ACT 406. Advanced Auditing. 3 Credit Hours.

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: B or above in ACT 301, ACT 302, ACT 405 and admission to the 150 Hour graduate program or permission of the Chair/Program Director of Accounting.

ACT 410. Taxation of Business Entities. 3 Credit Hours.

A study of federal tax laws relating to business entities. Tax laws will apply to the formation, operation, liquidation and reorganization of Partnerships, C Corporations, S Corporations and Limited Liability Companies. Introduction to principles of estate planning and gift planning, with an emphasis on decisions made by business owners of closely held entities relative to estate, gift, and succession planning. Compliance, research and communication skills will be emphasized as significant deliverables.

Prerequisite: Grade of C or above in ACT 310.

ACT 420. Other Taxable Entities & Tax Procedures. 3 Credit Hours.

This course provides instruction as to the federal tax laws concerning income of partnerships, subchapter S corporations, trusts and estate and gift taxation, family tax planning, with an emphasis on tax procedure and dispute resolution matters with the Internal Revenue Service. Tax research and analysis is required. This course will be "hands on" course, providing both a theoretical and a practical understanding of various matters of tax laws concerning CPA's not only dealing with clients, but also with the Internal Revenue Service.

Prerequisite: ACT 310.

ACT 430. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered.

Prerequisite: Intro Accounting.

Cross-listed Courses: BUS 430, ACT 530, BUS 530

ACT 435. Introduction to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: ACT 202 or ACT 204.

ACT 436. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: BUS 436, LAW 436, ACT 536, BUS 536, LAW 536

ACT 437. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

Cross-listed Courses: BUS 437, LAW 437, ACT 537, BUS 537, LAW 537

ACT 470. Accounting Theory and Research. 3 Credit Hours.

This course is a seminar in accounting theory and research. The topics include both historical and current readings on: research and 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 501. Intro Fin & Managerial Act. 3 Credit Hours.

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 530. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered.

Prerequisite: Intro Accounting.

Cross-listed Courses: ACT 430, BUS 430, BUS 530

ACT 536. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, LAW 436, BUS 536, LAW 536

ACT 537. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, LAW 437, BUS 537, LAW 537

ACT 550. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts.

Prerequisite(s): Grade of C or above in MIS 201/MIS 501, and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202.

Cross-listed Courses: MIS 550

ACT 701. Advanced Federal Income Taxation. 3 Credit Hours.

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.

ACT 702. Taxes & Business Strategy. 3 Credit Hours.

This course applies principals of corporate tax law, corporate finance and microeconomics to examine the contests giving rise to tax-planning opportunities which arise in the broader setting of corporate decision making. With an emphasis on economic consequences and explicit and implicit trade-offs between various alternative contracting arrangements, rather than on the minutia of corporate tax law, the primary course focus is on how taxes affect asset prices, equilibrium returns and firm structure both financially and operationally. Topics include basic fundamentals of corporate income taxation and strategy, optimal organizational forms, compensation and retirement planning, multinational tax planning and investing considerations, along with an introduction to corporate formation, mergers and acquisitions.

ACT 704. Strategic Cost Management. 3 Credit Hours.

This course concerns using accounting information for strategic, tactical and operating decisions. It extends the perspective of cost management/analysis from a primary focus on tactical short-run concerns to an emphasis on strategic long-run issues. The linkage between cost management/analysis and strategy is made possible by utilizing three powerful strategic management tools: value chain analysis, strategic positioning analysis, and cost driver analysis. The purpose of Strategic Cost Management (SCM) is to support decision-makers as they develop, communicate, implement, evaluate and modify organizational strategy. This course is designed for MBA students who have completed ACT 303 (Undergraduate), ACT 501 (Graduate), or the equivalent.

ACT 705. Business Valuation. 3 Credit Hours.

Students will use a variety of tools to analyze financial reports into meaningful units for analysis, forecasting and valuation of a complex firm. Provides the knowledge and skills necessary to analyze, interpret, understand, and use financial information to make informed decisions. Students may not earn credit for both ACT 404 and ACT 705. Prerequisite(s): Minimum grade of B in ACT 501.

ACT 721. Taxation of Corporations. 3 Credit Hours.

Introduction to the fundamental concepts and strategy of the federal income taxation of corporations, and how the strategies influence business decisions. While the course focuses on learning and applying the current tax laws, emphasis is placed on the research skills necessary to determine the current state of the law and special emphasis is placed on integrating tax rules into planning decisions. Prerequisite(s): ACT 701 or equivalent per permission of Chair/Program Director.

ACT 723. Tax Research and Practice. 3 Credit Hours.

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service and tax courts. Prerequisite: ACT 701 or equivalent per permission of instructor.

ACT 724. Advanced Taxation of Pass-Through Entities. 3 Credit Hours.

The course will relate to a lifecycle of a partnership and cover such topics as formation, operations, allocations, distributions, sales, liquidations and retirements. The Internal Revenue Code, Treasury Regulations, Case Law, and IRS Rulings will be used as a foundation for understanding these topics. Students will be expected to use these resources in conducting tax research and preparing for class. Prerequisite(s): ACT 721 (Taxation of Corporations) or equivalent per permission of Chair/Program Director.

ACT 725. Advanced Estate and Gift Tax. 3 Credit Hours.

In depth exploration of the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations. Prerequisite: ACT 701 or equivalent with instructor permission.

ACT 726. Tax Accounting for Income Taxes. 3 Credit Hours.

This course will focus on the initial elections for new taxpayers such as the selection of an accounting method and period (particularly in cases where the accounting and tax records differ), special elections available to taxpayers, installment reporting, inventory methods, and long-term contract accounting. We will also deal with the ways, effect, procedures as well as the IRS rules for a change of accounting method. From there the course will focus on the accounting/tax treatment accorded current and deferred income tax liabilities and expenses with their reporting requirements. Our discussion will include the reporting of uncertain positions under Fin ASC 740 and the IRS. Prerequisite(s): ACT 701 (Federal Tax Issues and Analysis) or equivalent with permission of Chair/Program Director.

ACT 727. International Taxation. 3 Credit Hours.

This course provides a comprehensive overview of tax issues concerning the taxation of international transactions from a United States perspective. Examines the various complex issues in partnership, individual and corporate tax planning, and the tax issues involved with joint ventures. Prerequisite: ACT 701 or equivalent with permission of Chair/Program Director.

ACT 740. Advanced Taxation Capstone Seminar. 3 Credit Hours.

This is a research-based capstone course to the Certification in Taxation. Students will spend a predominant amount of time researching code law, regulations, and case law. The instructor will spend considerable time with students in order to ascertain that students are including appropriate subject and reference material, conducting the fullest possible analysis of the selected tax law/case subject area, and completing the research at a satisfactory progress level. Prerequisite(s): ACT 701, ACT 721 and ACT 723 or equivalents with instructor permission.

ACT 790. Special Topics in Accounting. 3 Credit Hours.

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 students and instructors.

Accounting Major (B.S.)

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements

ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3
ACT 401	Advanced Accounting	3
ACT 405	Auditing	3
ACT 410	Taxation of Business Entities	3
Select one of the following:		3-4
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	

Electives²

BUS/ACT Elective	6
Liberal Arts Electives	6

Management Core Requirements

STA 201	Statistics I	3
---------	--------------	---

STA 202	Statistics II	3
ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics (or fulfilled by cultural requirement (core EAC))	3
Cultural Elective		3
Total Credit Hours		122-123

¹ Some Core requirements may be fulfilled by major requirements.

² Accounting/business electives may not be taken pass/fail.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
ECO 113	Principles of Microeconomics	3
Select one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
ECO 114	Principles of Macroeconomics	3
BUS 150	Globalization in World of Differences or Foreign Language (EAC requirement)	3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3
Theology (p. 43)		3
Liberal Arts Elective (VPA/DIV)		3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
STA 201	Statistics I	3
Credit Hours		15

Second Semester

PHL 210	Moral Philosophy	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
STA 202	Statistics II	3
Credit Hours		15

Junior Year

First Semester

ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
ACT 301	Intermediate Accounting I	4
ACT 303	Cost Accounting	3
FIN 301	Managerial Finance	3
Credit Hours		16

Second Semester

Liberal Arts Elective (VPA, DIV, ENG 338 or 403)		3
Religion (p. 43)		3
ACT 302	Intermediate Accounting II	4
ACT 310	Federal Income Tax for Individuals	3
ACT/BUS Elective		3
Credit Hours		16

Senior Year

First Semester

COR 400	Senior Studies: Transformations	3
ACT 401	Advanced Accounting	3
ANL 301	Business Analytics	3
MGT 301	Organizational Behavior	3
ACT 410	Taxation of Business Entities	3
Credit Hours		15

Second Semester

Liberal Arts Elective (VPA, DIV, ENG 338 or 403)		3
ACT 405	Auditing	3
BUS 470	Business Policy	3
MKT 301	Principles of Marketing	3
BUS/ACT Elective		3
Credit Hours		15

Total Credit Hours 122

Note: 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.

Accounting Major/Information Systems Concentration (B.S.)

Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for this concentration enhance the students' knowledge of their primary

accounting discipline, and integrate the use of information systems and technology with accounting. Accounting students pursuing a concentration in information systems are required to enroll in the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Cultural Requirement		3
Major Requirements		
ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3
ACT 401	Advanced Accounting	3
ACT 405	Auditing	3
ACT 410	Taxation of Business Entities	3
Select one of the following:		3-4
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	

MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	
Electives		
Liberal Arts Electives		6
Concentration Requirements		
MIS 350	Accounting Information Systems	3
MIS 455	Managing the Technological Enterprise	3
Select one of the following: ²		3
MIS 375	Applied Systems Analysis	
MIS 460	Managing Systems Projects	
MIS 480	Database Management Systems	
CSC 165	Programming in Visual Basic With Visual Basics	
Total Credit Hours		122-126

¹ Some Core requirements may be fulfilled by major requirements.

² If students take CSC 165 Programming in Visual Basic With Visual Basics instead of the other MIS courses, they can use their liberal art elective. In this case, their liberal art elective will have only 3 remaining credits left, but their total number of credits will remain as 122-123. But if students take other MIS courses other than CSC 165 Programming in Visual Basic With Visual Basics, their liberal art elective will have 6 remaining credits left, but their total number of credits will be 125-126.

Accounting Minor

Minor Requirements

ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
Accounting elective		3
Total Credit Hours		17

Note: Courses for minor credit may not be taken pass/fail.

Accounting 150-Hour Program: B.S. in Accounting and M.B.A.

The 150-hour program in accounting leads to the simultaneous conferring of a Bachelor of Science in Accounting and Master of Business Administration (M.B.A) at the completion of all program requirements. The program is structured to meet the education requirements of the New York State Education Department for C.P.A. Licensure. Students must be admitted to the M.B.A. Program following the completion of ACT 302 Intermediate Accounting II. Typical requirements for admission to the M.B.A Program are as follows: GPA of 3.0 or above (not rounded) in accounting courses, a grade in ACT 301 and 302 (Intermediate Accounting I and II) of B or above, a GMAT score of 450 or above, and a cumulative GPA of 3.0 (not rounded). The applicant must be of proper professional character, and provide professional references that are satisfactory to the admissions committee. Current or former Department of Accounting Faculty cannot provide references for any

150-hour program admission. One reference should come from another faculty member on the Le Moyne College Campus, and the second reference should come from a direct supervisor at any stated internship or job held per the applicant's resume.

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Management Core Requirements

ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
ACT 410	Taxation of Business Entities	3
FIN 301	Managerial Finance	3
STA 201	Statistics I	3
STA 202	Statistics II	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
MIS 201	Introduction to Management Info Systems	3
LAW 200	Legal Environment of Business	3

Major Requirements

ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3
ACT 401	Advanced Accounting	3
ACT 405	Auditing	3
ACT 406	Advanced Auditing	3
ACT 410	Taxation of Business Entities	3
Select one of the following accounting courses:		3
ACT 304	Advanced Cost Accounting	
ACT 390	Independent Study	
ACT 403	Government and Not-For-Profit Accounting	
ACT 420	Other Taxable Entities & Tax Procedures	
ACT 470	Accounting Theory and Research	
ACT 481-ACT 489	Special Topics in Accounting	

ACT 402	Program Evaluation Research Methods And Policy	
ACT 430	Government Contract Accounting	
ACT 435	Introduction to Government Systems	
Select one of the following mathematics courses:		3-4
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	
Electives		
Free Elective ²		3
Liberal Arts Electives		9
Business/Accounting Elective		3
MBA Requirements		
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 three hours to the MBA degree.)		3
ANL 601	Supply Chain Management	3
BUS 601	Business Ethics	3
BUS 602	Business Law	3
BUS 603	International Business	3
FIN 601	Financial Management	3
HRM 601	Human Resource Management	3
MGT 601	Org Dynamics: Leadership	3
MIS 601	Information Strategy and Management	3
MKT 601	Marketing Management	3
BUS 750	Strategic Management	3
MBA Electives		6
Total Credit Hours		152-154

¹ Some Core requirements may be fulfilled by major requirements.

² Students waiving out of CSC 151 Introduction to Digital Technologies must substitute a liberal arts elective in its place. Free electives may be from either the liberal arts or the business/accounting areas.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
ECO 113	Principles of Microeconomics	3
Select one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	
Credit Hours		15

Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
BUS 150	Globalization in World of Differences or Foreign Language (Either fulfills EAC Requirement)	3
ECO 114	Principles of Macroeconomics	3
Natural Science (p. 43)		3
Credit Hours		15

Sophomore Year		
First Semester		
ENG 210	Major Authors	3
Theology (p. 43)		3
Liberal Arts Elective (VPA, DIV or IDS)		3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
STA 201	Statistics I	3
Credit Hours		15

Second Semester		
PHL 210	Moral Philosophy	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
STA 202	Statistics II	3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
Liberal Arts Elective (DIV, IDS or VPA)		3
ACT 301	Intermediate Accounting I	4
ACT 303	Cost Accounting	3
FIN 301	Managerial Finance	3
Credit Hours		16

Second Semester		
Liberal Arts Elective (VPA, DIV or IDS) ¹		3
Religion (p. 43)		3
ACT 302	Intermediate Accounting II	4
ACT 310	Federal Income Tax for Individuals	3
BUS/ACT Elective		3
Credit Hours		16

Senior Year		
First Semester		
COR 400	Senior Studies: Transformations	3
ACT 401	Advanced Accounting	3
MKT 601	Marketing Management	3
MGT 601	Org Dynamics: Leadership	3
ACT 410	Taxation of Business Entities	3
Credit Hours		15

Second Semester		
Liberal Arts Elective (VPA, DIV or IDS) ¹		3
ACT 405	Auditing	3
ANL 601	Supply Chain Management	3

ACT Elective		3
BUS 602	Business Law	3
Credit Hours		15
Fifth Year		
First Semester		
FIN 601	Financial Management	3
HRM 601	Human Resource Management	3
MIS 601	Information Strategy and Management	3
MBA Elective ¹		3
ACT 406	Advanced Auditing	3
Credit Hours		15
Second Semester		
BUS 601	Business Ethics	3
BUS 603	International Business ¹	3
MBA Elective ¹		3
Liberal Arts Elective (VPA, DIV, ENG 338, ENG 403) ¹		3
BUS 750	Strategic Management	3
Credit Hours		15
Total Credit Hours		152

¹ NOTE: A course in Business Communications must be taken. BUS 501, ENG 403 or ENG 338 satisfy that requirement.

Note: Graduate courses in the senior year should not be taken until completion of at least 90 credit hours and admission to the graduate program. Courses designated as fifth year courses should not be taken until completion of at least 120 credits and admission to the graduate program.

Accounting 150-Hour Program (B.S. in Accounting and M.S. in Information Systems)

The 150-hour program in accounting leads to the simultaneous conferring of a Bachelor of Science in Accounting and M.S. in Information Systems at the completion of all program requirements. The program is structured to meet the education requirements of the New York State Education Department for C.P.A. Licensure. Students must be admitted to the M.S. in Information Systems Program following the completion of ACT 302 Intermediate Accounting II. Typical requirements for admission to the M.S. in Information Systems Program are as follows: GPA of 3.0 or above (not rounded) in accounting courses, a grade in ACT 301 and 302 (Intermediate Accounting I and II) of B or above, a GMAT score of 450 or above, and a cumulative GPA of 3.0 (not rounded). The applicant must be of proper professional character, and provide professional references that are satisfactory to the admissions committee. Current or former Department of Accounting Faculty cannot provide references for any 150-hour program admission. One reference should come from another faculty member on the Le Moyne College Campus, and the second reference should come from a direct supervisor at any stated internship or job held per the applicant's resume.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3

PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Management Core Requirements

ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
FIN 301	Managerial Finance	3
STA 201	Statistics I	3
STA 202	Statistics II	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
MIS 201	Introduction to Management Info Systems	3
LAW 200	Legal Environment of Business	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
BUS 470	Business Policy	3

Major Requirements

ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3
ACT 401	Advanced Accounting	3
ACT 405	Auditing	3
ACT 406	Advanced Auditing	3
ACT 410	Taxation of Business Entities	3

Select one of the following mathematics courses: 3-4

MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	

Electives

Free Elective		3
Business/Accounting Elective		3
Liberal Arts Electives		9

M.S. in Information Systems Requirements

MIS 601	Information Strategy and Management	3
MIS 701	Database Management Systems	3
MIS 703	Systems Analysis and Design	3
MIS 707	Risk Mgmt in Large Scale Systems	3
MIS 711	Managing Systems Projects	3
MIS 712	Financial Telecommunications and Cybersecurity	3
MIS 715	Mobile Applications & Business Strategies	3
or MIS 716	Business Intelligence	
MIS 717	Managing the Technological Enterprise	3
Select three of the following:		9
MIS 535	Intro to Government Systems	
MIS 550	Accounting Information Systems	
MIS 690	Graduate Information Systems Independent Study	3
MIS 710	Health Information Systems	
MIS 740	Data Science	
MIS 790	Spec'l Topics in Mgmt Info Syst	
MIS 791		3
MIS 795	Special Topics in Information Systems Research Methods	3
MIS 799	Master's Thesis Research Project	
BUS 790-798	Special Topics in Management	
Total Credit Hours		161-163

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
ECO 113	Principles of Microeconomics	3
Select one of the following:		3
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
BUS 150	Globalization in World of Differences or Foreign Language (Either fulfills EAC Requirement)	3
ECO 114	Principles of Macroeconomics	3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ENG 210	Major Authors	3

Theology (p. 43)		3
Liberal Arts Elective (DIV, VPA or IDS)		3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
STA 201	Statistics I	3
Credit Hours		15

Second Semester		
PHL 210	Moral Philosophy	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
STA 202	Statistics II	3
Credit Hours		15

Junior Year		
First Semester		
ENG 310	Literature and Culture	3
Business/Accounting Elective		3
ACT 301	Intermediate Accounting I	4
ACT 303	Cost Accounting	3
FIN 301	Managerial Finance	3
Credit Hours		16

Second Semester		
Liberal Arts Electives (DIV, VPA or IDS) ¹		6
ACT 302	Intermediate Accounting II	4
ACT 310	Federal Income Tax for Individuals	3
ANL 301	Business Analytics	3
Credit Hours		16

Senior Year		
First Semester		
ACT 410	Taxation of Business Entities	3
ACT 401	Advanced Accounting	3
MIS 717	Managing the Technological Enterprise	3
MGT 301	Organizational Behavior	3
MIS 701	Database Management Systems or MIS 703 or Systems Analysis and Design	3
Credit Hours		15

Second Semester		
COR 400	Senior Studies: Transformations	3
ACT 405	Auditing	3
MIS 601	Information Strategy and Management	3
ACT 550	Accounting Information Systems ¹	3
Select one of the following:		3
MIS 710	Health Information Systems	
MIS 715	Mobile Applications & Business Strategies	
MIS 716	Business Intelligence	
MIS 785	Programming in Visual Basic With Visual Basic	
Credit Hours		15

Fifth Year		
First Semester		
MIS 711	Managing Systems Projects	3
MIS 707	Risk Mgmt in Large Scale Systems	3

ENG 403	Writing and Speaking in the Professions	3
or ENG 338	or Writing in the Real World	
MKT 301	Principles of Marketing	3
ACT 406	Advanced Auditing	3
Credit Hours		15
Second Semester		
Select one of the following:		3
MIS 710	Health Information Systems	
MIS 715	Mobile Applications & Business Strategies	
MIS 716	Business Intelligence	
MIS 735		
MIS 785	Programming in Visual Basic With Visual Basic	
MIS 790	Spec'l Topics in Mgmt Info Syst	3
or MIS 799	or Master's Thesis Research Project	
Select one of the following:		3
MIS 701	Database Management Systems	
MIS 703	Systems Analysis and Design	
MIS 790	Spec'l Topics in Mgmt Info Syst	
Religion (p. 43)		3
BUS 470	Business Policy	3
Credit Hours		15
Total Credit Hours		152

¹ NOTE: ACT/MIS 550 must be taken with the "ACT" prefix.

Note: Graduate courses in the senior year should not be taken until completion of at least 90 credit hours and confirmed admission to the graduate program. Courses designated as fifth year courses should not be taken until completion of at least 120 credits and admission to the graduate program.

M.S. in Taxation

The 30-credit Masters of Taxation program allows working professionals with an interest in taxation to develop the skills necessary to work in advanced fields of taxation. Students will complete nine courses in core taxation topics, and for the tenth course have the option to select any business elective offered by the Madden School of Business at the graduate level of student professional interest. Admission requirements for the 30 credit Masters in Taxation program entry are:

- Overall GPA of at least a 3.0 in a state registered accounting undergraduate degree program from AACSB accredited business school; or equivalent per discretion of admission committee.
- Accounting undergraduate GPA of at least 3.0 within the major.
- GMAT or GRE score of 450 or higher
- Written recommendations (two)
- Personal on campus interview with at least one member of the admissions committee.

Students with a degree in other business areas from an AACSB accredited business school may apply for admission under the same criteria as above, but must meet the below additional criteria:

Grade of B (3.0) or above in each of the following undergraduate accounting courses:

- Introductory Financial Accounting
- Introductory Management Accounting
- Personal Income Tax *
- Corporate Tax/Business Entity Taxation *

*Courses must be completed at the 300 level or above

Students from non-AACSB accredited business schools will be considered for admission, but at the discretion of the admissions committee. Higher minimum GPA's and/or GMAT scores may be required at the discretion of the admissions committee.

30 credit free-standing Masters of Science in Taxation program:

Course	Title	Credit Hour
Year I		
First Semester		
ACT 701	Advanced Federal Income Taxation	3
ACT 723	Tax Research and Practice	3
ACT 724	Advanced Taxation of Pass-Through Entities	3
ACT 725	Advanced Estate and Gift Tax	3
ACT Elective		3
Credit Hours		15
Second Semester		
ACT 702	Taxes & Business Strategy	3
ACT 721	Taxation of Corporations	3
ACT 726	Tax Accounting for Income Taxes	3
ACT 727	International Taxation	3
ACT 740	Advanced Taxation Capstone Seminar	3
Credit Hours		15
Total Credit Hours		30

Business Analytics

Chair: Ronald H. Wright

Program Director: George E. Kulick (of Finance and Business Analytics)

Professor: Greg M. Lepak, Ronald H. Wright

Associate Professor: George E. Kulick, Thaddeus KT Sim

Assistant Professor: Furkan Oztanriseven

Business analytics is the discipline of applying quantitative analytical models to convert data into useful information to help make better business decisions. Business analytics consists of descriptive analytics (analyzing what has happened in the past), predictive analytics (predicting what could happen in the future) and prescriptive analytics (prescribing optimal actions that will result in the best outcomes).

The business analytics major introduces students to quantitative modeling and analysis. Students learn methods and techniques in the context of diagnosing and solving problems from different disciplines of business including finance, marketing, information systems and operations. A dual major in business analytics and either finance, information systems or marketing is available for those students who wish to complement their analytical skills with focused studies in these

disciplines. Classes are held in a computer lab to provide hands-on real world experience in the art of modeling and analysis.

Student Learning Outcomes in Business Analytics

Basic Modeling Skills

Graduates will develop basic skills associated with building analytical models which support problem solving and decision making. These will include descriptive, predictive, and prescriptive analytical methodologies.

Applying Analytical Models in a Specific Applied Context

Graduates will develop the ability to apply basic analytical skills to solve problems in a functional business area. This will include the ability to identify necessary data, select and apply an analytical modeling technique, and make an appropriate recommendation.

Preparation of Formal Written Report

Graduates will develop the ability to produce a formal well-written report describing the creation of an analytical model used to solve a particular problem. The report will describe the modeling process to a reader not necessarily knowledgeable about particular modeling techniques. It will include appropriate sensitivity analysis and a clear recommendation based on the analytical results.

Delivery of Oral Presentation

Graduates will develop the ability to make a formal presentation describing the creation of an analytical model used to solve a particular problem. The presentation will describe the modeling process to an audience not necessarily knowledgeable about particular modeling techniques. It will include appropriate sensitivity analysis and a clear recommendation based on the analytical results. The presentation will include a demonstration of the ability to respond to a variety of client questions with answers supported by analytical results.

- Business Analytics Major (B.S.) (p. 322)
- Business Analytics Dual Majors (B.S.) (p. 323)
- Business Analytics Minor (p. 325)

Business Analytics (ANL)

ANL 301. Business Analytics. 3 Credit Hours.

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.

Prerequisite: STA 201.

ANL 400. Applied Forecasting Analysis. 3 Credit Hours.

This course provides techniques for the parsimonious description of univariate and multivariate time-ordered data. Various models are discussed, including Box-Jenkins models, for purposes of 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 202 and ANL 301, or permission of instructor.

ANL 410. Supply Chain Analysis. 3 Credit Hours.

Industrial supply chains are integral part of contemporary business practices. This course will examine key issues related to the design and management of supply chains. It will include discussions 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.

Prerequisites: STA 202 and ANL 301.

ANL 420. Strategic Management Analysis. 3 Credit Hours.

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.

Prerequisites: STA 202 and ANL 301.

ANL 430. Simulation and Risk Analysis. 3 Credit Hours.

This course is designed to provide students with basic understanding of concepts of simulation and provide them the opportunity to design several simulations for various applications (including fun and games). Methodologies are introduced in the context of financial and operations applications and include techniques for risk analysis. Models will include both event and process simulations. Simulation software packages are introduced as tools for problem solving.

Prerequisites: STA 202 and ANL 301.

ANL 440. Advanced Business Analytics. 3 Credit Hours.

Data is useful if relevant and insightful information can be extracted from it to better understand the past (descriptive analytics), anticipate future events (predictive analytics), and direct the course of the best decision (prescriptive analytics). This course will cover different supervised and unsupervised machine learning algorithms, and their applications to structured and unstructured data including financial, marketing, health care, social media, entertainment, and socio-economic data. The effective communication of the results and insights from the analysis, including via well-designed visualizations, will be emphasized throughout the course.

Prerequisites: ANL 301 and STA 202, or permission of instructor.

ANL 601. Supply Chain Management. 3 Credit Hours.

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. Recommended prerequisites: STA 501 and MIS 501.

ANL 702. Cases in Business Analytics. 3 Credit Hours.

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: ANL 601.

ANL 790. Special Topics in Business Analytics. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of operations management, as well as topics of current interest to students and instructors.

Statistics (STA)

STA 201. Statistics I. 3 Credit Hours.

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.

STA 202. Statistics II. 3 Credit Hours.

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.

Prerequisite: STA 201.

STA 501. Quantitative Decision Making. 3 Credit Hours.

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.

Business Analytics Major (B.S.)

Beyond the introductory course ANL 301 Business Analytics, there are five required courses for the major: ANL 400 Applied Forecasting Analysis, ANL 410 Supply Chain Analysis, ANL 420 Strategic Management Analysis, ANL 430 Simulation and Risk Analysis, and ANL 440 Advanced Business Analytics.

Students majoring in business analytics are required to enroll in the following courses:

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
---------	----------------------------------	---

WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
	Theology (p. 43)	3
	EAC Encountering Another Culture/Language (p. 43)	6
ENG 310	Literature and Culture	3
	Mathematics (p. 43) ²	3
	Social Science (p. 43) ³	3
	Natural Science (p. 43)	3
	IDS Interdisciplinary Studies (p. 43)	3
	Religion (p. 43)	3
COR 400	Senior Studies: Transformations	3
	VPA Visual & Performing Arts (p. 43)	1
	DIV Diversity (p. 43)	0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
ANL 400	Applied Forecasting Analysis	3
ANL 410	Supply Chain Analysis	3
ANL 420	Strategic Management Analysis	3
ANL 430	Simulation and Risk Analysis	3
ANL 440	Advanced Business Analytics	3
Electives		
	Liberal Arts Electives	6
	Electives	12
Total Credit Hours		124

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by either MTH 120 Mathematics for Business Majors, MTH 122 Brief Calculus, MTH 123 Mathematics for Act Majors, or MTH 145 Calculus I.

³ Fulfilled by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

Course	Title	Credit Hour
Freshman Year		
First Semester		
STA 201	Statistics I	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
BUS 150	Globalization in World of Differences	3
Credit Hours		15
Second Semester		
Mathematics (p. 43)		3
STA 202	Statistics II	3
PHL 110	Introduction to Philosophy	3
Natural Science (p. 43)		3
HST 111	World Civilization II	3
Credit Hours		15
Sophomore Year		
First Semester		
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ANL 301	Business Analytics	3
ECO 113	Principles of Microeconomics	3
ENG 210	Major Authors	3
Theology (p. 43)		3
Credit Hours		15
Second Semester		
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
MKT 301	Principles of Marketing	3
ECO 114	Principles of Macroeconomics	3
MIS 201	Introduction to Management Info Systems	3
PHL 210	Moral Philosophy	3
Credit Hours		15
Junior Year		
First Semester		
FIN 301	Managerial Finance	3
ANL 400	Applied Forecasting Analysis or ANL 430 or Simulation and Risk Analysis	3
LAW 200	Legal Environment of Business	3
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15
Second Semester		
ANL 410	Supply Chain Analysis	3
MGT 301	Organizational Behavior	3
Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Liberal Arts Elective		3
Credit Hours		15

Senior Year		
First Semester		
ANL 400	Applied Forecasting Analysis or ANL 430 or Simulation and Risk Analysis	3
Elective		3
Liberal Arts Elective		3
Elective		3
Religion (p. 43)		3
Credit Hours		15
Second Semester		
ANL 420	Strategic Management Analysis	3
ANL 440	Advanced Business Analytics	3
BUS 470	Business Policy	3
Elective		3
COR 400	Senior Studies: Transformations	3
Credit Hours		15
Total Credit Hours		120

Business Analytics Dual Majors (B.S.)

Because of the interdisciplinary nature of the major, many students combine the business analytics major with a second major, specifically marketing, finance or information systems. Some of the required courses in the business analytics major can count toward the requirements of the marketing, finance and information systems major and vice versa.

Dual Major in Business Analytics and Marketing

Marketing majors interested in pursuing a dual major in business analytics need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3

STA 202	Statistics II	3	
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3	
ACT 204	Principles of Accounting II for Non-Accounting Majors	3	
LAW 200	Legal Environment of Business	3	
MIS 201	Introduction to Management Info Systems	3	
MKT 301	Principles of Marketing	3	
ANL 301	Business Analytics	3	
FIN 301	Managerial Finance	3	
MGT 301	Organizational Behavior	3	
BUS 470	Business Policy	3	
ECO 113	Principles of Microeconomics	3	
ECO 114	Principles of Macroeconomics	3	
Major Requirements			
MKT 401	Marketing Research	3	
MKT 402	Marketing Management	3	
Select two MKT Electives (one will count as a business analytics elective)			6
ANL 410	Supply Chain Analysis (which will also count as a marketing elective)	3	
ANL 420	Strategic Management Analysis	3	
ANL 440	Advanced Business Analytics	3	
ANL Elective		3	
Electives			
Liberal Arts Electives			6
Electives			3
Total Credit Hours		124	

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major in Business Analytics and Finance

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3

VPA Visual & Performing Arts (p. 43)		1	
DIV Diversity (p. 43)		0	
Management Core Requirements			
STA 201	Statistics I	3	
STA 202	Statistics II	3	
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3	
ACT 204	Principles of Accounting II for Non-Accounting Majors	3	
LAW 200	Legal Environment of Business	3	
MIS 201	Introduction to Management Info Systems	3	
MKT 301	Principles of Marketing	3	
ANL 301	Business Analytics	3	
FIN 301	Managerial Finance	3	
MGT 301	Organizational Behavior	3	
BUS 470	Business Policy	3	
ECO 113	Principles of Microeconomics	3	
ECO 114	Principles of Macroeconomics	3	
Major Requirements			
FIN 365	Financial Institutions & Capital Markets (will count as a business analytics elective)	3	
FIN 401	Investments	3	
FIN 460	Corporate Risk Management	3	
FIN elective		3	
ANL 420	Strategic Management Analysis	3	
ANL 430	Simulation and Risk Analysis (will also count as a finance elective)	3	
ANL 440	Advanced Business Analytics	3	
ANL Elective		3	
Electives			
Liberal Arts Electives			6
Electives			3
Total Credit Hours		124	

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major in Business Analytics and Information Systems

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ²		3

Social Science (p. 43) ³	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Management Core Requirements	
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Principles of Accounting I for Non-Accounting Majors, Principles of Accounting I	3
ACT 204 Principles of Accounting II for Non-Accounting Majors	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
LAW 200 Legal Environment of Business	3
MIS 201 Introduction to Management Info Systems	3
MKT 301 Principles of Marketing	3
MGT 301 Organizational Behavior	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Major Requirements	
ANL 420 Strategic Management Analysis	3
ANL 440 Advanced Business Analytics	3
Choose any two of the following ANL courses:	6
ANL 400 Applied Forecasting Analysis	
ANL 410 Supply Chain Analysis	
ANL 430 Simulation and Risk Analysis	
MIS 455 Managing the Technological Enterprise	3
Three information systems courses (one of which will count as a business analytics elective) ⁴	9
Electives	
Liberal Arts Electives	6
Electives	3
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by either MTH 120 Mathematics for Business Majors, MTH 122 Brief Calculus, MTH 123 Mathematics for Act Majors, or MTH 145 Calculus I.

³ Fulfilled by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

⁴ MIS 340 Data Science, MIS 375 Applied Systems Analysis, MIS 415 Business Intelligence, MIS 420 Marketing Analytics and MIS 480 Database Management Systems are recommended.

Business Analytics Minor

Students from any major who are interested in pursuing a minor in business analytics need to complete the following courses:

Minor Requirements

STA 201 Statistics I	3
STA 202 Statistics II	3
ANL 301 Business Analytics	3
Select any three 400-level ANL courses	9
Total Credit Hours	18

Students who have completed equivalent course work in statistics (e.g., MTH 110 Introduction to Statistics I (no Computer Lab), MTH 111 Introduction to Statistics I (with Computer Lab), MTH 112 Introduction to Statistics II) may have the corresponding STA courses waived.

Finance

Program Director: George E. Kulick (of Finance and Business Analytics)

Associate Professor: George E. Kulick

Assistant Professor: Chandan K. Jha

Visiting Associate Professor: Jinhua Qian

Finance is the study of the allocation of scarce financial resources to maximize their utility. Students in the finance program study the science and art of making investment and financing decisions under conditions of uncertainty at both the individual and institutional levels. For example, students learn how to answer questions such as:

- How do we evaluate a corporate investment project, and how should we finance the project?
- How do we manage a portfolio through the allocation of capital among different asset classes so as to maximize the portfolio's return while maintaining an acceptable level of risk?
- How do we identify and manage risk in a constantly changing market?
- How can we use opportunities scattered throughout the international financial markets to balance the trade-off between risk and return?

Students will explore the theories and practices of topics such as asset allocation, portfolio management, capital budgeting, securities markets, risk management, and international finance. Our finance program emphasizes the development of analytical skills to solve practical issues that arise in dynamic financial environments.

Students who major in finance take courses such as Managerial Finance, Financial Institutions and Capital Markets, Investments, Banking, International Financial Management, and Corporate Risk Management.

Students also have the opportunity to pursue a dual major in finance and either business analytics or information systems.

Student Learning Outcomes in Finance

Students who graduate from this program will be able to:

Concepts and principles

Recognize complex finance concepts and principles in different areas of finance.

Communication skills

Articulate complex financial concepts and issues to target audiences.

Analytic and critical thinking skills

Critically analyze and evaluate financial issues and texts related to finance.

Solve financial issues

Solve complex financial problems using a variety of tools including finance theories, data analysis, and technological means.

Ethical dilemmas

Make sound and defensible decisions when dealing with ethical dilemmas related to financial issues.

- Finance Major (B.S.) (p. 327)
- Dual Major (B.S.) in Finance and Business Analytics (p. 328)
- Dual Major (B.S.) in Finance and Information Systems (p. 329)

Finance (FIN)

FIN 201. Personal Finance. 3 Credit Hours.

A survey of the business and economic decisions that an individual makes in his or her personal life. Information base covers; savings, general investing, credit and critical thinking skills with respect to personal financial planning concepts. Course will be taught in Le Moyne's newly established Trading Center to provide real world investment experience and provide students with the opportunity to manage their own personal mock investment portfolio. Open to both non-business and business students.

FIN 301. Managerial Finance. 3 Credit Hours.

Foundation of financial theory and techniques of financial decision making. The topics include financial market environments and interest rates, time value of money, risk and returns, capital asset pricing models, valuation of bonds and stocks, capital budgeting, intermediate and long-term financing, cost of capital, capital structure, dividend policy, working capital management and financial planning.

Prerequisites: ACT 203 or ACT 201; STA 201; ECO 113 and ECO 114.

FIN 302. Economics of Financial Markets. 3 Credit Hours.

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 & ECO 114.

Cross-listed Courses: ECO 228

FIN 360. Intermediate Managerial Finance. 3 Credit Hours.

Advanced coverage of corporate finance issues, including capital budgeting, capital structure, dividend policy, corporate governance, merger and acquisition, public and private offerings and bankruptcy and reorganization.

Prerequisite: FIN 301.

FIN 365. Financial Institutions & Capital Markets. 3 Credit Hours.

This course studies financial markets and institutions and their various functions and operations in capital and money markets. Its topics include interest rates, Fed functions and monetary policy, money markets and capital markets, securities offering, valuation and risk in the various markets, bank and nonbank operations and management.

Prerequisite: FIN 301.

FIN 401. Investments. 3 Credit Hours.

This course is an introduction to modern investment theories and practice. It covers important issues facing an investor in capital markets. The topics include portfolio theory and management, asset pricing models in capital markets, fixed-income securities and equity valuation, investment performance evaluation and derivative securities.

Prerequisite: FIN 301.

FIN 435. Introduction to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: ACT 202 or ACT 204.

FIN 450. Banking. 3 Credit Hours.

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 prerequisite: FIN 365.

FIN 455. International Financial Management. 3 Credit Hours.

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 460. Corporate Risk Management. 3 Credit Hours.

This course studies the crucial tools necessary for corporations and investors to effectively hedge long or short positions with financial derivatives in order to protect them from losses. The course emphasizes how to use derivatives to maximize firm value through risk management. Coverage includes an evaluation of tools identifying potential risks, an integrated approach to risk management, hedging with forward and futures contracts, managing cash flow exposures, hedging with options and option pricing models, credit risks and credit derivatives, and recent and future developments on the practice of risk management.

FIN 465. Distress Investing. 3 Credit Hours.

The purpose of this course is to provide the student with the needed tools to understand and learn the discipline of distress investing. Distress investing is one of the areas of "Fundamental Finance". Other areas of "Fundamental Finance" include Value Investing, Control Investing, Credit Analysis, and First and Second Stage Venture Capital Investing. This is a course about business valuation, corporate finance, bankruptcy law and security analysis with an emphasis on analyzing public companies that are in financial distress, from the bottom up. This is in sharp contrast to traditional academic finance, which is heavily top down and assumes there is substantive consolidation between the company and its constituencies (managements, stockholders, bondholders, trade vendors, etc.).

Prerequisites: FIN 301 or FIN 601 or equivalent.

FIN 467. Modern Security Analysis. 3 Credit Hours.

The purpose of the course is to provide the student with the needed knowledge and analytical tools to understand and learn the discipline of modern security analysis. The course will focus on business valuation, advanced corporate finance and security analysis with an emphasis on analyzing public companies from the bottom up (as stand-alone, separate and distinct from shareholders, managements, creditors, regulators). The course is centered on the valuation of businesses and how corporate values are reflected or not reflected in public security prices and why. Secondary topics discussed include elements of corporate law, securities law, credit analysis, and financial accounting as related to security analysis. Prerequisite(s): FIN 301 or FIN 601 or equivalent. Cross-listed Courses: FIN 667

FIN 478. Financial Telecomm & Cybersecurity. 3 Credit Hours.

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course. Prerequisites: MIS 201, or permission of the instructor.

Cross-listed Courses: MIS 478

FIN 601. Financial Management. 3 Credit Hours.

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. Recommended prerequisites: ACT 501 and STA 501.

FIN 665. Distress Investing. 3 Credit Hours.

The purpose of this course is to provide the student with the needed tools to understand and learn the discipline of distress investing. Distress investing is one of the areas of "Fundamental Finance". Other areas of "Fundamental Finance" include Value Investing, Control Investing, Credit Analysis, and First and Second Stage Venture Capital Investing. This is a course about business valuation, corporate finance, bankruptcy law and security analysis with an emphasis on analyzing public companies that are in financial distress, from the bottom up. This is in sharp contrast to traditional academic finance, which is heavily top down and assumes there is substantive consolidation between the company and its constituencies (managements, stockholders, bondholders, trade vendors, etc.). Prerequisites: FIN 301 or FIN 601 or equivalent.

FIN 667. Modern Security Analysis. 3 Credit Hours.

The purpose of the course is to provide the student with the needed knowledge and analytical tools to understand and learn the discipline of modern security analysis. The course will focus on business valuation, advanced corporate finance and security analysis with an emphasis on analyzing public companies from the bottom up (as stand-alone, separate and distinct from shareholders, managements, creditors, regulators). The course is centered on the valuation of businesses and how corporate values are reflected or not reflected in public security prices and why. Secondary topics discussed include elements of corporate law, securities law, credit analysis, and financial accounting as related to security analysis. Prerequisite: FIN 301 or FIN 601 or equivalent.

Cross-listed Courses: FIN 467

FIN 701. Investment Management. 3 Credit Hours.

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 790. Special Topics in Finance. 3 Credit Hours.

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 students and instructors.

Finance Major (B.S.)

Students majoring in finance are required to enroll in the following courses:

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3

ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
Select two of the following:		6
FIN 360	Intermediate Managerial Finance	
FIN 450	Banking	
FIN 455	International Financial Management	
Electives		
Liberal Arts Electives		6
Electives		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
HST 110	World Civilization I	3
STA 201	Statistics I	3
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
BUS 150	Globalization in World of Differences	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
STA 202	Statistics II	3
Mathematics (p. 43)		3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ACT 203	Principles of Accounting I for Non-Accounting Majors	3
ENG 210	Major Authors	3
ECO 113	Principles of Microeconomics	3
Theology (p. 43)		3
ANL 301	Business Analytics	3
Credit Hours		15

Second Semester		
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ECO 114	Principles of Macroeconomics	3
PHL 210	Moral Philosophy	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
Credit Hours		15

Junior Year**First Semester**

ENG 310	Literature and Culture	3
FIN 301	Managerial Finance	3
IDS Interdisciplinary Studies (p. 43)		3
MGT 301	Organizational Behavior	3
LAW 200	Legal Environment of Business	3
Credit Hours		15

Second Semester

FIN 365	Financial Institutions & Capital Markets	3
FIN Electives		3
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3
Liberal Arts Elective		3
Credit Hours		15

Senior Year**First Semester**

FIN 401	Investments	3
FIN Elective		3
Elective		3
Liberal Arts Elective		3
Religion (p. 43)		3
Credit Hours		15

Second Semester

FIN 460	Corporate Risk Management	3
Elective		3
Elective		3
COR 400	Senior Studies: Transformations	3
BUS 470	Business Policy	3
Credit Hours		15
Total Credit Hours		120

Dual Major (B.S.) in Finance and Business Analytics

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3

PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets (will count as a business analytics elective)	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
FIN elective		3
ANL 420	Strategic Management Analysis	3
ANL 430	Simulation and Risk Analysis (will also count as a finance elective)	3
ANL 440	Advanced Business Analytics	3
ANL Elective		3
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		124

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major (B.S.) in Finance and Information Systems

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
Finance elective		3
MIS 455	Managing the Technological Enterprise	3
Three MIS electives ³		9
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: ACT 350 Accounting Information Systems/MIS 350 Accounting Information Systems, MIS 375 Applied Systems Analysis, MIS 480 Database Management Systems, MIS 340 Data Science, MIS 415 Business Intelligence, MIS 478 Financial Telecomm & Cybersecurity.

Human Resource Management

Chair: Dennis O'Connor

Program Director: Renée V. Downey (of Human Resource Management)

Professor: Dennis O'Connor

Associate Professor: David McCallum, S.J.

Professor of Practice: Renée V. Downey

The human resources field has evolved much since the inception of personnel, the office where one was hired, tracked and sometimes fired. Today human resources professionals are strategic partners, tactically planning the talent needs of the organization for optimum performance. The HR office seeks and optimizes the best people, engaging and retaining them, and ensuring their skills are maximized. Key areas for which HR professionals are responsible include talent sourcing, compensation and benefits, employee development and legal compliance.

Human resource graduates are in demand as corporate recruiters, benefits specialists and organizational learning officers. Technically-oriented HR professionals have opportunities in human resource information systems and compensation analysis. Whether specializing in a large company, or acting as an HR generalist in smaller organizations, human resources offers multi-faceted career opportunities for graduates.

Student Learning Outcomes in Human Resource Management

Students who graduate from this program will be able to:

Employment law

Understand the tenets of employment law to hire, onboard and retain employees in a non-discriminatory process and environment.

Structured interview process

Create and execute a position-specific structured interview process to vet candidates toward an efficient and successful hire.

Positive workplace

Identify and understand the tenets of a positive workplace which supports employee satisfaction, retention and performance.

Academic resources

Evaluate and identify the usefulness and relevance of resources to support their academic and professional work.

- Human Resource Management Major (B.S.) (p. 331)
- Human Resource Management Minor (p. 332)

Human Resource Management (HRM)

HRM 301. Human Resource Management. 3 Credit Hours.

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.

HRM 403. Total Rewards: Compensation & Benefits. 3 Credit Hours.

This course examines the theory and application of total rewards, the tools that are available to attract, motivate and retain employees. Topics include theory, techniques and problems in job analysis and evaluation, performance appraisal and developing wage and salary systems. Prerequisite: HRM 301.

HRM 404. Talent Management: Performance and Retention. 3 Credit Hours.

This course examines the theory, problems and techniques in personnel planning, recruiting, and selecting employees. Sourcing and vetting candidates, attracting the best talent, hiring for job fit, onboarding and building an engaged workforce are explored through readings, case studies and class projects. Prerequisite: HRM 301.

HRM 430. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS). Prerequisite(s): MIS 201 and HRM 301 or permission of the instructor.

HRM 454. Effective Supervision. 3 Credit Hours.

Effective Supervision is a practical course in how to lead others in organizations. From delegation and performance measurement to correcting unwanted behaviors, you will learn how to address workplace issues with efficiency and effectiveness. Course topics include interpersonal communications, motivation, delegation and negotiating conflict. The class is highly experiential, and will provide useful tools for your first supervisory experience. Prerequisite: MGT 301.

Cross-listed Courses: MGT 482, MGT 454

HRM 457. Managing Multicultural Connections. 3 Credit Hours.

This course will explore the Human Resources implications of culture and multicultural communication from the conceptual, practical and human resources perspective. Students will inquire into their own culture and values, explore case studies, and engage in rich discussions with a number of speakers who have experience doing business outside our borders. Prerequisite: MGT 301.

Cross-listed Courses: MGT 457

HRM 601. Human Resource Management. 3 Credit Hours.

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 701. Current Issues in Human Resources. 3 Credit Hours.

As the Human Resource field evolves, so do the challenges presented by the process of recruitment, selection, retention and release. This hybrid course explores in-depth contemporary human resource philosophies, policies and practices that focus on unique areas of talent management in a variety of organizational settings. The class offers students the opportunity to explore online and in-depth research in quality of work life, second career decisions and mid-life change, incentive systems and talent retention. The impact of healthcare changes on organizations, the effects of the recession on the workforce and current issues such as workplace violence and employee privacy will also be explored.
Prerequisites: MGT 601 and HRM 601, or permission of instructor.

HRM 707. Staffing. 3 Credit Hours.

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 Credit Hours.

This course focuses on managing compensation in contemporary organizations. The major objectives are: a) to examine the current state of compensation decision-making, b) to examine the implications of recent theoretical and research developments related to compensation decisions and c) to offer an opportunity to develop competencies in making compensation decisions.
Prerequisite: HRM 601.

HRM 730. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).
Prerequisites: MIS 501 and HRM 601 or permission.

Cross-listed Courses: MIS 730

HRM 790. Special Topics in Human Resource Management. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of human resources management, as well as topics of current interest to students and instructors.

HRM 791. Special Topics: Topics in Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).
Graduate standing required.

Human Resource Management Major (B.S.)

Core Requirement (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Management Core Requirements

STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non-Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3

Major Requirements

HRM 301	Human Resource Management	3
---------	---------------------------	---

HRM 403	Total Rewards: Compensation & Benefits	3
HRM 404	Talent Management: Performance and Retention	3
Select two of the following electives:		6
HRM 457	Managing Multicultural Connections	
MGT 451	Group Skills and Team Leadership	
MGT 452	Organizational Development	
MGT 454	Effective Supervision	
Electives		
Electives		18
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
HST 110	World Civilization I	3
STA 201	Statistics I	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
BUS 150	Globalization in World of Differences (or a foreign language)	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 120	Mathematics for Business Majors	3
STA 202	Statistics II	3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ENG 210	Major Authors	3
Theology (p. 43)		3
ECO 113	Principles of Microeconomics	3
MGT 301	Organizational Behavior (or MKT 301 or MIS 301)	3
Credit Hours		15
Second Semester		
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
PHL 210	Moral Philosophy	3
ECO 114	Principles of Macroeconomics	3
HRM 301	Human Resource Management	3
MKT 301	Principles of Marketing	3
Credit Hours		15
Junior Year		
First Semester		
ENG 310	Literature and Culture	3
FIN 301	Managerial Finance	3

HRM 404	Talent Management: Performance and Retention	3
MIS 201	Introduction to Management Info Systems	3
LAW 200	Legal Environment of Business	3
Credit Hours		15
Second Semester		
HRM 403	Total Rewards: Compensation & Benefits	3
Free Elective		3
EAC Encountering Another Culture/Language (or second-sequenced foreign language) (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
ANL 301	Business Analytics	3
Credit Hours		15

Senior Year		
First Semester		
HRM Elective		3
Free Elective		3
Free Elective		3
Religion (p. 43)		3
BUS 470	Business Policy (Fall or Spring)	3
Credit Hours		15
Second Semester		
HRM Elective		3
Free Elective		3
Free Elective		3
COR 400	Senior Studies: Transformations	3
Free Elective		3
Credit Hours		15
Total Credit Hours		120

Human Resource Management Minor

The human resource management minor complements the student's major discipline with broad skill development in the evolving field of talent management. Functional areas include human resource planning, recruitment and selection, appraisal and compensation; employee training and career development; retention; management of labor relations and development of a strategic human resources plan. In addition to classroom study, students enjoy simulations and regularly visit area organizations and meet with professionals in the human resources field in the public, private and nonprofit sectors.

The human resources management minor requires 15 hours of course work.

Major Requirements

HRM 301	Human Resource Management	3
MGT 301	Organizational Behavior	3
Select three of the following:		9
HRM 403	Total Rewards: Compensation & Benefits	
HRM 404	Talent Management: Performance and Retention	
HRM 457	Managing Multicultural Connections	
MGT 451	Group Skills and Team Leadership	
MGT 452	Organizational Development	

MGT 454	Effective Supervision
MGT 458	Effective Presentation and Facilitation

Total Credit Hours 15

The minor may not be earned concurrently with the management and leadership major.

Information Systems

Chair: Dennis O'Connor

Program Director: Martha Grabowski (of Information Systems)

Professor: Martha Grabowski, Shin-Jeng Lin

Assistant Professor: Yue Han

Visiting Assistant Professor: Mehmet Kilinc

Adjunct Faculty: William Barrett, Elizabeth DaRin, Michael Dermody, Bill Gape, Gary Krudys

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 (IS) 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:

- M.S., Information Systems (p. 378),
- B.S., Accounting (150-Hour Program)/M.S., Information Systems (p. 318),
- M.S., Information Systems/M.S., Information Management partnership with Syracuse University, Certificates in Advanced Study (CAS) in Data Science or Information Security Management (Syracuse University iSchool),
- M.S., Information Systems/M.S., Information Management partnership with Syracuse University, Certificates in Advanced Study (CAS) in Enterprise Systems (p. 379) or Health Information Systems (p. 379) (Le Moyne College Madden School of Business),
- B.S., Business Administration, with a major in Information Systems,
- B.S., Business Administration, with a major in Management and Leadership/Information Systems, Marketing/Information Systems, Finance/Information Systems, Human Resources/Information Systems, or Business Analytics/Information Systems (p. 342),
- B.S., Accounting, with a concentration in Information Systems (p. 315),
- Minor in Management Information Systems (p. 346),
- Minor in Health Information Systems (p. 346),
- Joint IS/Computer Science degree in Software Applications and Systems Development (SASD) (p. 291),
- 4+1 Dual Bachelor's/Master's Degree program in Information Systems, Express Path at Le Moyne College,
- 4+1 Fast Track Dual Bachelor's/Master's Degree program in Information Management with Syracuse University,
- Graduate Certificate in Enterprise Systems (p. 379),
- Graduate Certificate in Health Information Systems, (p. 379) and

- Graduate Management Information Systems courses for MSIS and MBA students.

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 other areas of Business Administration with an interest in Information Systems may pursue a joint major with Business Analytics, Human Resources, Marketing, Management and Leadership, or Finance; a concentration in Information Systems for Accounting majors; or a dual major with Computer Science in Software Applications and Systems Development (SASD).

IS students may pursue certification in Oracle, SAP, Amazon Web Services (AWS), project management, IBM System Z or Microsoft server/networking through their coursework and through the College's University Alliance programs.

In addition, students may apply for an accelerated M.S., in Information Systems through Le Moyne or through Syracuse University's School of Information Studies as early as their junior year through Le Moyne's 4+1/ Fast Track Express Path program (see the following information).

IS students also participate in *Formation Abroad*, an experiential learning opportunity that combines academic study at a Jesuit institution overseas, experiential learning with IS Program partners in the locale, and volunteer immersion experiences; *Formation Abroad* links learning, reflection and action in service for others, consistent with Jesuit ideals and values.

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.

IS students also have the opportunity to pursue independent research as *McDevitt Information Systems Research Fellows* through support from the McDevitt Center. MSIS students have the opportunity to pursue graduate research through completion of a *Master's thesis*, working with a graduate faculty mentor.

Information Systems Major Student Learning Outcomes in Information Systems

Students who graduate from the Le Moyne College Information Systems program will be able to:

Core Knowledge:

Evaluate the role and impact of information systems in organizations.

Analytical Thinking:

Demonstrate analytical thinking through data and enterprise systems analysis, design and development activities (AACSB SLO UG3).

Ethical Awareness:

Analyze ethical and corporate social responsibility issues and problems, evaluate alternate courses of action, and develop solutions to those issues and problems (AACSB SLO UG1).

4+1 Dual Bachelor's/Master's Degree in Information Systems, Express Path, at Le Moyne College

The College's MSIS Express Path program allows students to earn their undergraduate degree in any field in four years and their MSIS at Le Moyne College in just one additional year of study. When they graduate, our alumni are distinguished by their ability to lead and to tackle complex issues as they respond to the needs of an ever-changing world.

The timeline for the 4+1 Dual Bachelor's/MSIS Program Express Path is as follows:

March 1 of the junior year - complete the MSIS application process for admission by providing: application form, two letters of recommendation, and a personal statement. Students must have a 3.3 grade-point average. Neither the GMAT nor the GRE are required. (Notification of pre-approved admission to the Express Path will be made on a rolling basis. Final admission to the MSIS program will be conditional on completion of your undergraduate program.)

Upon completion of the junior year - Students will show fulfillment, or will fulfill, the two foundation graduate course requirements with a grade of "B" or better (or their undergraduate equivalents: see below) for the MSIS Program: MIS 501 Management Information Systems and MIS 601 Information Strategy and Management. This may be achieved in several ways. A maximum of 9 graduate credit hours (i.e., three graduate level courses) may be taken upon completion of a student's junior year.

Summer or Fall after completing undergraduate requirements - The remainder of the 30 MSIS credit hours can be completed in 12 months if the student is enrolled full time during the fall, spring, and summer semesters, as well as during the J-semester and Maymester. Students may also complete the program on a part-time basis.

To view the M.S. requirements, visit the Information Systems (M.S.) Program page (p. 378). For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

4+1 Fast Track Dual Bachelor's/Master's Degree program in Information Systems, with Syracuse University

B.S. Business Administration/Information Systems
Le Moyne College
M.S., Information Management
Syracuse University, School of Information Studies

This program allows Le Moyne students with a major in Business Administration/Information Systems, a major in Computer Science, or a dual major in Information Systems and Computer Science (SASD) to complete a Master's degree program in Information Management at Syracuse University by taking Syracuse University graduate courses as early as their junior year at Le Moyne College.

Students complete the program with one or two semesters of additional course work beyond their Le Moyne undergraduate program. For example, they may take graduate courses at Syracuse University in the summer

of their junior year, and complete the program in the summer or fall immediately following their graduation from Le Moyne. Le Moyne students enrolled in the 4+1 Fast Track program can participate in internships through Le Moyne and/or Syracuse University, and are supported with a graduate assistantship at Syracuse during their time at S.U.

The agreement also stipulates that Le Moyne students in the 4+1 program will be charged Le Moyne tuition for their S.U. courses, rather than S.U. tuition. For students who come in with transfer, I.B. or AP credit, this could mean that they may be able to graduate on time with both the bachelor's degree from Le Moyne and a master's degree from S.U. and no change in status with respect to their financial aid.

For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

- Information Systems Major (B.S.) (p. 341)
- Information Systems Dual Majors (B.S.) (p. 342)
- Management Information Systems (M.I.S.) Minor (p. 346)
- Health Information Systems (H.I.S.) Minor (p. 346)

Management Information Systems (MIS)

MIS 175. Introduction to Algorithms and Program Design. 4 Credit Hours.

This course introduces students to programming with an emphasis on computational problem-solving. Topics include program design and testing strategies, programming language syntax and semantics, scalar data types and an introduction to data structures, control structures, iteration, recursion, file input/output exceptions as well as introduction to algorithm analysis. Students will use a high-level programming language to develop programs and reinforce their understanding of topics.
Cross-listed Courses: CSC 175

MIS 175L. Lab. 0 Credit Hour.

Cross-listed Courses: CSC 175L

MIS 176. Object Oriented Programming. 3 Credit Hours.

This course continues the study of program development introduced in CSC 175. Topics include intermediate program design, object oriented programming (objects, types, inheritance, and polymorphism), basic data structures such as arrays and strings, and event-driven programming using a graphical user interface (GUI). Students will use a high-level programming language to complete several intermediate sized programming projects to reinforce concepts. Student may not take both CSC 170 and CSC 176.

Prerequisites: CSC 155, CSC 165, or CSC 175 or permission of the program director.

Cross-listed Courses: CSC 170, MIS 325

MIS 201. Introduction to Management Info Systems. 3 Credit Hours.

This course provides an overview of the concepts and methodologies of information systems. The course focuses on the idea of information systems support for competitive decision-making, thus blending technical with managerial topics. Students will develop familiarity with the principles of information systems as well as hands-on experience with a variety of information systems tools and techniques.

MIS 325. Introduction to Java Programming Programming. 4 Credit Hours.

This course will introduce you to programming and object oriented programming using Java. General programming topics include program design, testing strategies, and control structures such as conditionals, iteration. Object oriented topics include creating and using classes, inheritance and interfaces. Students will also learn about basic data structures such as arrays and strings. Students will solve programming problems in weekly lab sessions. Graduate students in the course will also be introduced to event-driven programming using a graphical user interface (GUI), recursion, and 2-dimensional arrays.

Cross-listed Courses: CSC 170

MIS 326. COBOL Programming. 3 Credit Hours.

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.

Cross-listed Courses: CSC 155

MIS 335. Client Side Web Applications Development. 3 Credit Hours.

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.

Cross-listed Courses: MKT 335, MIS 635

MIS 340. Data Science. 3 Credit Hours.

This course will provide you the knowledge and techniques to approach phenomena analytically. Specially, you will learn the role and process of the data science lifecycle in understanding and gaining insight about phenomena, including how to ask the appropriate questions, identify the appropriate data and information needed, use the appropriate tools to analyze a large volume of data, evaluate the findings effectively with parameters, find the appropriate answers, and present the answers and compellingly. In the business context such knowledge can enable organizations to make quality decisions and develop important business strategies that can enhance organizational performance and that can contribute to significant financial gains. You will proficiently acquire such knowledge and techniques through class discussion, lectures, readings, as well as hand-on exercises. Prerequisite(s): STA 202 or MTH 112.

Cross-listed Courses: MIS 740

MIS 350. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts. Prerequisite(s): Grade of C or above in MIS 201, and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202.

Cross-listed Courses: ACT 350

MIS 375. Applied Systems Analysis. 3 Credit Hours.

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 or permission of the instructor.

MIS 385. Programming in Visual Basic With Visual Basic. 3 Credit Hours.

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required.

Cross-listed Courses: MIS 785, CSC 165

MIS 399. Independent Study in Information Systems. 1-6 Credit Hours.

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 Dean of the Madden School. The proposal will be kept on file in the office of the Dean of the Madden School. The hours and credit are to be determined by the student and the program director.

MIS 415. Business Intelligence. 3 Credit Hours.

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner.

Prerequisite: MIS 201 or permission of the instructor.

Cross-listed Courses: MKT 415

MIS 420. Marketing Analytics. 3 Credit Hours.

With the increased use of big data creating a paradigm shift in how marketers make decisions, the need to be able to extract meaningful information from this voluminous amount of data to make smarter decisions is becoming more important than ever. The course will provide students with the tools to develop a systematic, analytical approach to marketing decision making. The course aims at preparing students to (1) understand the value of competitive advantages leveraged by analytics; (2) understand the existence, advantages and limitations of different analytical approaches; and (3) to apply, interpret the input, and communicate the output from these tools and models, and apply them to help make fact-based decisions. The course takes on a hands-on experiential approach with real-world databases to facilitate the comprehension of the different analytical approaches discussed in class.

Prerequisites: MKT 301, STA 202.

Cross-listed Courses: MKT 420

MIS 425. Distributed Enterprise Systems. 3 Credit Hours.

This course serves as an introduction to the cloud computing environment, discussing both fundamental concepts of how and why cloud systems work, as well as cloud technologies that manifest these concepts, such as Amazon AWS, Microsoft, Azure, and Open Stack. Students will learn about virtualizations, data parallelisms, security and privacy, cloud storage mechanisms, and cloud design architectures in the context of distributed systems. This course will be taught in a lab lecture style utilizing Amazon Web Services (AWS) as a learning platform. Recommended predecessor courses: MIS-478, MIS-455.

Prerequisite: MIS-201, or permission of the instructor.

MIS 430. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS). Prerequisite(s): MIS 201 and HRM 301 or permission of the instructor.

Cross-listed Courses: HRM 430

MIS 435. Introduction to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: ACT 202 or ACT 204.

MIS 445. Mobile Applications and Business Strategies. 3 Credit Hours.

The course explores the important challenges and connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

Prerequisites: MIS 201 or permission of instructor.

MIS 450. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends.

Prerequisites: MIS 201 or permission of instructor.

Cross-listed Courses: NSG 387, NSG 697, MIS 710

MIS 455. Managing the Technological Enterprise. 3 Credit Hours.

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course.

Prerequisites: MIS 201 or permission of instructor.

MIS 460. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Prerequisite(s): MIS 201 or permission of instructor.

Cross-listed Courses: CSC 460, MGT 460

MIS 465. Electronic Business. 3 Credit Hours.

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 reengineering and various capital management techniques. Issues in the business environment, including media and public policy, will be explored. Prerequisite: MIS 201 or permission of the instructor.

MIS 471. Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex, with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Research design is the process of formulating a research plan that addresses research questions of interest. A sound research design ensures that the data and evidence obtained assists in effectively addressing the research questions under study. Key to good research design are research methods, approaches and techniques used to carry our research, which are facilitated by the collection of meaningful and useful data and evidence, and by analysis, assessment and interpretation of that data and evidence. This course provides an overview of the fundamentals of research design and research methods, including research question and hypothesis formulation; data and evidence collection and analysis; and the challenges of research design and methods. Students in this seminar course work closely with a Le Moyne faculty mentor while conducting research in Information Systems, either on campus at Le Moyne or in the field. McDevitt Information Systems Research Scholars who have gone through a year-long faculty research mentoring process in previous years and have prepared and published their own research also serve as mentors to students in this class. Students and their mentors participate in bi-monthly research seminars led by the Le Moyne faculty mentor, at which they present their research, collaborate on their findings and discuss their progress. Open to students eligible for Departmental Honors, Honors in Information Systems, and Independent Study Research. Junior or Senior standing; or permission of instructor. Prerequisite(s): MIS 201.

MIS 478. Financial Telecomm & Cybersecurity. 3 Credit Hours.

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course.

Prerequisites: MIS 201, or permission of the instructor.

Cross-listed Courses: FIN 478

MIS 480. Database Management Systems. 3 Credit Hours.

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 or permission of the instructor.

Cross-listed Courses: CSC 480

MIS 485. Topics in Large Scale Computing. 3 Credit Hours.

The course focuses on introductory large-scale computing topics, utilities, SDSF and CICS. Students will participate in hands-on projects utilizing large-scale computing. Guest speakers and field research will be utilized to provide students access and information from industry and academia. Students develop the technical and business foundations for the effective use of large-scale computing in organizations in this class.

MIS 485L. Lab Hours. 0 Credit Hour.**MIS 489L. Lab Hours. 0 Credit Hour.****MIS 490. Information Systems Internship. 1-6 Credit Hours.**

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 495. Special Topic in Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Prerequisite: MIS 201; Junior or Senior standing; or permission of instructor.

MIS 499. Independent Study in Info Systems (Honors). 3 Credit Hours.

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.

MIS 501. Management Information Systems. 3 Credit Hours.

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 525. Introduction to Java Programming. 3 Credit Hours.

This course will introduce you to programming and object oriented programming using Java. General programming topics include program design, testing strategies, and control structures such as conditionals, iteration. Object oriented topics include creating and using classes, inheritance and interfaces. Students will also learn about basic data structures such as arrays and strings. Students will solve programming problems in weekly lab sessions. Graduate students in the course will also be introduced to event-driven programming using a graphical user interface (GUI), recursion, and 2-dimensional arrays.

MIS 535. Intro to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: MIS 201 or permission of instructor.

MIS 550. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts. Prerequisite(s): Grade of C or above in MIS 201 (or MIS 501), and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202.

Cross-listed Courses: ACT 550

MIS 601. Information Strategy and Management. 3 Credit Hours.

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.

MIS 635. Client Side Web Applications Development. 3 Credit Hours.

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.

Cross-listed Courses: MKT 335, MIS 335

MIS 690. Graduate Information Systems Independent Study. 3 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied independent study format—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations. Open to students eligible for graduate Business of Information Systems research. Prerequisite(s): MIS-501; or permission of instructor.

MIS 701. Database Management Systems. 3 Credit Hours.

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 Credit Hours.

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 707. Risk Mgmt in Large Scale Systems. 3 Credit Hours.

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 analytic, 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, healthcare, 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.

MIS 710. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends.

Cross-listed Courses: NSG 387, NSG 697, MIS 450

MIS 711. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Cross-listed Courses: NSG 611

MIS 712. Financial Telecommunications and Cybersecurity. 3 Credit Hours.

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course.

Prerequisites: MIS 201, or permission of the instructor.

MIS 715. Mobile Applications & Business Strategies. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MIS 716. Business Intelligence. 3 Credit Hours.

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner.

Prerequisite: MIS 201 or permission of the instructor.

MIS 717. Managing the Technological Enterprise. 3 Credit Hours.

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course.

Prerequisites: MIS 201 or MIS 501 or permission of instructor.

MIS 725. Distributed Enterprise Systems. 3 Credit Hours.

This course serves as an introduction to the cloud computing environment, discussing both fundamental concepts of how and why cloud systems work, as well as cloud technologies that manifest these concepts, such as Amazon AWS, Microsoft, Azure, and Open Stack. Students will learn about virtualizations, data parallelisms, security and privacy, cloud storage mechanisms, and cloud design architectures in the context of distributed systems. This course will be taught in a lab lecture style utilizing Amazon Web Services (AWS) as a learning platform. Recommended predecessor courses: MIS-712, MIS-717.

Prerequisite: MIS-501, or permission of the instructor.

MIS 730. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).

Prerequisites: MIS 501 and HRM 601 or permission.

Cross-listed Courses: HRM 730

MIS 740. Data Science. 3 Credit Hours.

This course will provide you the knowledge and techniques to approach phenomena analytically. Specially, you will learn the role and process of the data science lifecycle in understanding and gaining insight about phenomena, including how to ask the appropriate questions, identify the appropriate data and information needed, use the appropriate tools to analyze a large volume of data, evaluate the findings effectively with parameters, find the appropriate answers, and present the answers and compellingly. In the business context such knowledge can enable organizations to make quality decisions and develop important business strategies that can enhance organizational performance and that can contribute to significant financial gains. You will proficiently acquire such knowledge and techniques through class discussion, lectures, readings, as well as hand-on exercises. Prerequisite(s): STA 501.

Cross-listed Courses: MIS 340

MIS 771. Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex, with interdependent elements. Information systems researches study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Research design is the process of formulating a research plan that addresses research questions of interest. A sound research design ensures that the data and evidence obtained assists in effectively addressing the research questions under study. Key to good research design are research methods, approaches and techniques used to carry our research, which are facilitated by the collection of meaningful and useful data and evidence, and by analysis, assessment and interpretation of that data and evidence. This course provides an overview of the fundamentals of research design and research methods, including research question and hypothesis formulation; data and evidence collection and analysis; and the challenges of research design and methods. Students in this seminar course work closely with a Le Moyne faculty mentor while conducting research in Information Systems, either on campus at Le Moyne or in the field. McDevitt Information Systems Research Scholars who have gone through a year-long faculty research mentoring process in previous years and have prepared and published their own research also serve as mentors to students in this class. Students and their mentors participate in bi-monthly research seminars led by the Le Moyne faculty mentor, at which they present their research, collaborate on their findings and discuss their progress. Open to students eligible for Master's Thesis research. Prerequisite(s): MIS 501.

MIS 785. Programming in Visual Basic With Visual Basic. 3 Credit Hours.

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required.

Cross-listed Courses: MIS 385, CSC 165

MIS 790. Specl Topics in Mgmt Info Syst. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of management information systems, as well as topics of current interest to students and instructors.

MIS 795. Special Topics in Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems.

Prerequisite: MIS 501; or permission of instructor.

MIS 796. Information Systems Internship. 1-6 Credit Hours.

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 799. Master's Thesis Research Project. 1-6 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied in a students masters thesis—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations.

Information Systems Major (B.S.)

Students majoring in Information Systems are required to enroll in the following courses:

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3

COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
MTH 120	Mathematics for Business Majors	3
MIS 201	Introduction to Management Info Systems	3
LAW 200	Legal Environment of Business	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Cultural Requirement		3
Major Requirements		
MIS 455	Managing the Technological Enterprise	3
MIS 480	Database Management Systems	3
MIS/CSC Electives		9
Electives		
Liberal Arts Electives		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
STA 201	Statistics I	3
or	or Introduction to Statistics I (no	
MTH 110	Computer Lab)	
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
COR 100	First Year Seminars: Transitions	3
Elective		3
Credit Hours		15
Second Semester		
MIS 201	Introduction to Management Info Systems	3
STA 202	Statistics II	3
or	or Introduction to Statistics I (with	
MTH 111	Computer Lab)	
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 120	Mathematics for Business Majors	3
Credit Hours		15

Sophomore Year**First Semester**

ACT 203	Principles of Accounting I for Non Accounting Majors	3
ECO 113	Principles of Microeconomics	3
ENG 210	Major Authors	3
MIS/CSC Elective		3
Theology (p. 43)		3
Credit Hours		15

Second Semester

ACT 204	Principles of Accounting II for Non-Accounting Majors	3
MIS 480	Database Management Systems	3
ECO 114	Principles of Macroeconomics	3
PHL 210	Moral Philosophy	3
Natural Science (p. 43)		3
Credit Hours		15

Junior Year**First Semester**

MGT 301	Organizational Behavior	3
FIN 301	Managerial Finance	3
MKT 301	Principles of Marketing	3
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
VPA Visual and Performing Arts (p. 43)		1
Credit Hours		16

Second Semester

Elective		3
Liberal Arts Elective		3
LAW 200	Legal Environment of Business	3
MIS 455	Managing the Technological Enterprise	3
MIS/CSC Elective		3
Credit Hours		15

Senior Year**First Semester**

ANL 301	Business Analytics	3
Liberal Arts Elective		3
Select one of the following:		3
MIS 499	Independ Study in Info Systems (Honors)	
MIS 490	Information Systems Internship	
MIS Elective		
EAC Encountering Another Culture/Language (p. 43)		3
Religion (p. 43)		3
Credit Hours		15

Second Semester

BUS 470	Business Policy	3
EAC Encountering Another Culture/Language (p. 43)		3
Elective		3
Elective		3

COR 400	Senior Studies: Transformations	3
Credit Hours		15
Total Credit Hours		121

Information Systems Dual Majors (B.S.)

Students majoring in Finance, Human Resource Management, Marketing, Management and Leadership, Business Analytics or Computer Science may pursue a dual major in Information Systems and their primary major. Students majoring in Accounting may pursue a concentration in Information Systems. Information Systems courses tailored for each major enhance the students' knowledge of their primary business discipline, and integrate the use of information systems and technology with study of the business disciplines.

Students pursuing a dual major in Information Systems and Finance, Human Resource Management, Marketing, Management and Leadership, Business Analytics, or Computer Science are required to enroll in the following courses:

Finance Major/Information Systems Major

Code	Title	Credit Hours
------	-------	--------------

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Management Core Requirements

STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3

FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
Finance elective		3
MIS 455	Managing the Technological Enterprise	3
Three MIS electives ³		9
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.
- ³ Recommended MIS electives: ACT 350 Accounting Information Systems/MIS 350 Accounting Information Systems, MIS 375 Applied Systems Analysis, MIS 480 Database Management Systems, MIS 340 Data Science, MIS 415 Business Intelligence, MIS 478 Financial Telecomm & Cybersecurity.

Management and Leadership Major/ Information Systems Major

Management & Leadership majors interested in pursuing a dual major in Information Systems need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3

STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
Select four BUS/MGT Electives (only two Entrepreneurship options allowed)		12
MIS 455	Managing the Technological Enterprise	3
Select three MIS Electives ³		9
Electives		
Electives		9
Total Credit Hours		121

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.
- ³ Recommended MIS electives: MIS 375 Applied Systems Analysis, MIS 460 Managing Systems Projects,MIS 415 Business Intelligence, MIS 480 Database Management Systems).

Marketing Major/Information Systems Major

Marketing majors interested in pursuing a dual major in information systems need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3

COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
STA 201	Statistics I	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Select two marketing electives		6
MIS 455	Managing the Technological Enterprise	3
MIS 480	Database Management Systems	3
Select two MIS electives ³		6
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: MIS 335 Client Side Web Applications Development, MIS 415 Business Intelligence, MIS 340 Data Science, MIS 350 Accounting Information Systems, MIS 420 Marketing Analytics, and MIS 445 Mobile Applications and Business Strategies.

Business Analytics Major/Information Systems Major

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3

Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ²		3
Social Science (p. 43) ³		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
ANL 420	Strategic Management Analysis	3
ANL 440	Advanced Business Analytics	3
Choose any two of the following ANL courses:		6
ANL 400	Applied Forecasting Analysis	
ANL 410	Supply Chain Analysis	
ANL 430	Simulation and Risk Analysis	
MIS 455	Managing the Technological Enterprise	3
Three information systems courses (one of which will count as a business analytics elective) ⁴		9
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by either MTH 120 Mathematics for Business Majors, MTH 122 Brief Calculus, MTH 123 Mathematics for Act Majors, or MTH 145 Calculus I.

³ Fulfilled by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

⁴ MIS 340 Data Science, MIS 375 Applied Systems Analysis, MIS 415 Business Intelligence, MIS 420 Marketing Analytics and MIS 480 Database Management Systems are recommended.

Dual Major (B.S.) in Software Applications and Systems Development and Information Systems

This program’s strength is in the liberal arts tradition – students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. This dual major combines the strengths of Le Moyne’s computer science and information systems programs, along with the management core requirements, in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements. The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. A significant difference between the SASD and IS programs is that the SASD program requires a student to earn a minor in any academic discipline, while the IS program requires a student to take the Business core courses (which is similar to earning a minor in business administration).

Le Moyne College expects its software applications and systems development graduates:

- Can demonstrate critical thinking skills, apply problem solving techniques, and construct various software artifacts as prescribed by a software development process.
- Are prepared for continued growth as a computing professional, are able to apply what they have learned, and can communicate their knowledge to others in an ethically responsible manner.
- Are prepared to work individually or in a collaborative environment.

Software Applications & Systems Development/ Information Systems

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		
EAC Encountering Another Culture/Language (p. 43)		
ENG 310	Literature and Culture	3
Mathematics (p. 43)		
Social Science (p. 43) ²		
Natural Science (p. 43)		
IDS Interdisciplinary Studies (p. 43)		
Religion (p. 43)		
COR 400	Senior Studies: Transformations	3

VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
Select one of the following:		4
CSC 155	COBOL Programming	
CSC 165	Programming in Visual Basic With Visual Basics	
CSC 175	Introduction to Algorithms and Program Design	
CSC 170	Introduction to Java Programming Programming	3
or CSC 176 Object Oriented Programming		
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
One project-based or platform-based course:		3
CSC 346	Software Operating Environments	
CSC 441	Secure Software Development in Mobile And Cloud Environments,Secure Software Development in Web, Cloud & Mobile Environments	
CSC 445	Networks and Secure Software Development	
CSC 496	Senior Software Engineering Project	
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
MIS 480	Database Management Systems	3
MIS 455	Managing the Technological Enterprise	3
Electives		
Free Electives		6
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

Please see the Department of Computer Science page (p. 291) for further details and a typical program for the Dual Major in S.A.S.D. and I.S.

Accounting Major/Information Systems Concentration

Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for this concentration enhance the students' knowledge of their primary accounting discipline, and integrate the use of information systems and technology with accounting. Accounting students pursuing a concentration in information systems are required to enroll in the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Cultural Requirement		3
Major Requirements		
ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3

ACT 401	Advanced Accounting	3
ACT 405	Auditing	3
ACT 410	Taxation of Business Entities	3
Select one of the following:		3-4
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	

Electives

Liberal Arts Electives	6
------------------------	---

Concentration Requirements

MIS 350	Accounting Information Systems	3
MIS 455	Managing the Technological Enterprise	3
Select one of the following: ²		3
MIS 375	Applied Systems Analysis	
MIS 460	Managing Systems Projects	
MIS 480	Database Management Systems	
CSC 165	Programming in Visual Basic With Visual Basics	

Total Credit Hours	122-126
--------------------	---------

¹ Some Core requirements may be fulfilled by major requirements.

² If students take CSC 165 Programming in Visual Basic With Visual Basics instead of the other MIS courses, they can use their liberal art elective. In this case, their liberal art elective will have only 3 remaining credits left, but their total number of credits will remain as 122-123. But if students take other MIS courses other than CSC 165 Programming in Visual Basic With Visual Basics, their liberal art elective will have 6 remaining credits left, but their total number of credits will be 125-126.

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 or Accounting. Students pursuing a minor in Management Information Systems must complete the following course requirements:

Minor Requirements

MIS 201	Introduction to Management Info Systems	3
MIS 480	Database Management Systems	3
MIS/CSC Electives		6
Total Credit Hours		12

Health Information Systems (H.I.S.) Minor

Health care in the 21st century requires secure and effective information technology systems to meet two of its most significant challenges: improving the quality of care while also controlling the costs of care. Developing, deploying, managing and using information technology that is effective in complex clinical, organizational and economic settings is a significant challenge. This minor is designed to address these challenges

while preparing students for the world of work in technology and medical settings.

Health information systems is a discipline at the intersection of information science, computer science and health care that focuses on the systems, technology, policies, procedures and human capital required to optimize the use of information in health and biomedicine.

Minor Requirements

MIS 460	Managing Systems Projects	3
MIS 450	Health Information Systems	3
MIS 480	Database Management Systems	3
Select one of the following:		3
BIO 427	Bioinformatics	
MIS 375	Applied Systems Analysis	
MIS 415	Business Intelligence	
MIS 435	Introduction to Government Systems	
MIS 455	Managing the Technological Enterprise	
MIS 478	Financial Telecomm & Cybersecurity	

Total Credit Hours 12

Management and Leadership

Chair: Dennis O'Connor

Program Director: Renée V. Downey (of Human Resource Management)

Professor: Bernard A. Arogyaswamy, Dennis O'Connor

Associate Professor: David McCallum, S.J.

Professor of Practice: Renée V. Downey, John Hunter

The mission of the management and leadership major 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. In the Ignatian tradition, students will also learn to carefully reflect on these experiences.

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 may choose any five of the approved electives (only 2 entrepreneurship options are allowed.)

The list of BUS/MGT electives includes:

BUS 400	International Business	3
MGT 310	Entrepreneurship I: What's the Idea?	3
MGT 311	Entrepreneurship II: Idea to Startup	3
MGT 312	Entrepreneurial Strategy: The Innovative Firm	3
MGT 450	Per/Intp Leadership Dimensions	3
MGT 451	Group Skills and Team Leadership	3
MGT 452	Organizational Development	3
MGT 454	Effective Supervision	3
MGT 455	Leadership: Classic Perspectives from Literature/Film	3
MGT 457	Managing Multicultural Connections	3
MGT 458	Effective Presentation and Facilitation	3
MGT 460	Managing Systems Projects	3
HRM 301	Human Resource Management	3

Student Learning Outcomes in Management and Leadership

Students who graduate from this program will be able to:

- Understand relevant **theories** that underlie organizational actions.
- Become active, morally **responsible agents** in choosing pathways and creating outcomes in life and work.
- Understand the importance of **interpersonal relationships and teams**, as participants, leaders and change agents.
- Identify and evaluate the usefulness and **relevance of resources** to support their professional work.
- Management and Leadership Major (B.S.) (p. 352)
- Management and Leadership Dual Majors (B.S.) (p. 353)
- Business Administration Minor (p. 355)
- Entrepreneurship Minor (p. 356)

Business Administration (BUS)

BUS 120. Starting A Business. 3 Credit Hours.

This course will cover the most important topics to consider when starting or operating a business. These topics include formulating an idea, writing a business plan, accounting/finance issues, organizing the business, required licenses/permits, communication tools, marketing/sales strategies, best management practices, operations and sustainability issues. The instructor will be an individual experienced in creating a new business. This course is intended as an introduction to those topics, and students do NOT need to be business majors. This course will not count towards business major requirements.

BUS 150. Globalization in World of Differences. 3 Credit Hours.

The course provides an overview of the process underlying globalization, its impact on different nations, and the role technology, national policies, and corporate strategies play in a world of increasing interdependencies and coverage. Local customs and identities, however, continue to thrive. These are studied with special attention paid to certain regions, thus grappling with the paradox of simultaneous globalization and localization. Case studies, role-plays and guest speakers help cast light on the breathtaking diversity in the "global village".

Fulfills Core Requirement(s): DIV (Diversity) and CE (Cultural Elective).

BUS 399. Independent Study. 1-3 Credit Hours.

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. International Business. 3 Credit Hours.

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.

Cross-listed Courses: PGS 400

BUS 430. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered.

Prerequisite: Intro Accounting.

Cross-listed Courses: ACT 430, ACT 530, BUS 530

BUS 435. Introduction to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: ACT 202 or ACT 204.

BUS 436. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, LAW 436, ACT 536, BUS 536, LAW 536

BUS 437. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

Cross-listed Courses: ACT 437, LAW 437, ACT 537, BUS 537, LAW 537

BUS 470. Business Policy. 3 Credit Hours.

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 490. Business Internship. 1-12 Credit Hours.

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. Forty-two hours of approved work experience is required to generate one credit.

Prerequisite: permission of the department chair.

BUS 499. Independent Study (Honors). 3 Credit Hours.

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.

BUS 501. Business Communications. 3 Credit Hours.

This course provides students with the technical skills and necessary theoretical knowledge of communication arts as applied to specific business situations. Topics include use of presentation formats, appropriate rhetorical constructions, communications theory, technical writing and documentation.

BUS 530. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

Cross-listed Courses: ACT 430, BUS 430, ACT 530

BUS 536. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, LAW 436, ACT 536, LAW 536

BUS 537. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, LAW 437, ACT 537, LAW 537

BUS 601. Business Ethics. 3 Credit Hours.

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. Business Law. 3 Credit Hours.

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 Credit Hours.

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 challenges facing multinational enterprises are given special attention.

BUS 750. Strategic Management. 3 Credit Hours.

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.

BUS 790. Special Topics in Business. 3 Credit Hours.

Courses in this series (BUS 790-794) offer an in-depth exploration of specific issues within the field of business, as well as topics of current interest to students and instructors.

Prerequisite: Permission of instructor.

BUS 795. Internship. 1-6 Credit Hours.

This designates credit for approved experiential programs in consultation with the MBA committee.

BUS 799. Independent Study. 1-6 Credit Hours.

This designates individual study programs approved by the MBA committee.

Management (MGT)

MGT 301. Organizational Behavior. 3 Credit Hours.

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 310. Entrepreneurship I: What's the Idea?. 3 Credit Hours.

Students generate ideas for new business/social startups, and select the most viable ones for further works in teams. Practical business models involving details of product/service, customer segments, value proposition, revenue basis, and so on, are developed. Entrepreneurship is presented as a lifelong guide to thought-process and behavior.

MGT 311. Entrepreneurship II: Idea to Startup. 3 Credit Hours.

Creating an organization based on an invention or improved product or service, with a specific market in mind, is an action and process, which, though rooted in uncertainty, is vital to the health of an economy like that of the United States. This course views entrepreneurship as praxis, which involves careful thought in framing and refining the idea, developing a viable business model, and planning for product/service introduction. Among the other topics covered are projections of demand, operational details, market strategies, identifying salient external environmental factors (e.g. social/demographic, regulatory, etc.), forming a team and selecting the appropriate form of organization. Access to local community resources will be sought wherever feasible. Prerequisites: MGT 310 or permission of instructor.

MGT 312. Entrepreneurial Strategy: The Innovative Firm. 3 Credit Hours.

The purpose of this course is to study how to manage early-stage companies and innovation based firms. Various types of innovation, such as Product, Process, Managerial, Business Model, and Technological innovation (and the appropriate timing for each) are analyzed. The formation of forward looking teams, the development of a flexible structure, and fostering a creative culture are brought into focus. Agility of response while maintaining stability in ongoing operations is emphasized. This course seeks to provide an effective framework for use by innovative managers in early stage organizations or in mature firms that are seeking to be innovative. Prerequisite: MGT-310.

MGT 450. Per/Intp Leadership Dimensions. 3 Credit Hours.

An advanced course aimed at the in-depth analysis of small group behavior and interpersonal relationships as they occur in organizations. Experiential exercises, cases and group work will help in building the skills to effectively deal with the dynamics of small groups and work relationships. Not open to students who have taken IRL 360. Prerequisite: MGT 301.

MGT 451. Group Skills and Team Leadership. 3 Credit Hours.

Students will integrate sociological and social psychological theory and research with experimental 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. Prerequisite: MGT 301 or permission of instructor.

MGT 452. Organizational Development. 3 Credit Hours.

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 454. Effective Supervision. 3 Credit Hours.

Effective Supervision is a practical course in how to lead others in organizations. From delegation and performance measurement to correcting unwanted behaviors, you will learn how to address workplace issues with efficiency and effectiveness. Course topics include interpersonal communications, motivation, delegation and negotiating conflict. The class is highly experiential, and will provide useful tools for your first supervisory experience. Prerequisite: MGT 301.

Cross-listed Courses: MGT 482, HRM 454

MGT 455. Leadership: Classic Perspectives from Literature/Film. 3 Credit Hours.

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 Credit Hours.

This course will explore the Human Resources implications of culture and multicultural communication from the conceptual, practical and human resources perspective. Students will inquire into their own culture and values, explore case studies, and engage in rich discussions with a number of speakers who have experience doing business outside our borders. Prerequisite: MGT 301.

Cross-listed Courses: HRM 457

MGT 458. Effective Presentation and Facilitation. 3 Credit Hours.

This class will offer the skills to develop, design and deliver presentations using a model of competency assuring the diverse skills necessary for success. The second part of the class will explain the model and explore facilitation skills, offering tools and tactics to facilitate a positive group process to achieve desired results. The class will also cover presentation media, handling challenging participants and in depth audience analysis. The course will be rich with examples, and opportunities to present to a supportive and critical audience. Prerequisite: Senior standing or permission of instructor.

MGT 460. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Prerequisite(s): MIS 201 or permission of instructor. Cross-listed Courses: MIS 460, CSC 460

MGT 482. Effective Supervision. 3 Credit Hours.

Special Topics: Effective Supervision is a practical course in how to lead others in organizations. From delegation and performance measurement to correcting unwanted behaviors, you will learn how to address workplace issues with efficiency and effectiveness. Course topics include interpersonal communications, motivation, delegation and negotiating conflict. The class is highly experiential, and will provide useful tools for your first supervisory experience.

Prerequisite: MGT 301.

Cross-listed Courses: MGT 454, HRM 454

MGT 483. Renewable Energy: Concepts & Bus Models. 3 Credit Hours.

Special Topics: The course provides an overview of methods by which energy is generated using fossil fuels, and investigates the resource-depletion and climate change reasons for shifting to renewable sources. The concepts of solar, biomass, and wind generation are discussed as are new sources of power for transportation. Business models, the role of government, technology development strategies, and other factors needed to facilitate the implementation of renewable energy are studied. Guest speakers from local public and private organizations, site visits, and case analyses are critical components of the course. Junior standing or permission of department chair.

MGT 601. Org Dynamics: Leadership. 3 Credit Hours.

A study of the individual, interpersonal, group and organizational and environmental factors that interact with the culture of an organization and together determine the quality of life and performance. Readings, cases, experiential exercises and group projects will be used to help students understand the concepts and discover which are personally valid for them.

MGT 703. Leadership and Culture. 3 Credit Hours.

The course studies the variations in management and leadership styles across national settings. Factors such as political and economic systems, technology, history and social forces are examined for their relationship to leadership style. Case studies on leadership are extensively used.

MGT 705. International Business Leadership. 3 Credit Hours.

Given today's extensive and intensive global interaction, a lack of understanding or misunderstanding of why our trading partners (or antagonists) behave as they do makes it difficult to successfully deal with them. A key to such an understanding (or avoidance of misunderstanding) is to obtain a better grasp of their antecedents and of how their business systems evolved. This course seeks to address that need. It traces the history of the business systems of Britain, Germany, Japan, and where relevant, those of emerging nations such as China, India and Mexico. We attempt to place matters in proper perspective and to gain a greater awareness of what our implicit and explicit beliefs are, why we espouse them, often unshakably, and in what light our ideologies, policies and actions might be perceived by the Japanese, Germans, Britons or Chinese.

Prerequisite: MGT 601.

MGT 706. Leadership, Management & Humanities. 3 Credit Hours.

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, goalsetting, the language of leadership, motivation, servant leadership, strategy, team building and transformation leadership. We will discuss the practical and theoretical foundations for these leadership models by examining cases based on the following literary and film texts: All the King's Men, Antigone, The Bridge Over the River Kwai, Citizen Kane, Gandhi, Glengarry Glen Ross, Glory, Heart of Darkness, Henry V, The Iliad, A Jury of Her Peers, The Major of Casterbridge, Moby Dick, Norma Rae, The Odyssey, Twelve O'Clock High and Twelve Angry Men.

Prerequisite: MGT 501.

MGT 708. Lessons in Leadership. 3 Credit Hours.

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 711. Leading Organizational Change. 3 Credit Hours.

This course will tackle three basic questions: What is an organization? What is change? and How to lead organizational change? We will explore the evolving role of leadership, various metaphoric and systems views of organizations and the values and methods of organizational change and development. Student teams will also design and conduct organizational inquiries.

Prerequisite: MGT 501.

MGT 712. Career Self-Assessment. 3 Credit Hours.

This course will cover a wide range of issues and theories of adult and career development and will involve the students in small group and class discussion as they process an extensive set of self assessment instruments and activities intended to culminate in both short- and long-term career and life plans.

MGT 715. The Emotionally Intelligent Leader : Exploring Emotional and Social Competence in Leaders. 3 Credit Hours.

The concept of Leadership has been examined and dissected since ancient times, in search of a replicable process which could be somehow infused to create great leaders. From classic theories to situational explorations, the power to lead can create a better town, a more successful company, a more equitable world. In the 1990's a new voice joined the chorus of Leadership influence as Daniel Goleman spoke to the ideas of emotional intelligence- the ability to identify, assess and control emotions. This course will explore the writings, papers and presentations of Daniel Goleman in a blended format, inviting students to assess their own strategies as colleagues and leaders have a better understanding of the human side of leadership.

Prerequisite: MGT 601 or permission of instructor.

MGT 721. Chaos in Health Care: Directing the Evolution. 3 Credit Hours.

This introductory course explores the interconnectedness of the Health Care System in America. The class uses a multi approach system to investigate the business and social forces that generate the need for creative and revolutionary approaches to healthcare, exploring the field both within the traditional walls of healthcare institutions; and in the outpatient and home care settings. The class will explore emerging trends which are changing this landscape. Attention will be paid to the new practices in health care insurance, and how it impacts delivery systems.

MGT 722. The Strategic and Creative Leader. 3 Credit Hours.

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design of the course supports and guides the student's ability to discover, explore and assess issues in their field and to recognize opportunities which will continue to maximize their strengths as health care leaders. Conversations with numerous leaders in the health care community highlight this unique class which will enhance the student's network and introduce a diverse palette of leadership thought and action.

MGT 723. Making Leadership Contagious. 3 Credit Hours.

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design offers a highly introspective approach to each student's leadership style, capacity and development opportunities. Through a series of leadership instruments, highlighted by the Situational Leadership Assessment, students will take part in a reflective journey of what it means to be a leader in the health care field.

MGT 724. The Process of Health Care: Patient Centered Management. 3 Credit Hours.

This course surveys the unique, systematic directives and outcomes within the process of Health Care delivery. Students will explore focus, alignment, expectations, evaluation and incentives which lead to optimum patient care. Leaders must drive the vision which promises timely access, quality care and patient satisfaction in a turbulent environment.

MGT 725. The Business of Healthcare: Connecting the Dots. 3 Credit Hours.

The concept of healthcare within a business model was foreign until recent decades, when costs of health services came to the forefront for organizations committed to providing the best possible care in the face of diminishing resources. This course seeks to explore ethical principles, sound personal and company values, and socially responsible management practices in the interests of responsible and feasible health care delivery as students build a business model for the health care organization.

MGT 793. Bus of Healthcare: Connecting the Dots. 3 Credit Hours.

Special Topics: The concept of healthcare within a business model was foreign until recent decades, when costs of health services came to the forefront for organizations committed to providing the best possible care in the face of diminishing resources. This course seeks to explore ethical principles, sound personal and company values, and socially responsible management practices in the interests of responsible and feasible health care delivery as students build a business model for the health care organization.

Prerequisites: Bachelor's degree.

Management and Leadership Major (B.S.)

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3

Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Management Core Requirements	
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Principles of Accounting I for Non Accounting Majors	3
ACT 204 Principles of Accounting II for Non-Accounting Majors	3
LAW 200 Legal Environment of Business	3
MIS 201 Introduction to Management Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Organizational Behavior	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Major Requirements	
Select from the following BUS/MGT Electives:	15
BUS 400 International Business	
MGT 310 Entrepreneurship I: What's the Idea?	
MGT 311 Entrepreneurship II: Idea to Startup	
MGT 312 Entrepreneurial Strategy: The Innovative Firm	
MGT 450 Per/Intp Leadership Dimensions	
MGT 451 Group Skills and Team Leadership	
MGT 452 Organizational Development	
MGT 454 Effective Supervision	
MGT 455 Leadership: Classic Perspectives from Literature/Film	
MGT 457 Managing Multicultural Connections	
MGT 458 Effective Presentation and Facilitation	
MGT 460 Managing Systems Projects	
HRM 301 Human Resource Management	
Electives	
Electives	18
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
HST 110	World Civilization I	3
STA 201	Statistics I	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
BUS 150	Globalization in World of Differences(or a Foreign Language)	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
MTH 120	Mathematics for Business Majors	3
STA 202	Statistics II	3
Natural Science (p. 43)		3
Credit Hours		15
Sophomore Year		
First Semester		
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ECO 113	Principles of Microeconomics	3
ENG 210	Major Authors	3
Theology (p. 43)		3
MGT 301	Organizational Behavior(or MKT 301 or MIS 201)	3
Credit Hours		15
Second Semester		
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
PHL 210	Moral Philosophy	3
MKT 301	Principles of Marketing	3
ECO 114	Principles of Macroeconomics	3
MIS 201	Introduction to Management Info Systems	3
Credit Hours		15
Junior Year		
First Semester		
ENG 310	Literature and Culture	3
FIN 301	Managerial Finance	3
BUS/MGT Elective		3
LAW 200	Legal Environment of Business	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15
Second Semester		
BUS/MGT Elective		3
Free Elective		3
ANL 301	Business Analytics	3
Free Elective		3
EAC Encountering Another Culture/Language (second-sequenced language) (p. 43)		3
Credit Hours		15

Senior Year		
First Semester		
BUS/MGT Elective		3
Free Elective		3
Free Elective		3
BUS/MGT Elective		3
Religion (p. 43)		3
Credit Hours		15
Second Semester		
BUS/MGT Elective		3
Free Elective		3
Free Elective		3
COR 400	Senior Studies: Transformations	3
BUS 470	Business Policy	3
Credit Hours		15
Total Credit Hours		120

Management and Leadership Dual Majors (B.S.)

Management and Leadership/Information Systems Dual Major

Management & Leadership majors interested in pursuing a dual major in Information Systems need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors,Principles of Accounting I	3

ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
Select four BUS/MGT Electives (only two Entrepreneurship options allowed)		12
MIS 455	Managing the Technological Enterprise	3
Select three MIS Electives ³		9
Electives		
Electives		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: MIS 375 Applied Systems Analysis, MIS 460 Managing Systems Projects, MIS 415 Business Intelligence, MIS 480 Database Management Systems).

Management and Leadership/Human Resource Management Dual Major

The most successful organizations of the future will be those who understand how to invite, engage and retain the best employees. This dual degree offering will create a highly career path for business students seeking a career in management, with a pathway through the human resources field. Students will explore talent acquisition and engagement, with a foundation in management and leadership to optimize outcomes and ensure success.

Code	Title	Credit Hours
Core Requirements (p. 43)¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3

Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non-Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3

Major Requirements

HRM 301	Human Resource Management	3
HRM 403	Total Rewards: Compensation & Benefits	3
HRM 404	Talent Management: Performance and Retention	3

Electives

Choose one of the following HR Electives:		3
MGT 451	Group Skills and Team Leadership	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
HRM 457	Managing Multicultural Connections	
Choose four more electives (not counting any that were used for HRM) :		12
MGT 451	Group Skills and Team Leadership	
MGT 452	Organizational Development	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
MGT 450	Per/Intp Leadership Dimensions	
MGT 455	Leadership: Classic Perspectives from Literature/Film	
MGT 460	Managing Systems Projects	
MGT 310	Entrepreneurship I: What's the Idea? ²	
MGT 311	Entrepreneurship II: Idea to Startup ²	
MGT 312	Entrepreneurial Strategy: The Innovative Firm ²	
Electives (6 credits - Liberal Arts, 3 credits- Business)		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Only 2 of these courses may count towards a Management and Leadership major.

Management and Leadership/Marketing Dual Major

This dual degree offering will create a highly marketable and crucial career path for business students seeking a career in marketing with a foundation in leadership. Students will gain competency in the knowledge and tools of marketing, the process of getting goods and services to the consumer, along with the people skills for managing individuals and teams toward a successful enterprise.

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Electives		
Choose two of the following MKT Electives:		6
MKT 310	Advertising	

MKT 330	Consumer Behavior	
MKT 415	Business Intelligence	
MKT 435	Green Marketing	
MKT 335	Client Side Web Applications Development	
MKT 405	Sports Marketing	
MKT 406	Nonprofit Marketing	
MKT 440	Sports Consortium	
Choose four of the following M&L Electives:		12
MGT 451	Group Skills and Team Leadership	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
MGT 460	Managing Systems Projects	
MGT 450	Per/Intp Leadership Dimensions	
MGT 452	Organizational Development	
MGT 455	Leadership: Classic Perspectives from Literature/Film	
Only two of three entrepreneurship courses can count towards M&L dual majors:		
MGT 310	Entrepreneurship I: What's the Idea?	
MGT 311	Entrepreneurship II: Idea to Startup	
MGT 312	Entrepreneurial Strategy: The Innovative Firm	
Electives		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics .

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 provides, it introduces and acclimates students to the world of business.

Students minoring in business administration are required to complete the following courses and their prerequisites for a letter grade.

Minor Requirements

ACT 203	Principles of Accounting I for Non Accounting Majors	3
MGT 301	Organizational Behavior	3
MKT 301	Principles of Marketing	3
Select two of the following:		6
ACT 204	Principles of Accounting II for Non-Accounting Majors	
ANL 301	Business Analytics ¹	
FIN 201	Personal Finance	
FIN 301	Managerial Finance ¹	
HRM 301	Human Resource Management	
LAW 200	Legal Environment of Business	
MIS 201	Introduction to Management Info Systems	
STA 201	Statistics I	
Total Credit Hours		15

¹ ANL 301 Business Analytics and FIN 301 Managerial Finance have additional course prerequisites.

Entrepreneurship Minor

Innovation has been at the heart of economic growth and increased levels of prosperity for nearly three centuries. The entrepreneur has, through this extended period of ideational ferment and business expansion, (by seeking new opportunities, launching new, perhaps risky ventures, and mapping out new domains) been central to the innovative process. The role of entrepreneurship in American economic growth is probably more significant than it is in the case of any other country. It is a tradition worth fostering, and we would like to encourage students to act entrepreneurially and to acquire an innovative mindset.

The intent underlying the minor is to stimulate students to start their own new ventures by giving them the analytical, applied, conceptual, and reflective skills necessary to do. Combined with this practical intent, is a larger goal of fostering an entrepreneurial mindset, by dint of which students become opportunity-seekers, and problem-solvers, constantly looking for ways to deal with life's challenges.

Minor Requirements

MGT 310	Entrepreneurship I: What's the Idea? ¹	3
MGT 311	Entrepreneurship II: Idea to Startup ¹	3
MGT 312	Entrepreneurial Strategy: The Innovative Firm ¹	3
MGT 301	Organizational Behavior	3
MKT 301	Principles of Marketing	3
Select one of the following:		3
MKT 401	Marketing Research	
ANL 410	Supply Chain Analysis	
MIS 455	Managing the Technological Enterprise	
ESS 121	Global Resources	
Total Credit Hours		18

¹ Only 2 of these courses may count towards a Management and Leadership major.

Marketing

Program Director: Magdoleen T. Ierlan (of Marketing)

Associate Professor: Magdoleen T. Ierlan

Assistant Professor: Daniel J. Arno, Colleen Giblin, Dipankar Rai

Professor Emerita: Mary Ann Donnelly

Marketing is a vital link between the organization and the consumer. All organizations need to successfully market themselves. Marketing is the bridge between all other departments and the consumer. It is the process through which goods and services move from concept to the customer. Rapidly changing business landscapes create new challenges for companies. Marketing strategies provide the tools by which firms identify and analyze customers' needs and create solutions which benefit all stakeholders. Students studying marketing will be given a thorough education in how economics, psychology, sociology, and statistics contribute to the marketers' decision making process.

The marketing program at Le Moyne is cutting edge, continuously adding new courses and programs to meet the changing needs of marketing professionals. Recently, Social media marketing and marketing analytics were introduced to help student better prepare for their future marketing careers. A student run marketing firm, Heights Global Marketing, is the first student run organization on campus. HGM gives students real world experiences in creating marketing solutions for local and global organizations.

The marketing major is centered on two required capstone courses beyond the introductory course: MKT 401 Marketing Research and MKT 402 Marketing Management. Students in these two courses work on a year long 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 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, MKT 405 Sports Marketing, MKT 425 Industrial Marketing, MKT 435 Green Marketing, MKT 407 Social Media Marketing, MKT 420 Marketing Analytics and MKT 330 Consumer Behavior. 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.

Student Learning Outcomes in Marketing

Students who graduate will be able to:

Understand Marketing Concepts

Identify core concepts of marketing and the role of marketing in business and society.

Evaluate Problems and Formulate Solutions

Analyze marketing problems and provide solutions based on a critical examination of marketing information.

Communicate Effectively

Communicate the unique marketing mixes and selling propositions for specific product offerings.

Ethical and Moral Behavior

Know the social, legal, ethical and technological forces on marketing decision-making.

- Marketing Major (B.S.) (p. 359)
- Dual Major in Marketing and Business Analytics (B.S.) (p. 361)
- Dual Major in Marketing and Information Systems (B.S.) (p. 361)

- Dual Major in Marketing and Management and Leadership (B.S.) (p. 362)
- Marketing Minor (p. 362)
- Sports Marketing Minor (p. 362)

Law (LAW)

LAW 200. Legal Environment of Business. 3 Credit Hours.

This course provides an introduction to the various ways in which laws and the legal system affect 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.

Cross-listed Courses: LGS 250

LAW 300. Law: Business & Financial Organizations. 3 Credit Hours.

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.

Cross-listed Courses: LGS 300

LAW 310. Business Law for Accountants. 3 Credit Hours.

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.

Cross-listed Courses: LGS 310

LAW 320. Topics Law & Public Policy I. 3 Credit Hours.

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.

Cross-listed Courses: LGS 320

LAW 330. Consumer Law. 3 Credit Hours.

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.

Cross-listed Courses: LGS 330

LAW 436. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, ACT 536, BUS 536, LAW 536

LAW 437. Capstone Course: Cases in Government Contracting Law, Compliance and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 436, ACT 436, LAW 436 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, ACT 537, BUS 537, LAW 537

LAW 536. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, LAW 436, ACT 536, BUS 536

LAW 537. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, LAW 437, ACT 537, BUS 537

Marketing (MKT)

MKT 301. Principles of Marketing. 3 Credit Hours.

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 Credit Hours.

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. 3 Credit Hours.

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. Consumer Behavior. 3 Credit Hours.

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. Fulfills Core Requirement(s): Interdisciplinary Studies (IDS).

MKT 335. Client Side Web Applications Development. 3 Credit Hours.

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.

Cross-listed Courses: MIS 635, MIS 335

MKT 401. Marketing Research. 3 Credit Hours.

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. Prerequisites: marketing concentration major; MKT 301 and STA 201.

MKT 402. Marketing Management. 3 Credit Hours.

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. Prerequisites: marketing concentration major; MKT 401.

MKT 405. Sports Marketing. 3 Credit Hours.

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 Credit Hours.

This course explores the role of marketing strategy used by nonprofit organizations. While the number of non-profits 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 407. Social Media Marketing. 3 Credit Hours.

This course examines the ways in which interactive technologies are changing the rule and processes for customer engagement. The course will survey the landscape of social media tools with an eye towards critically analyzing their role as effective means for delivering and receiving marketing messages and communications. Special emphasis will be placed upon cornerstone digital marketing techniques that feature utilization of technologies that depend upon customer participation. The social media tools to be analyzed include Google, Facebook, LinkedIn, Twitter, Vine, Instagram, Pinterest, YouTube, \$Square, Tumblr, BlogSpot, and Yelp! The course will introduce students to the above commonly used social media tools in the marketing and business context by critically examining the functionality and technological underpinnings that enhance their utility as marketing devices as well as the risks that might be associated with their use. This course will challenge students to look at social media in a new and more expansive way by requiring them to examine social media's potential benefits and limitations, as well as appropriate ethical concerns, when used professionally for the purposes of marketing. Prerequisite(s): MKT 301 and STA 201.

MKT 410. Brand Management. 3 Credit Hours.

Brands are one of the most valuable assets of a company. A strong brand can have a significant impact on consumer purchase decisions and company profitability. Therefore, effective brand management is crucial in maintaining the long-term profitability of any organization. Consequently, it has become one of the top priorities for companies. This course provides students with insights into how profitable brand strategies can be created and managed. In doing so, students will learn how to build and manage brands successfully. The course blends marketing theory and practice to provide students with a comprehensive perspective on brand management strategies. Prerequisite(s): MKT 301.

MKT 415. Business Intelligence. 3 Credit Hours.

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner.

Prerequisite: MIS 201 or permission of the instructor.

Cross-listed Courses: MIS 415

MKT 420. Marketing Analytics. 3 Credit Hours.

With the increased use of big data creating a paradigm shift in how marketers make decisions, the need to be able to extract meaningful information from this voluminous amount of data to make smarter decisions is becoming more important than ever. The course will provide students with the tools to develop a systematic, analytical approach to marketing decision making. The course aims at preparing students to (1) understand the value of competitive advantages leveraged by analytics; (2) understand the existence, advantages and limitations of different analytical approaches; and (3) to apply, interpret the input, and communicate the output from these tools and models, and apply them to help make fact-based decisions. The course takes on a hands-on experiential approach with real-world databases to facilitate the comprehension of the different analytical approaches discussed in class.

Prerequisites: MKT 301, STA 202.

Cross-listed Courses: MIS 420

MKT 425. Industrial Marketing. 3 Credit Hours.

This course analyzes the strategic and operational decisions faced by industrial marketing managers. Emphasis is on the marketing management implications of market segmentation strategies, market planning, innovation/new product development, overall marketing strategy formulation and the substrategies of product, price, promotion and physical distribution.

Prerequisites: marketing concentration major; MKT 301.

MKT 435. Green Marketing. 3 Credit Hours.

This course explores the core principles necessary to create competitive advantages in the marketplace by implementing innovative green marketing strategies. As business becomes more aware of the need to be sustainable, marketers need to help companies with this effort. Today's marketing professional needs to do more than sell products, they need to be part of the cultural shift and move toward a more sustainable marketing practice. Topics include green marketing core principles, corporate responsibility, green sales strategies, green marketing matrix, sustainable business alliances, green marketing vs. market share, green marketing creative writing and how to create a green marketing strategy plan. Students should leave the course with a comprehensive understanding of the core principles of green marketing and how to integrate sustainable strategies into marketing practices that will improve a brand's bottom line.

Prerequisites: MKT 301.

MKT 440. Sports Consortium. 3 Credit Hours.

This course brings in professionals from the sports industry to share their experiences with the students. Students will be introduced to many facets of the sports industry. Professionals from sports marketing, sports management, facilities management, sports information, sports law, sponsorship, sports operations, sports events coordination, and sporting goods will introduce students to their respective fields. The objective of this course is to engage students in a meaningful manner with alumni in fields of interest to them. Prerequisite(s): MKT 301 and MKT 405.

MKT 445. Mobile Applications & Business Stratgs. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MKT 601. Marketing Management. 3 Credit Hours.

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 706. Nonprofit Marketing. 3 Credit Hours.

This course focuses upon the concept of "social enterprise," an increasingly prominent way of thinking about ventures that both social and commercial entities are undertaking. Students will be introduced to this emerging intersection between the nonprofit sector and the business world.

MKT 715. Mobile Applications & Business Stratgs. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MKT 790. Special Topics in Marketing. 3 Credit Hours.

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 students and instructors.

Marketing Major (B.S.)

Students majoring in marketing are required to enroll in the following courses:

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3

ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
MKT Electives		9
Electives		
Liberal Arts Electives		6
Electives		12
Total Credit Hours		124

¹ Some Core requirements may be fulfilled by major requirements.

Course	Title	Credit Hour
Freshman Year		
First Semester		
HST 110	World Civilization I	3
STA 201	Statistics I	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
BUS 150	Globalization in World of Differences	3
Credit Hours		15
Second Semester		
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3

Mathematics (p. 43)		3
STA 202	Statistics II	3
Natural Science (p. 43)		3
Credit Hours		15

Sophomore Year**First Semester**

ACT 203	Principles of Accounting I for Non Accounting Majors	3
ENG 210	Major Authors	3
Theology (p. 43)		3
ECO 113	Principles of Microeconomics	3
MKT 301	Principles of Marketing	3
Credit Hours		15

Second Semester

ACT 204	Principles of Accounting II for Non-Accounting Majors	3
PHL 210	Moral Philosophy	3
ANL 301	Business Analytics	3
ECO 114	Principles of Macroeconomics	3
MIS 201	Introduction to Management Info Systems	3
Credit Hours		15

Junior Year**First Semester**

ENG 310	Literature and Culture	3
FIN 301	Managerial Finance	3
MKT Elective		3
LAW 200	Legal Environment of Business	3
IDS Interdisciplinary Studies (p. 43)		3
Credit Hours		15

Second Semester

MKT Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Liberal Arts Elective		3
MGT 301	Organizational Behavior	3
Elective		3
Credit Hours		15

Senior Year**First Semester**

MKT 401	Marketing Research	3
Liberal Arts Elective		3
Elective		3
MKT Elective		3
Religion (p. 43)		3
Credit Hours		15

Second Semester

MKT 402	Marketing Management	3
Elective		3
Elective		3
COR 400	Senior Studies: Transformations	3

BUS 470	Business Policy	3
Credit Hours		15
Total Credit Hours		120

Dual Major in Marketing and Business Analytics (B.S.)

Marketing majors interested in pursuing a dual major in business analytics need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Select two MKT Electives (one will count as a business analytics elective)		6

ANL 410	Supply Chain Analysis (which will also count as a marketing elective)	3
ANL 420	Strategic Management Analysis	3
ANL 440	Advanced Business Analytics	3
ANL Elective		3
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		124

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major in Marketing and Information Systems (B.S.)

Marketing majors interested in pursuing a dual major in information systems need to complete the following courses:

Code	Title	Credit Hours
Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Management Core Requirements		
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3

ECO 114	Principles of Macroeconomics	3
STA 201	Statistics I	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Select two marketing electives		6
MIS 455	Managing the Technological Enterprise	3
MIS 480	Database Management Systems	3
Select two MIS electives ³		6
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: MIS 335 Client Side Web Applications Development, MIS 415 Business Intelligence, MIS 340 Data Science, MIS 350 Accounting Information Systems, MIS 420 Marketing Analytics, and MIS 445 Mobile Applications and Business Strategies.

Marketing Minor

Students from any major interested in pursuing a minor in marketing need to complete the following courses:

Minor Requirements

MKT 301	Principles of Marketing	3
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Select two of the following:		6
MKT 310	Advertising	
MKT 320	Transportation	
MKT 330	Consumer Behavior	
MKT 405	Sports Marketing	
MKT 406	Nonprofit Marketing	
MKT 407	Social Media Marketing	
MKT 420	Marketing Analytics	
MKT 425	Industrial Marketing	
MKT 435	Green Marketing	
Total Credit Hours		15

Sports Marketing Minor

Students from any major interested in pursuing a minor in sports marketing need to complete the following courses:

Minor Requirements

MKT 301	Principles of Marketing	3
MKT 405	Sports Marketing	3
ECO 350	The Economics of Sports	3
MKT 440	Sports Consortium	3

Internship in a sports related field

Total Credit Hours	12
--------------------	----

Dual Major in Marketing and Management and Leadership (B.S.)

This dual degree offering will create a highly marketable and crucial career path for business students seeking a career in marketing with a foundation in leadership. Students will gain competency in the knowledge and tools of marketing, the process of getting goods and services to the consumer, along with the people skills for managing individuals and teams toward a successful enterprise.

Code	Title	Credit Hours
------	-------	--------------

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Management Core Requirements

STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors, Principles of Accounting I	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3

Major Requirements

MKT 401	Marketing Research	3
MKT 402	Marketing Management	3

Electives

Choose two of the following MKT Electives:	6
MKT 310 Advertising	
MKT 330 Consumer Behavior	
MKT 415 Business Intelligence	
MKT 435 Green Marketing	
MKT 335 Client Side Web Applications Development	
MKT 405 Sports Marketing	
MKT 406 Nonprofit Marketing	
MKT 440 Sports Consortium	
Choose four of the following M&L Electives:	12
MGT 451 Group Skills and Team Leadership	
MGT 454 Effective Supervision	
MGT 458 Effective Presentation and Facilitation	
MGT 460 Managing Systems Projects	
MGT 450 Per/Intp Leadership Dimensions	
MGT 452 Organizational Development	
MGT 455 Leadership: Classic Perspectives from Literature/Film	
Only two of three entrepreneurship courses can count towards M&L dual majors:	
MGT 310 Entrepreneurship I: What's the Idea?	
MGT 311 Entrepreneurship II: Idea to Startup	
MGT 312 Entrepreneurial Strategy: The Innovative Firm	
Electives	9
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics .

M.B.A. in Management

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.

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.

An acceptable undergraduate GPA and a Graduate Management Admission Test (GMAT) score (or Graduate Record Examination (GRE) score converted to a predicted GMAT score) determined by using the following formula: GPA multiplied by 200 plus GMAT score must equal 1050 or greater. GMAT and GRE scores must be taken within the last 5 years.

The GMAT/GRE requirement will be waived for applicants who:

- Hold a terminal degree such as a JD, MD, DO, PhD, EdD, PharmD or DDS
- Hold a graduate degree (master's-level) and/or professional certification (i.e. CPA, CFA, CMA CIA or CFP) and a minimum 3.25 cumulative GPA.
- Achieved a satisfactory score on a graduate entrance exam other than the GMAT or GRE (such as the MCAT or LSAT) within the last five years.
- Achieved greater than or equal to a 3.30 cumulative GPA in their undergraduate degree.

Application Requirements

- Completed application
- Official GMAT or GRE 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 Honors Convocation: 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 AACSB 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 website.

Student Learning Outcomes in Master of Business Administration

Graduates of Le Moyne College's Madden School of Business graduate programs will be able to:

Ethical Awareness and Reflection

Analyze ethical and corporate responsibility issues.

Communications Ability

Write clearly and effectively and participate in a successful oral presentation.

Analytical, Critical and Cross-Disciplinary Thinking

Apply analytical and cross-disciplinary thinking to business decisions.

Global Perspective

Understand the forces of globalization and apply a global and cross cultural perspective in business analysis and decision making.

Leadership

Be effective managers and leaders at the individual, team or organizational level and to be able to add significant value towards the achievement of both project and organizational objectives.

- MBA in Management (p. 373)

Accounting (ACT)

ACT 501. Intro Fin & Managerial Act. 3 Credit Hours.

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 530. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

Cross-listed Courses: ACT 430, BUS 430, BUS 530

ACT 536. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia. Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, LAW 436, BUS 536, LAW 536

ACT 537. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, LAW 437, BUS 537, LAW 537

ACT 550. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts.

Prerequisite(s): Grade of C or above in MIS 201/MIS 501, and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202.

Cross-listed Courses: MIS 550

ACT 701. Advanced Federal Income Taxation. 3 Credit Hours.

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.

ACT 702. Taxes & Business Strategy. 3 Credit Hours.

This course applies principals of corporate tax law, corporate finance and microeconomics to examine the contests giving rise to tax-planning opportunities which arise in the broader setting of corporate decision making. With an emphasis on economic consequences and explicit and implicit trade-offs between various alternative contracting arrangements, rather than on the minutia of corporate tax law, the primary course focus is on how taxes affect asset prices, equilibrium returns and firm structure both financially and operationally. Topics include basic fundamentals of corporate income taxation and strategy, optimal organizational forms, compensation and retirement planning, multinational tax planning and investing considerations, along with an introduction to corporate formation, mergers and acquisitions.

ACT 704. Strategic Cost Management. 3 Credit Hours.

This course concerns using accounting information for strategic, tactical and operating decisions. It extends the perspective of cost management/analysis from a primary focus on tactical short-run concerns to an emphasis on strategic long-run issues. The linkage between cost management/analysis and strategy is made possible by utilizing three powerful strategic management tools: value chain analysis, strategic positioning analysis, and cost driver analysis. The purpose of Strategic Cost Management (SCM) is to support decision-makers as they develop, communicate, implement, evaluate and modify organizational strategy. This course is designed for MBA students who have completed ACT 303 (Undergraduate), ACT 501 (Graduate), or the equivalent.

ACT 705. Business Valuation. 3 Credit Hours.

Students will use a variety of tools to analyze financial reports into meaningful units for analysis, forecasting and valuation of a complex firm. Provides the knowledge and skills necessary to analyze, interpret, understand, and use financial information to make informed decisions. Students may not earn credit for both ACT 404 and ACT 705. Prerequisite(s): Minimum grade of B in ACT 501.

ACT 721. Taxation of Corporations. 3 Credit Hours.

Introduction to the fundamental concepts and strategy of the federal income taxation of corporations, and how the strategies influence business decisions. While the course focuses on learning and applying the current tax laws, emphasis is placed on the research skills necessary to determine the current state of the law and special emphasis is placed on integrating tax rules into planning decisions. Prerequisite(s): ACT 701 or equivalent per permission of Chair/Program Director.

ACT 723. Tax Research and Practice. 3 Credit Hours.

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service and tax courts. Prerequisite: ACT 701 or equivalent per permission of instructor.

ACT 724. Advanced Taxation of Pass-Through Entities. 3 Credit Hours.

The course will relate to a lifecycle of a partnership and cover such topics as formation, operations, allocations, distributions, sales, liquidations and retirements. The Internal Revenue Code, Treasury Regulations, Case Law, and IRS Rulings will be used as a foundation for understanding these topics. Students will be expected to use these resources in conducting tax research and preparing for class. Prerequisite(s): ACT 721 (Taxation of Corporations) or equivalent per permission of Chair/Program Director.

ACT 725. Advanced Estate and Gift Tax. 3 Credit Hours.

In depth exploration of the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations. Prerequisite: ACT 701 or equivalent with instructor permission.

ACT 726. Tax Accounting for Income Taxes. 3 Credit Hours.

This course will focus on the initial elections for new taxpayers such as the selection of an accounting method and period (particularly in cases where the accounting and tax records differ), special elections available to taxpayers, installment reporting, inventory methods, and long-term contract accounting. We will also deal with the ways, effect, procedures as well as the IRS rules for a change of accounting method. From there the course will focus on the accounting/tax treatment accorded current and deferred income tax liabilities and expenses with their reporting requirements. Our discussion will include the reporting of uncertain positions under Fin ASC 740 and the IRS. Prerequisite(s): ACT 701 (Federal Tax Issues and Analysis) or equivalent with permission of Chair/Program Director.

ACT 727. International Taxation. 3 Credit Hours.

This course provides a comprehensive overview of tax issues concerning the taxation of international transactions from a United States perspective. Examines the various complex issues in partnership, individual and corporate tax planning, and the tax issues involved with joint ventures. Prerequisite: ACT 701 or equivalent with permission of Chair/Program Director.

ACT 740. Advanced Taxation Capstone Seminar. 3 Credit Hours.

This is a research-based capstone course to the Certification in Taxation. Students will spend a predominant amount of time researching code law, regulations, and case law. The instructor will spend considerable time with students in order to ascertain that students are including appropriate subject and reference material, conducting the fullest possible analysis of the selected tax law/case subject area, and completing the research at a satisfactory progress level. Prerequisite(s): ACT 701, ACT 721 and ACT 723 or equivalents with instructor permission.

ACT 790. Special Topics in Accounting. 3 Credit Hours.

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 students and instructors.

Business Analytics (ANL)

ANL 601. Supply Chain Management. 3 Credit Hours.

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. Recommended prerequisites: STA 501 and MIS 501.

ANL 702. Cases in Business Analytics. 3 Credit Hours.

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: ANL 601.

ANL 790. Special Topics in Business Analytics. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of operations management, as well as topics of current interest to students and instructors.

Business Administration (BUS)

BUS 501. Business Communications. 3 Credit Hours.

This course provides students with the technical skills and necessary theoretical knowledge of communication arts as applied to specific business situations. Topics include use of presentation formats, appropriate rhetorical constructions, communications theory, technical writing and documentation.

BUS 530. Government Contract Accounting. 3 Credit Hours.

Basic cost accounting concepts and the cost accumulation process are presented. This course provides guidance on accounting for, recovering and monitoring costs at each step of government contract performance, from bidding to closeout. An understanding of the Federal Acquisition Regulation (FAR), the Truth in Negotiations Act (TINA), the treatment of unallowable costs and the Defense Contract Audit Agency (DCAA) auditing standards will be provided. Current topics on special and emerging issues, including new TINA and FAR requirements; rules applicable to nonprofit associations, universities, hospitals, and state and local governments; incurred cost-electric (ICE); cost accounting issues in privatization projects and commercial item acquisitions; and the impact of procurement reform and streamlining will also be covered. Prerequisite: Intro Accounting.

Cross-listed Courses: ACT 430, BUS 430, ACT 530

BUS 536. Introduction to Government Contracting Law, Compliance, Ethics. 3 Credit Hours.

This course provides an introduction to the legal and regulatory framework for doing business with the federal government. The course of study will center on the requirements of the Federal Acquisition Regulations, and will include a study of several related statutes, as well as the regulatory compliance and business ethics requirements of doing business with the federal government. Guest speakers and case studies provide students with access and information from industry and academia.

Prerequisites: ACT 201 or ACT 203 or LAW 200 or permission of the instructor.

Cross-listed Courses: ACT 436, BUS 436, LAW 436, ACT 536, LAW 536

BUS 537. Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics. 3 Credit Hours.

This course is the capstone course in the Government Systems Contracting certificate at Le Moyne. It requires the student to synthesize knowledge about the legal and regulatory framework for doing business with the federal government through a series of case studies of law, compliance and ethics. Course material focuses on cases derived from requirements of the Federal Acquisition Regulations, and related statutes. Guest speakers from industry and government will discuss regulatory compliance and business ethics requirements topics with students during class.

Prerequisites: BUS 536, ACT 536, LAW 536 or permission of instructor.

Cross-listed Courses: ACT 437, BUS 437, LAW 437, ACT 537, LAW 537

BUS 601. Business Ethics. 3 Credit Hours.

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. Business Law. 3 Credit Hours.

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 Credit Hours.

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 challenges facing multinational enterprises are given special attention.

BUS 750. Strategic Management. 3 Credit Hours.

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.

BUS 790. Special Topics in Business. 3 Credit Hours.

Courses in this series (BUS 790-794) offer an in-depth exploration of specific issues within the field of business, as well as topics of current interest to students and instructors.

Prerequisite: Permission of instructor.

BUS 795. Internship. 1-6 Credit Hours.

This designates credit for approved experiential programs in consultation with the MBA committee.

BUS 799. Independent Study. 1-6 Credit Hours.

This designates individual study programs approved by the MBA committee.

Economics (ECO)

ECO 501. Economics for Managers. 3 Credit Hours.

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.

Finance (FIN)

FIN 601. Financial Management. 3 Credit Hours.

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. Recommended prerequisites: ACT 501 and STA 501.

FIN 665. Distress Investing. 3 Credit Hours.

The purpose of this course is to provide the student with the needed tools to understand and learn the discipline of distress investing. Distress investing is one of the areas of "Fundamental Finance". Other areas of "Fundamental Finance" include Value Investing, Control Investing, Credit Analysis, and First and Second Stage Venture Capital Investing. This is a course about business valuation, corporate finance, bankruptcy law and security analysis with an emphasis on analyzing public companies that are in financial distress, from the bottom up. This is in sharp contrast to traditional academic finance, which is heavily top down and assumes there is substantive consolidation between the company and its constituencies (managements, stockholders, bondholders, trade vendors, etc.).

Prerequisites: FIN 301 or FIN 601 or equivalent.

FIN 667. Modern Security Analysis. 3 Credit Hours.

The purpose of the course is to provide the student with the needed knowledge and analytical tools to understand and learn the discipline of modern security analysis. The course will focus on business valuation, advanced corporate finance and security analysis with an emphasis on analyzing public companies from the bottom up (as stand-alone, separate and distinct from shareholders, managements, creditors, regulators). The course is centered on the valuation of businesses and how corporate values are reflected or not reflected in public security prices and why. Secondary topics discussed include elements of corporate law, securities law, credit analysis, and financial accounting as related to security analysis.

Prerequisite: FIN 301 or FIN 601 or equivalent.

Cross-listed Courses: FIN 467

FIN 701. Investment Management. 3 Credit Hours.

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 790. Special Topics in Finance. 3 Credit Hours.

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 students and instructors.

Human Resource Management (HRM)

HRM 601. Human Resource Management. 3 Credit Hours.

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 701. Current Issues in Human Resources. 3 Credit Hours.

As the Human Resource field evolves, so do the challenges presented by the process of recruitment, selection, retention and release. This hybrid course explores in-depth contemporary human resource philosophies, policies and practices that focus on unique areas of talent management in a variety of organizational settings. The class offers students the opportunity to explore online and in-depth research in quality of work life, second career decisions and mid-life change, incentive systems and talent retention. The impact of healthcare changes on organizations, the effects of the recession on the workforce and current issues such as workplace violence and employee privacy will also be explored.
Prerequisites: MGT 601 and HRM 601, or permission of instructor.

HRM 707. Staffing. 3 Credit Hours.

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 Credit Hours.

This course focuses on managing compensation in contemporary organizations. The major objectives are: a) to examine the current state of compensation decision-making, b) to examine the implications of recent theoretical and research developments related to compensation decisions and c) to offer an opportunity to develop competencies in making compensation decisions.
Prerequisite: HRM 601.

HRM 730. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).
Prerequisites: MIS 501 and HRM 601 or permission.

Cross-listed Courses: MIS 730

HRM 790. Special Topics in Human Resource Management. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of human resources management, as well as topics of current interest to students and instructors.

HRM 791. Special Topics: Topics in Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).
Graduate standing required.

Management (MGT)**MGT 601. Org Dynamics: Leadership. 3 Credit Hours.**

A study of the individual, interpersonal, group and organizational and environmental factors that interact with the culture of an organization and together determine the quality of life and performance. Readings, cases, experiential exercises and group projects will be used to help students understand the concepts and discover which are personally valid for them.

MGT 703. Leadership and Culture. 3 Credit Hours.

The course studies the variations in management and leadership styles across national settings. Factors such as political and economic systems, technology, history and social forces are examined for their relationship to leadership style. Case studies on leadership are extensively used.

MGT 705. International Business Leadership. 3 Credit Hours.

Given today's extensive and intensive global interaction, a lack of understanding or misunderstanding of why our trading partners (or antagonists) behave as they do makes it difficult to successfully deal with them. A key to such an understanding (or avoidance of misunderstanding) is to obtain a better grasp of their antecedents and of how their business systems evolved. This course seeks to address that need. It traces the history of the business systems of Britain, Germany, Japan, and where relevant, those of emerging nations such as China, India and Mexico. We attempt to place matters in proper perspective and to gain a greater awareness of what our implicit and explicit beliefs are, why we espouse them, often unshakably, and in what light our ideologies, policies and actions might be perceived by the Japanese, Germans, Britons or Chinese.
Prerequisite: MGT 601.

MGT 706. Leadership, Management & Humanities. 3 Credit Hours.

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, goalsetting, the language of leadership, motivation, servant leadership, strategy, team building and transformation leadership. We will discuss the practical and theoretical foundations for these leadership models by examining cases based on the following literary and film texts: *All the King's Men*, *Antigone*, *The Bridge Over the River Kwai*, *Citizen Kane*, *Gandhi*, *Glengarry Glen Ross*, *Glory*, *Heart of Darkness*, *Henry V*, *The Iliad*, *A Jury of Her Peers*, *The Major of Casterbridge*, *Moby Dick*, *Norma Rae*, *The Odyssey*, *Twelve O'Clock High* and *Twelve Angry Men*.
Prerequisite: MGT 501.

MGT 708. Lessons in Leadership. 3 Credit Hours.

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 711. Leading Organizational Change. 3 Credit Hours.

This course will tackle three basic questions: What is an organization? What is change? and How to lead organizational change? We will explore the evolving role of leadership, various metaphoric and systems views of organizations and the values and methods of organizational change and development. Student teams will also design and conduct organizational inquiries. Prerequisite: MGT 501.

MGT 712. Career Self-Assessment. 3 Credit Hours.

This course will cover a wide range of issues and theories of adult and career development and will involve the students in small group and class discussion as they process an extensive set of self assessment instruments and activities intended to culminate in both short- and long-term career and life plans.

MGT 715. The Emotionally Intelligent Leader : Exploring Emotional and Social Competence in Leaders. 3 Credit Hours.

The concept of Leadership has been examined and dissected since ancient times, in search of a replicable process which could be somehow infused to create great leaders. From classic theories to situational explorations, the power to lead can create a better town, a more successful company, a more equitable world. In the 1990's a new voice joined the chorus of Leadership influence as Daniel Goleman spoke to the ideas of emotional intelligence- the ability to identify, assess and control emotions. This course will explore the writings, papers and presentations of Daniel Goleman in a blended format, inviting students to assess their own strategies as colleagues and leaders have a better understanding of the human side of leadership.

Prerequisite: MGT 601 or permission of instructor.

MGT 721. Chaos in Health Care: Directing the Evolution. 3 Credit Hours.

This introductory course explores the interconnectedness of the Health Care System in America. The class uses a multi approach system to investigate the business and social forces that generate the need for creative and revolutionary approaches to healthcare, exploring the field both within the traditional walls of healthcare institutions; and in the outpatient and home care settings. The class will explore emerging trends which are changing this landscape. Attention will be paid to the new practices in health care insurance, and how it impacts delivery systems.

MGT 722. The Strategic and Creative Leader. 3 Credit Hours.

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design of the course supports and guides the student's ability to discover, explore and assess issues in their field and to recognize opportunities which will continue to maximize their strengths as health care leaders. Conversations with numerous leaders in the health care community highlight this unique class which will enhance the student's network and introduce a diverse palette of leadership thought and action.

MGT 723. Making Leadership Contagious. 3 Credit Hours.

This course is one of two leadership courses in the certificate program which invite students to explore the practices of exceptional leaders in the Health Care field. The design offers a highly introspective approach to each student's leadership style, capacity and development opportunities. Through a series of leadership instruments, highlighted by the Situational Leadership Assessment, students will take part in a reflective journey of what it means to be a leader in the health care field.

MGT 724. The Process of Health Care: Patient Centered Management. 3 Credit Hours.

This course surveys the unique, systematic directives and outcomes within the process of Health Care delivery. Students will explore focus, alignment, expectations, evaluation and incentives which lead to optimum patient care. Leaders must drive the vision which promises timely access, quality care and patient satisfaction in a turbulent environment.

MGT 725. The Business of Healthcare: Connecting the Dots. 3 Credit Hours.

The concept of healthcare within a business model was foreign until recent decades, when costs of health services came to the forefront for organizations committed to providing the best possible care in the face of diminishing resources. This course seeks to explore ethical principles, sound personal and company values, and socially responsible management practices in the interests of responsible and feasible health care delivery as students build a business model for the health care organization.

MGT 793. Bus of Healthcare: Connecting the Dots. 3 Credit Hours.

Special Topics: The concept of healthcare within a business model was foreign until recent decades, when costs of health services came to the forefront for organizations committed to providing the best possible care in the face of diminishing resources. This course seeks to explore ethical principles, sound personal and company values, and socially responsible management practices in the interests of responsible and feasible health care delivery as students build a business model for the health care organization.

Prerequisites: Bachelor's degree.

Management Information Systems (MIS)

MIS 501. Management Information Systems. 3 Credit Hours.

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 525. Introduction to Java Programming Programming. 3 Credit Hours.

This course will introduce you to programming and object oriented programming using Java. General programming topics include program design, testing strategies, and control structures such as conditionals, iteration. Object oriented topics include creating and using classes, inheritance and interfaces. Students will also learn about basic data structures such as arrays and strings. Students will solve programming problems in weekly lab sessions. Graduate students in the course will also be introduced to event-driven programming using a graphical user interface (GUI), recursion, and 2-dimensional arrays.

MIS 535. Intro to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: MIS 201 or permission of instructor.

MIS 550. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts. Prerequisite(s): Grade of C or above in MIS 201 (or MIS 501), and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202.

Cross-listed Courses: ACT 550

MIS 601. Information Strategy and Management. 3 Credit Hours.

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.

MIS 635. Client Side Web Applications Development. 3 Credit Hours.

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.

Cross-listed Courses: MKT 335, MIS 335

MIS 690. Graduate Information Systems Independent Study. 3 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied independent study format—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations. Open to students eligible for graduate Business of Information Systems research. Prerequisite(s): MIS-501; or permission of instructor.

MIS 701. Database Management Systems. 3 Credit Hours.

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 Credit Hours.

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 707. Risk Mgmt in Large Scale Systems. 3 Credit Hours.

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 analytic, 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, healthcare, 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.

MIS 710. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends.

Cross-listed Courses: NSG 387, NSG 697, MIS 450

MIS 711. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Cross-listed Courses: NSG 611

MIS 712. Financial Telecommunications and Cybersecurity. 3 Credit Hours.

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course.

Prerequisites: MIS 201, or permission of the instructor.

MIS 715. Mobile Applications & Business Strategies. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MIS 716. Business Intelligence. 3 Credit Hours.

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner.

Prerequisite: MIS 201 or permission of the instructor.

MIS 717. Managing the Technological Enterprise. 3 Credit Hours.

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course.

Prerequisites: MIS 201 or MIS 501 or permission of instructor.

MIS 725. Distributed Enterprise Systems. 3 Credit Hours.

This course serves as an introduction to the cloud computing environment, discussing both fundamental concepts of how and why cloud systems work, as well as cloud technologies that manifest these concepts, such as Amazon AWS, Microsoft, Azure, and Open Stack. Students will learn about virtualizations, data parallelisms, security and privacy, cloud storage mechanisms, and cloud design architectures in the context of distributed systems. This course will be taught in a lab lecture style utilizing Amazon Web Services (AWS) as a learning platform. Recommended predecessor courses: MIS-712, MIS-717.

Prerequisite: MIS-501, or permission of the instructor.

MIS 730. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).

Prerequisites: MIS 501 and HRM 601 or permission.

Cross-listed Courses: HRM 730

MIS 740. Data Science. 3 Credit Hours.

This course will provide you the knowledge and techniques to approach phenomena analytically. Specially, you will learn the role and process of the data science lifecycle in understanding and gaining insight about phenomena, including how to ask the appropriate questions, identify the appropriate data and information needed, use the appropriate tools to analyze a large volume of data, evaluate the findings effectively with parameters, find the appropriate answers, and present the answers and compellingly. In the business context such knowledge can enable organizations to make quality decisions and develop important business strategies that can enhance organizational performance and that can contribute to significant financial gains. You will proficiently acquire such knowledge and techniques through class discussion, lectures, readings, as well as hand-on exercises. Prerequisite(s): STA 501.

Cross-listed Courses: MIS 340

MIS 771. Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex, with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Research design is the process of formulating a research plan that addresses research questions of interest. A sound research design ensures that the data and evidence obtained assists in effectively addressing the research questions under study. Key to good research design are research methods, approaches and techniques used to carry out research, which are facilitated by the collection of meaningful and useful data and evidence, and by analysis, assessment and interpretation of that data and evidence. This course provides an overview of the fundamentals of research design and research methods, including research question and hypothesis formulation; data and evidence collection and analysis; and the challenges of research design and methods. Students in this seminar course work closely with a Le Moyne faculty mentor while conducting research in Information Systems, either on campus at Le Moyne or in the field. McDevitt Information Systems Research Scholars who have gone through a year-long faculty research mentoring process in previous years and have prepared and published their own research also serve as mentors to students in this class. Students and their mentors participate in bi-monthly research seminars led by the Le Moyne faculty mentor, at which they present their research, collaborate on their findings and discuss their progress. Open to students eligible for Master's Thesis research. Prerequisite(s): MIS 501.

MIS 785. Programming in Visual Basic With Visual Basic. 3 Credit Hours.

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required.

Cross-listed Courses: MIS 385, CSC 165

MIS 790. Special Topics in Mgmt Info Syst. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of management information systems, as well as topics of current interest to students and instructors.

MIS 795. Special Topics in Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems.

Prerequisite: MIS 501; or permission of instructor.

MIS 796. Information Systems Internship. 1-6 Credit Hours.

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 799. Master's Thesis Research Project. 1-6 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied in a student's master's thesis—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations.

Marketing (MKT)

MKT 601. Marketing Management. 3 Credit Hours.

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 706. Nonprofit Marketing. 3 Credit Hours.

This course focuses upon the concept of "social enterprise," an increasingly prominent way of thinking about ventures that both social and commercial entities are undertaking. Students will be introduced to this emerging intersection between the nonprofit sector and the business world.

MKT 715. Mobile Applications & Business Strategies. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MKT 790. Special Topics in Marketing. 3 Credit Hours.

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 students and instructors.

Statistics (STA)

STA 501. Quantitative Decision Making. 3 Credit Hours.

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.

Master of Business Administration (MBA)

The Le Moyne MBA program consists of four levels:

Foundation Level

Five courses encompassing the elements of initial knowledge and skills required in management.

Other Requirements

ACT 501	Intro Fin & Managerial Act	3
BUS 501	Business Communications	3
ECO 501	Economics for Managers	3
MIS 501	Management Information Systems	3
STA 501	Quantitative Decision Making	3
Total Credit Hours		15

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.

Other Requirements

ANL 601	Supply Chain Management	3
BUS 601	Business Ethics	3
BUS 602	Business Law	3
BUS 603	International Business	3
FIN 601	Financial Management	3
HRM 601	Human Resource Management	3
MGT 601	Org Dynamics: Leadership	3
MKT 601	Marketing Management	3
MIS 601	Information Strategy and Management	3
Total Credit Hours		27

Elective Level

Two courses from the following, intended to provide in-depth understanding of functional and interdependent areas of management (partial listing).

Other Requirements

ACT 530	Government Contract Accounting	3
ACT 536	Introduction to Government Contracting Law, Compliance, Ethics	3
ACT 537	Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics	3
ACT 550	Accounting Information Systems	3
ACT 701	Advanced Federal Income Taxation	3
ACT 702	Taxes & Business Strategy	3
ACT 704	Strategic Cost Management	3
ACT 721	Taxation of Corporations	3
ACT 723	Tax Research and Practice	3
ACT 724	Advanced Taxation of Pass-Through Entities	3
ACT 725	Advanced Estate and Gift Tax	3

ACT 726	Tax Accounting for Income Taxes	3
ACT 727	International Taxation	3
ACT 740	Advanced Taxation Capstone Seminar	3
ACT 790	Special Topics in Accounting	3
ANL 702	Cases in Business Analytics	3
ANL 790	Special Topics in Business Analytics	3
BUS 530	Government Contract Accounting	3
BUS 536	Introduction to Government Contracting Law, Compliance, Ethics	3
BUS 537	Capstone Course: Cases in Government Contracting Law, Compliance, and Ethics	3
BUS 790 - BUS 798	Special Topics in Management	3
BUS 795	Internship	1-6
BUS 799	Independent Study	1-6
FIN 665	Distress Investing	3
FIN 667	Modern Security Analysis	3
FIN 701	Investment Management	3
FIN 790	Special Topics in Finance	3
HRM 701	Current Issues in Human Resources	3
HRM 707	Staffing	3
HRM 708	Compensation	3
HRM 790	Special Topics in Human Resource Management	3
MGT 703	Leadership and Culture	3
MGT 705	International Business Leadership	3
MGT 706	Leadership, Management & Humanities	3
MGT 708	Lessons in Leadership	3
MGT 711	Leading Organizational Change	3
MGT 712	Career Self-Assessment	3
MGT 715	The Emotionally Intelligent Leader : Exploring Emotional and Social Competence in Leaders	3
MGT 721	Chaos in Health Care: Directing the Evolution	3
MGT 722	The Strategic and Creative Leader	3
MGT 723	Making Leadership Contagious	3
MGT 724	The Process of Health Care: Patient Centered Management	3
MGT 725	The Business of Healthcare: Connecting the Dots	3
MIS 525	Introduction to Java Programming Programming	3
MIS 535	Intro to Government Systems	3
MIS 550	Accounting Information Systems	3
MIS 635	Client Side Web Applications Development	3
MIS 701	Database Management Systems	3
MIS 703	Systems Analysis and Design	3
MIS 704		3
MIS 706		3
MIS 707	Risk Mgmt in Large Scale Systems	3
MIS 710	Health Information Systems	3
MIS 711	Managing Systems Projects	3

MIS 712	Financial Telecommunications and Cybersecurity	3
MIS 716	Business Intelligence	3
MIS 717	Managing the Technological Enterprise	3
MIS 785	Programming in Visual Basic With Visual Basic	3
MIS 790	Spec'l Topics in Mgmt Info Syst	3
MIS 796	Information Systems Internship	1-6
MIS 799	Master's Thesis Research Project	1-6
MKT 706	Nonprofit Marketing	3
MKT 715	Mobile Applications & Business Stratgs	3
MKT 790	Special Topics in Marketing	3

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.

Master of Science in Information Systems

Program Director: Martha Grabowski (of Information Systems)

Professor: Martha Grabowski, Shin-Jeng Lin

Assistant Professor: Yue Han

Visiting Assistant Professor: Mehmet Kilinc

Adjunct Faculty: William Barrett, Elizabeth DaRin, Michael Dermody, Bill Gape, Gary Krudys

The M.S., Information Systems (MSIS) program is 30-credit, part-time or full-time program designed to develop highly educated information and computer systems professionals, particularly those responsible for information systems development and management. The program serves a diverse student body, including people with previous degrees in business and information systems, people with degrees in related fields and professional experience, and people who seek to enter the field without previous knowledge about information systems. Le Moyne's Jesuit tradition emphasizes ethical, global and corporate social responsibility analyses, as well as written and oral communication.

Admission Criteria

Applications for matriculation are reviewed by the MSIS 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 MSIS 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.

An acceptable undergraduate GPA and a Graduate Management Admission Test (GMAT) score (or Graduate Record Examination (GRE) score converted to a predicted GMAT score) determined by using the following formula: GPA multiplied by 200 plus GMAT score must equal 1050 or greater. GMAT and GRE scores must be taken within the last 5 years.

The GMAT/GRE requirement will be waived for applicants who:

- Hold a terminal degree such as a JD, MD, DO, PhD, EdD, PharmD or DDS
- Hold a graduate degree (master's-level) and/or professional certification (i.e. CPA, CFA, CMA CIA or CFP) and a minimum 3.25 cumulative GPA.
- Achieved a satisfactory score on a graduate entrance exam other than the GMAT or GRE (such as the MCAT or LSAT) within the last five years.
- Achieved greater than or equal to a 3.30 cumulative GPA in their undergraduate degree.

Application Requirements

- Completed application
- Official GMAT or GRE 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 resumé
- Advising appointment with the MSIS program director

Academic Criteria

Successful completion of the Le Moyne MSIS program requires a minimum cumulative G.P.A. of 3.0 and a minimum residency of 21 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 MSIS 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 AACSB 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 MSIS candidate becomes matriculated, he/she has a total of six years to complete program requirements. If, however, an MSIS candidate is within three courses of completing the degree by the end

of the six-year period, he/she may petition the MSIS director to request an extension not to exceed one calendar year or three consecutive semesters.

Probation and Termination

Matriculated MSIS 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 MSIS program.

Withdrawal or Leave of Absence

MSIS students who anticipate not being able to attend the MSIS 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 MSIS website.

Student Learning Outcomes in Master of Science in Information Systems

Students who graduate from the MS Information Systems program will be able to:

Core Knowledge:

Demonstrate analytical thinking and core information systems, management, and technology knowledge.

Analytical Integration:

Apply analytical and cross-disciplinary thinking, integrating information systems and business knowledge in evaluating strategic information systems and business decisions.

Ethical Awareness:

Integrate business, ethical and corporate social responsibility knowledge to analyze and resolve ethical and corporate social responsibility issues and problems.

4+1 Express Path to Master's Degree in Information Systems

The College's new MSIS express path program allows students to earn their undergraduate degree in any field in four years and their MSIS in just one additional year of study. When they graduate, our alumni are distinguished by their ability to lead and to tackle complex issues as they respond to the needs of an ever-changing world.

March 1 of the junior year - complete the MSIS application process for admission by providing: application form, two letters of recommendation, and a personal statement. Students must have a 3.3 grade-point average. Neither the GMAT nor the GRE are required. (Notification of pre-approved admission to the express path will be made on a rolling basis. Final admission to the MSIS program will be conditional on completion of your undergraduate program.)

Upon completion of the junior year - Students will show fulfillment, or will fulfill, the two foundation graduate course requirements with a grade

of "B" or better (or their undergraduate equivalents: see below) for the MSIS Program: MIS 501 Management Information Systems and MIS 601 Information Strategy and Management. This may be achieved in several ways. A maximum of 9 graduate credit hours (i.e., three graduate level courses) may be taken upon completion of a student's junior year.

Summer or Fall after completing undergraduate requirements - The remainder of the 30 MSIS credit hours can be completed in 12 months if the student is enrolled full time during the fall, spring, and summer semesters, as well as during the J-mester. Students may also complete the program on a part-time basis.

Please go to the MSIS Program page (p. 378) to view requirements. For more information, please contact Dr. Martha Grabowski, Information Systems Program Director.

- Information Systems (M.S.) (p. 378)
- Graduate Enterprise Systems Certificate (p. 379)
- Graduate Health Information Systems Certificate (p. 379)

Management Information Systems (MIS)

MIS 501. Management Information Systems. 3 Credit Hours.

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 525. Introduction to Java Programming Programming. 3 Credit Hours.

This course will introduce you to programming and object oriented programming using Java. General programming topics include program design, testing strategies, and control structures such as conditionals, iteration. Object oriented topics include creating and using classes, inheritance and interfaces. Students will also learn about basic data structures such as arrays and strings. Students will solve programming problems in weekly lab sessions. Graduate students in the course will also be introduced to event-driven programming using a graphical user interface (GUI), recursion, and 2-dimensional arrays.

MIS 535. Intro to Government Systems. 3 Credit Hours.

This course focuses on introductory government systems concepts, processes and functions, utilizing the Federal Acquisition Regulations (FAR). Students will examine FAR regulations, processes and nomenclature, utilizing existing and proposed regulations and industry case studies, and appropriate support technology. Guest speakers and field research provide students with access and information from industry and academia.

Prerequisites: MIS 201 or permission of instructor.

MIS 550. Accounting Information Systems. 3 Credit Hours.

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 and other comparable enterprise systems to demonstrate concepts. Prerequisite(s): Grade of C or above in MIS 201 (or MIS 501), and in either ACT 203 and ACT 204, or in ACT 201 and ACT 202. Cross-listed Courses: ACT 550

MIS 601. Information Strategy and Management. 3 Credit Hours.

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.

MIS 635. Client Side Web Applications Development. 3 Credit Hours.

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. Cross-listed Courses: MKT 335, MIS 335

MIS 690. Graduate Information Systems Independent Study. 3 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied independent study format—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations. Open to students eligible for graduate Business of Information Systems research. Prerequisite(s): MIS-501; or permission of instructor.

MIS 701. Database Management Systems. 3 Credit Hours.

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 Credit Hours.

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 707. Risk Mgmt in Large Scale Systems. 3 Credit Hours.

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 analytic, 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, healthcare, 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.

MIS 710. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning; and (5) new opportunities and emerging trends. Cross-listed Courses: NSG 387, NSG 697, MIS 450

MIS 711. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Cross-listed Courses: NSG 611

MIS 712. Financial Telecommunications and Cybersecurity. 3 Credit Hours.

This course provides an overview of the concepts and principles of telecommunications systems and networks, blending technical with managerial topics. Students will focus on the challenges inherent in securing financial telecommunications networks, particularly the challenges of insider threats. Students will local area networks, wide area networks, wireless networks, value-added networks, as well as other networks. Students will complete a series of network installation and test projects, and will analyze network design cases throughout the semester. Guest speakers from industry and case studies from on-going research will provide a real-world context for the topics discussed in class. Students may sit for network certification following completion of the course.

Prerequisites: MIS 201, or permission of the instructor.

MIS 715. Mobile Applications & Business Strategies. 3 Credit Hours.

The course explores the important challenges and needs of today's organizations to go mobile to connect with their stakeholders. Students will learn the technical, managerial and marketing aspects of mobile applications. Technically, they will learn the development process and technical infrastructure of mobile applications. Managerially, students will learn how to develop business strategies to exploit mobile applications for the advancing and repositioning of organizations. For marketing, students will learn to market the newly developed mobile applications and at the same time to use mobile applications to market and promote the organizations and their products or services.

MIS 716. Business Intelligence. 3 Credit Hours.

This course provides an introduction to Business Intelligence, including the processes, methodologies, infrastructure, and current practices used to transform business data into useful information and support business decision-making. Business Intelligence requires foundation knowledge in data storage and retrieval, thus this course will review logical data models for both database management systems and data warehouses. Students will learn to extract and manipulate data from these systems and assess security-related issues. Data mining, visualization, and statistical analysis along with reporting options such as management dashboards and balanced scorecards will be covered. Technologies utilized in the course included SAP Business Warehouse, SAP Business Objects, Crystal Reports, and RapidMiner.

Prerequisite: MIS 201 or permission of the instructor.

MIS 717. Managing the Technological Enterprise. 3 Credit Hours.

This course covers the requirements, management and performance of enterprises engaged in the use of technology. Requirements determination, analysis, design and cost management activities for technological enterprises are covered; a focus on the management of life cycle costs is emphasized. The management of third party organizations, outsourcing and project management activities are also covered. The legal, environmental and ethical issues associated with the management and performance of technological enterprises are important components of this course. Guest speakers and case studies from local, national and international technological enterprises, agencies and regulatory organizations are employed in this course.

Prerequisites: MIS 201 or MIS 501 or permission of instructor.

MIS 725. Distributed Enterprise Systems. 3 Credit Hours.

This course serves as an introduction to the cloud computing environment, discussing both fundamental concepts of how and why cloud systems work, as well as cloud technologies that manifest these concepts, such as Amazon AWS, Microsoft, Azure, and Open Stack. Students will learn about virtualizations, data parallelisms, security and privacy, cloud storage mechanisms, and cloud design architectures in the context of distributed systems. This course will be taught in a lab lecture style utilizing Amazon Web Services (AWS) as a learning platform. Recommended predecessor courses: MIS-712, MIS-717.

Prerequisite: MIS-501, or permission of the instructor.

MIS 730. Human Resource Information Systems. 3 Credit Hours.

This course will offer an understanding of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, enhance retention and ensure compliance with employment law. The focus will be on merging information systems with a strategic human resource perspective. This course provides students with the knowledge, skills and abilities to identify, assess, develop and maintain an effective HR system. Students will develop a thorough understanding of the plan, design/acquisition, implementation and applications of a human resource information system (HRIS).

Prerequisites: MIS 501 and HRM 601 or permission.

Cross-listed Courses: HRM 730

MIS 740. Data Science. 3 Credit Hours.

This course will provide you the knowledge and techniques to approach phenomena analytically. Specially, you will learn the role and process of the data science lifecycle in understanding and gaining insight about phenomena, including how to ask the appropriate questions, identify the appropriate data and information needed, use the appropriate tools to analyze a large volume of data, evaluate the findings effectively with parameters, find the appropriate answers, and present the answers and compellingly. In the business context such knowledge can enable organizations to make quality decisions and develop important business strategies that can enhance organizational performance and that can contribute to significant financial gains. You will proficiently acquire such knowledge and techniques through class discussion, lectures, readings, as well as hand-on exercises. Prerequisite(s): STA 501.

Cross-listed Courses: MIS 340

MIS 771. Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex, with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Research design is the process of formulating a research plan that addresses research questions of interest. A sound research design ensures that the data and evidence obtained assists in effectively addressing the research questions under study. Key to good research design are research methods, approaches and techniques used to carry our research, which are facilitated by the collection of meaningful and useful data and evidence, and by analysis, assessment and interpretation of that data and evidence. This course provides an overview of the fundamentals of research design and research methods, including research question and hypothesis formulation; data and evidence collection and analysis; and the challenges of research design and methods. Students in this seminar course work closely with a Le Moyne faculty mentor while conducting research in Information Systems, either on campus at Le Moyne or in the field. McDevitt Information Systems Research Scholars who have gone through a year-long faculty research mentoring process in previous years and have prepared and published their own research also serve as mentors to students in this class. Students and their mentors participate in bi-monthly research seminars led by the Le Moyne faculty mentor, at which they present their research, collaborate on their findings and discuss their progress. Open to students eligible for Master's Thesis research. Prerequisite(s): MIS 501.

MIS 785. Programming in Visual Basic With Visual Basic. 3 Credit Hours.

This class covers the basics of structured programming using Visual Basic to develop decision support systems or management science applications. The theory and practice of structured programming, logic, systems development are covered in a series of iterative hands-on assignments, which are designed based on practical decision support systems or management science applications. Students can expect to learn how to create and program advanced Excel applications or other equivalent applications. A term project involving the development and documentation of a Visual basic program is required. Cross-listed Courses: MIS 385, CSC 165

MIS 790. Special Topics in Mgmt Info Syst. 3 Credit Hours.

Courses in this series offer an in-depth exploration of specific issues within the field of management information systems, as well as topics of current interest to students and instructors.

MIS 795. Special Topics in Information Systems Research Methods. 3 Credit Hours.

Information systems, composed of technology, people, information, systems, organizations, policies, and society, contain many complex and interdependent elements. The large-scale systems within which many information systems reside, including organizations, technology systems, communities, nations, and even human biological systems, can be similarly complex with interdependent elements. Information systems researchers study technology, people, information, organizations and systems in order to understand information systems, and the interactions between and the impacts of those elements and information systems, on individuals, groups, organizations, and other systems. Prerequisite: MIS 501; or permission of instructor.

MIS 796. Information Systems Internship. 1-6 Credit Hours.

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 799. Master's Thesis Research Project. 1-6 Credit Hours.

This course provides an opportunity for graduate students to conduct independent research under the direction of a faculty member. Since the study of Information Systems is interdisciplinary, research linking business, technology and social and organizational science in explorations of how systems that convey information work can be studied in a student's master's thesis—whether those systems are human, technological, natural, economic, social or other. Research in Information Systems thus explores technical and business topics, along with ethical questions that arise in business applications of technology in organizations.

Information Systems (M.S.)

The M.S., Information Systems program is 30-credit, part-time or full-time program designed to develop highly educated information and computer systems professionals, particularly those responsible for information systems development and management. The program serves a diverse student body, including people with previous degrees in business and information systems, people with degrees in related fields and professional experience, and people who seek to enter the field without previous knowledge about information systems.

Prerequisites: MIS 501 Management Information Systems and MIS 601 Information Strategy and Management

Major Requirements

MIS 701	Database Management Systems	3
MIS 703	Systems Analysis and Design	3
MIS 707	Risk Mgmt in Large Scale Systems	3
MIS 711	Managing Systems Projects	3
MIS 712	Financial Telecommunications and Cybersecurity	3
MIS 715	Mobile Applications & Business Strategies	3
or MIS 716	Business Intelligence	
MIS 717	Managing the Technological Enterprise	3
Select two of the following:		6
MIS 425	Distributed Enterprise Systems	
MIS 496		
MIS 525	Introduction to Java Programming Programming	
MIS 535	Intro to Government Systems	
MIS 550	Accounting Information Systems	
MIS 635	Client Side Web Applications Development	
MIS 690	Graduate Information Systems Independent Study	
MIS 710	Health Information Systems	
MIS 715	Mobile Applications & Business Strategies	
MIS 716	Business Intelligence	
MIS 740	Data Science	
MIS 771	Information Systems Research Methods	

MIS 785	Programming in Visual Basic With Visual Basic	
MIS 791		
Choose one of the following Integrated Capstone Experiences:		3
MIS 690	Graduate Information Systems Independent Study	
MIS 790	Spec'l Topics in Mgmt Info Syst	
MIS 796	Information Systems Internship	
MIS 799	Master's Thesis Research Project	
BUS 790	Special Topics in Business	
BUS 799	Independent Study	
Total Credit Hours		30

Graduate Enterprise Systems Certificate

The graduate Enterprise Systems certificate provides certification for individuals with a bachelor's degree interested in advancing their knowledge of enterprise systems and technology. Market drivers for the Graduate Enterprise Systems certificate program include employment trends and demographics as well as partner requests from national, international and regional employers and academic institutions, and from the Le Moyne College Information Systems Advisory Board.

Five graduate courses (15 credits) are required for successful completion of the graduate Enterprise Systems certificate:

MIS 701	Database Management Systems	3
MIS 717	Managing the Technological Enterprise	3
MIS 707	Risk Mgmt in Large Scale Systems	3
or MIS 712	Financial Telecommunications and Cybersecurity	
MIS 711	Managing Systems Projects	3
And choose one of the following:		3
MIS 550	Accounting Information Systems	
MIS 710	Health Information Systems	
MIS 716	Business Intelligence	
MIS 740	Data Science	
MIS 796	Information Systems Internship	
Total Credit Hours		15

An introductory graduate MIS course, MIS 501, is a prerequisite for each of the courses above. In addition, MIS 716 and MIS 740 require an introductory graduate statistics class, STA 501.

Graduate Health Information Systems Certificate

Health information systems professionals are responsible for managing health information systems, people and organizations, ensuring the quality, accuracy, accessibility, and security of electronic health information, in line with federal requirements for patient information, privacy, security, insurance reimbursement, and financial reporting. Le Moyne College's graduate Health Information Systems Certificate Program is designed to prepare students to manage this complex system and setting, address challenging health care issues throughout

their careers. People with advanced knowledge in health information systems are a scarce resource. It is the objective of the graduate Health IS certificate program to fill this gap by providing needed education and certification for those managing information technology, people and organizations in the health care field.

Major Requirements

MIS 710	Health Information Systems	3
MIS 711	Managing Systems Projects	3
MIS 701	Database Management Systems ¹	3
MIS 703	Systems Analysis and Design ¹	3
Select one of the following: ¹		3
MIS 535	Intro to Government Systems	
MIS 712	Financial Telecommunications and Cybersecurity	
MIS 716	Business Intelligence	
MIS 717	Managing the Technological Enterprise	
MIS 740	Data Science	
Total Credit Hours		15

¹ Students who choose to take only one of MIS 701 Database Management Systems and MIS 703 Systems Analysis and Design must also select one of these courses.

PURCELL SCHOOL OF PROFESSIONAL STUDIES

The Purcell School of Professional Studies offers outstanding programs at the undergraduate and graduate level in Nursing, Education, Physician Assistant Studies, and Occupational Therapy. The School also serves adult students and veterans through its Center for Continuing Education. Look closely at our offerings and discover a rich and successful future at Le Moyne College.

Mission

In alignment with the Le Moyne College vision and mission, Purcell prepares students with foundational and advanced knowledge and skills to serve others at the highest capacity in their chosen profession. Graduates are well educated to lead meaningful lives as individuals who are committed to lifelong learning, professional leadership, community engagement, respect for diversity and public service in the Jesuit tradition of excellence.

Education - Undergraduate

Chair: Stephen Fleury

Professor: Stephen Fleury, Cathy Leogrande, Wen Ma

Associate Professor: Cynthia C. Choi, Diane Zigo

Assistant Professor: Andrea L. Tochelli-Ward

Professor of Practice: Lauri P. Bousquet

Adjunct Faculty: Angela M. Alessandro, Kimberly Amidon, Thomas A. Bersani, Julie Blumer, Laura D. Brown, William Collins, Yaroslava D. Fichera, Lauren Massa, Kevin L. Michaud, Mary Beth Past, Lisa E. Phinney, MaryBeth Piazza, Jeffery Sterly, Christine M. Wenk, Donna M. Zeolla

Professor Emerita: Mary L. Collins, Patricia R. Schmidt

Professor Emeritus: Antonio M. Eppolito

The education department collaborates with several arts and sciences departments and area school districts 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) 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 150	Contemporary Perspectives on Special Ed	3
EDU 205	Childhood Learning and Special Needs	3
EDU 215	Learning in a Sociocultural Context	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 303	Multicultural Literacy Methods	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 345	Collabor&Transition Plan Stu Spec Needs	3
EDU 355	Cultural Perspect Teach Lang Aquisition	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 376	Managing Environ for Stu W/ Disabilities	3
EDU 400	Middle School Strategies and Technology	4
EDU 401	Adolescent Education Strategies & Technology	4
EDU 402	Meth Tch Esol Through Math/Sci/Soc Stud	4

2. If a grade of B- or lower is earned in any of the courses listed above, a student must repeat the course. When this situation arises, the student will be notified in writing regarding their status in the program. In certain cases the student will meet with the education chair to develop a plan for improvement.
3. A student will be allowed to repeat a course only once.
4. If a student receives a grade of B- or lower in any two courses listed above, he/she will be dropped from the education program.
5. All teacher candidates must have a minimum 3.0 cumulative average in their education courses, 3.0 cumulative average in their major and a minimum cumulative 3.0 G.P.A. at the time of application for student teaching.
6. Students in an approved Five-Year B.A./M.S.T. program must have a 3.0 cumulative G.P.A. in their major in order to apply for admission to the M.S.T. program.
7. All teacher candidates must earn 6 credits in each of the following: mathematics, science, history, foreign language and English. Students must earn a grade of C or better in each course.

8. All TESOL teacher candidates must also earn at least 12 credits of foreign language. Students must earn a grade of C or better in each course.
9. These certification programs and requirements are subject to change if modifications occur in New York State Education Department regulations.

New York State Initial Teacher Certification Requirements

For initial certification, students are required to earn passing scores on each New York State Teacher Certification Examination (NYSTCE):

- Educating All Students Test (EAS) *
- Content Specialty Test (CST) for each certification area *

*** Students in our initial certification programs must have passed EAS and all CSTs in order to be eligible to student teach.**

- Teacher Performance Test (edTPA) **

**** Must be completed during the student teaching semester.**

For initial certification, students are required to complete the following workshops:

- Childhood Abuse Identification
- Schools Violence Intervention & Prevention/SAV
- Autism Training
- Dignity for All Students Act (DASA)

Students must take complete responsibility for preparing for and complying with New York State Education Department mandated certification requirements.

Upon successful completion of all degree requirements, students will be eligible for recommendation by the Education Department Credentials Officer.

Certification programs and requirements are subject to change as modifications occur in New York State Education Department regulations.

Pass Rate

- 2016-2017 pass rate is TBA
- 2015-2016 pass rate is 83%

Procedures for Addressing Student Academic and/or Professionalism Concerns

When concerns about student achievement and professionalism arise, steps will be taken.

Reasons for concerns include but are not limited to:

1. The students' GPA is below a 3.0 in education course work, 3.0 in major and/or below 3.0 overall.
2. The student has demonstrated evidence of unsatisfactory content knowledge.
3. The student has missed a deadline for turning in required program paperwork.

4. The student has demonstrated behaviors and/or dispositions that do not meet the expectations of the departmental Professionalism Standards as listed in each course syllabus.
5. The student has not completed the required number of practicum hours per semester.
6. The student received a grade B- or lower in a key education course. (See criteria under student teaching eligibility.)

Steps to be taken:

1. All education instructors are required to notify the department chair whenever serious concerns about student achievement and professionalism arise.
2. The instructor is required to complete, submit, and follow the procedures for the *Address Concerns About Students* form.
3. Failure to meet the expectations proposed by the instructor could result in a meeting with the department Chair to develop a plan for improvement. Consequences will be specifically identified for failure to achieve the expectations listed in the plan developed by the student, instructor, and department Chair. Plans will vary with each student, depending on the nature of the concern. Plans could require a student to repeat a course or withdraw from the education program.

Professional Practice Practicum

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

Le Moyne College Education department will arrange all practicum placements. Students are NOT allowed to make their own arrangements for observation/practicum.

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. With guidance of the host teacher, the Le Moyne student will experience aspects of classroom instruction (i.e. tutor one-to-one or small groups of students, teach all or part of a lesson, engage in student assessment, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively involved in the classroom.

Student Teaching

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 schedule time in both of their assigned field sites for a minimum of 20 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.

Le Moyne College Education department 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 required to student teach for one full semester. Candidates must successfully complete 2 student teaching sites in order to earn credit for both sites.

Student teachers follow the schedule of the schools in which they are placed.

No other courses may be taken during student teaching. 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, they must meet with the department Chair before student teaching begins.

A Le Moyne College supervisor will be assigned to observe each student teacher on a weekly basis during the student teaching semester.

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

1. A G.P.A. of 3.0 or better in the Major, Education concentration, and overall respectively, at the time of application for student teaching
2. Meet the application deadline for student teaching
3. Demonstrate evidence of professional commitment
4. Grade of B or better in the following education courses:

Childhood

EDU 150	Contemporary Perspectives on Special Ed	3
EDU 205	Childhood Learning and Special Needs	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsm	3
EDU 376	Managing Environ for Stu W/ Disabilities	3

Adolescent

EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 401	Adolescent Education Strategies & Technology	4

Dual Adolescent/Special Ed

EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
EDU 325	Teach/Adapt Curric Content Specialists	3

EDU 335	Literacy Development in the Content Area	3
EDU 345	Collabor&Transition Plan Stu Spec Needs	3
EDU 401	Adolescent Education Strategies & Technology	4
TESOL		
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
EDU 335	Literacy Development in the Content Area	3
EDU 355	Cultural Perspect Teach Lang Aquisition	3
EDU 402	Meth Tch Esol Through Math/Sci/Soc Stud	4

Students who do not meet the criteria listed above must meet with the the department Chair in order to determine the course of action to be taken.

Student Learning Outcomes in Education

Subject Matter & Education Knowledge

Our candidates demonstrate a deep understanding of, and enduring inquisitiveness about, the critical concepts and principles of knowledge claims in subject matter disciplines and the field of education.

Continuous Pedagogical & Professional Learning

Our candidates engage in continuous and purposeful professional learning. They use evidence to continually evaluate their pedagogical and specialized practices and the effects of their choices/actions on others. They adapt their expertise to meet individual needs.

Empathy, Respect & Transformation

Our candidates model care for the whole person through empathy, compassion and respectful interaction for all. They work towards social transformation in the Jesuit tradition.

- Education Minor (p. 388)
- Dual Childhood/Special Education (Grades 1-6) (p. 387)
- Adolescent Program (Grades 7-12) (p. 387)
- Dual Adolescent and Special Education Program (Grades 7-12) (p. 387)
- Teaching English to Speakers of Other Languages (TESOL) (p. 387)
- Religion and Education Minor (p. 388)

Education (EDU)

EDU 105. Teaching in a Diverse Society. 3 Credit Hours.

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.

Fulfills Core Requirement(s): Diversity (DIV).

EDU 120. Child Abuse Workshop/SAVE Violence Prev. 0 Credit Hour.

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 121. Autism Spectrum Disorder Training for Teacher Certification. 0 Credit Hour.

This course is designed to provide preservice teachers knowledge and skills to understand the needs of students with autism. This course will address the definitions and etiology, common characteristics, evidence-based instruction and interventions, data collection strategies and use, and resources for families and students with Autism Spectrum Disorders (ASD). This training will address these issues from a position of how best to include students with autism in general education settings. Successful completion of this course will fulfill the training required for New York State certification/licensure. Only open to Le Moyne Teacher Certification candidates.

EDU 122. Dignity for All Student Act (dasa) Training for Teacher Certification. 0 Credit Hour.

This course is designed to provide preservice teachers with knowledge and skills to understand bullying from the perspective of the bully, the bullied, and the bystander. This course will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender. This training will address these issues from a proactive - rather than a reactive - position. Successful completion of this course will fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDU 150. Contemporary Perspectives on Special Ed. 3 Credit Hours.

This introductory special education survey course covers identification and referral process, each of the 13 categories of disability as recognized by federal law, their etiology and characteristics, and best instructional strategies for each category as well as the historical underpinnings that led to this legislation. Additionally, students will gain insight into the relationship between cultural and linguistic diversity and disability, they will learn about the importance of family and techniques for working with them, and they will learn how to provide high quality instruction and supports for students with disabilities in inclusive educational settings. Perspectives on the social construction of disability will be an underlying theme throughout the course.

EDU 205. Childhood Learning and Special Needs. 3 Credit Hours.

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

Prerequisite: EDU 105.

EDU 215. Learning in a Sociocultural Context. 3 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state certificate in Middle Childhood Specialist, Adolescence or Adolescence/Students with Disabilities, T.E.S.O.L., K-12, and Theatre Arts, K-12. The course will provide an overview of current knowledge on individuals with disabilities within the context of human growth and development across the lifespan. It will examine how children and youth develop and learn, and learn about the common delays in the normal mastery sequence of developmental skills as well as motivation and cognitive learning theories. The course will also cover a broad range of topics related to teaching students with disabilities including but not limited to: the various theoretical models and perspectives in the field of teaching special education; the kinds and nature of exceptionalities and special needs of children and youth; cultural and socioeconomic factors and their impact on eligibilities and programming for children and youth with disabilities; and the role of the family in the special education process. Students observe the application of these ideas in a required 20 hour field experience which will provide the setting to view and work with students from diverse backgrounds in either a local middle or high school.

Prerequisite: EDU 105.

EDU 225. Assessment & Decision Making for Equity/Inclusion. 3 Credit Hours.

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.

Prerequisite: EDU 205.

EDU 303. Multicultural Literacy Methods. 3 Credit Hours.

The purpose of this course is to inform students about the foundations of literacy methods for adolescent literacy development in all secondary schools. The role of basic skills, such as phonics, vocabulary development, fluency, comprehension and the reading/writing connection will be analyzed in terms of adolescent literacy development. Additionally, the theoretical framework for the course is the sociocultural perspective, a perspective that sees home, school, and community as interrelated components that inform the development of reading, writing, listening, speaking, and viewing. As a result, there will be an emphasis on a clear understanding of diverse physical, cognitive, economic, linguistic, ethnic, and cultural diversity in rural, urban, and suburban schools. Furthermore, students will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism, cultural conflict, and the importance of authentic literacy learning assignments. This course is also designed to assist students as they participate in service learning (tutoring and classroom observations), particularly in impoverished rural and urban schools. Finally, students will gather a bibliography of multicultural literature, materials, and resources, and create strategic plans for establishing classroom content area environments that connect home, school, and community for literacy learning. This course is required for 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. Prin & Methods of Multicultural Literacy. 3 Credit Hours.

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities, Middle Childhood Specialist and T.E.S.O.L. 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 physically 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. In the school classrooms, 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.

EDU 315. Plan,Assessing,Managing Inclusive Clsrm. 3 Credit Hours.

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. Prerequisite or corequisite: EDU 303 or EDU 305.

Prerequisites: EDU 205 or EDU 215.

EDU 325. Teach/Adapt Curric Content Specialists. 3 Credit Hours.

This course is required for all students seeking New York state certification in Adolescence and Dual Adolescence/Special Education. The focus of the course is on tools and strategies that can be used by special educators and general educators at the secondary levels to ensure appropriate curriculum planning, instruction and assessment for all students. The goal of this 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.

EDU 326. Teaching/Adapting Middle Level Curricul. 3 Credit Hours.

This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist. 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 Credit Hours.

This course is required of all students seeking New York state teacher certification in Middle Childhood Specialist, Adolescent, Adolescent/Students with Disabilities. Teachers in today's content area classrooms not only prepare and guide their students to learn key concepts and information, through reading, writing, listening, speaking, and viewing, but also, lead their students toward independent learning. These content area classroom settings, based on the constructivist approach, encourage inquiry learning and cooperative learning. In this course, using the constructivist perspective, future content area teachers will learn how to encourage students to learn through literacy activities. They will analyze the processes of connecting known information to new information, formulating questions, discussing issues, and discovering unique perspectives 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. Prerequisites: EDU 303 and EDU 315.

EDU 345. Collabor&Transition Plan Stu Spec Needs. 3 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescence/Students with Disabilities. The focus of the course is on the transition of individuals with mild and moderate disabilities to all aspects of adult life. Preservice teachers will be placed in a field placement. Prerequisite: EDU 325 and EDU 335.

Corequisite: EDU 401.

EDU 355. Cultural Perspect Teach Lang Aquisition. 3 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. Using ethnographic research in education, preservice teachers will study classroom settings, (K-12), which are responsive to linguistically diverse groups of students. A major focus will be the observations, models and discussions of effective strategies for teaching the language arts to students learning English as a second language. Additionally, psychological, linguistic and cultural foundations for teaching linguistically diverse students will be examined in light of current trends in the education of language minority students. Finally, traditional materials and resources, as well as electronic texts and computer programs will be examined in light of their contributions to language acquisition. Prerequisite: EDU 215.

EDU 365. Adapting Literacy Lrn Stu W/Spec Needs. 3 Credit Hours.

This course is required of all students seeking New York state teacher certification in Childhood/Students with Disabilities. This course will offer some of the approaches to the instruction of reading for students with disabilities. Principles of reading development will be explored as a foundation for all students followed by a sequence of instructional techniques for students with disabilities. Assessment and diagnosis of reading will be included. Students will become familiar with current research and practices in the field of reading instruction. A required two-hour per week field experience in a local school will provide the setting to observe and work with students from diverse backgrounds. Prerequisites: EDU 305 and EDU 315.

EDU 375. Strategies & Technol for Inclusive Clsrm. 3 Credit Hours.

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. A practicum will introduce the students to the schools and teachers they will be student teaching with the following year. Prerequisite: EDU 315; Corequisites: EDU 365 and EDU 376.

EDU 376. Managing Environ for Stu W/ Disabilities. 3 Credit Hours.

This course provides participants with research and best practices so as teachers they can best manage learning environments and student behaviors in the special education classroom as well as the inclusive classroom setting. Course content and assignments will include the theoretical foundations of classroom management, and effective techniques to provide physical, emotional, and social environments that are safe, supportive, and conducive to learning. Prerequisite: EDU 315.

Corequisites: EDU 375 and EDU 365.

EDU 400. Middle School Strategies and Technology. 4 Credit Hours.

This course is required of all students seeking New York state certification as a Middle Childhood Specialist teacher. The course is designed to cover curriculum, instruction and assessment for students in various middle school content areas: English, mathematics, science, social studies, and languages other than English. It will focus on organization of content, assessment and management to effectively assist all students in meeting the New York state learning standard for their particular subject areas. Students will also attend a technology lab to assist them in integrating appropriate aspects of technology across their curriculum. Prerequisite: EDU 326.

EDU 401. Adolescent Education Strategies & Technology. 4 Credit Hours.

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

EDU 402. Meth Tch Esol Through Math/Sci/Soc Stud. 4 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state certificate in Teaching English to Speakers of Other Languages. This course is designed to help preservice teachers learn the theoretical foundations and methods of communication necessary for the teaching and learning of English to speakers of other languages in the major content areas of mathematics, science, and social studies. Preservice teachers will write units of study in the content areas as well as practice writing and presenting lessons. Finally they will compile materials and resources that include electronic texts and computer programs which assist in the learning of English through content area material.

Prerequisites: EDU 303, EDU 305 and EDU 315.

EDU 403. Strategies & Tech Teaching Thr Arts K-12. 4 Credit Hours.

This course is designed to assist the entry-level theatre arts teachers develop strategies to effectively teach the theatre classes they would typically be assigned during their first year of employment in a secondary classroom, as well as teaching theatre fundamentals as special offerings in the elementary school classroom. Skills that are specific to teaching theatre are typically not offered within the framework of an undergraduate teaching degree, nor do theatre degrees normally incorporate teaching skills. This unit of study aims to rectify these inequities. Emphasis will also be placed on the methods and strategies required for successful theatrical production in the extracurricular setting (school plays & musicals).

EDU 405. Preservice Clinical Teaching Seminar. 3 Credit Hours.

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.

Prerequisite: EDU 375 or EDU 400 or EDU 401 or EDU 402.

EDU 430. Supervised Preservice Teach/Grades 1-6. 6 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state dual certificate in Childhood/ Students with Disabilities, T.E.S.O.L., K-12, and Theatre Arts, K-12. Teacher candidates who have successfully completed the prerequisite courses and competencies will begin teaching full time in area elementary school classes. Each teacher candidate will fulfill a teaching experience in an elementary (grades 1-6) position. Theatre arts candidates will be placed in a classroom with an emphasis on arts at the elementary level. 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 or EDU 403 for Theatre Arts.

Corequisite: EDU 405.

EDU 431. Supervised Preservice Teach (SPE 1-6). 6 Credit Hours.

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

Prerequisite: EDU 375.

Corequisite: EDU 405.

EDU 440. Supervised Preservice Teaching (5-6). 6 Credit Hours.

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 (7-9). 6 Credit Hours.

This is a required course for all teacher candidates preparing for the New York State Adolescent, Middle Childhood Specialist, Dual Adolescent/ Students with Disabilities or Teaching English to Speakers of Other Languages Certificate, K-12, and Theatre Arts, K-12. Either this, or EDU 460, is a required course for all teacher candidates preparing for the New York State Dual Certification in Adolescent/Special Education, T.E.S.O.L, and Theatre Arts. 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 or EDU 403 for Theatre Arts.

Corequisite: EDU 405.

EDU 451. Supervised Preserv Teaching (SPE 7-12). 6 Credit Hours.

This is a required course for all teacher candidates preparing for the New York Dual Certificate in Adolescent/Special Education Certificate. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area middle or secondary classes. Each teacher candidate will fulfill a teaching experience in a middle or secondary (grades 7-12) Special Education position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the college supervisor and the preservice teacher.

Prerequisite: EDU 401.

Corequisite: EDU 405.

EDU 460. Supervised Preservice Teaching (10-12). 6 Credit Hours.

This is a required course for all teacher candidates preparing for the New York state certification in Adolescent, Dual Adolescent/Special Education or Teaching English to Speakers of Other Languages, K-12, and Theatre Arts, K-12. Either this, or EDU 450, is a required course for all teacher candidates preparing for the New York state dual certificate in Adolescent/Special Education, T.E.S.O.L, and Theatre Arts. Teacher candidates who have successfully completed the prerequisite course and competencies will begin teaching full time in area secondary classes.

Each teacher candidate will fulfill a teaching experience in a secondary school (grades 10-12) position. A signed contract between the candidate and the supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by both the cooperating teacher, the College supervisor and the preservice teacher.

Prerequisite: EDU 401 or EDU 403.

Corequisite: EDU 405.

Dual Childhood/Special Education (Grades 1-6)

Requirements

EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 205	Childhood Learning and Special Needs	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 305	Prin & Methods of Multicultural Literacy	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 365	Adapting Literacy Lrn Stu W/Spec Needs	3
EDU 375	Strategies & Technol for Inclusive Clsrm	3
EDU 376	Managing Environ for Stu W/ Disabilities	3
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 431	Supervised Preservice Teach (SPE 1-6)	6

Total Credit Hours 42

Adolescent Program (Grades 7-12)

Requirements

EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3

EDU 335	Literacy Development in the Content Area	3
EDU 401	Adolescent Education Strategies & Technology	4
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 450	Supervised Preservice Teaching (7-9)	6
EDU 460	Supervised Preservice Teaching (10-12)	6
Total Credit Hours		40

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

Requirements

EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
EDU 225	Assessment & Decision Making for Equity/Inclusion	3
EDU 303	Multicultural Literacy Methods	3
EDU 315	Plan,Assessing,Managing Inclusive Clsrm	3
EDU 325	Teach/Adapt Curric Content Specialists	3
EDU 335	Literacy Development in the Content Area	3
EDU 345	Collabor&Transition Plan Stu Spec Needs	3
EDU 401	Adolescent Education Strategies & Technology	4
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 451	Supervised Preserv Teaching (SPE 7-12)	6
EDU 450	Supervised Preservice Teaching (7-9)	6
or EDU 460	Supervised Preservice Teaching (10-12)	6
Total Credit Hours		46

Teaching English to Speakers of Other Languages (TESOL)

Students enrolled in the TESOL program are required to complete 12 credits of a foreign language.

Requirements

EDU 105	Teaching in a Diverse Society	3
EDU 120	Child Abuse Workshop/SAVE Violence Prev	0
EDU 121	Autism Spectrum Disorder Training for Teacher Certification	0
EDU 122	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDU 150	Contemporary Perspectives on Special Ed	3
EDU 215	Learning in a Sociocultural Context	3
ENG 301	Advanced Grammar and Usage	3
ANT 300	Anthropological Linguistics	3
or FLL 302	Introduction to Language and Linguistics	3
EDU 305	Prin & Methods of Multicultural Literacy	3

EDU 315	Plan,Assessing,Managing Inclusive Clsm	3
EDU 335	Literacy Development in the Content Area	3
EDU 355	Cultural Perspect Teach Lang Aquisition	3
EDU 402	Meth Tch Esol Through Math/Sci/Soc Stud	4
EDU 405	Preservice Clinical Teaching Seminar	3
EDU 430	Supervised Preservice Teach/Grades 1-6	6
EDU 450	Supervised Preservice Teaching (7-9)	6
or EDU 460	Supervised Preservice Teaching (10-12)	
Total Credit Hours		46

Education Minor

It is possible for a 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 (p. 276) offers a minor program for religious studies majors who are prospective religion teachers or directors of religious education in a religious center.

Education - Graduate

Chair: Stephen Fleury

Program Director: Linda S. Cerio (Education), Maureen Patterson (of Educational Leadership)

Professor: Stephen Fleury, Cathy Leogrande, Wen Ma

Associate Professor: Cynthia C. Choi, Diane Zigo

Assistant Professor: Andrea L. Tochelli-Ward

Professor of Practice: Lauri P. Bousquet

Adjunct Faculty: Robert P. Anderson, Christopher Brown, Deborah M. Cady Melzer, Linda S. Cerio, Daniel Dupee, James Evans, Mary Beth Fierro, Jeffrey Gordon, Ronald Gorney, Norbert Henry, Douglas Kazacos, David Lunden, Lauren Massa, Judy Morgan, Donna M. Norton, Colleen A. O'Connor, Mary Beth Past, Maureen Patterson, Anthony Sonnacchio, Ruth K. Thurber

Professor Emerita: Mary L. Collins, Patricia R. Schmidt

Professor Emeritus: Antonio M. Eppolito

Through scholarship, teaching and service, the education department at Le Moyne College is a learning community in the Jesuit tradition dedicated to preparing and inspiring teacher leaders who practice participatory democracy and social justice in their classrooms and schools.

Le Moyne's graduate programs in education are value-driven and rooted in the following beliefs about students and teachers:

First, every student must accept appropriate responsibility for his or her own education. It is the teacher's responsibility to create learning opportunities to meet the needs of each student.

Secondly, every student deserves to be treated with respect and dignity. It is the teacher's responsibility to create a supportive learning environment that nurtures self-confidence and affirms diversity.

Finally, every student needs to grow as an independent learner, using self-reflection and critical analysis as learning tools. It is the teacher's responsibility to guide students, especially through effective modeling of both reflective inquiry and a personal commitment to lifelong learning.

Admission Criteria

After completion of the admission file, application materials will be evaluated by the Graduate Education Admission Committee. The committee will review and evaluate the application based on a combination of the following criteria:

1. Academic achievement (minimum GPA of 3.0 in undergraduate studies)
2. Submission of Graduate Record Examination (GRE) scores OR Miller Analogies Test (MA)
3. International students should submit TOEFL or IELTS scores.
4. Potential to be successful in graduate study
5. Potential to meet the Le Moyne program standards.
6. Potential to meet the New York state teacher certification requirements
7. Students applying to the **M.S.Ed.** program must provide proof of initial certification no later than the end of their first semester of course work. Students may not continue taking courses until such documentation is provided.

Application Requirements

Prospective Masters of Science for Teachers (MST) students:

- seek a pre-admission advisement meeting with Education department **prior** to applying to the program

Prospective graduate students should submit:

- an application packet online (<http://www.lemoyne.edu/Apply/Graduate-and-Professional-Admission/Application-Checklist-Education>)
- two letters of recommendation from two professionals and/or academic advisors who can attest to your ability to be successful in a graduate program
- current resume
- a detailed (one to two pages) statement of purpose for undertaking graduate work in education. This statement should include ones experience in education, an explanation of study and research interests and professional goals. The applicants name and field of study should appear at the top of each page
- official transcripts of all previous academic work be sent to the Office of Graduate Admission. The Office of Graduate Admission will include a transcript for current Le Moyne students and alumni
- New York State Initial Teacher Certification Requirements- students **entering a MEd program** are required to have earned a passing score on each New York State Teacher Certification Examination (NYSTCE) for initial certification

- advisement appointment with Education department

New York State Initial Teacher Certification Requirements

For initial certification, students are required to earn passing scores on each New York State Teacher Certification Examination (NYSTCE):

- Teacher Performance Test (edTPA)
- Educating All Students Test (EAS)
- Content Specialty Test (CST) for each certification area

Pass Rate

- 2016-2017 pass rate is TBA
- 2015-2016 pass rate is 83%

Workshops:

- Childhood Abuse Identification
- Schools Violence Intervention & Prevention/SAV
- Autism Training
- Dignity for All Students Act (DASA)

It is the student's responsibility to prepare for and comply with New York State Education Department certification requirements.

Upon successful completion of all academic degree requirements and New York State certification requirements, students will be eligible for recommendation by the Education Department's Credentials Officer.

Certification program requirements are subject to change as modifications occur in New York State Education Department regulations.

Student Classifications

Admitted – 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 admitted – students whose application does not meet the criteria for full admission, but who appear to have the capability to successfully complete graduate courses. Conditionally admitted students may take up to 12 credits. After that, their status will be reviewed and a decision will be made regarding their full admission.

Non-degree – prospective degree candidates who have not completed the application process or who may be taking graduate courses for transfer. Graduate education students may take up to six credits on a non-degree basis.

Academic Criteria

Transfer Credit Policy

The director of the graduate education program has the authority to transfer courses, and accept substitute courses within the degree program.

Term Limit for Completion

Master's degree students must complete all requirements within five calendar years from the date of matriculation. Students must complete a

minimum of six credits per academic year to maintain their matriculated status.

For extenuating circumstances an extension maybe requested in writing to director of graduate education programs.

Probation and Termination

Graduate students earning a quality point index of less than 3.0 are placed on academic probation. A grade of C may be earned in two courses only.

M.S.T. students earning below a B in certain courses¹ must repeat the course the next semester that the course is offered. The student must meet with the Director of Graduate Education and Chair before registering for additional courses. If a student earns a grade lower than a C in any graduate course, the student must repeat the course the next semester that course is offered.

¹ see list of courses under Student Teaching

Withdrawal or Leave of Absence

Graduate education students requiring a leave of absence should apply in writing to the Director of the Graduate Education Program for an official leave and specify the date of expected return. Failure to do so for two consecutive semesters, exclusive of summer sessions, will require readmission to the program.

Education Programs

The following graduate education programs are available at Le Moyne College: Master of Science in Education (M.S.Ed.), Master of Science for Teachers (MST).

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 for the specialized teacher and establish a foundation for continued research and study in education throughout the career of a teacher. This degree program will fulfill one of the requirements for professional certification in New York state in the following areas: childhood education, adolescent education and special education.

The Master of Science in Education II (M.S.Ed.) is designed for students who are initially certified but are seeking professional certification in a different certification area. This degree program will fulfill one of the requirements for professional certification in the following areas: childhood education, adolescent education and special education.

The Master of Science in Education I (General Professional Education) degree is also available to students who are seeking advanced study in 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 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.

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.

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 program (M.S.T.) 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 M.S.T. program, students will increase their knowledge; 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.

Professional Practice Practicum

Each semester, Le Moyne students are required to complete field observation/practicum as a component of the program. 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.

Le Moyne College Education department will arrange all practicum placements. Students are not allowed to make their own arrangements for observation/practicum.

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. With guidance of the host teacher, the Le Moyne student will experience aspects of classroom instruction (i.e., tutor one-to-one or small groups of students, teach all or part of a lesson, engage in student assessment, etc.). Le Moyne students are encouraged to take advantage of any opportunities provided by host teachers to become actively involved in the classroom.

Student Teaching

M.S.T. students are required to student teach for one full semester. Candidates must successfully complete 2 student teaching sites in order to earn credit for both sites.

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 chair of department prior to the student teaching semester.

No other courses may be taken during student teaching semester.

The Le Moyne College Education department will arrange all student teaching placements. Students are not allowed to make their own arrangements for student teaching. Every effort is made for student teachers to experience urban, suburban and rural settings. A Le Moyne

College supervisor will observe the student teachers weekly and mentor their development.

Student teaching candidates are required to complete an application prior to taking their methods course. During the methods semester, student teaching candidates must complete a minimum of 20 hours of clinical practice at each site. This will provide the student teaching candidates with an opportunity to familiarize themselves with the buildings in which they will teach and to forge a collaborative relationship with their cooperating teachers and students in preparation 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 at the time of application for student teaching
2. Meet the application deadline for student teaching; distributed end of spring semester
3. Demonstrate evidence of professional commitment
4. Grade of B or better in the following key education courses:

Inclusive Childhood

EDG 515	Introduction to Special Edu Perspective	3
EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 535	Literacy Theories & Practices	3
EDG 545	Plan,Assessing,Managing Includ Classrm	3
EDG 555	Adv Literacy Theories/Practice Includ Cl	3
EDG 575	Strategy&Technology for Inclusive Clsrm	3
EDG 576	Managing Environ for Stu W/Disabilities	3
EDG 586	Instructional Technolgy for the Inclusive Classroom	3

Adolescent

EDG 515	Introduction to Special Edu Perspective	3
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Includ Classrm	3
EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3

Dual Adolescent/Special Ed

EDG 515	Introduction to Special Edu Perspective	3
EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Includ Classrm	3
EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3

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

Internships

An internship is an opportunity for a student to assume, all or part of, the daily teaching under the guidance of a host teacher in an area school.

Students enrolled in the M.S.Ed. II program for literacy are required to successfully complete an internship. Internships for all other programs are at the discretion of the graduate education program.

The Education department will make all necessary arrangements prior to internship semester.

Student Learning Outcomes in Master of Science in Education

Subject Matter & Education Knowledge

Our candidates demonstrate a deep understanding of, and enduring inquisitiveness about, the critical concepts and principles of knowledge claims in subject matter disciplines and the field of education.

Continuous Pedagogical & Professional Learning

Our candidates engage in continuous and purposeful professional learning. They use evidence to continually evaluate their pedagogical and specialized practices and the effects of their choices/actions on others. They adapt their expertise to meet individual needs.

Empathy, Respect & Transformation

Our candidates model care for the whole person through empathy, compassion and respectful interaction for all. They work towards social transformation in the Jesuit tradition.

Student Learning Outcomes in Master of Science for Teachers

Subject Matter & Education Knowledge

Our candidates demonstrate a deep understanding of, and enduring inquisitiveness about, the critical concepts and principles of knowledge claims in subject matter disciplines and the field of education.

Continuous Pedagogical & Professional Learning

Our candidates engage in continuous and purposeful professional learning. They use evidence to continually evaluate their pedagogical and specialized practices and the effects of their choices/actions on others. They adapt their expertise to meet individual needs.

Empathy, Respect & Transformation

Our candidates model care for the whole person through empathy, compassion and respectful interaction for all. They work towards social transformation in the Jesuit tradition.

- Master of Science in Education I (p. 405)
- Master of Science in Education II (p. 406)
- Master of Science for Teachers (p. 407)
- Educational Leadership Programs (p. 408)

American Sign Language (ASL)

ASL 330. American Sign Language I. 3 Credit Hours.

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 Credit Hours.

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, 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.

ASL 332. American Sign Language III. 3 Credit Hours.

This course integrates and refines expressive and receptive skills in American Sign Language focusing on study of phonology, morphology, syntax, semantics, study of sociolinguistic variation and ASL discourse. ASL Literature and issues in Deaf Culture are also discussed.

Graduate Education (EDG)

EDG 500. Inquiry Into Foundations of Education. 3 Credit Hours.

This course is required of all students seeking New York State Teacher certification. This introductory course in American education includes the historical, philosophical, sociological, legal and political factors affecting education in a multicultural society. The course analyzes the contemporary problems and the changes currently taking place in elementary/ secondary schools. Course content includes the changes in philosophical thought influencing education, the importance of the school in national, state and local community life, and the issues which impact education practice and schooling, paying particular attention to the education of students with disabilities. Students will be asked to look for challenges that ideas and events in the United States and world pose for the educational learning process, teachers and students, content that is taught, and the context of schools as educational institutions. In addition, the role of the teacher as a leader, as an effective colleague and as a decision maker will be emphasized. Particular attention will be focused on issues and solutions in teaching students from diverse populations and in structuring schools for the future. Scholarship, leadership and service are the distinguishing attributes of graduate students in teacher preparation. Students in introductory courses are expected to demonstrate scholarship by beginning a research portfolio focusing on topics presented. Leadership will be demonstrated in discussions, presentations and activities. Service will be demonstrated in classroom interactions, field experience and reflective.

EDG 504. Crit Issues/Teach Diverse Populations. 3 Credit Hours.

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. Found Hum Dev & Lrn in Cultural Contexts. 3 Credit Hours.

This course is required of all students seeking New York State Certification. In this course, we examine, analyze, and develop theories of yours and others of how humans develop and 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 takes place, and on the rapid changes occurring in our understanding of mind, thinking, and learning, especially as they pertain to students' abilities and needs.

EDG 508. Connecting Video Games, Teaching, Learn. 3 Credit Hours.

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 510. Labor-Mgt Relations in School Setting. 3 Credit Hours.

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.
Cross-listed Courses: EDL 510

EDG 515. Introduction to Special Edu Perspective. 3 Credit Hours.

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 Workshop/SAVE Violence Prev. 0 Credit Hour.

This is a required course for anyone seeking New York State certification as a teacher. The purpose of this course is to provide prospective teachers with the information needed to act as a "mandated reporter" of child abuse or maltreatment. Preservice teachers will learn to recognize signs of child abuse and maltreatment and the correct reporting procedures. The two-hour violence prevention module will also be presented to students at this workshop. (Open only to students enrolled in student teaching.)

EDG 521. Teaching Learning Today's Secondary Schl. 3 Credit Hours.

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.

EDG 522. Dignity for All Student Act (dasa) Training for Teacher Certification. 0 Credit Hour.

This course is designed to provide preservice teachers with knowledge and skills to understand bullying from the perspective of the bully, the bullied, and the bystander. This course will address the social patterns of harassment, bullying and discrimination, marginalization and microaggressions, including acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, and gender. This training will address these issues from a proactive - rather than a reactive - position. Successful completion of this course will fulfill the harassment, bullying, and discrimination prevention and intervention training required for certification/licensure under the Dignity for All Students Act (The Dignity Act.) Only open to Le Moyne Teacher Certification candidates.

EDG 523. Autism Spectrum Disorder Training for Teacher Certification. 0 Credit Hour.

This course is designed to provide preservice teachers knowledge and skills to understand the needs of students with autism. This course will address the definitions and etiology, common characteristics, evidence-based instruction and interventions, data collection strategies and use, and resources for families and students with Autism Spectrum Disorders (ASD). This training will address these issues from a position of how best to include students with autism in general education settings. Successful completion of this course will fulfill the training required for New York State certification/licensure. Only open to Le Moyne Teacher Certification candidates.

EDG 525. Assess: Pract/Legalities Stud W/Disabil. 3 Credit Hours.

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 students' 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 topic presented into their ongoing research portfolio.

Prerequisites: EDG 515.

EDG 530. Multicultur Literacy Methods - Secondary. 3 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence Education. It is designed to help preservice teachers learn the foundations and methods of literacy learning in classrooms where students differ in physical, cognitive, emotional, cultural, economic, and linguistic backgrounds. Basic skills related to decoding, vocabulary, development, comprehension, and the reading/writing connection will be studied; the importance of authentic assessment will be emphasized. Participants will be taught the methods necessary to create literacy learning environments for the development of diverse learners' competencies in reading, writing, listening, speaking, and viewing. As part of developing the sensitivity and responsiveness necessary for creating such a sociocultural environment for diverse learners, preservice teachers will complete cultural self-analyses and cross-cultural analyses to learn the meanings of ethnocentrism and cultural conflicts. Finally, they will 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. Preservice teachers are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.

Prerequisites: EDG 500, EDG 505, EDG 515.

EDG 535. Literacy Theories & Practices. 3 Credit Hours.

This course is required for all prospective teachers seeking the dual New York State certification in Childhood/Students with Disabilities. This is the first of two required reading courses for graduate students of education. The course content includes topics related to current theories and practices and their theoretical bases. Also presented will be an overview of the history of reading education as influenced by the fields of linguistics, psychology and education practice that developed in the United States. Specific methods and models for teaching reading are explored as their cognitive foundations are studied. Classroom applications of strategic reading instruction are demonstrated and evaluated within the context of a collaborative college classroom. Particular attention is paid to policies and school adoptions of reading philosophies that determine the kinds of instruction given to children of diverse backgrounds and needs in American classrooms, particularly students with disabilities. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.

Prerequisites: EDG 500, EDG 505, EDG 515, EDG 525.

EDG 545. Plan, Assessing, Managing Inclusive Classroom. 3 Credit Hours.

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. Teach/Adapt Curric Content Specialists. 3 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. 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 and EDG 545.

EDG 555. Adv Literacy Theories/Practice Inclusive. 3 Credit Hours.

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. Intensive English Grammar & Usage for Teachers. 3 Credit Hours.

This course enables educators to use the English language to greater effect through the intensive study of its grammar, including the parts of speech and the parts of sentences (syntax). Educators will become proficient in identifying and using grammatical forms as they examine sentences from a variety of contexts, paying close attention to rhetoric and diction. The course includes a research project on a grammatical issue that addresses implications for teaching.

EDG 560. Literacy Development Across Curriculum. 3 Credit Hours.

This course is required for all prospective teachers seeking New York State certification in Adolescence. Each subject area in middle and high school has its own specialized vocabulary, materials and resources that require students to read and understand. However, students in middle and high school vary in their literacy learning abilities. Therefore, teachers must be able to prepare instruction, so that students will be able to read, write, listen, speak and view to learn course content. The purpose of this literacy course is to assist teachers in the analysis of content area teaching and learning, so that they can motivate and guide students toward independent learning. Teachers will study the process of connecting known information to new information, formulating questions, discussing issues and discovering unique perspectives and possibilities through content area resources and materials including electronic texts and computer programs. Students in this course are expected to demonstrate scholarship at the graduate level by integrating the topics presented into their ongoing research portfolio.

Prerequisite: EDG 530.

EDG 562. Transition Planning & Collaboration. 3 Credit Hours.

This course is required for all graduate students seeking NYS certification in adolescence and special education (grades 7-12). The course provides a framework for defining and planning transition and addresses facilitation and support. The focus of this course is on ways to individualize transition service delivery for people with specific types of disabilities. During the course, we will discuss not only transition to employment, but also the transition and skills necessary for future living and post-secondary educational environments. Preservice teachers will examine and practice collaborative skills and practices designed so that professionals, paraprofessionals, business people and family members can work effectively with high school students with special needs.

Topics addressed in the course include transition to adult life (including residential, financial, leisure and social options, and health and sexuality issues), vocational assessment and programming, career education, job coaching, assistive technology, and accessibility issues. Emphasis will be placed on current issues in the field, including secondary school restructuring, self-determination, person-centered planning, college and other post-secondary alternatives, and use of the internet to enhance transition and work. Preservice teachers will learn to plan programs tailored to individual student strengths and life goals that will ensure a productive and rewarding life after high school. Specific strategies that assist students in transitioning to adult life, including self-determination, will be studied and practiced. Preservice teachers enrolled in this course will also be placed in a field site with adolescents with special needs in order to apply transition and collaboration skills.

EDG 570. Adolescent Strategies and Technology. 4 Credit Hours.

This course is required of all students seeking New York State certification in Adolescent 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.

Corequisite: EDG 570.

EDG 575. Strategy & Technology for Inclusive Clsrm. 3 Credit Hours.

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. 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.

Corequisites: EDG 555 and EDG 576.

EDG 576. Managing Environ for Stu W/Disabilities. 3 Credit Hours.

This course provides participants with research and best practices so as teachers they can best manage learning environments and student behaviors in the special education classroom as well as the inclusive classroom setting. Course content and assignments will include the theoretical foundations of classroom management, and effective techniques to provide physical, emotional, and social environments that are safe, supportive, and conducive to learning. Prerequisite: EDG 545.

Corequisites: EDG 575 and EDG 555.

EDG 580. Pedagogical Content Knowledge. 3 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. 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 586. Instructional Technolgy for the Inclusive Classroom. 3 Credit Hours.

This survey course is designed to prepare preservice teachers to integrate technologies for educational purposes in the inclusive classroom. Preservice teachers will learn about the continuum of assistive technology devices, universal design for learning, use of technology for curriculum adaptation and integration strategies, and assessment and evaluation protocols. (Not open to students who have taken EDG 675.)

Prerequisites: EDG 505; EDG 515; EDG 525; EDG 545.

EDG 590. Independent Study. 1-6 Credit Hours.**EDG 603. Linguistics & Language Acquisition for K-12 Teachers. 3 Credit Hours.**

This course introduces the history of linguistics, the nature of discourse analysis, and social theories of mind and meaning. English language development, as well as study of traditional, structural, and transformational grammars, will be discussed in connection with modern English. Additionally, linguistic theory will be introduced with analytic techniques for the study of diverse languages and literacies in communities and schools. Furthermore, first language learning will be analyzed in terms of critical literacy theory. The importance of bilingualism will be emphasized with methods and procedures for teaching that promote first language maintenance while learning other languages. Finally, the course will study specific examples and current debates across the world about education and education reform, the nature of language and communication, and the socio-cultural diversity in schools and the society. Field experience required.

Cross-listed Courses: EDR 603

EDG 605. Read/Writ/Lang Tesol Classroom PreK-12. 3 Credit Hours.

Students will study the latest research and model programs in the language arts, writing and reading areas. First, they will practice implementing the methods and strategies for English language learners and demonstrate the ability to integrate these findings in their instruction through various approaches, such as thematic instruction. Students will become competent in diagnosing students' strengths and weaknesses and prescribing appropriate instruction. Materials and procedures for assessment will be analyzed. Field experiences required.

EDG 606. Law & Ethics for the Classroom Teacher. 3 Credit Hours.

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 (Grades 4-8). 3 Credit Hours.

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 610. Social Justice & Advocacy for Educators. 3 Credit Hours.

In this course, participants will explore diverse theoretical frameworks that support the development of educators as facilitators of social justice and agents for change in schools and society. Participants will examine the relationships among educators, families, agencies, institutions, and diverse cultures within social, economic, and political contexts. They will study, design, and engage in strategies for supporting civil discourse, critical thinking, and meaningful collaborations in diverse classrooms and professional settings. In addition, they will gain knowledge and skills to gather and analyze resources and information to develop a personal action plan outlining strategies to promote social justice/systemic change/advocacy in a context related to their professional lives.

EDG 611. Curriculum Develop & Instruct Mid School. 3 Credit Hours.

This course will focus on contemporary as well as historical curriculum thinking and practice with special emphasis on the requirements of the 2003 Board of Regents Policy on Middle-level Education. We will address how this Policy influences the implementation, planning and evaluation of curriculum at the Middle-Level. We will critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical. These perspectives will be perceived by participants as complimentary and/or contradictory, and will serve as the basis for class discussions and assignments. A major goal of this course is to assist participants in critically examining the traditional American curricula and compare and contrast at the Middle- Level in light of the changing sociopolitical context at that level. To that end, course materials include research, practice and case studies that focus on teaching for equity and social justice. Participants will examine their own personal practical knowledge and its impact on their translation of curriculum.

EDG 612. Curriculum Develop & Instruct Second Schl. 3 Credit Hours.

This course will focus on contemporary as well as historical curriculum thinking and practice. The issues discussed have the potential to influence the implementation, planning, and evaluation of curriculum at the high school level. We will critically examine the standards movement through varied perspectives, including political, social, cultural and philosophical, and the effect of the Regents examination requirement for graduation in NYS. These perspectives will be perceived by participants as complimentary and/or contradictory and will serve as the basis for class discussions and assignments. A major goal of this course is to assist participants in critically examining the traditional American curricula in light of the changing sociopolitical context at that level. To that end, course materials include research, practice and case studies that focus on teaching for equity and social justice. Participants will examine their own personal practical knowledge and its impact on their translation of curriculum.

EDG 615. Decision-Making in Schools. 3 Credit Hours.

This course examines the teacher as decision maker in all aspects of the profession. Focused on contemporary issues, participants will explore teachers' decisions regarding instruction, curriculum, assessment, and other professional facets of the teaching and learning process.

EDG 616. Classroom Management Strategies. 3 Credit Hours.

In this course, teachers will examine different theories and strategies related to creating and maintaining effective classroom environments. They will learn ways to: manage group behavior to reduce disruptions; involve students in the discipline process; have their students realize their capabilities and success; and help students to develop a management plan for their own behavior.

EDG 617. Curric/Instruc Pre-K - Grade 2. 3 Credit Hours.

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.

EDG 618. Co-Teach Strategies Inclusive Classrooms. 3 Credit Hours.

This course provides an in-depth examination of the rationale and strategies for co-teaching partnerships to better meet the learning needs of all students, including students with special needs. Participants will become familiar with the five critical elements of an effective collaborative team and explore different approaches to co-teaching. Strategies will be discussed related to scheduling, role clarification, administrative support, and facilitating student access to the core curriculum by differentiating the content, process, and assessment.

EDG 624. Develop Approp Prac for Responsive Class. 3 Credit Hours.

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. Teaching Children's Literature. 3 Credit Hours.

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. They will demonstrate this ability to identify books 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 629. Emergent Literacy. 3 Credit Hours.

This graduate level course focuses on both the theoretical understandings of emergent readers and writers. The typical progressions in the acquisition of oral language and print literacy in childhood, including the sociocultural, cognition, and motivational influences on literacy development will be a focus of the course. Application of theory to developmentally appropriate practices for the assessment, planning, instruction, and the teaching of children.

EDG 635. Cross-Cult Comm for Tesol Classroom K-12. 3 Credit Hours.

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. Field experiences required.

EDG 636. Methods/Strat Teach Young Adolescent Lit. 3 Credit Hours.

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 curriculum planning and implementation. Teachers, through the process of reading, writing, listening, speaking, and viewing, will discover how to use all of these elements to encourage and enhance the individual responses of their students.

EDG 637. Special Edu Adminis & the Law. 3 Credit Hours.

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.

Cross-listed Courses: EDL 637

EDG 638. Early Childhood Education. 3 Credit Hours.

In this course students will apply how children learn by identifying appropriate curricula, instructional strategies and assessment procedures for the preschool, kindergarten and primary child. This application will include an understanding of the role culture, socio-economic status, race and gender play in human growth and development. Recent research and model programs for classroom management will also be discussed and demonstrated.

EDG 640. Critical Issues in Educ and Leadership. 3 Credit Hours.

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. Cross-listed Courses: EDL 640

EDG 641. Strat/Curr for Emo Dist Stu. 3 Credit Hours.

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 & Adolescents W/Autism. 3 Credit Hours.

This course is designed for those interested in the cognitive, social and communication needs of children and adolescents with autism. The course will emphasize the translation of theory into practice as to how students with autism can learn. The many approaches to program development, behavior management and communication will be illustrated by videotapes, class discussion and guest speakers.

EDG 644. Developmental Issues in Adolescent Education (grades 7-12). 3 Credit Hours.

In this course, the focus is theories and aspects of how secondary students develop and learn. The emphasis is on the cognitive and sociocultural development, as well as how that development is situated within the school environment. Participants will examine and discuss current understanding of thinking and learning, especially in relation to the development students with disabilities and learning challenges. Only open to MEd students.

EDG 647. Curric Adapt/Stu With Disabil (7-12). 3 Credit Hours.

Special educators provide modifications and adaptations to curricula, instruction and assessment at the secondary level so that students with disabilities learn effectively. The focus of this course is on those techniques, along with study skills, test taking strategies and other practices designed to help adolescent students become successful independent learners.

EDG 649. Literacy Proc & Strat Stu Spec Need K-12. 3 Credit Hours.

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. Digital Lit. for Authentic Lea. 3 Credit Hours.

This course focuses on skills, competencies and tools that enable educators to infuse digital literacies into teaching and learning. Through the lens of digital literacies, participants will examine and practice strategies to leverage emerging technologies to locate and filter, share and collaborate, organize and curate, create and generate, and reuse and repurpose curricular materials for improved practice.

EDG 651. Supervised Preservice Tch Grades 1-6. 4.5 Credit Hours.

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.

EDG 652. Supervised Preserv Tch/Grd 1-6/Disabil. 4.5 Credit Hours.

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.

Cross-listed Courses: EDG 652

EDG 653. Preservice Clinical Seminar. 3 Credit Hours.

This seminar is mandated by New York State Education Department regulation, and accompanies student teaching to form a comprehensive professional semester. It is as important to the completion of your program as student teaching. The focus of this seminar will be on preparing teacher candidates to enter the teaching profession. The course will include pragmatic information (such as job seeking hints, electronic portfolio development, and state certification procedures), as well as activities designed to promote contemplation of critical issues (such as putting your individual philosophy of education into practice) through action research methodology.

EDG 654. Superv Preservice Teaching Grades 7-9. 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, 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. Edu Strat/Students with Disabl. 3 Credit Hours.

This graduate course explores researchbased 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. Superv Preservice Teaching Grades 10-12. 4.5 Credit Hours.

This course is required for all prospective teachers seeking the New York State certification in Adolescence. In this course, teacher candidates preparing for the New York State Adolescence certificate, 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.

EDG 657. Supervised Preservice Teaching Special Education/TESOL (grades 7-12). 4.5 Credit Hours.

This is a required course for all teacher candidates preparing for the NYS Dual Certificate in Adolescence/Students with Disabilities or TESOL. Teacher candidates who have successfully completed the prerequisite courses and competencies must fulfill a teaching experience in an area middle or secondary special education/inclusive or TESOL classroom. A signed contract between the candidate and supervising teacher ensures a gradual induction into the field of teaching. Weekly evaluations will be completed by each of the cooperating teacher, the College supervisor and the preservice teacher. Prerequisite: EDG 570.

Cross-listed Courses: EDG 657

EDG 660. Adult Learning Theories and Approaches. 3 Credit Hours.

Research regarding the nature of adult learning has grown significantly in recent years. New research in self-directed learning, intelligence and cognition are being linked to adulthood. This course explores these new works, examines various aspects of human development and relates them to enhancing the thinking and learning performance of adults throughout life.

EDG 662. Critical & Contemp Issues in Adult Ed. 3 Credit Hours.

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 Credit Hours.

Professionals in every setting are facing escalating pressures to acquire new knowledge and skills. This course examines continuing professional education from the view of both individual professionals and educational providers. Effective continuing education is one important way professionals, associations and service organizations can respond to the needs of their clients.

EDG 665. Legal Issues for School Professionals. 3 Credit Hours.

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.

Cross-listed Courses: EDL 665

EDG 666. Gerontological(aging)trends,issues,polic. 3 Credit Hours.

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 667. Grantwriting- Teachers & Administrators. 3 Credit Hours.

The primary focus of this course is on locating funding sources for educational research and projects and developing effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assessment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals. A completed grant proposal that is ready for submission to a funding agency is the culminating project.

Cross-listed Courses: EDL 667

EDG 670. Curriculum and Technology Strategies. 3 Credit Hours.

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 setting 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 671. Intro & Survey of American Higher Educ. 3 Credit Hours.

This course provides students an overview of contemporary American higher education. The instructor will manage the course, be responsible for course objectives and requirements, and provide the ongoing course content. In addition, Le Moyne College administrators representing the academic environment, financial operations, student development, and institutional mission and advancement will be invited to offer various perspectives highlighting the administrative components and leadership roles in a higher education institution. Students will also be introduced to the major journals, conferences, associations, and research topics of the field.

EDG 672. Principles of Enrollment Management and Marketing in Higher Education. 3 Credit Hours.

Enrollment Management is a key concept in the administration of colleges and universities today. Enrollment Management is both an organizational structure for improving student and institutional outcomes and on organizational structure that typically includes administrative areas related to student access, success and marketing.

EDG 673. Critical & Contemp Issus in Higher Ed. 3 Credit Hours.

This course examines the current issues and challenges facing higher education. Such issues and challenges will be identified and analyzed by students. The course also enables to gain a broad perspective of the issues and factors influencing change. Cultural, demographic, economic, political and social forces will be of particular interest and concern as they impact on administration, faculty, students, and curriculum. Students will have the opportunity to examine critical issues in higher education in depth based on current research, practices and their own experiences as higher educators.

EDG 674. Leadership & Management for High Ed Admn. 3 Credit Hours.

This course is designed for students who aspire to or currently are employed in higher education administrative or leadership roles. This course focuses on the processes of leadership, management, and various levels of administration and explores the methods used for successful organizational change and improvement. The course will explore strategies for effectively planning, organizing, and managing student services, including the design and deployment of programs and services that enable students from diverse backgrounds to achieve their educational goals.

EDG 675. Educational Technology in Special Educ. 3 Credit Hours.

This introductory survey course is designed for educators to integrate an array of productivity tools and strategies with an emphasis on assistive technology, for effective teaching and learning. Students will be introduced to devices and applications, including those used in special education settings for educational, vocational and recreational purposes. Not open to students who have taken EDG 650.

EDG 676. New Literacies in the Inclusive Classroom. 3 Credit Hours.

This course will focus on the possibilities of new literacies that emerge from new technologies. Exploration of strategies that individuals use to bridge digital literacies with print practices will include review of the visual, digital, and information literacies across content areas. Research and best practices around pedagogical approaches to online reading and digital writing will be examined and applied. Not open to students who have taken EDR-672.

EDG 677. Curricular Practices for Virtual Educators. 3 Credit Hours.

This survey course will address theory and practice of technology-supported learning. Participants will develop the necessary knowledge and skills to analyze and evaluate the tools, methods, and environments for content specific instructional strategies. Emphasis will be placed on research-based best practices to meet required curricular guidelines.

EDG 680. Research Methods in Education. 3 Credit Hours.

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 PreK-6. 2-6 Credit Hours.

Supervised internship in a setting selected under advisement. Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the area of certification, elementary, childhood literacy or TESOL, the site, supervision and evaluation will be based on the implementation of the necessary teaching qualifications. (See Internship observation Evaluations).

EDG 682. Supv Internship in Special Education 1-6. 3-6 Credit Hours.

Supervised internship in a special education setting selected under advisement. Analyses of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only.
Cross-listed Courses: EDG 686

EDG 683. Supv Internship Adolescent Educat 7-12. 2-6 Credit Hours.

Analysis of innovative designs and application of theory to practice will be evaluated. Critical analysis of the student's competency will be conducted. Critical analysis of the student's competency will be conducted through self-assessment and supervisory feedback. Open only to students who already possess provisional or permanent certification. Depending on the certification area, elementary, adolescent literacy, or TESOL, the site, supervision and evaluation will be based on the implementation of necessary teaching qualifications. (See Internship observation Evaluations).

EDG 684. Supv Internship Adolescent Spec Ed 7-12. 3-6 Credit Hours.

Supervised internship in a special education setting selected under advisement. Analysis of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self analysis and supervisor feedback from the cooperating teacher and the college supervisor. Open only to students who already possess provisional/initial or permanent/professional certification.

EDG 686. Supv Internship in Special Ed. 3-6 Credit Hours.

Supervised internship in a special education setting selected under advisement. Analyses of innovated designs and application of theory to practice will be evaluated. Critical assessment of the student's competency will be conducted through self-analysis and supervisory feedback. Open only to students who already possess provisional or permanent certification. Pass/Fail only. Prerequisites or corequisites: SPE 502, 504, 540, 560, 612, 650.
Cross-listed Courses: EDG 682

EDG 690. Master's Project. 3 Credit Hours.

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 Credit Hours.

This course is required of all students seeking New York State Teacher certification. This weekly research seminar is designed for the preservice teaching professional semester. The resulting project will serve as a culmination of research and literature produced from previous graduate courses. During the seminar, preservice teachers will analyze past work in order to identify topics for action research to be conducted in their fields. This course must be taken during the student teaching semester.

EDG 700. Creative Writing for Teachers (7-12). 3 Credit Hours.

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 Lang Arts Educ (1-6). 3 Credit Hours.

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 & Strategies Math Teaching 5-8. 3 Credit Hours.

This class is designed to increase mathematical knowledge and skills for middle school teachers in grades 5-8. 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. This course will focus on effective strategies and methods pertaining to the teaching of mathematics in grades 5-8.

EDG 703. Advanced Strategies for Science Educ K-4. 3 Credit Hours.

Students will research current science content topics in order to supplement their existing curricula Grades K-4. They will also explore creative research-based pedagogical strategies that promote effective teaching to students with diverse learning needs.

EDG 704. Adv Strat for Social Studies Edu 1-6. 3 Credit Hours.

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/Strat Prim Math Teaching K-4. 3 Credit Hours.

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 708. Curriculum Integration Strategies (7-12). 3 Credit Hours.

This course will focus on the various models of curriculum integration across the spectrum. Participants will focus on thematically related content, skills common to both content areas, as well as strategies to increase student achievement on assessments. The course will also focus on similarities between the state assessments in secondary content areas. We will examine a wide variety of formats for student evaluation as well as create rubrics to determine if the objectives were met. Ultimately, the main goal is to make the educational experience more meaningful thus motivating students to become more self-directed learners. To that end, course materials include: research, practice, demonstration and case studies that focus on integrating secondary content areas.

EDG 709. Working With At Risk Stu in Class 7-12. 3 Credit Hours.

This course will focus on teaching the non-traditional student. Such a label incorporates a wide variety of students. Typically, alternative education is designed for the adolescent who has not been successful in the traditional school setting. Learning to connect with these students as well as the people associated with them will be the main focus of this course. Learning to create meaningful relationships not only with the student but with parents and/or caregivers, mental health workers, court appointed case workers; school social/guidance counselors, etc. will allow prospective teachers insight into the workings of the alternative education setting. Students will explore how socioeconomic differences and cultural backgrounds affect students. This course will also examine curricula and lesson plans that meet not only the state standards but also the social/emotional well being of the adolescent.

EDG 710. Dev/Imp Community Based Curr-All Student. 3 Credit Hours.

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 in 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 715. Using Hist Lit in Cross-Cultural Teach. 3 Credit Hours.

This is a course designed to meet the needs of secondary teachers interested in finding additional literature to use as supplemental resources for their curriculum. We will discuss the benefits and challenges to learning history through literature, both fiction and non-fiction, as well as address the needs of today's middle and teen readers. This course will examine both classic literature of the canon as well as contemporary, young adult pieces in order to identify a range of titles suitable for a variety of teenage audiences, reading levels, and course objectives.

EDG 727. Latin American Cinema. 3 Credit Hours.

A survey of Latin American film from the 1960's to the 1990's. This course, taught in Spanish, is interdisciplinary and cross-cultural emphasizing the socioeconomic-economic and political issues that gave 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/Hst of Lang. 3 Credit Hours.

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.

EDG 730. Teens, Tween and New Literacies. 3 Credit Hours.

In this course, participants will examine and discuss current understanding of new literacies and effective use of these strategies with students (ages 8-18). Teachers will learn to integrate strategies related to areas such as popular culture and digital literacies within their curricula.

EDG 731. Harry Potter Acr Curr: Multidisc Approac. 3 Credit Hours.

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. Teaching Through Baseball: Multidisciplinary Perspectives. 3 Credit Hours.

This course is an elective for students who are certified teachers and enrolled in the Masters of Science in Education programs. The focus of the course will be on issues and aspects connected to the game of baseball, and ways baseball-related content can be embedded in K-12 curricula & instruction. Baseball is woven into the fabric of American life, and it is often connected to key social issues. The globalization of baseball provides opportunities for greater examination of the intersection of culture and sport. Application opportunities will be provided for teaching across grade levels and content areas. Participants will be introduced to the major journals, conferences, associations, and research topics related to baseball, and plan for integration into their professional practice.

EDG 733. Introduction to Ethnomathematics. 3 Credit Hours.

This course is designed to help teachers use mathematics across the curriculum in creative and informative ways. It will not only increase knowledge of mathematics, but place it in the context of numerous cultures. This course is designed to help teachers discover how mathematics has served and continues to serve all people around the world. This multidisciplinary approach will awaken the mind to intrinsic and extrinsic values of mathematics and add numerous possibilities for motivating students in any content area as well as any area of mathematics.

EDG 751. Teaching With Comics & Graphic Novels. 3 Credit Hours.

This course provided strategies for selection, evaluation and instruction of comics and graphic novels in elementary and secondary classrooms. Participants will explore way that teachers at all grade levels can integrate Common Core State Standards in English/Language Arts standards across content areas. The focus of the course will be on providing K-12 students with the reading and writing skills through alternate print formats.

EDG 752. Teaching Media Literacy Across Curricula. 3 Credit Hours.

This course provides a foundation for teaching media literacy in elementary and secondary classrooms. In this course, participants will explore ways that teachers at all grade levels can integrate media literacy skills across content areas. The focus of the course will be on providing K-12 students with the concepts and skills that will allow them to be critical consumers of media. Participants will gain strategies to assist their students in deconstructing media messages, as well as creating their own media based on the core concepts.

EDG 761. Teaching World History. 3 Credit Hours.

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.

Prerequisites: BS or BA in one Social Science or in History.

EDG 763. Teaching History of Mexico. 3 Credit Hours.

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.

EDG 765. Historiography & Methodology. 3 Credit Hours.

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 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.

EDG 767. Teaching History of Modern Latin America. 3 Credit Hours.

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 790. Social Justice & Democracy for Educators. 3 Credit Hours.

Special Topic Course: In this course, participants will explore diverse theoretical frames that support development of educators as facilitators of social justice, equity, and democracy. Participants will examine the relationships among educators, families, businesses, and other groups within the greater community contexts. Participants will gain knowledge and skills to examine and practice social justice in their personal and professional lives, and develop actions and behaviors that will help bring about change.

EDG 795. Differentiated Instruct: Needs of K-12. 3 Credit Hours.

This course is designed to provide K-12, general and special education teachers the theoretical concepts and methodologies necessary to meet a wide range of individual learning needs in the same classroom. Graduate students will participate in a variety of learning activities, practice experiences and guided applications to learn strategies designed to provide multiple paths for learning. In addition, they will acquire an understanding of the principles of differentiated instruction and learn how to incorporate these principles into their regular planning and teaching routines.

Prerequisites: MSED Program.

Educational Leadership (EDL)

EDL 501. Educational Leadership for Soc Justice. 3 Credit Hours.

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/Human Resources Dev in School. 3 Credit Hours.

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 503. Culturally Responsive Leadership. 3 Credit Hours.

This course provides an opportunity for students to understand diverse perspectives in leadership and management. Students will become familiar with the major frames for analyzing a local school culture, concepts of leadership, and the complexities of organizational analysis and change. Students will gain knowledge, skills, and a disposition toward solving the impediments to school improvement. Leadership is more widely distributed than administrators may have realized. Managing the processes to awaken that leadership is a major responsibility for the organizational leader.

EDL 505. School Finance and Facilities. 3 Credit Hours.

This course provides conceptual and technical understandings of the school business administrative function in New York State public schools. Topics will include examination of the role of a school business manager, developing competencies in areas of budgeting, purchasing, fund accounting, state aid, property taxes, human resources, and long range fiscal planning. This course is required for all students in the Educational Leadership program.

EDL 510. Labor-Mgt Relations in School Setting. 3 Credit Hours.

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.
Cross-listed Courses: EDG 510

EDL 515. Assessment & Accountability for Schools. 3 Credit Hours.

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 Principalsip. 3 Credit Hours.

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 522. Public Relations for School Leaders. 3 Credit Hours.

This course provides future educational leaders with the knowledge and skills to effectively deal with informal and formal forces that impact the image of the school within society. Topics include dealing with public opinion and pressure groups, community dynamics, handling inflammatory issues and relations with the media.

EDL 525. Supervision of Instruction. 3 Credit Hours.

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 Btwn School Stakeholders. 3 Credit Hours.

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 power 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 Credit Hours.

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 those sites.

EDL 555. Internshp for School Building Leadership. 3-9 Credit Hours.

The educational leadership internship is the capstone experience allowing students to maximize opportunities to practice and refine their knowledge and skills. The internship is a required component of Educational Leadership program leading to NYS certification as a School Building Leader. It provides an opportunity for future educational leaders to work in local schools or other educational agencies. To qualify for an internship, students must be matriculated in the Educational Leadership program. Students must submit an application for an internship experience in the semester prior to the start of the experience. The Director of Graduate Education, the Field Placement Coordinator, and the Credentials Officer must approve all the internships.

EDL 590. Independent Study. 1-3 Credit Hours.

This will provide the opportunity for persons to do an independent leadership study project mutually agreed upon by an Education Department faculty member, the Education Department Chair, and the student.

EDL 601. School Fund Accounting. 3 Credit Hours.

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 602. Financial Mgt for School Bus Leader. 3 Credit Hours.

The theory and practice of real financial decision making of a school administrator in a public school in New York State will be provided, utilizing practical applications. Topics will include an analysis of short and long-term decision making for a school district's general fund, federal funds, capital funds and school lunch fund. Students will analyze the revenue and appropriations accounts of each of these funds and explore alternative strategies for proper decision making. The use of a computer model to develop a long range fiscal plan for a school district will also be utilized.

EDL 606. Supervis & Operation Support Personnel. 3 Credit Hours.

This course provides the students with an conceptual and practical understanding of the school business administrator's role in supervision and evaluating support personnel- director of facilities, director of transportation, school lunch manager, and the director of technology- in a public school in New York State. Strategies for planning, supervising and evaluating the programs and the support staff along with the analysis of labor policies, staffing arrangements and financial planning as they relate to district goals and policies will be explored.

EDL 607. Schl Finance & Decision Mak for Dist Bus. 3 Credit Hours.

This course will focus on developing an in-depth understanding of school business functions. The development of skills and competencies in the areas of property taxes, financial reporting, budgeting, internal controls, staffing, state aid, purchasing and insurance will be explored in detail by students performing practical applications in each of these areas. This course will serve as the bridge to the student's internship program in a public school district.

EDL 610. Issues in Curriculum and Instruction. 3 Credit Hours.

Teaching critical thinking and structured reasoning will be the foundation of this course. Futurists' models of classes and schools will be discussed and analyzed. A study of teaching models, strategies and assessment procedures used in instruction will be identified and demonstrated in the light of supporting research. Community resources will be identified and their programs discussed in reference to the needs of students and school districts. The role of the teacher as counselor with students and their families will be stressed with a special emphasis on counseling with diverse students. This course is cross-listed with EDG 610.

EDL 620. Superintendentcy & District Level Leader. 3 Credit Hours.

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. Special Edu Adminis & the Law. 3 Credit Hours.

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.

Cross-listed Courses: EDG 637

EDL 640. Critical Issues in Educ and Leadership. 3 Credit Hours.

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.

Cross-listed Courses: EDG 640

EDL 656. Title I School-Wide Plan. 3 Credit Hours.

This course will provide a framework for construction and implementation of a Title I Comprehensive School-Wide Plan. Students will become familiar with the ten required components of the plan, which are: 1. Comprehensive Needs Assessment 2. School-Wide Reform Strategies 3. Instruction by Highly Qualified Teachers (HQT) 4. Ongoing, High Quality Professional Development 5. Strategies to Attract Highly Qualified Teachers (HQT) to High Needs Schools 6. Strategies to Increase Parental Involvement 7. Transition Plans to Assist Pre-Kindergarten Children From Early Childhood to Elementary Programs 8. Measures to Include Teachers in Decisions Regarding the use of Academic Assessments 9. Activities to Ensure Students Who Experience Difficulty Attaining Proficiency Receive Effective, Timely Additional Assistance 10. Coordination and Integration of State, Federal, and Local Services and Programs The major activity of the course will be studying data that will assist in the assembling of a School-Wide Plan. Students, in teams, will submit a full plan at the conclusion of the course. Students will receive a fictional school with data in which to base their plans.

EDL 665. Legal Issues for School Professionals. 3 Credit Hours.

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.

Cross-listed Courses: EDG 665

EDL 667. Grantwriting- Teachers & Administrators. 3 Credit Hours.

The primary focus of this course is on locating funding for educational research and projects and develop effective grant proposals. Participants will explore the connections between research methods and grant writing, including clear definition of problems and objectives, review of existing literature and appropriate design and techniques for inquiry and assessment. Other topics include writing styles for particular audiences, where to seek funding for educational projects and research, how to review and critique manuscripts and grant proposals. A completed grant proposal that is ready for submission to a funding agency is the culminating project.

Cross-listed Courses: EDG 667

EDL 790. Redesign Tch Prac & Assess Nys Core Curr. 3 Credit Hours.

Given that all New York State teachers of math, English, social studies, science and technology—as well as the leadership that will support them—must use their Core Curriculum to prepare students, a course is needed that immerses educators in the design (Anchor Standards) and specific criteria of the Common Core in order to adjust teaching practices. This course will be useful to both beginning and experienced practitioners. Prerequisites: None.

EDL 791. Teacher-Leader Effectiveness/Evaluation: New York State Initiative. 3 Credit Hours.

Special Topics: In New York State, certain teachers are being identified as lead educators. The instructor for this course will be directly involved in the TLE (teacher leader effectiveness/evaluation)work in NYS around 3012-c law and therefore, an ideal individual to teach this special topics course on effective teacher evaluation. The course focuses on SLO's (student learning objectives), the value added measurements, effective use of local assessments, and using a rubric to look at effective teaching practice. Every district in the state is going to have to do these things and train every teacher on the component parts just discussed. The people in this program are perfect to help SCSD do this.

Graduate Education-Literacy Program (EDR)

EDR 600. Literacy Learning & Composing Process. 3 Credit Hours.

This course is designed to provide educators with a thorough overview of literacy theories and practices as they relate to writing instruction and assessment. The role of literacy development as it relates to the multiple purposes for writing will be experienced first hand. Teachers will study the relationships between reading and writing as a tool for learning, reading as a model for writing, and assignment design. Furthermore, teachers will experience strategies to support all stages of the composing process, approaches to assessment, teaching grammar in the context of writing, publishing student work, and preparing students for high-stakes testing. *Field experiences required.

EDR 601. Diag, Remed & Collab for Literacy Learn. 3 Credit Hours.

This course begins with the study of theories regarding brain development and literacy learning. Based on this information teachers in teams and pairs will have opportunities to become familiar with a wide variety of literacy testing materials for all ages and stages of human literacy development. Critiques of these materials will be encouraged as they learn to interpret and evaluate. Additionally, they will practice administration of testing materials and attempt to match their interpretations and recommendations with materials and strategies for successful corrective, compensatory, and remedial instruction. Therefore, the goal is to acquire greater proficiencies in creating literacy environments and teaching all aspects of literacy acquisition, such as phonemic awareness, vocabulary skills, study and comprehension strategies, etc. (This course is a prerequisite for the supervised community literacy center internship and enrollment must occur during the semester prior to the supervised community literacy center practice.

EDR 602. Reading Specialist in the Real World. 3 Credit Hours.

This course is designed to begin the process of developing administrative and professional competencies of the literacy teacher. Teachers in this course will examine the roles of the reading specialist as school literacy leader, academic intervention specialist, resource teacher, curriculum developer, coach, supervisor, professional developer, and professional literacy advocate. Additionally, content area teachers will learn literacy instructional strategies tailored for their content areas. Furthermore, teachers will learn to create literacy teams and develop literacy vision and mission statements for schools. They will be able to model literacy lessons and work in a collaborative manner with all educators in a school district. As team leader teachers in the inclusive setting, they will know how to diagnose and remediate in a congruent curriculum process. Finally, they will learn how to become change agents and advocates for literacy in the school, community, state, and nation. Field experience required.

EDR 603. Linguistics & Language Acquisition for K-12 Teachers. 3 Credit Hours.

This course introduces the history of linguistics, the nature of discourse analysis, and social theories of mind and meaning. English language development, as well as study of traditional, structural, and transformational grammars, will be discussed in connection with modern English. Additionally, linguistic theory will be introduced with analytic techniques for the study of diverse languages and literacies in communities and schools. Furthermore, first language learning will be analyzed in terms of critical literacy theory. The importance of bilingualism will be emphasized with methods and procedures for teaching that promote first language maintenance while learning other languages. Finally, the course will study specific examples and current debates across the world about education and education reform, the nature of language and communication, and the socio-cultural diversity in schools and the society. Field experience required.

Cross-listed Courses: EDG 603

EDR 609. Cultural Respons Literacy Meth & Assess. 3 Credit Hours.

This course examines the adaptation and implementation of specific culturally responsive literacy strategies for English language learners. These strategies will be applied to mathematics, science, social studies, language arts, and other appropriate content areas. The methods of teaching to the standards for English language arts that emerge during studies will be analyzed in terms of meeting individual student's needs. Specific assessments, such as, authentic and standardized tests and testing procedures will be examined with study of scoring interpretations. Teachers will also learn how to make connections between interpretation of data and instructional materials and methods. Furthermore, electronic texts and computer programs will be critically viewed, focusing upon their uses for linguistically and culturally diverse students as well as students with special language and learning disabilities. Field experience required.

EDR 620. Community Funds of Knowledge & Ac Achiev. 3 Credit Hours.

This course examines the homes and communities of non-mainstream students as rich in social and intellectual resources. The focus will be on making use of these resources as a foundation for learning in elementary and secondary schools. Teachers will be immersed in historically accumulated and culturally developed bodies of knowledge and skills of non-mainstream students. Teachers will be encouraged to visit community agencies, participate in community action projects and cross-cultural interactions, and collect parent stories to better understand their students home environments. Field experience required.

EDR 621. Sociopolitical Issues & High Needs Schl. 3 Credit Hours.

Given the harsh realities confronting the economically impoverished in this nation, schools are often the only places where children can be guaranteed physical comforts and safety under adult supervision. Therefore, educators are obliged to understand the needs of the economically poor, so that they will be capable of developing critically literate citizens. In this course, teachers will become acquainted with the research on school change and the institutional structures that prevent equitable distribution of finances and resources. Additionally, they will study the ways they can become change agents through study of the political, social, and economical frameworks of our society.

EDR 671. Educ Tech Methods for Eng Lang Learners. 3 Credit Hours.

This course is designed to help elementary and secondary teachers implement methods of English Language Development through assistive technologies. Teachers of English language learners and students with special needs in literacy learning will benefit from this course. Teachers will learn to apply assistive technologies so that students will develop their reading, writing, listening and speaking English for social and academic achievement in the content areas. Finally, they will have opportunities to play technology games as well as critically evaluate media literacy.

EDR 672. New Literacies in the Inclusive Classroom. 3 Credit Hours.

This course will focus on the possibilities of new literacies that emerge from new technologies. Exploration of strategies that individuals use to bridge digital literacies with print practices will include review of the visual, digital, and information literacies across content areas. Research and best practices around pedagogical approaches to online reading and digital writing will be examined and applied.

EDR 685. Supv Intern Comm Literacy B-12. 2-3 Credit Hours.

This supervised experience in an urban community literac learning center will provide opportunities for future TESOL, literacy teachers, and urban studies teachers to work together, in similar and different capacities. The center embraces an interagency model approach a model that utilizes multiple voices for problem posing and problem solving. Literacy interns will be involved in corrective, remedial, and compensatory literacy and mathematics instruction with students in small groups, and individualized settings. Literacy interns will practice diagnosis and interpretation in testing situations with preschool to adult learners and make written recommendations for the use of materials and instruction at the Community Literacy Learning Center, at home, and at school. Interns for the TESOL degree will be involved in assessing and tutoring children and young adults and will work as team members with literacy and urban studies interns. Urban studies interns will be advisors, tutors, and observers, asking questions and sharing with TESOL and literacy interns. Urban studies, literacy and TESOL interns will practice the sensitive communication needed to be responsive to economic, cultural, linguistic, and ethnic difference. They will share information with family members and attempt to blur the boundaries between home, school, and the community literacy center. During this internship, the director of the community literacy center will model, guide, and demonstrate collaborative consultation practices for sharing information with family school and community teams.

Master of Science in Education I

Master of Science in Education I - Graduate Program in Professional 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

EDG 610	Social Justice & Advocacy for Educators	3
EDG 650	Digital Lit. for Authentic Lea	3
EDG 690	Master's Project	3
EDG 695	Graduate Research Seminar	3

Other Requirements

Concentration Requirements	12
Electives	6

Electives

Elective options may include:

EDG 660	Adult Learning Theories and Approaches
EDG 662	Critical & Contemp Issues in Adult Ed
EDG 664	Continuing Professional Education
EDG 666	Gerontological(aging)trends,issues,polic
EDG 671	Intro & Survey of American Higher Educ
EDG 672	Principles of Enrollment Management and Marketing in Higher Education
EDG 673	Critical & Contemp Issus in Higher Ed

EDG 674	Leadership & Management for High Ed Admn	
Total Credit Hours		30

Master of Science in Education I - Childhood Education (Grades 1-6)

Note: This program is for students who hold initial certification.

Core Requirements

EDG 610	Social Justice & Advocacy for Educators	3
EDG 650	Digital Lit. for Authentic Lea	3
EDG 690	Master's Project	3
EDG 695	Graduate Research Seminar	3

Other Requirements

Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12	
Graduate Education Electives	6	
Total Credit Hours		30

Master of Science in Education I - Dual Childhood/Special Education (Grades 1-6)

Note: This program is for students who hold initial certification.

Core Requirements

EDG 610	Social Justice & Advocacy for Educators	3
EDG 650	Digital Lit. for Authentic Lea	3
EDG 690	Master's Project	3
EDG 695	Graduate Research Seminar	3

Other Requirements

Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12	
Graduate Education Electives	6	
Total Credit Hours		30

Master of Science in Education I - Adolescent (Grades 7-12)

Note: This program is for students who hold initial certification.

Core Requirements

EDG 610	Social Justice & Advocacy for Educators	3
EDG 650	Digital Lit. for Authentic Lea	3
EDG 690	Master's Project	3
EDG 695	Graduate Research Seminar	3

Other Requirements

Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12	
Graduate Education Electives	6	
Total Credit Hours		30

Master of Science in Education I - Dual Adolescent/Special Ed (Grades 7-12)

Note: This program is for students who hold initial certification.

Core Requirements

EDG 610	Social Justice & Advocacy for Educators	3
EDG 650	Digital Lit. for Authentic Lea	3
EDG 690	Master's Project	3
EDG 695	Graduate Research Seminar	3

Other Requirements

Content/Pedagogy Requirements (These courses link content and pedagogy in specific content areas.)	12
Graduate Education Electives	6
Total Credit Hours	30

Content/Pedagogy Courses**Concentration Courses**

Please contact your graduate program advisor for list of available courses.

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.

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

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3

Other Requirements

Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12
--	----

Professional Education Requirements

EDG 555	Adv Literacy Theories/Practice Inclus Cl	3
EDG 575	Strategy&Technology for Inclusive Clsm	3
EDG 681	Supervised Internship Childhood PreK-6 (May course substitute based on experience)	3

Graduate Education Elective	3
-----------------------------	---

Total Credit Hours	30
---------------------------	-----------

Master of Science in Education II - Dual Childhood/Special Education (Grades 1-6)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3
EDG 675	Educational Technology in Special Educ	3

Education Requirements

EDG 515	Introduction to Special Edu Perspective	3
---------	---	---

EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 655	Edu Strat/Students with Disabl	3
EDG 649	Literacy Proc & Strat Stu Spec Need K-12	3
EDG 655	Edu Strat/Students with Disabl	3
EDG 682	Supv Internship in Special Education 1-6 (May course substitute based on experience)	3-6

Other Requirements

Childhood Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12
---	----

Total Credit Hours	39-42
---------------------------	--------------

Master of Science in Education II - Adolescent Education (Grades 7-12)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3
Select one from the following Technology Courses:	3	
EDG 650	Digital Lit. for Authentic Lea	
EDG 670	Curriculum and Technology Strategies	
EDG 675	Educational Technology in Special Educ	

Other Requirements

Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12
--	----

Professional Education Requirements

EDG 560	Literacy Development Across Curriculum	3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3
EDG 683	Supv Internship Adolescent Educat 7-12 (May course substitute based on experience)	3

Graduate Education Elective	3
-----------------------------	---

Total Credit Hours	37
---------------------------	-----------

Master of Science in Education II - Dual Adolescent/Special Education (Grades 7-12)

This program is for students who are already certified to teach and are seeking an additional certification.

Core Requirements

EDG 675	Educational Technology in Special Educ	3
EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3

Other Requirements

Adolescent Content/Pedagogy Requirement (These courses link content and pedagogy in specific content areas.)	12
--	----

Professional Education Requirements

EDG 515	Introduction to Special Edu Perspective	3
EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 655	Edu Strat/Students with Disabl	3
EDG 647	Curric Adapt/Stu With Disabil (7-12)	3
EDG 649	Literacy Proc & Strat Stu Spec Need K-12	3
EDG 684	Supv Internship Adolescent Spec Ed 7-12 (May course substitute based on experience)	3-6
Total Credit Hours		39-42

Master of Science in Education II - Literacy Education (Birth - grade 6)

This program is for students who are already certified to teach and are seeking additional certification.

Core Requirements

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3
EDR 672	New Literacies in the Inclusive Classroom	3

Other Requirements

EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 625	Teaching Children's Literature	3

Professional Education Requirements

EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 649	Literacy Proc & Strat Stu Spec Need K-12	3
EDG 681	Supervisd Internship Childhood PreK-6	3
EDR 600	Literacy Learning & Composing Process	3
EDR 601	Diag, Remed & Collab for Literacy Learn	3
EDR 602	Reading Specialist in the Real World	3
EDR 685	Supv Intern Comm Literacy B-12	3
Graduate Education Elective		3

Total Credit Hours 39

Master of Science in Education II - Literacy Education (Grades 5-12)

This program is for students who are already certified to teach and are seeking additional certification.

Core Requirements

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3
EDR 672	New Literacies in the Inclusive Classroom	3

Other Requirements

EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 636	Methods/Strat Teach Young Adolescent Lit	3

Professional Education Requirements

EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 649	Literacy Proc & Strat Stu Spec Need K-12	3
EDR 600	Literacy Learning & Composing Process	3
EDR 601	Diag, Remed & Collab for Literacy Learn	3
EDR 602	Reading Specialist in the Real World	3
EDG 683	Supv Internship Adolescent Educat 7-12	3

EDR 685	Supv Intern Comm Literacy B-12 (may be course substituted based on experience)	3
Graduate Education Elective		3
Total Credit Hours		39

Master of Science in Education II - Teaching English to Speakers of Other Languages (Grades Pre K-12)

This program is for students who are already certified to teach and are seeking additional certification. Prerequisites: 12 credit hours in a foreign language and three credit hours in English Advance Grammar.

Core Requirements

EDG 680	Research Methods in Education	3
EDG 690	Master's Project	3
EDR 672	New Literacies in the Inclusive Classroom	3

Education Requirements

EDG 565		3
EDG 605	Read/Writ/Lang Tesol Classroom PreK-12	3
EDG 681	Supervisd Internship Childhood PreK-6	3
EDG 683	Supv Internship Adolescent Educat 7-12	3
EDR 603	Linguistics & Language Acquisition for K-12 Teachers	3
EDR 685	Supv Intern Comm Literacy B-12	3
EDG 625	Teaching Children's Literature	3
or EDG 636	Methods/Strat Teach Young Adolescent Lit	
EDR 609	Cultural Respons Literacy Meth & Assess	3
EDG 635	Cross-Cult Comm for Tesol Classroom K-12	3

Professional Education Requirements

Course current certification area		6
Total Credit Hours		42

Master of Science for Teachers (M.S.T.)

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.

Inclusive Childhood and Special Education (Grades 1-6)

The applicant must have a bachelors degree, including a minimum of six credit hours in each of the following: mathematics, science, foreign language and social studies (economics, geography, history, politics, psychology, science and sociology).

Professional Education Requirements

EDG 500	Inquiry Into Foundations of Education	3
EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515	Introduction to Special Edu Perspective	3
EDG 520	Child Abuse Workshop/SAVE Violence Prev	0
EDG 522	Dignity for All Student Act (dasa) Training for Teacher Certification	0

EDG 523	Autism Spectrum Disorder Training for Teacher Certification	0
EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 535	Literacy Theories & Practices	3
EDG 545	Plan,Assessing,Managing Inklus Classrm	3
EDG 555	Adv Literacy Theories/Practice Inklus Cl	3
EDG 565		3
EDG 575	Strategy&Technology for Inclusive Clsrm	3
EDG 576	Managing Environ for Stu W/Disabilities	3
EDG 586	Instructional Technolgy for the Inclusive Classroom	3
EDG 651	Supervised Preservice Tch Grades 1-6	4.5
EDG 652	Supervised Preserv Tch/Grd 1-6/Disabil	4.5
EDG 653	Preservice Clinical Seminar	3
EDG 695	Graduate Research Seminar	3
Total Credit Hours		48

Adolescent Education (Grades 7-12)

The applicant must have a bachelors degree or a minimum of 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.

Professional Education Requirements

EDG 500	Inquiry Into Foundations of Education	3
EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515	Introduction to Special Edu Perspective	3
EDG 520	Child Abuse Workshop/SAVE Violence Prev	0
EDG 522	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDG 523	Autism Spectrum Disorder Training for Teacher Certification	0
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Inklus Classrm	3
EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 565		3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3
EDG 653	Preservice Clinical Seminar	3
EDG 654	Superv Preservice Teaching Grades 7-9	4.5
EDG 656	Superv Preservice Teaching Grades 10-12	4.5
EDG 695	Graduate Research Seminar	3
Total Credit Hours		46

Inclusive Adolescent Education and Special Education (Grades 7-12)

The applicant must have a bachelors degree or a minimum of 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.

Professional Education Requirements

EDG 500	Inquiry Into Foundations of Education	3
---------	---------------------------------------	---

EDG 505	Found Hum Dev & Lrn in Cultural Contexts	3
EDG 515	Introduction to Special Edu Perspective	3
EDG 520	Child Abuse Workshop/SAVE Violence Prev	0
EDG 522	Dignity for All Student Act (dasa) Training for Teacher Certification	0
EDG 523	Autism Spectrum Disorder Training for Teacher Certification	0
EDG 525	Assess: Pract/Legalities Stud W/Disabil	3
EDG 530	Multicultur Literacy Methods - Secondary	3
EDG 545	Plan,Assessing,Managing Inklus Classrm	3
EDG 550	Teach/Adapt Curric Content Specialists	3
EDG 560	Literacy Development Across Curriculum	3
EDG 562	Transition Planning & Collaboration	3
EDG 565		3
EDG 570	Adolescent Strategies and Technology	4
EDG 580	Pedagogical Content Knowledge	3
EDG 653	Preservice Clinical Seminar	3
EDG 654	Superv Preservice Teaching Grades 7-9	4.5
or EDG 656	Superv Preservice Teaching Grades 10-12	
EDG 657	Supervised Preservice Teaching Special Education/TESOL (grades 7-12)	4.5
EDG 695	Graduate Research Seminar	3
Total Credit Hours		52

Educational Leadership Programs

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 meet the new Professional Standards for Educational Leaders (formerly know as the ISLLC Standards) created by National Policy Board for Educational Administration. Throughout the coursework, authentic experiences and the internship, candidates must demonstrate the following:

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core

values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote

each student’s academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally

responsive practices to promote each student’s academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent

systems of curriculum, instruction, and assessment to promote each student’s academic

success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community

that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school

personnel to promote each student’s academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other

professional staff to promote each student’s academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal,

and mutually beneficial ways to promote each student’s academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each

student’s academic success and well-being.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each

student’s academic success and well-being.

Admission Criteria and 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 3.0) * official transcripts required
- Completion of a master’s degree from an accredited institution of higher education *official transcripts required
- Successful completion of the Graduate Record Exam (GRE)
- Submission of two letters of written recommendation by individuals who can speak to the candidate’s potential as a leader
- Writing sample
- Interview with the director of educational leadership

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)
- Evidence of a minimum of three years of successful full-time teaching and/or pupil personnel service experience in P–12 schools or substantial equivalent
- Written recommendations from certified school administrators familiar with the applicant’s work as a professional educator are required. All recommendations should speak to the candidate’s potential as an educational leader.

All leadership candidates must pass the required New York state leadership certification exams in order to become certified. They must also document DASA training.

These certification programs and requirements are subject to change if modifications occur in New York State Education Department regulations.

School Building Leadership (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 a supervisory position.

This 30-credit program includes 24 credits of required coursework plus a 6-credit internship.

Required Core

EDL 501	Educational Leadership for Soc Justice	3
EDL 502	Leadership/Human Resources Dev in School	3
EDL 503	Culturally Responsive Leadership	3
EDL 505	School Finance and Facilities	3
EDL 515	Assessment & Accountability for Schools	3

Professional Specialty

EDL 520	The Principalship	3
---------	-------------------	---

EDL 525	Supervision of Instruction	3
EDL Elective		3
Internship		
Internship		6

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, in addition to successful completion of the SBL assessment and DASA training will lead to New York state certification.

It is highly recommended that students take an additional 6-9 credits of specified coursework to be eligible for their SDL certification as well, pending successful completion of NYS exams. (See below)

School District Leadership (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.

This 36-39 -credit program includes 30-33 credits of electives selected from the SBL professional program specialty courses, or the master's program.

Additional required courses include the following:

EDL 533	Communication Btwn School Stakeholders	3
EDL 620	Superintendency & District Level Leader	3
EDL Elective (TBD by the Education Director)		3

A total of 60 overall graduate credits is required for SDL New York State certification.

Potential candidates 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 Study (C.A.S.) degree in Educational Leadership that will lead to New York state certification. A minimum of three years of teaching, an earned master's degree and successful completion of the SDL assessment and DASA training 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 addition to a master's degree, this 39-credit program, includes 24 credits of required coursework.

Required Core

EDL 501	Educational Leadership for Soc Justice	3
or EDL 503	Culturally Responsive Leadership	
EDL 502	Leadership/Human Resources Dev in School	3
or EDL 510	Labor-Mgt Relations in School Setting	

EDL 534	Educational Facilities Management	3
EDL 640	Critical Issues in Educ and Leadership	3
or EDL 620	Superintendency & District Level Leader	
EDL 665	Legal Issues for School Professionals	3
EDL Elective		3
School Business Courses		
EDL 505	School Finance and Facilities	3
EDL 601	School Fund Accounting	3
EDL 602	Financial Mgt for School Bus Leader	3
EDL 606	Supervis & Operation Support Personnel	3
EDL 607	Schl Finance & Decision Mak for Dist Bus	3
Internship		
Internship		6

An additional 21 credits of electives must be selected from the SBL/SDL professional program specialty area courses or master's. A minimum total of 60 credits is required for New York State certification, which may include up to 21 graduate credits of courses as transfer credit for individuals in this program, where appropriate.

Permanent or professional certification in teaching or pupil personnel services work is not required.

Le Moyne College Teacher Leader Certificate

The Le Moyne College Education Department offers a unique (**non-certification granting**) program in teacher leadership. Students in this program work with an administrative mentor from their school/school district and adjunct faculty who are current administrators to complete this two-year initiative. Candidates may earn 9 credits each year (total 18 credits) that may be applied toward a CAS in School Building Leadership upon acceptance of the student's Graduate Leadership application.

Please contact the Le Moyne Education Department for more about this initiative.

Applicants must have the following:

- Approval from her/his school district that the district will be participating in this initiative
- Approval for the special Teacher Leader application that will be available through the school district in conjunction with Le Moyne once the district verifies its willingness to participate. This is in addition to the Le Moyne College Graduate Leadership Application if the candidate wants to complete the C.A.S. degree.
- Completion of a baccalaureate degree from an accredited institution (with a minimum G.P.A. of 3.0)
- Completion of a master's degree from an accredited institution of higher education

Courses include the following:

Required Core

EDL 501	Educational Leadership for Soc Justice	3
EDL 503	Culturally Responsive Leadership	3
EDL 515	Assessment & Accountability for Schools	3
EDL 533	Communication Btwn School Stakeholders	3
EDL 610	Issues in Curriculum and Instruction	3
EDL 640	Critical Issues in Educ and Leadership	3

Additional required courses for those interested in pursuing their SBL

EDL 520	The Principalship	3
EDL 525	Supervision of Instruction	3

Internship

Internship		6
------------	--	---

Additional required courses beyond the SBL for those interested in pursuing their SDL

EDL 505	School Finance and Facilities	3
EDL 620	Superintendency & District Level Leader	3
EDL Elective (if required)		3

Nursing - Undergraduate

Chair: Kathy Gray-Siracusa

Program Director: Virginia Cronin (of Graduate Nursing)

Professor: Margaret Wells

Associate Professor: Barbara M. Carranti

Assistant Professor: Virginia Cronin

Professor of Practice: Joanne Coppola, Kathy Gray-Siracusa, Kara Keyes, Carol Anne Kozik

Adjunct Faculty: Elizabeth DaRin, Karen Hirschman, Margaret Kozsan, Maria A. MacPherson, Mary Ann Wafer

Professor Emerita: Susan B. Bastable

Part-Time Faculty: Sara Gleasman-Desimone, Karen Hirschman

Clinical Coordinator:

As a highly important field in health care, nursing offers exciting, rewarding, and challenging career options. The bachelor's of science degree program of study in nursing is state approved and nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and prepares nurses to function as generalists in practice when assuming the many excellent and ever-expanding employment opportunities available nationwide.

Department of Nursing Mission Statement: The mission of the Department of Nursing, consistent with the mission of Le Moyne College, is to educate nurses at the undergraduate and graduate levels to provide the highest quality nursing service and professional leadership. The nursing curricula, integrating liberal arts and sciences and the culture of Catholic and Jesuit tradition at Le Moyne, aim to prepare nurses to serve as practitioners and leaders in a diverse world of health care for the new century. Graduates are prepared as life-long learners who are future oriented; responsive to the challenges of a dynamic healthcare environment; possess well-developed communication, critical thinking, and technical skills; and demonstrate professional, caring, and competent behaviors that reflect the standards and values of nursing

Program Goals and Outcomes for Undergraduate Nursing Programs

1. Apply principles from the liberal arts and sciences in the delivery of patient care.

- Baccalaureate generalist nursing practice
- Evidence-based practice

2. Communicate effectively as part of the interprofessional team.

- Information management and technology
- Basic organizational and systems leadership for quality and safety

3. Examine nursing practice and health policy in relation to health equity and social justice.

4. Design a plan for compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.

- Clinical prevention and population health

The Department of Nursing has 3 undergraduate programs: Dual Degree Partnership in Nursing (DDPN), Accelerated Dual Degree Partnership in Nursing (ADDPN), and RN to BS. The DDPN is designed for high school graduates who want to study nursing when they enter Le Moyne College as a freshman. The ADDPN program is for students who have a bachelor's in a field other than nursing and want to become a nurse. The RN to BS program is for nurses with an associate's degree who want to a bachelor's of science with a major in nursing. (See tabs above for specific program information.)

Academic Criteria for Undergraduate Nursing Students (ADDPN, DDPN, RN-BS)

1. A grade of "C" or better must be achieved in undergraduate nursing courses with a NSG prefix and in courses required by the nursing major - BSC 201 Human Anatomy & Physiology I, BSC 202 Human Anatomy & Physiology II, WRT 101 Critical Writing, PSY 101 Introductory Psychology, SOC 101 Introductory Sociology, BSC 205 Basic Microbiology, BSC 345 Pathophysiology, MTH 110 Introduction to Statistics I (no Computer Lab), MTH 111 Introduction to Statistics I (with Computer Lab), 300 level selected elective. Students who are unsuccessful in a course will be allowed to repeat a course once. A second failure (below "C" or 2.0) in the same course will result in dismissal from the DDPN, A-DDPN, or RN-BS program. A student will be allowed to repeat ONLY:
 - a. one (1) nursing course (any course with an NSG prefix)
 - b. one (1) science course (BSC 201 Human Anatomy & Physiology I, BSC 202 Human Anatomy & Physiology II, BSC 205 Basic Microbiology, BSC 345 Pathophysiology, a selected elective from the sciences)
 - c. one (1) liberal arts course (WRT 101 Critical Writing, PSY 101 Introductory Psychology, SOC 101 Introductory Sociology, MTH 110 Introduction to Statistics I (no Computer Lab))
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 by the course instructor and department chair if justification of equivalency can be documented, such as the student has significant practice experience relevant to the major content of the course(s).
3. Successful completion of the service learning hours and clinical hour requirements must be achieved to successfully pass courses with service learning and clinical components.

4. A DDPN student who is unsuccessful in one or more courses at St. Joseph's College of Nursing must meet with their Le Moyne adviser to revise their plan of study, which will likely result in extending their academic program of study beyond the original anticipated date of graduation.
5. Every student, prior to registering for clinical courses, must be in compliance with the current 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. Health requirements are subject to change.
6. Every student is expected to display professional behavior in the classroom, laboratory, clinical, and service setting according to the nursing standards and ethical codes of conduct of the American Nurses Association (see Behavioral Probation policy below).
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.
9. Students must show evidence of R.N. licensure before their degree is conferred.

Behavioral Probation

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct expected of undergraduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of the Purcell School of Professional Studies, in conjunction with the Academic Standards Committee (ASC) of the Department of Nursing, to place a student on behavioral probation for a minimum of at least one semester. Procedures may be found in the Department of Nursing Student Handbook.

In conjunction with the American Nurses Association's Code of Ethics for Nurses with Interpretative Statements (2001), examples of professional behaviors include, but are not limited to, demonstrating the following:

- caring, sensitivity, compassion, tact, integrity, and tolerance towards others
- written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- appropriate use of technology to maintain client privacy and confidentiality of medical information and to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on social media venues
- appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

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 Prerequisites for Graduate Admission

This option is designed for the registered nurse (RN) who has a bachelor’s degree in a field other than nursing. The completion of these prerequisites prepares the students for eligibility to continue their education in the Master of Science Program in Nursing at [Le Moyne College](#). **Completion of these prerequisites does not constitute a BS degree in nursing.**

The prerequisites consist of five courses offered on a part-time basis. A maximum of two equivalent courses may be transferred in if a grade of C or better was earned. Upon completion of these courses the student is prepared to continue graduate study in one of three programs – FNP, nursing education, and nursing administration at Le Moyne College.

The following undergraduate courses are required for certificate completion (see undergraduate curriculum for course descriptions):

MTH 110	Introduction to Statistics I (no Computer Lab)	3
NSG 315	Health Assessment	3
BSC 345	Pathophysiology	3
NSG 350	Research in Nursing	3
NSG 475	Transition to Advanced Nursing Practice ¹	4
Total Credit Hours		16

¹ This is a comprehensive bridge course which includes bachelor’s-level nursing content foundational to graduate level study.

At least three of the five courses must be taken at Le Moyne College. Students completing these courses must achieve a minimum grade of C in each course to transition to Le Moyne’s Master of Science Program in Nursing.

Admission Criteria: RN Prerequisites for Graduate Admission

Candidates applying for the RN Prerequisites for Graduate Admission should submit the following to the Center for Continuing Education:

- application (PDF may be obtained from the College website at www.lmoyne.edu/continuing_ed)
- official transcripts for all college-level courses including basic nursing education
- copy of RN license

Student Learning Outcomes in Nursing

Students who graduate will be able to:

Apply principles from the liberal arts and sciences in the delivery of patient care.

- Baccalaureate generalist nursing practice
- Evidence-based practice

Communicate effectively as part of the interprofessional team.

- Information management and technology
- Basic organizational and systems leadership for quality and safety

Examine nursing practice and health policy in relation to health equity and social justice.

Design a plan for compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.

-Clinical prevention and population health

- RN-BS Program (p. 415)
- Dual Degree Partnership in Nursing (DDPN) (p. 416)
- Accelerated Dual Degree Partnership in Nursing (A-DDPN) (p. 418)

Nursing (NSG)

NSG 315. Health Assessment. 3 Credit Hours.

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. Registration open only to Nursing or with permission of the department Chair.

NSG 315L. Health Assessment Lab. 0 Credit Hour.

NSG 330. Professional Issues and Trends. 3 Credit Hours.

This course focuses on the role of the professional nurse from an evolutionary, present, and future perspective. Educational, organizational, philosophical, and practical trends are explored. Identification of the characteristics of a profession and the qualities of a professional nurse enhances the student’s insight into the meaning of professionalism in practice. Selected concepts and issues related to practice standards and modalities, taking into account the diversity of the client populations served, are theoretically applied to the care of individuals, families, and groups in a variety of settings. The impact of interdisciplinary and multidisciplinary approaches on the socialization and re-socialization of the professional nurse in practice is emphasized. THE development of a written philosophy of nursing is required, which provides each student with the opportunity for personal reflection on the profession and the role of the professional nurse within the dynamic system of health care delivery.

Fulfills Core Requirement(s): Diversity (DIV).

NSG 350. Research in Nursing. 3 Credit Hours.

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/Corequisite: NSG 330 and MTH 110 or NSG 330 and MTH 111.

NSG 387. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends. A semester-long group will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.

Cross-listed Courses: NSG 697, MIS 450, MIS 710

NSG 390. Independent Study. 1-6 Credit Hours.

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 401. Holistic Stress Management. 3 Credit Hours.

This course is designed to introduce undergraduate and graduate students to the field of holistic stress management. Stress will be understood from physiological, psychological, and spiritual dimensions. The impact and role of physical activity, nutrition, sleep, cognitive coping skills, and relaxation techniques will be examined from the perspective of how they support health and prevent and/or alleviate the physical symptoms of stress when caring for self, patients, families, or others. Students will learn comprehensive principles, theories, and skills needed to effectively manage personal stress, and to understand the psychosomatic (mind-body-spirit) relationship. The course will support students to employ a holistic approach to stress management in both their personal and professional lives.

NSG 410. Management and Leadership in Nursing. 3 Credit Hours.

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 or corequisite: NSG 330.

NSG 411. Nursing and Health Policy. 3 Credit Hours.

This course addresses the impact of health policy, health care financing and economics, and legislative and regulatory authority on nursing practice and the health care delivery system. Societal and professional issues influencing nursing practice will be examined. The role of the nurse as an active participant in developing and influencing policy, legislative and regulatory actions will be addressed.

Prerequisite: NSG 330.

NSG 421. Global Perspective on Family Health. 3 Credit Hours.

This course focuses on factors that influence the health of populations and families globally. The framework for investigation of families is systems theory combined with an interaction and developmental life-cycle theory. Cultural, ethnic, racial, religious, and socioeconomic variables that strongly influence family life are identified and analyzed globally. A cross-cultural framework is used to compare the health status of populations & families that affect their health in social subgroups. Global health promotion goes far beyond the efforts of individual countries and the humanitarian attempts of more affluent nations to protect and promote health in developing countries, populations and families and can only be solved through global cooperation.

Prerequisites: NSG 330 and NSG 350.

NSG 440. Community Health. 4 Credit Hours.

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. Pre/co-requisite: BSC 435 Fulfills Core requirement(s): DIV.

Prerequisite: NSG 330.

NSG 450. Leadership in Nursing. 3 Credit Hours.

Designed to expand the learner's knowledge related to the concepts of health promotion and professionalism within the domain of the nurse, this course addresses the professional role of the nurse as manager and leader within the healthcare environment. Threaded within this course are the themes of caring, nursing judgment, holism, health/wellness, and teaching/learning. 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 work with groups and organizations. In the clinical setting, students will have the opportunity to integrate concepts and skills in the professional work environment, strengthening their senses of competence, and accountability, professional development, and observe the role of the nurse as manager and leader; applying the principles of management and leadership. Open to Crouse Pomeroy College of Nursing (PCON) students only. Prerequisite or corequisite: NSG 330.

NSG 461. Principles of Teaching and Learning. 3 Credit Hours.

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 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. 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.

Cross-listed Courses: NSG 561

NSG 475. Transition to Advanced Nursing Practice. 4 Credit Hours.

This course is required of nurses who hold a BA or BS degree in a field other than nursing for progression to the MS 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: RNs with BA or BS degree in a non-nursing field.

RN - BS Program

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. Students seeking endorsement for NY State licensure must have proof in hand before the beginning of the second semester of study. All students must maintain an unencumbered license while enrolled.

Undergraduate students who do not possess RN licensure prior to enrollment in clinical courses (**NSG 410** Management and Leadership in Nursing and **NSG 440** Community Health) must communicate their intention to the department chair before the first day of class as to when they plan to take the NCLEX-RN. It is possible for a student without an RN license to participate in **NSG 410** Management and Leadership in Nursing, and in **NSG 440** Community Health as long as they are eligible for the NCLEX-RN.

Every student, prior to registering for clinical courses, must be in compliance with the current 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. Health requirements are subject to change. Students will be blocked from course registration until proof of health clearance has been provided.

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 60 credits of prerequisites for students with associate degrees and diplomas in nursing:

Pre-requisites

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 sciences	6-9
English (three credits must be in composition)	6
Social Sciences (three credits must be in psychology)	6
Total Credit Hours	57-63

RN-BS Program

This state approved and professionally CCNE accredited 64-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 maximum of 60 credits of lower division prerequisite course work as a foundation 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 prospective R.N. students a seamless transition to the upper-division program.

Students seeking admission to the nursing major may enter in any semester. The curriculum is designed to be completed in two years by a full-time student or within three to four 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 J-mester, May-mester and 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. Some courses are offered in a hybrid, on-line or condensed format.

Students will be admitted to junior and senior years of this program as transfer students for the bachelor's degree. Students accepted to this program must meet the Le Moyne College standards for transfer admission.

RN-BS with Non-Nursing Bachelor's Degree

Registered nurses with bachelor's degrees in other disciplines can complete this BS in Nursing with 31 credit hours of upper-division Nursing courses completed in residence.

Course	Title	Credit Hour
Junior Year		
First Semester		
BSC 345	Pathophysiology ²	3
NSG 330	Professional Issues and Trends	3
PHL 110	Introduction to Philosophy	3
MTH 110 or MTH 111	Introduction to Statistics I (no Computer Lab) or Introduction to Statistics I (with Computer Lab)	3
HST 110	World Civilization I	3
Visual and Performing Arts (VPA)		1-3
Credit Hours		16-18
Second Semester		
NSG 315	Health Assessment ¹	3
NSG 411	Nursing and Health Policy	3
ENG 210	Major Authors	3
HST 111	World Civilization II	3
PHL 210	Moral Philosophy	3
Credit Hours		15
Senior Year		
First Semester		
NSG 410	Management and Leadership in Nursing ²	3
IDS or Selected Elective 300-400 Level ³		3
NSG 350	Research in Nursing	3
THE Elective		3
ENG 310	Literature and Culture	3
Credit Hours		15
Second Semester		
NSG 421	Global Perspective on Family Health	3
NSG 440	Community Health ²	4
NSG 461	Principles of Teaching and Learning	3
REL Elective		3
COR 400	Senior Studies: Transformations	3
Credit Hours		16
Total Credit Hours		62-64

¹ Includes Laboratory hours.

² Includes Clinical hours.

³ An interdisciplinary studies (IDS) course is a course requirement. If a student has met this requirement, a selected elective should be taken instead.

Dual Degree Partnership 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 fulltime study at Le Moyne College (years one and four) and two years of full-time study at St. Joseph's College of Nursing (years two and three) to satisfy both the associate degree and bachelor degree requirements (see the following DDPN curriculum plan).

In addition to the B.S. program objectives, the purposes 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 freshmen 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 by completing a Le Moyne College application, which serves as a joint application to both institutions. 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.

Admission into the DDPN does not guarantee admission or transfer into any other program option at either institution.

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 and/or been accepted to the DDPN may be considered for acceptance as a change of major internal transfer on an individual basis. Because of limited space, this is a very competitive process based on the pool of applicants. In addition, a very limited number of students who have completed college credits at another institution can be considered on an individual basis for acceptance to the DDPN as an external transfer.

Students admitted to the Dual Degree Partnership in Nursing (DDPN) apply for full-time financial aid from Le Moyne College in years one and four and full-time financial aid from St. Joseph's College of Nursing in years two and three of the program of study. It is important to note the following information in pursuing this curriculum plan:

1. If students are involved in a National Collegiate Athletic Association (NCAA) sport, scholarships can only apply during years one and four of the program.

- If students are awarded a Le Moyne Scholarship, it will only apply for years one and four while they are full-time at Le Moyne.

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. The registrar at Le Moyne College completes this process after the student's successful completion of the Associate Degree at St. Joseph's College of Nursing. The student will not have to apply for the nursing major.

- 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
- Students must live on the Le Moyne campus or be a commuter student 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.
- It is expected that once a student is accepted into the DDPN, all lower division liberal arts and science courses in the curriculum will be taken and successfully completed through Le Moyne College as per the DDPN program of study plan. If a course needs to be repeated or if an exceptional circumstance exists, a waiver of this policy will be considered on an individual basis. However, please be aware that this waiver, if granted, may have potential financial or other implications.

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 Department of Nursing to the Dean of the St. Joseph's College of Nursing no later than June 1st 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 of course work in year one.
- An official transcript from Le Moyne College to be sent to the dean at St. Joseph's after the student's completion of the spring semester of year one. To progress to year two, the student must be in good standing with a minimum cumulative G.P.A. of 2.75 by the end of the spring semester prior to progressing to the fall semester at St. Joseph's College of Nursing and also minimum grade of "C" or above must be earned in the five required liberal arts and sciences courses completed during year one as indicated in the program of study.
- If a student is dismissed from either the associate's degree or bachelor's degree portion of the DDPN for academic or integrity issues, the student is automatically withdrawn from the DDPN.

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.

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 Licensing 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. Students must have evidence of R.N. licensure before the Bachelor of Science degree is conferred.

Typical Program for Dual Degree Partnership in Nursing (1+2+1 Plan)

Course	Title	Credit Hour
Freshman Year		
First Semester		
BSC 201	Human Anatomy & Physiology I ¹	4
WRT 101	Critical Writing ^{1,2}	3
HST 110	World Civilization I	3
PSY 101	Introductory Psychology ¹	3
COR 100	First Year Seminars: Transitions	3
Credit Hours		16
Second Semester		
BSC 202	Human Anatomy & Physiology II ¹	4
ENG 210	Major Authors ³	3
HST 111	World Civilization II	3
SOC 101	Introductory Sociology ¹	3
NSG 330	Professional Issues and Trends	3
A cumulative GPA of 2.75 must be achieved by the end of the spring semester of Year I to remain enrolled in the DDPN.		
Credit Hours		16
Intersession		
Optional Summer Session		
Credit Hours		0
Sophomore Year		
First Semester		
NSG 110 ⁴		7
NSG 111 ⁴		2
PSY 220 ⁴		3
PHL 110	Introduction to Philosophy	3
Credit Hours		15
Second Semester		
NSG 120 ⁴		4
NSG 121 ⁴		2
NSG 122 ⁴		4
BSC 205 ⁴		4
PHL 210	Moral Philosophy	3
Credit Hours		17
Intersession		
Optional Summer Session		
Credit Hours		0
Junior Year		
First Semester		
NSG 210 ⁴		5
NSG 211 ⁴		2
NSG 212 ⁴		5

BSC 345	Pathophysiology	3
Credit Hours		15
Second Semester		
NSG 213 ⁴		9
NSG 214 ⁴		1
PHL 346 ⁴		3
NSG 315	Health Assessment	3
Study for and take NCLEX exam		
Credit Hours		16
Senior Year		
First Semester		
ENG 310	Literature and Culture	3
NSG 350	Research in Nursing	3
NSG 410	Management and Leadership in Nursing ⁶	3
Selected Elective (300 or 400 level and related to health care)		3
MTH 110 or MTH 111	Introduction to Statistics I (no Computer Lab) ⁷ or Introduction to Statistics I (with Computer Lab)	3-4
THE 100-THE 400 Level		3
Credit Hours		18-19
Second Semester		
NSG 421	Global Perspective on Family Health	3
REL 100-400 (Core)		3
NSG 411	Nursing and Health Policy	3
NSG 440	Community Health ⁶	4
NSG 461	Principles of Teaching and Learning	3
COR 400	Senior Studies: Transformations	3
Credit Hours		19
Intersession		
Optional Summer Session - 2 courses from Year IV		
Credit Hours		0
Total Credit Hours		132-133

¹ Required for progression to the nursing program at St. Joseph's and a minimum grade of C must be earned in each course.

² WRT 100 Introduction to Critical Writing may need to be taken before enrolling in WRT 101 Critical Writing depending on outcome of entry English placement exam.

³ If WRT 100 Introduction to Critical Writing is taken in the first semester and successfully completed, then WRT 101 Critical Writing must be taken in the second semester and ENG 210 Major Authors in the summer session.

⁴ These courses are part of St. Joseph's program of study and are taken at St. Joseph's College:

- NSG 110 Foundations of Nursing and Health
- NSG 111 Nursing Assessment and Skills I
- PSY 220 Human Life Span Development
- NSG 120 Health and Illness Across the Lifespan
- NSG 121 Nursing Assessment and Skills II
- NSG 122 Family Health
- BSC 205 Microbiology
- NSG 210 Holistic Health Care
- NSG 211 Nursing Assessment and Skills III
- NSG 212 Health Care Systems

- NSG 213 Transition into Professional Practice
- NDG 214 Nursing Assessment and Skills IV
- PHL 346 Ethics

⁵ BSC 345 Pathophysiology and the Selected Elective are major support courses for the B.S. degree and a minimum grade of C must be earned in these courses.

⁶ Includes clinical hours

⁷ May take MTH 111 Introduction to Statistics I (with Computer Lab) as substitute. MTH 110 Introduction to Statistics I (no Computer Lab)/MTH 111 Introduction to Statistics I (with Computer Lab) is a major support course for the B.S. degree and a minimum of C must be earned in this course.

Accelerated Dual Degree Partnership in Nursing (A-DDPN)

Accelerated Dual Degree Partnership in Nursing (A-DDPN)

This 18-month option is specifically designed for candidates with a bachelor's (BA or BS) degree in another field who are interested in pursuing nursing education for a career as a registered nurse.

The A-DDPN program of study awards both the associate's degree and bachelor's degree in nursing. The Associate of Applied Science (AAS) degree from St. Joseph's College of Nursing (SJCON) allows students to qualify for NCLEX-RN® examination (National Council Licensure Examination)¹ and professional Registered Nursing (RN) licensure. The Bachelor of Science degree in nursing is awarded from Le Moyne College.²

¹ The NCLEX-RN® first time pass rate at SJCON is consistently higher than the state and national averages.

² All 28 credits of BS-level nursing courses must be earned at Le Moyne for a student to be granted the BS degree in nursing.

Admission Criteria

- Bachelor's degree (BA or BS) in another discipline from an accredited school.
- Cumulative GPA of 3.0 from the non-nursing bachelor's degree preferred (consideration may be given to applicants with a cumulative GPA of 2.8 to 2.99).
- Cumulative GPA of 3.0 in pre-requisite courses.
- Favorable letter of recommendation that addresses academic ability and nursing potential.
- Typewritten personal statement.
- Personal interview with faculty member/administrative staff from either the Department of Nursing at Le Moyne College or St. Joseph's College of Nursing may be required.

Admission into the A-DDPN does not guarantee admission or transfer into any other program option at either institution.

Prerequisite courses with a minimum grade of "C":

Prerequisite Courses

Human Anatomy and Physiology I and II (including labs)	8
Microbiology (including lab)	4
Introduction to Psychology	3

Introduction to Sociology	3
Human Growth and Development (also known as Developmental Psychology)	
Statistics	3
Chemistry or Regents Chemistry in High School	3
Critical Writing	3
Selected Elective 300-400 Level	3
Total Credit Hours	30

Application Deadline

For a July start date, the application deadline is November 1st of the prior year.

Course	Title	Credit Hour
Year I		
Term I: July-December		
SJCON - Weekend:		
NSG 110	Foundations of Nursing and Health	7
NSG 111	Nursing Assessment and Skills I	2
NSG 120	Health and Illness Across the Lifespan	4
NSG 121	Nursing Assessment and Skills II	2
Credit Hours		15
Summer		
Le Moyne - Weekday:		
NSG 330	Professional Issues and Trends	3
Credit Hours		3
Fall		
Le Moyne - Weekday:		
BSC 345	Pathophysiology	3
NSG 350	Research in Nursing	3
Credit Hours		6
Term II: January-June		
SJCON - Weekend:		
NSG 122	Family Health	4
NSG 210	Holistic Health Care	5
NSG 211	Nursing Assessment and Skills III	2
NSG 212	Health Care Systems	5
Credit Hours		16
J-Mester		
Le Moyne- Weekday:		
NSG 411	Nursing and Health Policy	3
Credit Hours		3
Spring		
Le Moyne - Weekday:		
NSG 421	Global Perspective on Family Health	3
NSG 410	Management and Leadership in Nursing	3
Credit Hours		6
Year II		
Term III: July-December		
SJCON- Weekend:		
NSG 213	Transition Into Professional Practice	9
NSG 214	Nursing Assessment and Skills IV	1

PHL 346	Ethics and the Nurse	3
Credit Hours		13

Summer

Le Moyne - Weekday:		
NSG 461	Principles of Teaching and Learning	3
NSG 315	Health Assessment	3
Credit Hours		6

Fall

Le Moyne - Weekday:		
NSG 440	Community Health	4
Credit Hours		4
Total Credit Hours		72

NOTE: All 28 credits must be taken at Le Moyne to meet residency requirements to earn a degree. No transfer credit will be granted for BS-level coursework taken at another institution.

If a student is dismissed from either the associate's degree or bachelor's degree portion of the A-DDPN for academic or integrity issues, the student is automatically withdrawn from the A-DDPN.

Nursing - Graduate

Chair: Kathy Gray-Siracusa

Program Director: Virginia Cronin (of Graduate Nursing)

Professor: Margaret Wells

Associate Professor: Barbara M. Carranti

Assistant Professor: Virginia Cronin

Professor of Practice: Kathy Gray-Siracusa, Kara Keyes, Carol Anne Kozik

Adjunct Faculty: Elizabeth DaRin, Karen Hirschman, Maria A. MacPherson, Mary Ann Wafer

Professor Emerita: Susan B. Bastable

Part-Time Faculty: Sara Gleasman-Desimone, Melissa Wheeler

Clinical Coordinator: Kathy Gonzalez

The Department of Nursing offers a Master of Science (M.S.) and three post-master's certificates: nurse educator, nurse administrator, and family nurse practitioner (FNP). The programs are state approved and nationally accredited by the Commission of Collegiate Nursing Education (CCNE) and prepare graduates to function in professional leadership positions as advanced practice registered nurses (APRNs), faculty in schools of nursing, staff development or patient educators, or managers in the challenging marketplace of health care. The post-master's certificates are available to nurses who already hold a master's degree in nursing.

The M.S. program curriculum is designed as a two year program of study for full-time students and a three year program of study for part-time students. Some courses are offered in a hybrid, on-line or condensed format.

Graduate Program Goals and Outcomes

1. Adapt principles from the sciences and humanities in the delivery of patient care.

-Translating and integrating scholarship

-Master's-level nursing practice

2. Collaborate effectively as part of the interprofessional team.

-Informatics and healthcare technologies

-Quality improvement and safety

3. Critically analyze nursing practice and health policy and advocate for health equity and social justice.

-Organizational and systems leadership

4. Model compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.

-Clinical prevention and population health

Technical Standards - Master of Science and Post-Master's Certificates

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.

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 safe, 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.

Master of Science

Applicants to the M.S. program must have either a Bachelor of Science in Nursing or must be registered nurses with a bachelor's degree in another field who have completed the RN prerequisites for admission to the graduate program (p. 411). For applicants who possess a bachelor's degree in a field other than nursing, please refer to the RN prerequisites for admission to the graduate program (p. 411) in the undergraduate nursing section of the catalog.

Post-Master's Certificates

Registered nurse applicants to the post-master's certificate program must hold a bachelor's degree in nursing or related field and a master's degree in nursing.

Admission Criteria

1. A cumulative Grade Point Average (GPA) of 3.0 or *higher* is required, depending on the program of study (POS).
2. A completed application including a statement of purpose **clearly identifying** why the applicant wants to pursue the particular POS (FNP, Administration, Education); official transcripts of all colleges/universities attended; and three (3) letters of reference from professional colleagues who can speak to your clinical or academic potential as follows:
 - For FNP**, a letter of reference from (1) an RN peer, (1) a nursing supervisor or faculty member, and (1) a Nurse Practitioner or Physician.
 - For Administration and Education**, a letter of reference from (1) an RN peer, (1) a nursing supervisor, and (1) a former or current faculty member.
3. A personal interview with the Director of the Graduate program or Graduate Admissions Committee.
4. Evidence of unencumbered, current licensure to practice as an RN in New York State.
5. Current CPR certification and evidence of recent physical exam (within 12 months), up-to-date immunization status, and PPD status.

6. Graduation from a state-approved baccalaureate program in nursing, or graduation from an associate degree or diploma program in nursing with a bachelor of arts or bachelor of science in another field¹, or graduation from an accredited master's degree program in nursing for students enrolling in the FNP Post-Master's advanced certificate program.

7. A professional resume listing relevant educational and work experience.

8. Completion of basic statistics course or equivalent and an undergraduate Health Assessment course.

9. **For the FNP POS only:** Prior to the start of **NSG 671** FNP Clinical I, the applicant must have completed one year or a full time equivalent of RN nursing practice in Medical-Surgical Nursing in an acute care setting.²

Additionally, candidates applying to the FNP POS are strongly encouraged to secure some primary care clinical (e.g. family practice, pediatrics, women's health) preceptors or sites prior to admission.

Note:

The Graduate Record Exam (GRE) 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.

Some programs require a fall semester start.

In certain programs, M.S. applicants may begin taking classes (up to six credits) as a non-matriculated student prior to or while in the process of applying to the program. In certain programs, post-master's applicants may begin taking a course (three credits) prior to or while in the process of applying to the program.

Upon receipt of a complete application, qualified candidates will be contacted to schedule an interview.

¹ RN Prerequisites for Graduate Admission

² Other RN nursing experience may be considered at the discretion of the Director of the Advanced Practice Nursing 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 must be earned in all nursing courses. Any grade lower than a B requires that a course be repeated.
3. Withdrawal from a course for academic reasons will count as having taken the course and being unsuccessful in it. Only one course can be repeated and a course can only be repeated once. A grade of B or P must be earned in theory as well as practicum courses. A student who fails a P/F course will be placed on academic probation. The course must be repeated.
4. Evidence of licensure by the New York State Board of Nursing.
5. Professional behavior in the classroom, laboratory and practicum settings according to the American Nurses Association's standards of practice and codes of conduct.
6. 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.
7. Completion of the program within five years of matriculation.

Behavioral Probation

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct expected of graduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of the Purcell School of Professional Studies, in conjunction with the Academic Standards Committee (ASC) of the Department of Nursing, to place a student on behavioral probation for a minimum of at least one semester. Procedures may be found in the Department of Nursing *Student Handbook*. The nursing department follows the college grievance policy. (p. 39)

In conjunction with the American Nurses Association's Code of Ethics for Nurses with Interpretative Statements (2001), examples of professional behaviors include, but are not limited to, demonstrating the following:

- caring, sensitivity, compassion, tact, integrity, and tolerance towards others
- written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- appropriate use of technology to maintain client privacy and confidentiality of medical information and to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on social media venues
- appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

Transfer Credit/Waiver Policy

A student may transfer up to 12 credits of equivalent course work to meet master of science program requirements, but must take 27 credits in the program of study to satisfy College residency requirements. A maximum of two courses can be transferred to satisfy major track requirements. A request for transfer credit to meet degree requirements must be made prior to the date of matriculation. All courses considered for transfer or waiver will be evaluated on an individual basis by the Graduate Admissions committee. Courses from previous colleges taken at the graduate level more than seven years prior to matriculation may be considered for transfer credit only with approval by the course instructor and department chair if justification of equivalency via a written petition is documented, such as the student has significant practice experience relevant to the major content of the course(s).

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 must be earned at Le Moyne College to satisfy 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 matriculated 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 immediately after the student has been placed on probation and/or if a student earns a B- or less in more than one course in the curriculum, or fails a clinical course. A student who has failed two P/F courses may be terminated.

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 re-acceptance 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.

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.

Student Learning Outcomes in Nursing

Students who graduate will be able to:

Adapt principles from the sciences and humanities in the delivery of patient care.

- Translating and integrating scholarship
- Master's-level nursing practice

Critically analyze nursing practice and health policy and advocate for health equity and social justice.

- Organizational and systems leadership

Model compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.

-Clinical prevention and population health

- Master of Science in Nursing (p. 430)
- Post-Master's Certificates (p. 432)
- Family Nurse Practitioner (MS) (p. 432)

Nursing (NSG)

NSG 501. Holistic Stress Management. 3 Credit Hours.

This course is designed to introduce undergraduate and graduate students to the field of holistic stress management. Stress will be understood from physiological, psychological, and spiritual dimensions. The impact and role of physical activity, nutrition, sleep, cognitive coping skills, and relaxation techniques will be examined from the perspective of how they support health and prevent and/or alleviate the physical symptoms of stress when caring for self, patients, families, or others. Students will learn comprehensive principles, theories, and skills needed to effectively manage personal stress, and to understand the psychosomatic(mind-body-spirit) relationship. The course will support students to employ a holistic approach to stress management in both their personal and professional lives.

NSG 531. Advanced Nursing Practice. 3 Credit Hours.

The purpose of this course is to prepare graduate nurses with higher level knowledge and skills in assessment, diagnostic, reasoning, and management of client problems within a society area of clinical practice. This course is a comprehensive coverage of advanced physiological mechanisms and specific pathologies affecting all of the major organ systems of the human body and advanced health assessment skills with an emphasis on concepts of health promotion, risk management, and disease prevention. The focus is on causality of alternations in human physiological functions in the adult population. Strong emphasis is placed on developing sound clinical decision-making abilities based on an understanding advanced pathophysiology. 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 tests, laboratory values, and treatment methods pertinent to identifying and managing these alterations in health are discussed. Course assignments are laboratory practice activities enhance the student's history taking, physical assessment, and critical thinking skills essential for planning, delivering, and evaluating health care.

NSG 535. Epidemiology. 3 Credit Hours.

This course will serve as an introduction to epidemiology as a basic science for public health and clinical medicine. 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. (Note: This course is not open to students who have taken BSC 435 as undergraduates at Le Moyne College.).

NSG 545. Psych of Grief: Current Under & Interven. 3 Credit Hours.

This course examines the experience of individuals and families in the face of death and 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 or impede the grief process. 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 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. The second half of the course will have a distinct practitioner emphasis by connecting theoretical understandings to practical applications and interventions. Senior standing required. Prerequisite: PSY 101 and PSY 201 or permission of the chair.

Cross-listed Courses: PSY 445

NSG 561. Principles of Teaching and Learning. 3 Credit Hours.

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 the educator to function in the role as a "guide by the side" and as a "facilitator" of learning, rather than 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 of 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 3-credit education elective must be substituted to meet master's degree in nursing requirements.

Cross-listed Courses: NSG 461

NSG 566. Contemp Issues in Healthcare Leadership. 3 Credit Hours.

The focus of this course is on the role of the evolving leadership of skills of the master's prepared nurse at various levels of authority and in different practice settings in dealing with a myriad of issues and challenges in a changing and complex world of healthcare delivery. Through a review of leadership paradigms, organizational structure, and current healthcare regulations, students have the opportunity to explore the responsibility and accountability of the master's prepared nurse to internal and external stakeholders. Interprofessional collaboration, development of 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 are considered. Also discussed are issues related to quality improvement, negotiating conflict, personnel and fiscal management, and shared governance models. Skills essential to leadership include communication, collaboration, negotiation, delegation, and coordination.

NSG 590. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 591. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 592. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 593. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 594. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 595. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 596. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 597. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 598. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 599. Independent Study. 1-6 Credit Hours.

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. It will be kept on file in the office of the Dean.

NSG 609. Clinical Teaching in Nursing Education. 3 Credit Hours.

This course will assist nurse educators to develop skills to teach in the unique environment of the clinical and learning laboratory setting. The student will apply theory of teaching and learning to assess the needs and learning style of students in clinical and learning laboratory settings and design meaningful experiences to meet course and clinical objectives. The course will focus the student on making appropriate assignments, designing pre and post conferences, and evaluating student performance. Special situations including selection of preceptors, working with a culturally diverse student and patient population, and managing agency staff expectations will be explored. Legal, ethical and human resource issues will be discussed.

NSG 611. Managing Systems Projects. 3 Credit Hours.

This course focuses on introductory project management processes, technology and tools, utilizing the Project Management Institute's (PMI) Project Management Body of Knowledge (PMBOK) and the Software Engineering Institute's (SEI's) Capability Maturity Model Integration (CMMI) processes and nomenclature. Students examine the processes and theory of project management as well as industry case studies, and will utilize project management software in support of their management activities. Guest speakers and field research provide students with access and information from industry and academia. Students are engaged in a semester-long project. Initially, they are required to identify the project scope and team charter for their project; subsequent assignments require them to prepare a business case, work breakdown structure, cost estimate, and final project documentation for their project. Cross-listed Courses: MIS 711

NSG 612. Health Issues in an Aging Society. 3 Credit Hours.

This course explores the health and wellness issues encountered by a growing numbers of Americans entering late-life years. Healthy aging as well as common illnesses faced by this population will be explored from physiological, psychological, economic, and spiritual perspectives, including emphasis on end-of-life preparation and care. Individualization of care planning based on cultural norms, ethnicity, and moral concerns of the client and family will be incorporated. Discussion of the capacity of the health care system, in particular the professional knowledge and skills of nurses, to meet the needs of this growing segment of society will be discussed. Also, focus will be placed on policy to support productive and healthy aging, choices in end-of-life care, and the role of nurses and nursing in advancing these goals.

NSG 613. Gross Anatomy. 3 Credit Hours.

Based upon a comprehensive series of regional anatomical dissections, students learn to relate the structure and function of organs and organ systems to their understanding of a wide variety chronic diseases, surgical procedures, and traumatic injuries. The relevance of the distribution and function of blood vessels, lymphatics and nerves to the composition, components and specific roles of the cardiovascular, respiratory, digestive, excretory, reproductive and musculoskeletal systems will be emphasized with respect to common clinical cases and accompanying complications. The laboratory experiences will be supplemented by short didactic summaries of the anatomy related to the dissection and to its clinical application. Only open to FNP students.

NSG 615. Advanced Research. 3 Credit Hours.

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 multidisiplinary 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. Prerequisite of undergraduate research course and basic statistics course.

NSG 616. Research Application. 2 Credit Hours.

This course is a continuation of NSG 615 and further builds on research concepts and skills presented in that course. This course will include in-depth exploration and application of qualitative research methodology, as well as further developing quantitative research and evidence-based practice (EBP) skills. Students will perform data analysis using statistical software, navigate the IRB application process, and critique qualitative research methodology. Students will be required to more fully develop papers initiated in NSG 615 to include qualitative research, approaches to data analysis, and IRB application development. Students will also present and defend their EBP/Research Proposal to faculty and peers. Prerequisite: NSG 615.

NSG 625. Health Care Delivery Systems. 3 Credit Hours.

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 626. Systems Thinking for Quality Care. 3 Credit Hours.

This course is designed to provide the student with a comprehensive understanding patient safety and its relationship to quality improvement concepts. The course explores principles of creating and leading a health care team to deliver highly reliable care focused on patient safety. Students will be provided with an awareness of how the elements of quality management, risk management, as well as data management and general leadership skills integrate together to produce an effective and efficient system to monitor and improve care. A particular emphasis is placed on leadership characteristics essential to creating and sustaining a culture of safety within the health care organization.

NSG 635. Curriculum and Program Development. 3 Credit Hours.

The purpose of this role course is to further develop the knowledge and skills of the nurse as educator. Although the 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. As a culminating aspect of this course, students examine both the entrepreneurial roles of the nurse educator and how to negotiate an educator position through the use of marketing and interviewing techniques. Seminar and other adult learning approaches are used to foster critical thinking and active participation.

Prerequisite: NSG 461 or NSG 561.

NSG 636. Palliative Care Concepts. 3 Credit Hours.

The focus of this course is to provide students with the knowledge and skills necessary to provide high quality, specialist-level palliative care to patients and families as they experience life limiting illness. The students will gain an understanding of the history and practice of palliative care in the United States and other world countries. This course will address advanced communication skills critical in end of life care. Symptom management including physical, psychological, social and spiritual distress will be examined, and strategies to manage these issues will be assessed. An understanding of the role of the advanced practice nurse in palliative care will provide students with the ability to function as a critical member of the interdisciplinary team. In addition students will conduct an analysis of policy factors relevant to palliative care and its future directions.

NSG 637. Ethical Leadership in Nursing. 3 Credit Hours.

The practice of leadership is not confined to those in positions of authority but is required of every member of the profession. Leadership qualities and skills are essential requirements for expert practice in all nursing settings. This class is designed to create an atmosphere of autonomy, personal responsibility, open-mindedness and continuous learning. Emphasis is placed on the values of caring for the whole person, health care equity, and decision-making in moral and ethical issues. This course is designed to offer both theoretical foundations of leadership and application of practical skills for nursing leaders.

NSG 638. Healthcare Economics & Financial Management. 3 Credit Hours.

This course is designed to provide the student with an understanding of the economic and financial realities in health care. An overview of health economics including relationships to supply, demand, price and concepts relevant to payment mechanisms provides a basis for financial management. Understanding the relationship of strategic & operational planning to budget formulation & execution will provide knowledge and insight to guide management and decision-making for improved patient care outcomes and patient satisfaction. A focus on budget preparation and monitoring provides the necessary learning to understand variance and variance analysis. An introduction to the concepts of analyzing financial performance in a health care setting integrates the economic and financial contingencies presented in the course. Successful completion of this course will equip the student with the tools necessary to be able to effectively communicate with finance professionals regarding decisions being made in the organization.

NSG 640. Physiological Changes in Aging. 3 Credit Hours.

This course will focus on the human aging process from a physiological perspective with emphasis on the changes that result in environmental modifications to keep the older adult safe, healthy and productive. Major theories of aging will be explored in relation to common health problems faced by the older adult. Particular emphasis will be placed on concepts of pharmacology and the issues of medications and drug use in the older adult. Special pharmacological problems created by the aging process will be discussed. Students will use the nursing process to develop plans of care to promote healthy behaviors in the older adult and educate the client, family, and significant others on environmental and lifestyle modifications that may assist the older adult to remain independent and healthy.

NSG 650. Educational Assessment & Evaluation. 3 Credit Hours.

This course focuses on the role of the nurse educator in assessing and evaluating the learner (nursing students and nursing staff) from the beginning to the completion of an academic program or other type of education endeavor, such as staff development, in-service, and continuing education programs. A major emphasis is on exploring creative assessment and valuation strategies, using various methodologies to determine learner performance in classroom, laboratory, and clinical settings. The assessment and evaluation processes include exploring topics related to recruitment, admission, progression, retention, and graduation of learners. A major emphasis is on test development, which involves techniques for writing and critiquing different types of examination items as well as scoring, grading, and determining the reliability and validity of tests. Students critically examine issues, policies, procedures, and current research data in education by actively participating in seminars, individual or small group project, class presentations, and other adult learning approaches. Through the development of knowledge and skills, students are expected to gain a broad perspective on the role of the nurse as educator. Prerequisites: NSG 461 or NSG 561.

NSG 651. Instructional Design. 3 Credit Hours.

This course is designed to teach the fundamentals of instructional design, including the principles of learning theory, pedagogy, and instructional strategies. Strategies will encompass classroom, print and media based tools and activities. The course will provide students with the knowledge and skills to develop courses as well as instructional materials for a variety of setting. Topics instructional design and course outcomes planning, elements of a syllabus, scaffolding and sequencing content as well as strategies for enhancing student engagement and lifelong learning.

NSG 660. Advanced Pathophysiology. 3 Credit Hours.

This course builds on foundational knowledge of anatomy, physiology, and basic pathophysiology obtained through undergraduate coursework. Alterations of various physiological systems that are frequently encountered in primary care are explored from a lifespan perspective. A case study approach is used to analyze risk factors, pathophysiological changes, signs and symptoms of disease processes, and disease outcomes. Current and appropriate screening and diagnostic evaluative methods are also reviewed to enhance critical thinking and assist the student in developing diagnostic reasoning and clinical management skills.

NSG 663. Advanced Pharmacology. 3 Credit Hours.

This course focuses on applied pharmacology for acute and chronic diseases that are commonly encountered in the primary care setting. The focus is on special populations, efficacy, drug interactions, and the cost and benefit of pharmacological interventions. Proper prescribing, patient education, and monitoring procedures are discussed as well as compliance issues, drug overuse and abuse, and legal/ethical issues related to prescribing.

NSG 665. Advanced Health Assessment I. 3 Credit Hours.

This course, which serves as the foundation for the Advanced Practice Nursing clinical coursework, focuses on the development of comprehensive, advanced health assessment skills, diagnostic reasoning, and management of common problems in the adult population. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies enhance the students communication and interviewing skills, complex bio-psycho-social assessment, and critical thinking skills essential for planning, delivering, and evaluating health care. Emphasis is placed on the synthesis of assessment data to arrive at differential diagnoses. Students learn to present patient histories and exam findings in a concise and effective manner.

NSG 666. Advanced Health Assessment II. 3 Credit Hours.

This course, the second in a sequence of clinical courses, builds upon concepts introduced in Advanced Health Assessment I. Theoretical and clinical foundations for comprehensive health assessment through the lifespan from birth through senescence are emphasized. The course furthers the development of the advanced practice role as students apply their physical assessment and diagnostic reasoning skills across diverse populations with increasing competence, confidence, and leadership. The focus of the course is on the comprehensive biopsychosocial assessment of populations from pediatrics (infants, school age children, and adolescents), through reproductive health, and geriatrics, as well as the management of commonly encountered problems in these populations. Emphasis is placed on age appropriate assessment techniques, the identification of normal and abnormal findings, the development of differential diagnoses, and the development of management plans that include teaching strategies that focus on prevention and anticipatory guidance. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies refine the students communication and interviewing skills, comprehensive assessment skills, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 665: Advanced Health Assessment I.

NSG 667. Advanced Practice Nursing Role. 2 Credit Hours.

This course introduces students to the history, ethical standards, and development of the various roles of the Advanced Practice Nurse (APN). The professional, organizational, and scope of practice requirements for each role are explored. APN role transition, certification, and professional activities are examined as they relate to the profession of nursing. Select theories and practices from nursing and related disciplines are integrated to provide a foundation for the graduate student to transition into the advanced practice role and to provide comprehensive care to diverse populations.

NSG 671. FNP Clinical I. 1.5 Credit Hours.

This is the first clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in an adult, primary care population under the supervision and guidance of a clinical preceptor. Students gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete 135 hours of supervised clinical practice in this course. Pre / Co-requisites: NSG 660: Advanced Pathophysiology, NSG 663: Advanced Pharmacology, NSG 665: Advanced Health Assessment I, and NSG 667: Advanced Practice Nursing Role.

NSG 672. FNP Clinical II. 1.5 Credit Hours.

This is the second clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete 135 hours of supervised clinical practice. Pre-requisites: NSG 671: FNP Clinical I.

NSG 673. FNP Clinical III. 3 Credit Hours.

This is the third clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 681, focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and a prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 270 hours of clinical for this course. Pre-requisite: NSG 672: FNP Clinical II. Co-requisite: NSG 681: Health & Illness Management I.

NSG 674. FNP Clinical IV. 3 Credit Hours.

This is the final clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 682, continues to focus on the diagnosis and management of acute and chronic health problems in the family population, however more emphasis is placed on the students independent management of increasingly complex patients. Students are expected to be proficient with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and an independently formed management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, accountability and patient advocacy, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 270 hours of clinical for this course. Pre-requisite: NSG 673: FNP Clinical III. Co-requisite: NSG 682: Health & Illness Management II.

NSG 680. Care Transitions. 3 Credit Hours.

This course will explore the movement of patients and families/ caregivers between health care providers, different levels of care, and healthcare settings during the course of chronic or acute illnesses. Care transitions will provide the learner with insight into the critical role of the registered professional nurse as the coordinator of the healthcare team in the development of a culturally competent, comprehensive patient and family/caregiver-centered complex plan of care. This includes assessing and addressing the level of engagement in self-management and "compliance." Current validated models used to optimize transitions in care and improve client outcomes, such as readmission rates and medication errors, will be introduced along with principles of adult learning, how to identify health literacy and literacy deficits, and how to tailor appropriate education into daily practice.

NSG 681. Health & Illness Management I. 3 Credit Hours.

This course, which must be taken simultaneously with NSG 673, is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology and advanced health assessment, students advance critical thinking skills by synthesizing assessment data to formulate differential diagnoses and management plans. Emphasis is placed on diagnosis and management of commonly occurring acute and chronic health problems from a lifespan perspective. Students practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab, and clinical preceptors in the field. Simultaneously, the student continues to develop in the role of the Advanced Practice Nurse through professional collaboration and consultation with other health professionals, teaching patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the students communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 666: Advanced Health Assessment II Co-requisite: NSG 673: FNP Clinical III.

NSG 682. Health & Illness Management II. 3 Credit Hours.

This course, which must be taken simultaneously with NSG 674, is a continuation of NSG 681 and is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology, advanced health assessment, and concepts learned in NSG 681, students advance critical thinking skills by synthesizing assessment data to independently formulate differential diagnoses and management plans. Students integrate knowledge and practicum experiences in primary, secondary and tertiary preventive care interventions of patients and families. Emphasis is on the care for persons with acute and chronic issues throughout the lifespan. Students experience a variety of care settings as they continue to practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab and clinical preceptors in the field. Simultaneously, the student continues to develop in the role of the advanced practice nurse through professional collaboration and consultation with other health professionals, teaching patients and families, accountability to and advocacy for patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the students communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families. Pre-requisite: NSG 681: Health and Illness Management I. Co-requisite: NSG 674 FNP Clinical IV.

NSG 690. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 691. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 692. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 693. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 694. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 695. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 696. Special Topics in Nursing. 3 Credit Hours.

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.

NSG 697. Health Information Systems. 3 Credit Hours.

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends. A semester-long group will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.

Cross-listed Courses: NSG 387, MIS 450, MIS 710

NSG 701. Teaching Practicum. 3 Credit Hours.

This nurse educator role course provides the student with an in-depth opportunity to explore and apply teaching and learning theories, concepts, and skills previously acquired in the program to an educational setting. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the development, implementation, and evaluation of teaching/learning activities during a semester-long practicum experience. The student is expected to establish a specific set of objectives to be accomplished, observe a model teacher, create teaching plans and material based on the most current research data, engage in teaching audiences of learners on content pertinent to her/his area of clinical specialization, attend curriculum and faculty meetings, develop and analyze examination items, and conduct a self-evaluation of the practicum experience. The student is expected to complete 180 hours of practicum (2 credits = 10 hours per week for 12 weeks). Students also will attend a total of 15 hours of seminar and individual meetings with the instructor during the semester to discuss and share teaching and learning experiences in their professional role as educators.

Prerequisite: NSG 635 and Prerequisite or Corequisite: NSG 650.

NSG 702. Palliative Care Clinical Pract. 3 Credit Hours.

This course provides the student with an in-depth opportunity to explore the role of the principles of palliative care and apply the knowledge and skills of this specialty practice area in a clinical setting of patients with terminal illness. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the needs of patients and families coping with terminal illness and plan, implement, and evaluate care during a semester-long clinical practicum experience. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of palliative care, integrate the most current research data in the development of palliative of care plans, engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care, and evaluate the achievement of patient and family goals of care. The student is expected to complete 180 hours of practicum (2.5 credits = 15 hours per week (6 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role as providers of care to terminally ill patients and their families.

NSG 703. Administrative Practicum. 3 Credit Hours.

This nurse administrator role course provides the student with an in-depth opportunity to explore and apply management and leadership theories, concepts, and skills previously acquired in the program to a health care setting. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the development, implementation, and evaluation of administrative activities during a semester-long practicum experience. The student is expected to establish a specific set of objectives to be accomplished, observe a model nursing administrator, attend organizational meetings, explore issues related to human resource management and quality care delivery, select an administrative problem and carry out appropriate approaches to decision making and problem solving, and conduct a self-evaluation of the practicum experience. The student is expected to complete 120 hours of practicum (2 credits = 10 hours per week for 12 weeks). Students will also attend a total of 15 hours of seminar and individual meetings with the instructor during the semester to discuss and share management and leadership experiences in their professional role as administrators.

NSG 704. Gerontology Clinical Practicum. 3 Credit Hours.

This course provides students with an in-depth opportunity to explore the principles of healthy aging and the care of older adults. In a clinical setting, they will have the opportunity to apply the knowledge and skills about older adults' growth and development, health promotion, disease prevention, and physiological aging. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the needs assessment of older adult clients and families and plan, implement, and evaluate care during a semester-long clinical practicum experience. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of gerontology, integrate the most current research data in the development of plans of care, engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care, and evaluate the achievement of patient and family goals of care. The student is expected to complete 180 hours of practicum (2.5 credits = 15 hours per week (6 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role as providers of care to older adults.

NSG 706. Scholarly Project Continuation. 0 Credit Hour.

This course is non-credit bearing and is designed for students who are not able to complete NSG 705 within one semester. This course will allow students to remain connected with a faculty advisor and also to continue their access to Le Moyne College resources. NSG 706 may be taken just one time and must be taken in the next available semester. Upon registering for NSG 706, the students will be charged an administrative fee. In the event NSG 706 cannot be completed in one semester, the student will need to re-register for NSG 705 with a new project proposal.

NSG 707. Nursing Informatics Practicum. 3 Credit Hours.

This course provides the student with an in-depth opportunity to explore the role of the nurse in health informatics in the practice setting. The student will apply knowledge of information systems, information processes, and nursing care delivery to assess system utility in meeting the care needs of patients and the information needs of providers and organizations. Under the guidance of a faculty member and an expert preceptor, the student will actively participate in the needs assessment of patients and providers for information, plan for systems changes, and implement and evaluate system applications. The student is expected to establish a specific set of objectives to be accomplished, work alongside a nurse expert in the field of informatics, integrate the most current research data in the development of plans for information process changes and systems, and engage in interdisciplinary collaboration to ensure coordinated and comprehensive patient care. The student is expected to complete 120 hours of practicum (2 credits = 10 hours per week (5 hours/credit) for 12 weeks). Students will also attend 12-15 hours of seminar and individual meetings with instructor during the semester to discuss and share teaching/learning experiences in their advanced professional role in informatics.

NSG 709. Transition to Advanced Practice. 1 Credit Hour.

This is the culminating seminar for students in the Advanced Practice Nursing (APN) role. It provides the student the opportunity to summarize, evaluate, and integrate their experiences as they transitioned from RN to novice APN. Emphasis is placed on practice issues related to enhancing the APN role in healthcare settings and in the community at large, exploring job negotiation strategies, and examining the role of the clinical preceptor. Requirements for state and national certification and federal reimbursement are reviewed. Prerequisite(s): NSG 681. Corequisite: NSG 682.

NSG 710. Scholarly Project I. 1 Credit Hour.

This pre-capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, the area of concentration, and the specialty practice/functional role courses in developing a scholarly project proposal. Students must choose a topic related to their role and are expected to work under the direct supervision of a faculty member to organize and complete their Scholarly Project proposal, secure Institutional Review Board (IRB) approval, if necessary, and establish a realistic timeline for implementation of their Scholarly Project in NSG 711. A seminar format and individual advisement with the faculty sponsor will be the approach used to assist students to accomplish these expectations.

Prerequisites: Practicum course completed in program.

NSG 711. Scholarly Project II. 2 Credit Hours.

This capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, area of concentration, and specialty practice/functional role courses in carrying out this project. The student must have already decided on a topic related to their role as reflected in the draft proposal completed in NSG 710 and now the student must individually design, implement, analyze, and evaluate a new activity or creative approach that reflects an advanced level of knowledge and skills in their area of concentration. Also, the student must demonstrate well-developed abilities in decision making and problem solving as well as a solid understanding of the research process, socio-cultural issues, ethical dilemmas, and organizational systems for health care delivery. The student is expected to work under the direct supervision of a faculty member to organize and complete this written assignment. This project must demonstrate the student's ability to produce a scholarly paper that is relevant to nursing practice and that is of publishable quality. Co-requisites: NSG 701, NSG 702, NSG 703, NSG 704, or NSG 707. Prerequisites: NSG 710.

NSG 712. Scholarly Project. 1 Credit Hour.

The course is designed to assist the graduating Master's Clinical Nurse Specialist to demonstrate achievement of the program outcomes and to assume the role of an independent CNS. Learning outcomes in each of the program courses are integrated into the Transition to practice culminating project. The culminating experience is designed to integrate knowledge and skills acquired from coursework into an ePortfolio and reflective narrative that together demonstrate mastery of Essential of the Masters in Nursing Education (AACN) as well as the Clinical Nurse Specialist Core Competencies (NACNS). Pass/Fail only.

NSG 713. Complex Problems of Adults and Older Adults. 3 Credit Hours.

This course provides opportunities to explore prevention and management of complex health problems of the adult and older adult within acute and chronic settings. Students are prepared to deliver direct care to and consultation in acute and community settings. Students use principles of nursing theory, evidence-based practice, quality improvement and cost-effectiveness to identify opportunities for improvement for individual care and selected populations. Collaboration and communication skills in the direct care settings are emphasized. Prerequisites(s): NSG 660. Prerequisite(s)/Corequisite(s): NSG 663 NSG 665. Corequisite: NSG 714.

NSG 714. CNS Clinical Practicum I. 1 Credit Hour.

The first clinical practicum is designed to be taken as a corequisite to NSG 713. Complex problems of adults and older adults. During this clinical experience students will spend 90 hours at a clinical site working with a masters-prepared clinical nurse specialist to apply theoretical concepts of complex management to the clinical area. The focus of the first clinical is on the direct care and management of adults and older adults, patient education, and identification of system needs and barriers. This course is pass/fail only. Corequisite: NSG 713.

NSG 715. CNS Clinical Practicum I. 1 Credit Hour.

In the second clinical practicum students are expected to take a more independent role in providing direct patient care and care management as well as interprofessional collaboration, clinical education and project development. Students will spend 90 hours in the outpatient, long term care, acute, or critical health care arenas working with the health care team to provide evidence based care and evaluate patient outcomes. A key component to the second clinical experience is the identification of a major clinical project and the development of an evidence based foundation for that project. Prerequisite(s): NSG 714. This course is pass/fail only.

NSG 716. CNS Clinical Practicum III. 2 Credit Hours.

The third clinical practicum offers students the opportunity to work as a nursing expert within the health care team to manage care of patients. In this clinical course, students will take a leadership role with a team to implement the clinical project proposed and developed in Clinical practicum II. This clinical provides experience in interprofessional collaboration, coaching and mentoring nurses, and systems leadership. This clinical also focuses on integration of technology and for efficiency and accuracy in quality and outcomes management. Prerequisite(s): NSG 715. This course is pass/fail only.

NSG 717. CNS Clinical Practicum IV. 2 Credit Hours.

Clinical Practicum IV is designed to accompany NSG: 718: Transitions of Care. The emphasis of this clinical experience is on the continuum of care, providing safe and effective means and measures of care, and examination of the policies and regulations that govern such transitions. Additionally, the students will complete the Clinical Project evaluation and prepare a professional presentation of the project goals, methods, and outcomes. This course is pass/fail only. Prerequisite(s): NSG 716. Corequisite: NSG 718.

NSG 718. Transitions of Care. 3 Credit Hours.

This course offers the opportunity to explore models for optimizing health of the older adult and to optimize the journey of older adults through transitions in life as well as transition in health and home environments. Students will examine systems of living environments and provision of healthcare from acute care to assisted living, skilled nursing services, home care and hospice care. Students will explore current transition of care models as well as the barriers and resources available to facilitate comfortable life progression for the patient and family. Students will also apply standards of care to evaluate health delivery systems and develop quality improvement programs designed to assist in best practice transitions of care. Emphasis is placed on an understanding and appreciation of diverse providers and perspectives on the provision of care. Prerequisite(s): NSG 616 NSG 660 NSG 663 NSG 665. Corequisite(s): NSG 717.

Master of Science in Nursing

Typical Program for Educator Track (Full-Time)

Course	Title	Credit Hour
Year I		
First Semester		
NSG 660	Advanced Pathophysiology	3
NSG 663	Advanced Pharmacology	3
NSG 665	Advanced Health Assessment I	3
Credit Hours		9

Second Semester

NSG 615	Advanced Research	3
NSG 626	Systems Thinking for Quality Care	3
NSG 561	Principles of Teaching and Learning	3
Credit Hours		9

Year II

First Semester

NSG 637	Ethical Leadership in Nursing	3
NSG 651	Instructional Design	3
NSG 635	Curriculum and Program Development	3
NSG 616	Research Application	2
Credit Hours		11

Second Semester

General Elective		3
NSG 650	Educational Assessment & Evaluation	3
NSG 701	Teaching Practicum	3
NSG 712	Scholarly Project	1
Credit Hours		10
Total Credit Hours		39

Typical Program for Educator Track (Part-Time)

Course	Title	Credit Hour
--------	-------	-------------

Year I

First Semester

NSG 660	Advanced Pathophysiology	3
NSG 663	Advanced Pharmacology	3
Credit Hours		6

Second Semester

NSG 615	Advanced Research	3
NSG 561	Principles of Teaching and Learning	3
Credit Hours		6

Year II

First Semester

NSG 665	Advanced Health Assessment I	3
NSG 651	Instructional Design	3
Credit Hours		6

Second Semester

NSG 626	Systems Thinking for Quality Care	3
NSG 650	Educational Assessment & Evaluation	3
Credit Hours		6

Year III

First Semester

NSG 637	Ethical Leadership in Nursing	3
NSG 635	Curriculum and Program Development	3
NSG 616	Research Application	2
Credit Hours		8

Second Semester

Elective		3
NSG 701	Teaching Practicum	3

NSG 712	Scholarly Project	1
Credit Hours		7
Total Credit Hours		39

Students who complete the master's degree in the educator track are eligible to take the certification exam for nurse educators (CNE).

Typical Program for Administrator Track (Full-Time)

Course	Title	Credit Hour
--------	-------	-------------

Year I

First Semester

NSG 561	Principles of Teaching and Learning	3
BUS 501	Business Communications	3
NSG 625	Health Care Delivery Systems	3
Credit Hours		9

Second Semester

MIS 501	Management Information Systems or NSG 697 or Health Information Systems	3
NSG 535	Epidemiology	3
NSG 566	Contemp Issues in Healthcare Leadership	3
Credit Hours		9

Year II

First Semester

CCM 500 Elective ¹		3
NSG 612	Health Issues in an Aging Society	3
NSG 615	Advanced Research	3
NSG 611	Managing Systems Projects	3
Credit Hours		12

Second Semester

HRM 601	Human Resource Management	3
NSG 703	Administrative Practicum	3
NSG 710	Scholarly Project I	1
NSG 711	Scholarly Project II	2
Credit Hours		9
Total Credit Hours		39

¹ A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CCM).

Typical Program for Administrator Track (Part-Time)

Course	Title	Credit Hour
--------	-------	-------------

Year I

First Semester

NSG 561	Principles of Teaching and Learning	3
BUS 501	Business Communications	3
Credit Hours		6

Second Semester

MIS 501	Management Information Systems or NSG 697 or Health Information Systems	3
---------	---	---

NSG 535	Epidemiology	3
Credit Hours		6
Year II		
First Semester		
NSG 625	Health Care Delivery Systems	3
NSG 612	Health Issues in an Aging Society	3
Credit Hours		6
Second Semester		
NSG 566	Contemp Issues in Healthcare Leadership	3
HRM 601	Human Resource Management	3
Credit Hours		6
Intersession		
CCM Elective ¹		3
Credit Hours		3
Year III		
First Semester		
NSG 615	Advanced Research	3
NSG 611	Managing Systems Projects	3
Credit Hours		6
Second Semester		
NSG 703	Administrative Practicum	3
NSG 710	Scholarly Project I	1
NSG 711	Scholarly Project II	2
Credit Hours		6
Total Credit Hours		39

¹ A 500-level elective, in ethics or human diversity and social issues may be taken from the Consortium for Culture and Medicine (CCM).

Students who complete the master's degree in the administrator track are eligible to take the certification exam for nurse administrators (CNA)

Post-Master's Certificates

Post-master's certificate programs are available in Family Nurse Practitioner (FNP), education and administration for nurses who already hold a master's degree in nursing. The post-master's certificate for FNP is an individualized program of study dependent on transcript review. The Programs of Study for the education and administration post-master's certificates are outlined below.

Typical Program for Educator Track

Course	Title	Credit Hour
Year I		
First Semester		
NSG 561	Principles of Teaching and Learning	3
NSG 635	Curriculum and Program Development	3
Credit Hours		6
Second Semester		
NSG 650	Educational Assessment & Evaluation	3
NSG 651	Instructional Design	3

NSG 701	Teaching Practicum	3
Credit Hours		9
Total Credit Hours		15

Typical Program for Administrator Track

Course	Title	Credit Hour
Year I		
First Semester		
MIS 501	Management Information Systems	3
BUS 501	Business Communications	3
Credit Hours		6
Second Semester		
HRM 601	Human Resource Management	3
NSG 703	Administrative Practicum	3
Credit Hours		6
Total Credit Hours		12

Family Nurse Practitioner (MS)

Family Nurse Practitioner (FNP) Program

Nurse Practitioners have become the primary care providers for millions of Americans and are poised to meet the challenge of improving the health care of many more millions of people in the changing healthcare market. Family Nurse Practitioners (FNPs) are master's prepared, Advanced Practice Registered Nurses (APRNs) with expertise in the diagnosis and management of common and complex health conditions across the lifespan. FNPs focus on preventative care and health management. Drawing upon specialized knowledge and clinical competencies as health educators, counselors, researchers, and clinicians, FNPs provide comprehensive care to individuals and families and promote high quality, cost effective health care. FNPs work autonomously as well as in collaboration with other primary care providers and healthcare professionals in the community with the ultimate goal of improving clinical outcomes.

The FNP program provides the student with the academic knowledge and advanced clinical training needed to begin practice as a novice FNP. The program focuses on the development of strong assessment and diagnostic skills sets that, as students advance through clinical courses, are tested at increasingly complex levels. Emphasis is also directed toward the use of research and evidence-based practice to understand and evaluate current prevention strategies, disease management recommendations, and best practice outcomes that are necessary for providing comprehensive health promotion, disease prevention, and management of common acute and chronic illnesses. Successful graduates will hold a FNP Certificate in New York State and will be eligible to sit for the National Family Nurse Practitioner certification exam offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP).

The FNP program is designed to concur with the criteria and standards for master's education as set forth by the American Association of Colleges of Nursing (AACN) in its Essentials of Master's Education document as well as the guidelines enacted by the Nursing Organization of Nurse Practitioner Faculty (NONPF) in its Nurse Practitioner Core Competencies. The program consists of two parts: graduate level core content (11 credits) and a specialty focus of FNP role (34 credits) for a

total of 45 credits. Completion of this FNP curriculum leads to a Master of Science (MS) degree in nursing.

The 45-credit FNP curriculum is designed as a two-year program of study for full-time students and as a three-year program of study for part-time students.¹ Application for admission as a matriculated full-time or part-time student is for the Fall semester only. Also, a Post-Master's Certificate is offered to eligible candidates who have a master's degree in nursing with another specialty focus. The sequencing of the courses in the curriculum reflects a logical flow of content and consists of a combination of theory, laboratory, and clinical coursework. At the graduate level, the ratio of credits to contact hours is as follows:

- 1 credit of theory = 1 hour of class time;
- 1 credit of lab = 2 hours of lab time;
- 1 credit of clinical = 6 hours of practice experience.

A minimum of nine credits of coursework at the graduate level constitutes full-time study and eight credits or less is considered part-time study.

The student must complete a minimum of 810 hours of clinical practice beginning in the second semester of the full-time program of study and beginning in the fourth semester of the part-time program of study, as outlined in the curriculum plans respectively. Clinical hours must be completed in the semester or summer session in which a clinical course is taken. Clinical sites encompass a variety of community-based and acute care practice settings. The clinical hours are allocated based on age/developmental stage requirements of each population group. The following outline indicates the approximate hours required for practice experience with each specific group:

- 20– 64 years (adult) = 300 hours;
- 65 + years (older adult) = 110 hours;
- 0 – 19 years (child and adolescent) = 200 hours;
- Women's Health = 100 hours;
- Specialty = 100 hours.

¹ The part-time program of study will not be offered unless a sufficient number of full-time students have been enrolled.

Typical Program for Family Nurse Practitioner (Full-time)

Course	Title	Credit Hour
Year I		
First Semester		
NSG 660	Advanced Pathophysiology	3
NSG 663	Advanced Pharmacology	3
NSG 665	Advanced Health Assessment I	3
NSG 667	Advanced Practice Nursing Role	2
Credit Hours		11
Second Semester		
NSG 615	Advanced Research	3
NSG 626	Systems Thinking for Quality Care	3
NSG 671	FNP Clinical I (135 hrs.)	1.5
NSG 672	FNP Clinical II (135 hrs.)	1.5

NSG 666	Advanced Health Assessment II	3
Credit Hours		12
Year II		
First Semester		
NSG 637	Ethical Leadership in Nursing	3
NSG 681	Health & Illness Management I	3
NSG 616	Research Application	2
NSG 673	FNP Clinical III (270 hrs.)	3
Credit Hours		11
Second Semester		
Graduate Elective		3
NSG 682	Health & Illness Management II	3
NSG 674	FNP Clinical IV (270 hrs.)	3
NSG 709	Transition to Advanced Practice	1
NSG 712	Scholarly Project	1
Credit Hours		11
Total Credit Hours		45

Typical Program for Family Nurse Practitioner (Part-time)

Course	Title	Credit Hour
Year I		
First Semester		
NSG 615	Advanced Research	3
NSG 626	Systems Thinking for Quality Care	3
Credit Hours		6
Second Semester		
NSG 660	Advanced Pathophysiology	3
NSG 663	Advanced Pharmacology	3
Credit Hours		6
Year II		
First Semester		
NSG 665	Advanced Health Assessment I	3
NSG 637	Ethical Leadership in Nursing	3
NSG 667	Advanced Practice Nursing Role	2
Credit Hours		8
Second Semester		
NSG 671	FNP Clinical I (135 hrs.)	1.5
NSG 672	FNP Clinical II	1.5
NSG 666	Advanced Health Assessment II	3
Elective		3
Credit Hours		9
Year III		
First Semester		
NSG 681	Health & Illness Management I	3
NSG 673	FNP Clinical III (270 hrs.)	3
NSG 616	Research Application	2
Credit Hours		8
Second Semester		
NSG 682	Health & Illness Management II	3

NSG 674	FNP Clinical IV (270 hrs.)	3
NSG 709	Transition to Advanced Practice	1
NSG 712	Scholarly Project	1
Credit Hours		8
Total Credit Hours		45

Post-Master's FNP Certificate

Program of study is tailor-made dependent on transcript review.

Occupational Therapy

Chair: Deborah Marr

Professor of Practice: Kristine Cervantes, Marisa Hart, Deborah Marr

Adjunct Faculty: Norton Berg, Rebecca Brown, Leslie Gale, Jenna Leveille, Leigh Nolan, Paul Prescott, Royce Robertson

Academic Field Work Coordinator: Caitlin Esposito

Occupational Therapy is a health profession dedicated to assisting individuals to achieve their well being through engagement in occupations. Our curriculum is centered on an interdisciplinary and ecological complexity science model of education. An occupational therapist practicing within the spirit of an ecological complexity model views the client as a human organism, not just as an indication for therapeutic intervention; understands the client is embedded in a variety of systems – neurobiological, familiar, social, and physical – that continuously recalibrate themselves; and appreciates that small interventions with the appropriate level of challenge can have significant results.

The Master of Science with a concentration in Occupational Therapy at Le Moyne College is designed to educate national and international professionals who can actively contribute to the profession through service, scholarship, and leadership, promoting occupational justice in local and global communities. Our program focuses on the development of an ecologically global forward-thinking attitude and leadership. Le Moyne Occupational Therapy graduates are proficiently skilled healthcare professionals who exemplify excellence in their creativity, collaboration and communication promoting respect and service to their clients and for the field.

The two-year, entry-level, MS is an 80-credit full time program consisting of daytime, weekday classes with some evening labs. The program begins in June, and all courses are sequential. The curriculum is designed to provide an excellent education for students planning for professional roles as occupational therapy practitioners in traditional settings, as well as in areas of newly identified need. All qualified students are awarded a Master of Science degree after successful completion of the coursework. This coursework includes didactic classroom courses, online tests, projects and assignments, fieldwork experiences, and a master capstone project.

Accredited Master's Degree Level Occupational Therapy Program

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and

its Web address is www.acoteonline.org (<http://www.acoteonline.org>). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission Criteria

- Completed bachelor's degree or one completed by the time the program begins.
- At least 40 hours of clinical observation under the supervision of a licensed OT in multiple settings with different clients.
- The following prerequisites (semesters or equivalent quarters) with a B or better. AP and CLEP courses do not qualify.
- GPA of at least 3.0 or better in social sciences, science and prerequisite courses, as well as cumulative GPA.
- All prerequisites must be completed within the past five years.
- Miller Analogies Test (MAT) score in at least the 35th percentile, or GRE scores at or greater than 152V, 150Q and 4.0 Analytical Writing.
- INTERNATIONAL STUDENTS: A score of at least 79 on the TOEFL or 6.5 on the IELTS in place of the MAT

Prerequisite Coursework

Prerequisite Coursework

Anatomy & Physiology I (200 + level) ¹	4
Anatomy & Physiology II (200+ level) ²	4
Neuroscience OR Brain and Behavior or Cognition	3
Cultural Ideas and/or Civilizations ³	3
Lifespan or Human Development	3
Abnormal Psychology	3
Statistics ⁴	3
Medical Terminology ⁵	1
English composition or technical writing	3
Humanities ⁶	3
Total Credit Hours	30

¹ BSC 201 Human Anatomy & Physiology I at Le Moyne will satisfy this prerequisite

² BSC 202 Human Anatomy & Physiology II at Le Moyne will satisfy this prerequisite

³ World literature, world religions, history, American studies, women's studies, sociology

⁴ Social science or educational statistics strongly preferred

⁵ Note: Le Moyne does not offer this course. To satisfy this prerequisite, it maybe be taken online or in-person at another institution.

⁶ Ethics, philosophy of mind, theology

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 satisfied prior to participation in fieldwork experiences.

All students admitted to the Occupational Therapy Program are required to submit a certificate of complete physical examination that indicates the student is capable of completing the educational program, including clinical rotations no later than four weeks prior to matriculation.

Health Insurance

All students are required to have health insurance when entering the program and to provide proof in August of each year thereafter. Graduate students may obtain health insurance through the College. Students are not covered under Workman's Compensation or any other policy by Le Moyne College or by any of our affiliated clinical sites.

Academic Criteria

Graduation Requirements

All occupational therapy graduate students are required to maintain a minimum GPA of 3.0 or greater in order to remain in good academic standing.

Probation

A student earning a grade less than a B in any course will be placed on academic probation. Additionally, a student who fails a Level I Fieldwork rotation will be placed on probation and required to repeat the rotation prior to the beginning of the next semester or advancing to taking any other courses.

Termination

The following will result in dismissal from the program:

- A student who receives a grade of less than B for 6 academic credit hours (two 3-credit courses, or any combination of courses that add up to a total of 6 credits) will be dismissed from the program.
- If a student is on academic probation from the didactic year, failing a single rotation will result in dismissal from the program.
- A second failed fieldwork Level I will result in dismissal from the program.

Transfer Credit/Waiver Policy

The Le Moyne College Occupational Therapy Program does not grant advanced placement, give credit for or accept transfer of credit for OT therapy courses or seminars.

The chair of the occupational therapy 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

Occupational therapy students must complete the program within five years from the date of matriculation.

Withdrawal or Leave of Absence

If a student chooses to withdraw or take a leave of absence from the program, the student must inform their faculty advisor and department chair and follow department and college policy.

A student who withdraws from the college must apply for readmission through OTCAS.

For additional policies specifically related to the Occupational Therapy Program, please refer to the Occupational Therapy Student Handbook (available at student orientation), or on line in the Canvas Student Café.

Formal Academic Grievances Against Professors, Classes, or Programs

Formal academic complaints about a class or professor should be taken directly to the professor concerned first. If the issue is not resolved, a written complaint should be filed with the appropriate department chair or director. This written version should identify the complainant, specifically detail the perceived problem, the date of the meeting with the Professor and be accompanied by any relevant supporting documentation or data. It should also include the proposed response or remedy.

- The department chair or director 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 a resolution. If the department chair or director is the professor, the senior member of the department other than the course instructor shall hear the appeal.
- If the problem has not been resolved in steps one or two 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 or director. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair or director)
- The appropriate dean shall then forward written recommendation to the student, the professor and the department chair.
- The student may appeal the dean's decision to the academic vice president within 15 days.
- Formal academic complaints about a program should be filed with the appropriate department chair or director and then proceed to resolution through the same steps outlined above for complaints about professors or courses.

Complaints against the Le Moyne College Occupational Therapy Program may be submitted directly to the Accreditation Council for Occupational Therapy Education (ACOTE). To receive formal consideration, all complaints must be submitted in writing to the ACOTE Chairperson, c/o the AOTA Accreditation Department, at the following address: ACOTE Chairperson c/o the AOTA Accreditation Department 4720 Montgomery Lane, Suite 200 Bethesda, MD 20814-1220. Letters of complaint against educational programs must: a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c. be signed by the complainant.

NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff unless release of identity has been authorized, or disclosure is required by legal action. The full policy is on the AOTA Web site at the following link:

<http://www.aota.org/Education-Careers/Accreditation/Policies.aspx>

Student Learning Outcomes in Occupational Therapy

Students who graduate will be able to:

Relate organizational dynamics to the delivery of OT services.

Integrate concepts of human relationships and systems into interactions with OT clients.

Communicate effectively with colleagues and clients to support the outcomes of OT

Recognize the influence of diversity, dignity and justice on lived experience of individuals, populations, communities, and global.

Describe the role of cultural, social, political, religious, and economic contexts on occupation.

Apply theory and scholarship to daily practice as an occupational therapist.

Demonstrate empathetic and ethical behavior and dispositions as an OT professional.

Collaborate with the professional and lay communities to implement new, integrative occupational therapy services.

Reflect one's own practice and professional growth as an occupational therapist.

- Occupational Therapy Studies (M.S.) (p. 440)
- Direct Entry Pathway for B.S. PSY to M.S. OT (p. 440)
- Direct Entry Pathway for B.A. SOC to M.S. OT (p. 101)

Occupational Therapy (OTM)

OTM 201. Introduction to Medical Terminology. 1 Credit Hour.

This course introduces students to the language of the health professions. Using a systematic approach, students will learn the meanings of prefixes, suffixes, combining vowels, and word roots as they relate to anatomy, physiology, and pathological conditions. At the conclusion, students will be able to recognize, build, and produce basic medical vocabulary.

OTM 501. Introduction to OT. 2 Credit Hours.

This course introduces students to the Occupational Therapy Practice Framework: Domain & Process, and the International Classification of Functioning, Disability & Health, two official documents guiding the practice of occupational therapy. Students will be introduced to the philosophical and theoretical tenants of the profession and develop foundational skill in completing occupational profiles and task analysis as a means of analyzing and understanding the basic components of occupational performance and participation in meaningful life activities.

OTM 502. Clinical Anatomy & Kinesiology. 3 Credit Hours.

This course reviews the most important features of gross anatomy including bones, joints, muscles, blood vessels, muscles palpation and peripheral nerves. Structure and function, and application of basic biomechanical, neuromuscular, and musculoskeletal principles, are discussed in relation to everyday activities and occupational performance. In addition, students learn biomechanical, ecological systems, and dynamical systems' principles underlying human movement and their application to functional activities including seating, transfers, and mobility. Principles covered in lecture are applied through practical experiences and discussions during the application sessions.

OTM 502L. Anatomy and Kinesiology Lab. 0 Credit Hour.

OTM 503. Movement, Participation and Adaptation Of Occupation. 3 Credit Hours.

This course supports students to develop foundational knowledge of occupational performance and human movement necessary for subsequent assessment and intervention courses. Additionally, biomechanical principles of joint and muscle structure and function will be applied to occupational performance. Students will learn assessments and techniques most commonly used in occupational therapy practice including goniometry of range of motion (ROM), and manual muscle testing (MMT). Employing logical thinking, critical analysis, problem solving, and creativity; students learn how to analyze and adapt occupations and activities. Students will be able to explain the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors. Through a group project, students will articulate the value of occupation to support participation. Corequisite: OTM 503L.

OTM 503L. Movement, Participation Lab. 0 Credit Hour.

OTM 504. Health Care Ethics & Advocacy. 2 Credit Hours.

This course examines advocacy methods at both the individual and systems levels. Informed by Jesuit social teaching, this course then applies ethical decision making strategies towards creating a more just society supporting occupational participation. Students learn to advocate for the community at large within the systems that support or influence occupational participation, the profession of occupational therapy, and the consumers of occupational therapy services.

OTM 505. Foundations of Occupational Science in OT Practice. 3 Credit Hours.

This course introduces students to the history and philosophy behind the discipline of occupational science. Students will explore theory and philosophy supporting meaning and participation in occupation and develop a deeper appreciation of what it means to be an occupational being. Observation, interview, and narrative will be used, as tools to better understand the meaning of occupation. The focus of this course is on understanding occupation and context at the individual, community and organizational level. As a writing intensive course, students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication.

Prerequisite: OTM 501.

OTM 506. OT Practice in Mental Health. 3 Credit Hours.

The focus of this course is the range of mental health practice settings and service delivery across the lifespan. Students learn about various evidence based theories, models, and frames of reference that inform occupational therapy for clients with mental health issues. Using problem-based learning, students will analyze cases with increasingly complex psychosocial and contextual factors, influencing occupational performance. A significant emphasis is placed on evaluation, intervention, and discharge planning. Evidenced-based practice, clinical reasoning, and ethical decision making are integrated throughout the course.

Prerequisite: OTM 502.

OTM 507. Foundations of Neuroscience. 3 Credit Hours.

The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Lectures include neuroanatomy; development of the nervous system; function of central, peripheral, limbic, and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation); and cognition. Students will be presented with case studies to apply the concepts to daily human occupations, which reinforce the clinical application of the course topics.

Prerequisite: OTM 502.

OTM 507L. Foundations Neuroscience Lab. 0 Credit Hour.**OTM 508. Group Task Process & Practice. 2 Credit Hours.**

This seminar is designed to enhance clinical reasoning by facilitating the connections between propositional knowledge and practice knowledge in order for the student to integrate the social constructs of group dynamics in occupational therapy practice and the use of groups in occupational therapy treatment. Students will gain insight into the forces influencing their own group process, the foundations for professional socialization, therapeutic relationships, ethical practice, and other professional issues as they explore and learn about group process and engagement in group therapy in a variety of practice settings and with persons and populations of all ages and with a variety of needs through lecture, discussion, small group activities and training. Self-directed, collaborative learning and class participation are essential aspects of this seminar.

Prerequisite: OTM 501.

OTM 509. Clinical Medicine in Children & Adults. 3 Credit Hours.

General Medicine diagnoses that are leading cause of disability in children, adolescents, adults, and older adults are defined and described. Etiology, signs, symptoms, clinical course, medical management, morbidity, and prognosis are reviewed. The influence of medical pathology on activities of daily living and routines, and social participation is examined.

Prerequisite: OTM 502.

OTM 510. Introduction to Inquiry & Evidence Based I. 3 Credit Hours.

This is the first of a series of courses introducing students to the concepts of evidence-based practice and scholarship. Beginning with an orientation to published literature in the health professions, attention will be given to techniques of searching bibliographic databases such as Medline, Cumulative Index to Nursing and Allied Health Literature, and PsychInfo. Students will search, read, and analyze literature that validates current practice. The student will be given the opportunity to: 1) interpret criterion-referenced and norm-referenced standardized test scores based on an understanding of sampling, normative standard and criterion scores, reliability, and validity, 2) articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy, 3) identify elements of inquiry, approaches to research and related information that is included within the framework of a research design, 4) effectively locate, interpret, and evaluate information, including the quality of research evidence, 5) compare and contrast research designs that adopt quantitative methodology, including basic descriptive, correlational, and inferential quantitative statistics, 6) examine underlying assumptions and implement strategies for conducting scientific inquiry based on analysis of qualitative data.

Prerequisite: OTM 501.

OTM 511. Fieldwork I-1A. 1 Credit Hour.

Students will complete a 40 hour Level I fieldwork experience in a mental health practice setting and will participate in reflection and discussion about their on-site experience in connection with the OTM 506 course. Pass/Fail only.

Prerequisite: OTM 501.

OTM 601. Occupational Performance in Adult and Geriatrics. 4 Credit Hours.

This course focuses on the knowledge and resources needed for effective clinical reasoning about occupation-based evaluation and intervention and on developing an understanding of contextual variables impacting on occupational performance and participation in adults and older adults. The OTRF and ICF are used as the basis for understanding how healthcare context influences service delivery as well as how age related changes and illness experiences impact on a persons ability to successfully participate in meaningful life activities. Topics covered include diagnostic conditions and disorders, practice contexts/ environments, models and theories of practice, research evidence, healthcare/education regulations and policies, and interdisciplinary practitioner roles. Content is applied particularly to individuals living with long-term conditions who are most likely to benefit from occupational therapy interventions. A high level of self-directed learning is expected.

Prerequisite: OTM 507.

OTM 602. Evaluation & Intervention With Adults And Geriatrics. 3 Credit Hours.

This course uses a case-based approach to integrate knowledge of contemporary occupational therapy theory and practice to multiple medical and rehabilitation service delivery models. Cases will include increasingly complex physical, psychological, and contextual barriers to occupational performance for adults and older adults with physical disabilities. A significant emphasis is placed on evaluation, intervention, planning, and documentation. Evidenced-based practice and ethical decision-making are emphasized throughout the course. This is a lab based course and includes Physical Agent Modalities, Splinting, and Positioning Labs.

Prerequisite: OTM 507.

OTM 603. Inquiry & Evidence Based Practice II. 3 Credit Hours.

This second course in the evidence-based practice sequence focuses on the critical analysis of qualitative methods in sociological research. The purposes of this course is twofold: One, provide training in field methods engaging in sociological research, in particular Clinical Practice, with emphasis on such qualitative methods as participant-observation, intensive interview, content analysis, and oral history, among others. Two, establish a forum to direct student work and creative energies towards social, justice, environmental, and political issues in occupational therapy practice at large. This approach allows the student/scholar to discover communities, create channels of communication, find ways of continual engagement and project development, and bring knowledge beyond the immediate workings of the community and into the realm of culture. The place of these kinds of techniques in social research, as well as the issues raised by them, will be considered. Students will participate in individual or group research projects using one or more of the methods discussed.

Prerequisite: OTM 510.

OTM 604. Neuro-Rehabilitation. 3 Credit Hours.

In this course, students develop knowledge and skills pertaining the evaluation and treatment of individuals with spinal cord injury, stroke, cognition and perceptual deficits and movement disorders secondary to neurologic injury or disease. Medical information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to occupational therapist. From an OT perspective, specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addressed pertinent to the movement problems associated with a neurologic injury/disease while identifying and using appropriate guidelines in clinical decision-making. Laboratory sessions provide students with the opportunity to develop competency in formal and informal assessments use in neuro-rehabilitation including cognitive and perceptual evaluations.

Prerequisite: OTM 507.

OTM 605. Professional Reasoning. 2 Credit Hours.

This course provides students with an introduction to the fundamental concepts of professional reasoning and critical inquiry as the basis for professional and interdisciplinary decision-making. Students will examine current theories of professional reasoning, explore assumptions that influence everyday decision-making and develop an attitude of inquiry. Using readings, discussion, lecture and reflective activities, students will learn how therapists reason in practice and begin to apply these skills to practice.

Prerequisite: OTM 505.

OTM 606. Clinical Internship Level II Seminar I. 0.5 Credit Hour.

This seminar course prepares students for the transition from the academic setting to educationally directed clinical/community practice experiences under the supervision of a clinical fieldwork educator. Topics will include but not be limited to professional identity and behaviors including Level II fieldwork expectations and evaluation procedures, Le Moyne College Department of Occupational Therapy policies and procedures related to the fieldwork experience, supervisory relationships, diversity, and conflict resolution. Through sharing clinical cases and students prior level I experiences they will gain awareness of clinical reasoning skills, professional behaviors and practical issues and make connections between course based learning and clinical/community practice. Through discussion and activities students will understand the professional skills needed for successful Level II fieldwork participation and becoming an entry-level OT practitioner.

Prerequisite: OTM 505.

OTM 611. Fieldwork I-2A: Adults. 1 Credit Hour.

Students will complete a 40 hour Level I fieldwork experience with the adult and older adult populations and will participate in reflection and discussion about their on-site experience in connection with the OTM 601 course. Pass/Fail only.

Prerequisite: OTM 511.

OTM 612. Fieldwork I-3A: Pediatrics. 1 Credit Hour.

Students will complete a 40 hour Level I fieldwork experience in pediatrics and will participate in reflection and discussion about their on-site experience in connection with the OTM 622 course. Pass/Fail only.

Prerequisite: OTM 611.

OTM 621. Clinical Internship Level II Seminar II. 0.5 Credit Hour.

This seminar course prepares students for the transition from the academic setting to educationally directed clinical/community practice experiences under the supervision of a clinical fieldwork educator. Topics will include but not be limited to professional identity and behaviors including Level II fieldwork expectations and evaluation procedures, Le Moyne College Department of Occupational Therapy policies and procedures related to the fieldwork experience, supervisory relationships, professional licensure & credentialing including the NBCOT examination. Through sharing clinical cases and students prior level I experiences they will gain awareness of clinical reasoning skills, professional behaviors and practical issues and make connections between course based learning and clinical/community practice. Through discussion and activities students will understand the professional skills needed for successful Level II fieldwork participation and becoming an entry-level OT practitioner.

Prerequisite: OTM 606.

OTM 622. OT Practice with Children and Youth. 3 Credit Hours.

The focus of this course is on the foundations of occupational therapy services for children, youth, and their families in various settings and models of service delivery. Students explore the pediatric OT processes and tools; policies and legislation influencing practice; primary conditions encountered; and the roles of the occupational therapist in pediatric practice. This course emphasizes theoretical concepts related to human occupation and performance in social, spiritual, and emotional contexts of children and youth. The course will also initiate the students appreciation and value of community participation through active and inclusive living through fieldwork. The student will actively engage in the course through multiple learning processes including collaborations with peers, community stakeholders, and faculty; discussion and reflection of the congruence and discord of knowledge and experience; and self-directed learning through individual and group problem solving of individual and community needs. This course will facilitate a rigorous culture of scholarly inquiry as students begin to challenge beliefs and thoughts in occupational therapy theory and practice. As the student gains knowledge and experience with the occupational therapy theoretical, assessment, and intervention process for children and youth, the student will articulate a sense of professional identity and responsibility to peers, faculty, the community, the profession, and to society.

Prerequisite: OTM 601 and OTM 602.

OTM 623. Evaluation and Intervention for Children And Youth. 3 Credit Hours.

This course integrates evidence and theory in contemporary applications of occupational therapy in multiple pediatric/adolescent service delivery models. Cases will include increasingly complex psychosocial, physical, and contextual barriers to occupational performance for children and adolescents using active and problem-based learning approaches. A significant emphasis is placed on evaluation, intervention, outcomes and documentation related to the various cases presented. Evidence based practice, clinical reasoning, and ethical decision-making will be emphasized throughout the course.

Prerequisites: OTM 601 and OTM 602.

OTM 624. Rehabilitation Engineering & Assistive Technology. 2 Credit Hours.

This course focuses in understanding of the use of technology to support performance, participation, health and well-being. This technology may include, but is not limited to, electronic documentation systems, distance communication, virtual environments, and telehealth technology. Students participate in scholarly projects, including literature review, measurement; data collection, data analysis and interpretation, and writing scholarly reports.

Prerequisite: OTM 604.

Corequisite: OTM 624L.

OTM 624L. Rehab Eng & Assist Tech Lab. 0 Credit Hour.**OTM 625. Occupation in Community & Justice. 2 Credit Hours.**

Building on Occupational Science Foundations, this course focuses on how systems, communities, and organizations influence health disparity and occupational participation. Students will explore, through systematic observation, interview, and analysis the determinants of population based health and wellness, barriers and supports to occupational participation, and the concepts of occupational and social justice. Students complete a variety of informal and formal papers and utilize a drafting process to ensure proficiency in written communication.

Prerequisite: OTM 605.

OTM 626. Inquiry & Evidence Based Practice III Research Project. 1 Credit Hour.

This course is the last in the series of evidence-based in OT practice. Advanced lectures and discussions pertaining measurements, data collection, analysis and interpretation and publication sources will be the main focus. Research proposal submission is required. Dissemination of knowledge through presentations at state and national conferences are expected. Students are paired with faculty for mentoring and development of the project.

Prerequisite: OTM 603.

OTM 627. OT Management & Leadership. 3 Credit Hours.

This class focuses on management and leadership in occupational therapy across practice settings. It provides an overview of payment systems, departmental organization, marketing, supervision, quality improvement, and program evaluation. It provides students with the tools needed to lead OT programs and people with emphasis on important concepts of leadership including decision-making, conflict resolution, negotiation, and relational communication.

Prerequisite: OTM 604.

OTM 646. Inquiry & Evidence Based Practice IV. 1 Credit Hour.

This course is the last in the series of evidence-based courses in OT practice. Working with a faculty mentor, students will implement their capstone project proposal. Data collected will then be analyzed and interpreted. Methods for dissemination of results will be shared.

Prerequisite: OTM 626.

OTM 676. Capstones Master Project. 1 Credit Hour.

Students submit and present a scholarly capstone project as the culminating activity of the Master of Science in Occupational Therapy. The capstone represents the application of theory to practice or to other professional functions and demonstrates the knowledge, skills and attitudes necessary for the success of an entry-level occupational therapy practitioner.

Prerequisite: OTM 646.

OTM 685. Clinical Internship. 9 Credit Hours.

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry level practice. This course entails 3 months of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. Fieldwork Practicum II-1 is an in depth, hands on, lived experience, critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to the adult/older adult population, in a variety of settings, and at various levels of care where occupational therapy is already provided or would be of benefit. It includes but is not limited to most healthcare institutions, outpatient clinics, community based services, and/or schools. This course addresses the contextual application component of the curriculum; reflecting the educational themes of interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a Global Perspective of practice. Pass/Fail only.

Prerequisite: OTM 511 and OTM 611.

OTM 686. Pediatrics Experiential Practice. 9 Credit Hours.

The Level II fieldwork/internship course is required by the Accreditation Council for Occupational Therapy Education (ACOTE). This full time 12 weeks fieldwork experience is the final stage of preparing occupational therapy students for entry level practice. This course entails 3 months of full time supervised clinical experience with the opportunity to treat individuals with a variety of diagnoses across the life span. Students are assigned to an approved clinical education site in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist, as stipulated by ACOTE. All professional courses and Fieldwork Level I must be successfully completed before the students are permitted to enter Fieldwork Level II. Fieldwork Practicum II-1 is an in depth, hands on, lived experience, critical to occupational therapy education. In supervised settings, students apply their academically acquired knowledge to the pediatric population, in a variety of settings, and at various levels of care where occupational therapy is already provided or would be of benefit. It includes but is not limited to most healthcare institutions, outpatient clinics, community based services, and/or schools. This course addresses the contextual application component of the curriculum; reflecting the educational themes of Interdisciplinary learning, creativity, innovation, knowledge, leadership and communication embedded in a Global Perspective of practice. Pass/Fail only. Prerequisite: OTM 685.

Occupational Therapy Studies (M.S.)

Typical Program for Occupational Therapy Studies

Course	Title	Credit Hour
Year I		
Interession		
OTM 501	Introduction to OT	2
OTM 502	Clinical Anatomy & Kinesiology	3
OTM 503	Movement, Participation and Adaptation Of Occupation	3
OTM 504	Health Care Ethics & Advocacy	2
Credit Hours		10
First Semester		
OTM 505	Foundations of Occupational Science in OT Practice	3
OTM 506	OT Practice in Mental Health	3
OTM 507	Foundations of Neuroscience	3
OTM 508	Group Task Process & Practice	2
OTM 509	Clinical Medicine in Children & Adults	3
OTM 510	Introduction to Inquiry & Evidence Based I	3
OTM 511	Fieldwork I-1A	1
Credit Hours		18
Second Semester		
OTM 601	Occupational Performance in Adult and Geriatrics	4
OTM 602	Evaluation & Intervention With Adults And Geriatrics	3
OTM 603	Inquiry & Evidence Based Practice II	3
OTM 604	Neuro-Rehabilitation	3
OTM 605	Professional Reasoning	2

OTM 606	Clinical Internship Level II Seminar I	0.5
OTM 611	Fieldwork I-2A: Adults	1
Credit Hours		16.5
Year II		
Interession		
OTM 685	Clinical Internship	9
Credit Hours		9
First Semester		
OTM 622	OT Practice with Children and Youth	3
OTM 623	Evaluation and Intervention for Children And Youth	3
OTM 624	Rehabilitation Engineering & Assistive Technology	2
OTM 625	Occupation in Community & Justice	2
OTM 626	Inquiry & Evidence Based Practice III Research Project	1
OTM 627	OT Management & Leadership	3
OTM 621	Clinical Internship Level II Seminar II	0.5
OTM 612	Fieldwork I-3A: Pediatrics	1
Credit Hours		15.5
Second Semester		
OTM 686	Pediatrics Experiential Practice	9
OTM 676	Capstones Master Project	1
Credit Hours		10
Total Credit Hours		79

All of the above course work is required for degree completion.

Note: The Department Chair will communicate any additional lab hours/time

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Direct Entry Master of Science in Occupational Therapy (OT) Admission Pathway: B.S. in Psychology

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students will complete a bachelor's degree in psychology and then directly enter the Master of Science Program in Occupational Therapy at Le Moyne

College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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
4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne College; these students would then have the opportunity to apply to

the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.

- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master's program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits
- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women's studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits
- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Code	Title	Credit Hours
Core Curriculum (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3

Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Major Requirements ²	
PSY 101 Introductory Psychology	3
PSY 201 Intro to Research Methods	4
PSY 220 Human Life Span Development ³	3
PSY 280 Abnormal/Normal Psychology	3
PSY 330 Cross-Cultural Psychology	3
PSY 340 Brain and Behavior	3
PSY SEM 400 ⁴	3
PSY Electives ⁵	9
Major Support Requirements	
MTH 110 Introduction to Statistics I (no Computer Lab)	3
MTH 112 Introduction to Statistics II	3
BSC 201 Human Anatomy & Physiology I	4
BSC 202 Human Anatomy & Physiology II	4
Electives	
Natural Science Elective (BIO,BSC,CHM, or PHY)	4
Science Electives (BIO,BSC,CHM,PSY,MTH,CSC, or MIS)	3
Free Electives (21 credits or more until total credits are at least 120 required to graduate) ⁶	21
Total Credit Hours	120

¹ Some Core requirements may or will be fulfilled by the B.S. major and major support courses.

² At least 12 credits of psychology electives must be classroom rather than experiential courses. At least one must be chosen from the following group: PSY 401-449 or PSY 499(SEM 400). At least half of the major requirements must be taken at Le Moyne College. To graduate with a B.S., a student must achieve a 2.0 GPA or higher and have at least 120 total credits. Acceptance into the OT program requires a minimum of 3.0 GPA along with additional application requirements.

³ PSY 220 may be replaced with PSY 215 and PSY 320.

⁴ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology. PSY 448 Clinical Neuropsychology is recommended to fulfill the PSY SEM 400 requirement.

⁵ PSY 250 Cognition is recommended.

⁶ This must include a Medical Terminology course for at least 1 credit.

Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students will complete a bachelor's degree in psychology and then directly enter

the Master of Science Program in Occupational Therapy at Le Moyne College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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
4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne College; these students would then have the opportunity to apply to

the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.

- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master’s program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits
- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women’s studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits
- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Code	Title	Credit Hours
Core Curriculum (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3

Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements ²		
PSY 101	Introductory Psychology	3
PSY 201	Intro to Research Methods	4
PSY 220	Human Life Span Development ³	3
PSY 280	Abnormal/Normal Psychology	3
PSY 330	Cross-Cultural Psychology	3
PSY 340	Brain and Behavior	3
PSY SEM 400 ⁴		3
PSY Electives ⁵		9
Major Support Requirements		
MTH 110	Introduction to Statistics I (no Computer Lab)	3
MTH 112	Introduction to Statistics II	3
BSC 201	Human Anatomy & Physiology I	4
BSC 202	Human Anatomy & Physiology II	4
Electives		
Natural Science Elective (BIO,BSC,CHM, or PHY)		4
Science Electives (BIO,BSC,CHM,PSY,MTH,CSC, or MIS)		3
Free Electives (21 credits or more until total credits are at least 120 required to graduate) ⁶		21
Total Credit Hours		120

- ¹ Some Core requirements may or will be fulfilled by the B.S. major and major support courses.
- ² At least 12 credits of psychology electives must be classroom rather than experiential courses. At least one must be chosen from the following group: PSY 401-449 or PSY 499(SEM 400). At least half of the major requirements must be taken at Le Moyne College. To graduate with a B.S., a student must achieve a 2.0 GPA or higher and have at least 120 total credits. Acceptance into the OT program requires a minimum of 3.0 GPA along with additional application requirements.
- ³ PSY 220 may be replaced with PSY 215 and PSY 320.
- ⁴ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology. PSY 448 Clinical Neuropsychology is recommended to fulfill the PSY SEM 400 requirement.
- ⁵ PSY 250 Cognition is recommended.
- ⁶ This must include a Medical Terminology course for at least 1 credit.

Physician Assistant Studies

Program Director: Mary E. Springston (of Physician Assistant Studies)

Associate Professor: William Holmes

Professor of Practice: Rebecca Brown, Travis Hayden, Raymond A. Jannetti, Elizabeth W. Mercer, Lynn-Beth Satterly

Adjunct Faculty: Cathy Burkett, Joanne Daprano, Susan Jewett, Anne Kukulski, Sherradyn L. Mack, Michael Mastroleo, Lisa A. Olsen-Gugerty, Amy Roberson, Susan Stearns

Medical Director: Mitchell Lebowitz

Clinical Coordinator: Edward G. Wolfe

Assistant Clinical Coordinator: Kathryn Compagni

Assistant Research Coordinator: Patricia Kriegisch Kondapi

Administrative Program Advisor: Anthony Vinciquerra

Working in an exciting and challenging career, the physician assistant practices medicine under the direction and supervision of a licensed physician. During the intensive training period, the physician assistant studies student becomes competent in such medical skills as history taking, physical assessment, patient management, surgical techniques and laboratory diagnostics. The physician assistant is trained to manage around 80 percent of the problems presenting in outpatient settings. Employment opportunities are excellent nationwide. The physician assistant profession is one of the fastest growing careers in medicine.

The Le Moyne College Master of Science Program in Physician Assistant Studies is dedicated to the education of students to become competent, caring, compassionate and ethical providers of primary health care services. The program seeks to instill in each individual the desire to pursue a lifelong commitment to promote excellence in the delivery of patient care through continual self-assessment and advancement of one's medical skills and knowledge. The program prepares the student to work in a wide variety of settings, such as hospitals, private primary care facilities, nursing homes and community centers.

The physician assistant studies (PA) curriculum is a 24-month full-time program, divided into 12 months of didactic courses followed by 12 months of supervised clinical practice.

The 12-month clinical curriculum is comprised of rotations in primary care, pediatrics, women's health care, surgery, emergency medicine, behavioral, geriatric medicine and medical selective and surgery or medicine elective. Emphasis is placed on developing a solid foundation for providing patient care 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.

Physician Assistant Studies

Admission Criteria

- A baccalaureate degree from an accredited institution
- Cumulative, science and prerequisite grade-point averages of at least 3.2
- Completion of prerequisite courses
- Documentation of quality and quantity of health care experience
- Successful interview, by invitation

- Foreign transcripts need to be evaluated by World Education Services ([wes.org](http://www.wes.org) (<http://www.wes.org>)) and submitted for the CASPA application
- International students:
Test of English as a Foreign Language (TOEFL) score of at least 79 or International English Language Testing System (IELTS) score of 6.5. The following are 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 six transferable credits of English at an American college or university

Prerequisites

- 750 hours of paid, volunteer or combination hands-on patient care
- Biology I with lab and Biology II with lab for science majors
- Four additional advanced-level (200+) biological sciences courses for science majors, two of which must include lab
- Two semesters of general chemistry with lab for science majors
- One semester of organic chemistry or biochemistry
- Two semesters selected from the following: statistics, calculus or physics
- Two semesters of social science
- One semester of English composition or technical writing
- Completion of at least four advanced-level science courses within the last five years
- Basic computing skills

Admission Options

Post-baccalaureate – For individuals who have already earned a bachelor's degree or will have earned one by the time the program begins.

Accelerated – A five-year (3+2) B.S./M.S. curriculum with application to the physician assistant studies program in the student's junior year (available only to Le Moyne students).

Direct entry – For exceptional high school students to accelerate their path to become a P.A. in the five-year (3+2) Bachelor of Science (B.S.) in biological sciences/Master of Science (M.S.) program in physician assistant studies at Le Moyne College.

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

Graduation Requirements

Successful conclusion of the PA Studies Program requires a minimum G.P.A. of 3.0 and completion of required coursework.

Probation

Physician assistant studies students earning a quality point index of less than 3.0 are placed on academic probation. A student who receives a grade of less than a B for three academic credits will be placed on academic probation. A student who fails any pass/fail course will be put on academic probation.

Termination

The following will result in dismissal from the program:

- A student who receives a grade of less than B for six academic credit hours.
- A student who receives a grade of less than a C in the didactic year for a three-credit course (a three-credit course or combination of courses that add up to a total of three credits or more than three credits).
- A student who is on probation who fails a pass/fail course. A student who has failed two pass/fail courses.

Transfer Credit/Waiver Policy

The Le Moyne College Physician Assistant Studies Program does not grant advanced placement, give credit for or accept transfer of credit for PA Studies 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.

Withdrawal or Leave of Absence

If a student chooses to withdraw or take a leave of absence from the program, the student must inform their faculty advisor or department chair and follow college policy.

For additional policies specifically related to the Physician Assistant Studies Program, please refer to the Physician Assistant Studies Student Handbook (available at student orientation), or on-line at www.lmoyne.edu/pa.

Student Learning Outcomes in Physician Assistant Studies

Medical Knowledge

Students must demonstrate core knowledge about established and evolving biomedical sciences and the application of this knowledge to patient care in practice. This approach encompasses a strong bio, psycho-social, spiritual model that reflects humanistic medical practice.

Interpersonal & Communications Skills

Students must demonstrate interpersonal and communication skills that result in effective information exchange with patients and their families, physicians, professional associates, and others within the health care system. Cultural competence and diversity proficiency are inherent components.

Patient Care

Students must demonstrate care that is effective, safe, competent, and equitable, and practice in a bio, psycho-social manner which encompasses the whole patient.

Professionalism

Students must acknowledge their professional and personal limitations and demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, with adherence to legal and regulatory requirements. Appropriate comportment, leadership, duty and altruism in caring for patients is standard.

Practice-based Learning & Improvement

Students must be able to assess, evaluate, and improve their patient care practices as life-long learners. They must demonstrate the skills necessary for critical review of professional literature, data, and other resources encountered in clinical practice.

Systems-based Practice

Students must demonstrate an awareness of and responsiveness to the larger system of health care to provide care that balances quality and cost. They must be adept in patient management, interdisciplinary treatment and collaboration through effective oral communication and written documentation.

- Physician Assistant Studies (M.S.) (p. 449)

Physician Assistant Studies (PAS)

PAS 501. Clinical Medicine I. 7 Credit Hours.

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. This course is closely integrated with Human Anatomy and Physiology I and Pharmacology I.

Prerequisites: Acceptance into the Physician Assistant Program.

PAS 502. Clinical Medicine II. 7 Credit Hours.

This is a continuation of PAS 501 Clinical Medicine I, and is integrated with Human Anatomy and Physiology II and Pharmacology II.

PAS 503. Clinical Medicine III. 7 Credit Hours.

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. Open only to Physician Assistant Studies students. Required for completion of degree. Course fee of \$280.

Prerequisites: Completion of PAS 501 and 502.

Corequisites: PAS 515.

PAS 511. Human Anatomy & Physiology I. 4 Credit Hours.

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 prosecuted 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. Prerequisites: Acceptance into the Physician Assistant Program.

PAS 512. Human Anatomy & Physiology II. 4 Credit Hours.

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.

PAS 513. Pharmacology I. 3 Credit Hours.

Medical management of diseases affecting the major body systems will be covered in this course, including the principles of pharmacology as they pertain to therapeutic agents. Students learn the principle mechanisms of action of the major groups of therapeutic agents, absorption, metabolism, distribution, uses, side effects, and toxicities of representative drugs. It is closely integrated with PAS 501 Clinical Medicine I and PAS 511 Anatomy & Physiology I. Prerequisites: Acceptance into the Physician Assistant Program.

PAS 514. Pharmacology II. 3 Credit Hours.

This is a continuation of PAS 513 Pharmacology I. Medical management of diseases affecting the major body systems will be covered in this course, including 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. It is closely integrated with PAS 502 Clinical Medicine II and PAS 512 Anatomy & Physiology II.

PAS 515. Counseling and Public Health. 3 Credit Hours.

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.

PAS 516. Physical Diagnosis and Patient Evaluation Laboratory I. 4 Credit Hours.

This course presents the techniques necessary to elicit comprehensive medical histories, perform complete physical examinations, make case presentations, and document patient information. A combination of lectures, discussions, case studies and simulations will be used to present and practice concepts. Each aspect of the course emphasizes the importance of creating a therapeutic and ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine I, Pharmacology I, Human Anatomy and Physiology I and Medical Humanities.

PAS 517. Physical Diagnosis and Patient Evaluation Laboratory II. 4 Credit Hours.

This course presents the techniques necessary to elicit comprehensive as well as focused medical histories, perform complete or focused physical examinations, understand the indications for and evaluation of various ancillary studies, make case presentations, and record various types of patient information, including an introduction to electronic Medical Records systems. A combination of lectures, discussions, case studies and simulations will be used to present and practice concepts. Each aspect of the course emphasizes the importance of creating a therapeutic and ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine II, Pharmacology II, Human Anatomy and Physiology II and Medical Humanities II.

Prerequisite: PAS 516 with a grade of "B" or better.

PAS 518. Physical Diagnosis and Patient Evaluation Laboratory III. 4 Credit Hours.

In the Summer Semester the previously taught skills of obtaining comprehensive or focused medical histories, performing complete or focused physical examinations, performing oral case presentations, documenting various types of patient information are reinforced. Instruction in the special patient populations of Women's Health Care, Geriatric and Pediatric Health Assessment is given. Additionally, emphasis will be placed on Competency-based evaluation as the student moves toward clinical rotations through a combination of lectures, discussions, case studies and simulations training. Each aspect of the course emphasizes the importance of creating a therapeutic and ethically sound relationship with patients and other healthcare professionals. The course integrates material from Clinical Medicine III. Prerequisite: PAS-516 and PAS-517.

PAS 521. Medical Humanities Seminar I. 3 Credit Hours.

Medical Humanities is an interdisciplinary series of lectures, practicums and dialogues designed to engage PA students in thinking critically about multiple issues that transcend bioscience, and emphasize psychology, social science and spirituality in a patient-centered forum. We expand cultural competence through diversity training in order to prepare students for a 21st century workplace and multicultural environment. Through communication and interviewing skills practicum, we strive to expose biases and stereotypes that can restrict professional achievement and interfere with patient care. To this end, we include a variety of perspectives; we discuss social contexts, consider equity and justice, and include activities that foster critical thinking and self-awareness. Views, ideas, lifestyles that are underrepresented or less common, are also explored in order to showcase a more holistic understanding of the person. Whenever possible, this course will be coordinated with PAS 501 and PAS 502. Fulfills core requirement(s): Diversity (DIV) and Interdisciplinary Studies (IDS).

PAS 522. Medical Humanities Seminar II. 3 Credit Hours.

This is a yearlong, interdisciplinary seminar 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. Course will be coordinated with PAS 502(Clinical Medicine II).

PAS 590. Independent Study. 1-7 Credit Hours.

This course is designed to enhance clinical skills for academic credit. The student will work with the faculty member to determine the goal to be achieved, methodology to be followed, schedule of supervision, end product, evaluation procedures, and the number of credits sought. The proposal must be approved by the supervising faculty member, the Department Chair and the Dean.

PAS 600. Orientation to PA Profession. 0 Credit Hour.

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.

PAS 601. Research Seminar I. 1 Credit Hour.

This course is the first of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of a relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, students will explore their research interests and those of the faculty, and create their project teams. Project teams will then decide upon the questions or problems they wish to investigate, design methods by which to investigate the problems, identify relevant resources, consult with local agencies and experts as necessary, and create initial and updated outlines of project proposals. In addition, students will become familiar with many of the research designs and statistical concepts of evidence-based medicine.

PAS 602. Research Seminar II. 1 Credit Hour.

This course is the second of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will create formal project proposals in which they explain the questions or problems to be investigated and the methodologies to be used, and write drafts of applications for review of research by the College's Institutional Review Board for the Protection of Human Subjects (IRB). In addition, students will continue their study of the research designs and statistical concepts of evidence-based medicine.

Prerequisites: PAS 601.

PAS 603. Research Seminar III. 3 Credit Hours.

This course is the third of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will submit to the College's Institutional Review Board for the Protection of Human Subjects (IRB) applications for review of research, write second drafts of the introduction and methods sections of their master's project reports, and continue their study of medical research designs and statistics.

Prerequisites: PAS 602.

PAS 604. Research Seminar IV. 2 Credit Hours.

This course is the fourth of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, project teams will collect and analyze their project data, and write drafts on the results sections of their project reports. Pass/Fail.

Prerequisites: PAS 603.

PAS 605. Research Seminar V. 3 Credit Hours.

This course is the fifth of 5 seminars that will culminate in the completion of a master's project. Working in collaboration with faculty sponsors, students will produce a scholarly work pertaining to the science, practice or profession of physician assistant. Each project must include a review of relevant scholarly literature, involve the analysis of data, and be conducted by students working in teams of perhaps 3 to 4. Specific topics of investigation will depend on the interests of students and faculty, and on available resources. In this seminar, students will complete their projects, submit final written reports, and present posters of their findings to the college community. Final reports and posters will follow the editorial style of the American Medical Association, and will incorporate explanations of the questions or problems that were investigated, assessments of the current state of knowledge pertinent to the questions or problems, descriptions of the methodologies and data analysis techniques that were used to answer the questions or resolve the problems, and discussions of findings, including summary and implications, recommendations, limitations and conclusions. Pass/Fail.

Prerequisites: PAS 604.

PAS 651. Professional Skills I. 3 Credit Hours.

The series of courses is designed to prepare Physician Assistant 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 skills, 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. Pass/Fail.

PAS 652. Professional Skills II. 3 Credit Hours.

This series of courses is designed to prepare Physician Assistant 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 skills, 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. Pass/Fail.

PAS 653. Professional Skills III. 3 Credit Hours.

This series of courses is designed to prepare Physician Assistant 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 skills, 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. Pass/Fail.

PAS 671. Clinical Rotation I. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 672. Clinical Rotation II. 3 Credit Hours.

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) primary care, (2), pediatrics, (3) women's health, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 673. Clinical Rotation III. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 674. Clinical Rotation IV. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 675. Clinical Rotation V. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 676. Clinical Rotation VI. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women's health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 677. Clinical Rotation VII. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women’s health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

PAS 678. Clinical Rotation VIII. 3 Credit Hours.

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 Physician Assistants. Students complete rotations in (1) primary care, (2), pediatrics, (3) women’s health/ambulatory care, (4) geriatrics/behavioral health, (5) surgery, (6) emergency medicine, (7) medicine, (8) elective. 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. Pass/fail.

Prerequisites: Successful completion of the first year of the Physician Assistant Studies Program and approval by the Physician Assistant Promotions Committee.

Physician Assistant Studies (M.S.)

Course	Title	Credit Hour
Year I		
First Semester		
PAS 501	Clinical Medicine I	7
PAS 511	Human Anatomy & Physiology I	4
PAS 513	Pharmacology I	3
PAS 521	Medical Humanities Seminar I	3
PAS 600	Orientation to PA Profession	0
PAS 601	Research Seminar I	1
PAS 516	Physical Diagnosis and Patient Evaluation Laboratory I	4
Credit Hours		22
Second Semester		
PAS 502	Clinical Medicine II	7
PAS 512	Human Anatomy & Physiology II	4
PAS 514	Pharmacology II	3
PAS 522	Medical Humanities Seminar II	3
PAS 602	Research Seminar II	1
PAS 517	Physical Diagnosis and Patient Evaluation Laboratory II	4
Credit Hours		22
Intersession		
PAS 503	Clinical Medicine III	7
PAS 515	Counseling and Public Health	3
PAS 603	Research Seminar III	3

PAS 518	Physical Diagnosis and Patient Evaluation Laboratory III	4
Credit Hours		17
Year II		
First Semester		
PAS 671	Clinical Rotation I	3
PAS 672	Clinical Rotation II	3
PAS 673	Clinical Rotation III	3
PAS 651	Professional Skills I	3
PAS 604	Research Seminar IV	2
Credit Hours		14
Second Semester		
PAS 674	Clinical Rotation IV	3
PAS 675	Clinical Rotation V	3
PAS 676	Clinical Rotation VI	3
PAS 652	Professional Skills II	3
PAS 605	Research Seminar V	3
Credit Hours		15
Intersession		
PAS 677	Clinical Rotation VII	3
PAS 678	Clinical Rotation VIII	3
PAS 653	Professional Skills III	3
Credit Hours		9
Total Credit Hours		99

All of the above course work is required for completion of degree.

FACULTY OF INSTRUCTION

Chair

JOSEFA ALVAREZ

Chair of Foreign Languages and Literatures; Associate Professor of Spanish

B.A. in Classical Philology, Universidad Complutense de Madrid, Madrid, Spain; Ph.D. in Hispanic Philology, Universidad de Alcal, Alcal de Henares, Spain

KAREL I. BLAKELEY

Chair of Visual and Performing Arts, Associate Professor of Theatre Arts

B.F.A., Theatre Arts, Lake Erie College; M.F.A. Scenic Design, Syracuse University

MAURA BRADY

Chair of English, Associate Professor of English

B.A., St. John's College; Ph.D., University of Iowa

DAVID CRAIG

Chair of Physics and Pre-Engineering, Professor of Physics

A.B., Princeton University; Ph.D., University of California

STEPHEN FLEURY

Chair of Education, Professor of Education

B.A., Le Moyne College; M.S., Ph.D., Syracuse University

FREDERICK GLENNON

Chair of Religious Studies, Professor of Religious Studies

Ph.D. Emory University

KATHY GRAY-SIRACUSA

Chair of Nursing; Professor of Practice of Nursing

A.A.S., SUNY Upstate Medical Center; B.S., M.S., Syracuse University; M.B.A., Widener University; Ph.D., University of Maryland

IRENE LIU

Associate Professor of Philosophy

B.A., Yale University; Ph.D., University of Chicago

DEBORAH MARR

Interim Chair of Occupational Therapy

BETH F. MITCHELL

Chair of the Biological Sciences, Professor of Biological Sciences

B.S., Trinity College; Ph.D., Syracuse University

JOAN K. MYERS

Chair of Accounting, Associate Professor of Accounting

B.B.A., Niagara University; M.B.A., Ph.D., Syracuse University; C.P.A., New York State

ANNA O'BRIEN

Chair of Chemistry; Associate Professor of Chemistry

Ph.D. (Chemistry) Syracuse University, M.S. (Chemical and Environmental Engineering) & B.S. (Chemistry) University of Toledo

DENNIS O'CONNOR

Chair of Management and Leadership, Human Resource Management, and Information Systems; Professor of Business Administration

B.A., M.A., Cleveland State University; Ph.D., Case Western Reserve University

DELIA POPESCU

Chair of Political Science, Associate Professor, Director of Peace and Global Studies

Ph.D. Political Science, University of Colorado, Boulder, M.A. University of Colorado, Boulder Political Science, B.A. Louisiana State University, Baton Rouge, Louisiana, Summa Cum Laude, and with University Honors (4.0 GPA)

FRANK RIDZI

Chair of Anthropology, Criminology and Sociology, Associate Professor

BA, Le Moyne College; MA in Sociology, CAS Gender and Women's Studies, Master of Public Administration and Ph.D., Maxwell School of Citizenship and Public Affairs, Syracuse University

EDWARD M. SHEPARD

Chair of Economics, Professor of Economics

B.A., University of New Hampshire; Ph.D., Boston College

MICHAEL STREISSGUTH

Chair, Professor of Communication and Film Studies

B.A., Communications, Purdue University; M.A., Communications, Indiana University of Pennsylvania

THERESA L. WHITE

Chair of Psychology, Professor of Psychology

BA, Boise State University; MSc, Oxford University; Ph.D, University of Warwick

RONALD H. WRIGHT

Chair of Business Analytics, Finance, and Marketing, Professor of Business Administration

B.A., King College; M. Div., Colgate Rochester Divinity School; M.A., Ph.D., University of Kentucky

YAMIN XU

Chair of History, Associate Professor of History

B.A. Nankai University (China), M.A. University of California, Berkeley, Ph.D. University of California, Berkeley

Program Director

LINDA S. CERIO

Program Director of Education, Adjunct Instructor of Education

MATT CHIORINI

Director of Theatre Program, Associate Professor of Theatre Arts

B.A., Theatre Arts, Santa Clara University; M.F.A. Acting, Moscow Art Theatre School and American Repertory Theatre, Harvard University

KATHLEEN P. COSTELLO-SULLIVAN

Professor of English, Program Director of Irish Studies

B.A., Rutgers University; M.A., Ph.D., Boston College

VIRGINIA CRONIN

Director of Graduate Nursing, Assistant Professor of Nursing

B.S., SUNY College of Technology; M.S., SUNY Upstate Medical University; M.A., Ph.D., Syracuse University

RENÉE V. DOWNEY

Program Director of Human Resource Management, Professor of Practice of Business Administration

B.A., Eisenhower College; M.S., Chapman University; Ph.D., Syracuse University

MITCHELL FRANKLIN

Program Director of Accounting, Assistant Professor of Accounting
B.S., M.S. in Accounting, Syracuse University; Ph.D., Walden University;
C.P.A., State of New York

JENNIFER GANDEE

Program Director of Visual Art, Adjunct Faculty of Visual Art
BFA University of West Virginia, MFA Syracuse University

MARTHA GRABOWSKI

McDevitt Distinguished Chair in Information Systems, Information
Systems Program Director, Professor of Information Systems
B.S., United States Merchant Marine Academy; M.S., M.B.A., Ph.D.,
Rensselaer Polytechnic Institute

JULIE GROSSMAN

Program Director of Film; Professor of English and Communication &
Film Studies
B.A., Connecticut University, M.A., Ph.D., University of Virginia

MAGDOLEEN T. IERLAN

Program Director of Marketing, Associate Professor of Marketing
B.A., M.B.A., Le Moyne College; Ph.D., SUNY Binghamton

GEORGE E. KULICK

Program Director of Finance and Business Analytics; Associate
Professor of Business Administration
B.S., Syracuse University; M.S., Rutgers University; Ph.D., Syracuse
University

DAVID T. LLOYD

Professor of English, Program Director of Creative Writing
B.A., St. Lawrence University, M.A., University of Vermont, Ph.D., Brown
University

DAVID MOORE

Program Director of Visual Arts, Adjunct Faculty
B.A., Syracuse University; M.F.A., Syracuse University

TRAVIS NEWTON

Program Director of Arts Administration, Assistant Professor of Music
and Arts Administration
B.M., University of North Carolina at Greensboro, M.B.A., Le Moyne
College

MAUREEN PATTERSON

Interim Program Director of Educational Leadership, Adjunct Assistant
Professor of Education
B.S., SUNY Buffalo, M.S., Syracuse University, C.A.S., SUNY Oswego,
Ed.D., Teachers College Columbia University

EDWARD RUCHALSKI

Program Director of Music, Professor of Practice
B.F.A., SUNY Fredonia, M.M., University of Miami

MARY E. SPRINGSTON

Program Director of Physician Assistant Studies, Clinical Associate
Professor of Physician Assistant Studies
B.S., State University College at Oneonta; B.S., Harlem Hospital Center,
City University of New York; M.S.Ed., Le Moyne College

LAWRENCE H. TANNER

Program Director of Environmental Science Systems and
Environmental Studies, Professor of Biological and Environmental
Sciences and Associate McDevitt Chair in Biological Sciences
B.A., Williams College, M.S., University of Tulsa, Ph.D., University of
Massachusetts at Amherst

DEBORAH TOOKER

Program Director of Anthropology, Joseph C. Georg Endowed
Professor, Professor of Anthropology
A.B., summa cum laude, Bryn Mawr College; A.M., Ph.D., Harvard
University

DAVID P. VOORHEES

Program Director of Computer Science, Associate Professor of
Computer Science
B.A. Computer Science, SUNY Potsdam; M.S. Computer Science,
Syracuse University; Ph.D. Computer Science, Nova Southeastern
University

Professor

BERNARD A. AROGYASWAMY

Professor of Business Administration
B.S., College of Engineering; M.B.A., D.B.A., Kent State University

KRYSTINE I. BATCHO

Professor of Psychology
Psychology, College Misericordia, 1973; M.A., The Ohio State
University, 1974; Ph.D., The Ohio State University, 1977

DIXIE M. BLACKLEY

Professor of Economics
B.A., Wittenberg University; M.A., Ph.D., Syracuse University

PAUL R. BLACKLEY

Professor of Economics
B.A., M.S., Ph.D., Syracuse University

THOMAS BROCKELMAN

Professor of Philosophy
B.A., Yale University; M.A., Ph.D., State University of New York at Stony
Brook

DARRYL CATERINE

Professor of Religious Studies
Ph.D., University of California, Santa Barbara

JEFFREY CHIN

Professor of Sociology
B.A., Trinity College; A.M., The University of Michigan; Ph.D., The
University of Michigan

SUL-YOUNG CHOI

Professor of Mathematics
B.S., M.Ed., Seoul National University; M.S., University of Santa Clara;
Ph.D., The Ohio State University

JOHN E. CONSLER

Professor of Business Administration
B.A., St. Lawrence University; M.B.A., University of Rochester; Ph.D.,
University of Colorado at Boulder

GEORGE COYNE

Professor, McDevitt Chair in Physics
 BA, Fordham University; Licentiate Theology, Woodstock College; Ph.D,
 Georgetown University

WILLIAM DAY

Professor of Philosophy
 B.A., St. John's College; M.A., M. Phil., Ph. D., Columbia University

CLIFFORD DONN

Professor of Criminology and Sociology
 B.S. Industrial and Labor Relations, Cornell University; Ph.D.
 Economics, Massachusetts Institute of Technology

DOUGLAS R. EGERTON

Professor of History
 B.A. Arizona State University, M.A. Georgetown University, Ph.D.
 Georgetown University

ALAN B. FISCHLER

Professor of English
 A.B., Cornell University; M.A., Ph.D., University of Rochester

CARMEN J. GIUNTA

Professor of Chemistry
 B.S., University of Scranton; M.A., Ph.D., Harvard University

JENNIFER GLANCY

Professor of Religious Studies
 Ph.D. Columbia University

WAYNE GROVE

Professor of Economics
 B.A., Illinois Wesleyan University; M.S., American University; Ph.D.,
 University of Illinois, Urbana-Champaign

VINCENT W. HEVERN, S.J.

Professor of Psychology
 A.B. (Fordham U); M.Div. (Weston School of Theology); M.A., Ph.D.
 (Fordham University)

LIFANG HSU

Professor of Mathematics
 B.S., National Chengung University; M.S., University of Miami; M.S.,
 Ph.D., University of California at Santa Barbara

EDWARD H. JUDGE

Professor of History
 B.A. University of Detroit, M.A. University of Michigan, Ph.D. University
 of Michigan

BRENDA J. KIRBY

Professor of Psychology
 B.A., Psychology, Midland College; M.A., Psychology, University of
 Nebraska-Lincoln; Ph.D., Social Psychology, University of Nebraska-
 Lincoln

DONALD KIRBY, S.J.

Professor of Religious Studies
 Ph.D. Union Theological Seminary

JOHN W. LANGDON

Professor of History
 B.A. Le Moyne College, Ph.D. Syracuse University

CATHY LEOGRANDE

Professor of Education
 B.S., SUNY at Buffalo; M.S., College of St. Rose; Ph.D., Syracuse
 University

GREG M. LEPAK

Professor of Business Administration
 B.S., SUNY Buffalo, M.A., M.S., Ph.D., SUNY Albany

SHIN-JENG LIN

Professor of Business Administration
 B.A., National Sun Yat-sen University; M.S., M.A., University of Florida;
 Ph.D., Rutgers University

ROGER D. LUND

Professor of English
 B.A., University of Denver, M.A., Ph.D., University of Virginia

WEN MA

Professor of Education
 M.A., Xian Jiaotong University, China; Ph.D., SUNY at Buffalo

KARMEN MACKENDRICK

Professor of Philosophy
 B.A., University of Colorado; Ph.D., SUNY Stony Brook

MICHAEL J. MILLER

Professor of Mathematics
 B.A., M.A., Ph.D., University of Rochester; M.S., University of Chicago

JULIE OLIN-AMMENTORP

Professor of English
 A.B., Middlebury College, M.A., Ph.D., University of Michigan

ANN M. RYAN

Professor of English
 B.A. Le Moyne College, M.A., Ph.D., University of Virginia

MARIO SAENZ

Professor of Philosophy
 B.A., M.A., Ph.D., Southern Illinois University

JONATHAN SCHONSHECK

Professor of Philosophy
 B.A., Valparaiso University; M.A., University of Dayton; M.A., Ph. D., The
 Ohio State University.

MICHAEL J. SCHRAMM

Professor of Mathematics
 B.S., Georgia Institute of Technology; M.S., Ph.D., Syracuse University

ROBERT E. SCULLY, S.J.

Professor of History
 B.A. Rutgers University, J.D. Seton Hall University School of Law, M.A.
 Fordham University, M.Div., S.T.L. candidate Jesuit School of Theology
 at Berkeley/Graduate Theological Union

LUDGER VIEFHUES-BAILEY

Distinguished Professor of Philosophy, Gender, and Culture, Program
 Director of Peace & Global Studies
 Ärztliche Vorprüfung, University of Düsseldorf; B.A., Hochschule
 für Philosophie (München); M. Div., Philosophisch Theologische
 Hochschule St. Georgen (Frankfurt/Main); M.A., Ph. D., Harvard
 University

J. CHRISTOPHER WARNER

Professor of English
B.A., M.A., Western Washington University, Ph.D., University of Washington

MARGARET WELLS

Professor of Nursing
B.S. Georgetown University, M.S. Syracuse University, Ph.D. Binghamton University

MARY L. ZAMPINI

Professor of Spanish
B.A. in Spanish, St. Bonaventure University; M.S. in Spanish Linguistics, Georgetown University; Ph.D. in Hispanic Linguistics, Georgetown University

Associate Professor

STEVEN AFFELDT

Associate Professor of Philosophy
B.A., The University of California, Berkeley; Ph.D., Harvard University

ELLIOTT BAZZANO

Associate Professor of Religious Studies
Ph.D., University of California, Santa Barbara

THERESA L. BEATY

Associate Professor of Chemistry
B.S., Aquinas College; Ph.D., Johns Hopkins University

BARBARA M. CARRANTI

Clinical Associate Professor of Nursing
Nursing Diploma, Crouse Irving Memorial Hospital School of Nursing; B.S., M.S., SUNY Upstate College of Nursing

SHAUN CECI

Associate Professor of Mathematics
B.S., M.S., Montana State University; Ph.D., University of Memphis

CYNTHIA C. CHOI

Associate Professor of Education
B.A., M.A., Ph.D., University of Colorado

MARY K. COLLINS

Associate Professor of Accounting
B.A., Le Moyne College; M.S., Ph.D., Syracuse University; C.P.A., New York State

JAMES H. DAHLINGER

Associate Professor of Foreign Languages and English
A.B. in Classical French, Saint Louis University; M.A. in French language and literature, Saint Louis University; S.T.B. in Theology, Centre-Sevres, Paris, France; Th.M. in Theology, Weston Jesuit School of Theology, Cambridge, MA; Ph.D. in French Renaissance Literature, New York University

MICHAEL DAVIS

Associate Professor of Foreign Languages and English
B.A., Yale University, M.A., Ph.D., University of Virginia

LARA R. DERUISSEAU

Associate Professor of Biological Sciences and Associate McDevitt Chair in Biological Sciences
B.S., M.S. Florida State University, Ph.D., University of Florida

BRUCE A. ERICKSON

Associate Professor of History
B.A. Colorado State University, M.A. University of New Mexico, Ph.D. University of New Mexico

C. TABOR FISHER

Associate Professor of Philosophy
B.A., Taylor University; M.A., Oklahoma State University; Ph. D., Binghamton University.

LEIGH FOUGHT

Associate Professor of History
B.A. University of Houston, M.A. University of Houston, M.S. Simmons College, Ph.D. University of Houston

JENNIFER GURLEY

Associate Professor of English
B.A., American University, M.A., Ph.D., University of California at Berkeley

JAMES HANNAN

Associate Professor of English
B.A., Hampshire College, M.A., Ph.D., University of Chicago

ELIZABETH HAYES

Associate Professor of English
B.A., Wellesley College, M.A., The Ohio State University, Ph.D., Syracuse University

WILLIAM HOLMES

Associate Professor of Physician Assistant Studies
B.S., M.S., Ph.D., University of Massachusetts

MICHAEL KAGAN

Associate Professor of Philosophy
A.B., M.A., Ph. D., Washington University; M.A., Hebrew Union College

DEVON B. KEENEY

Associate Professor of Biological Sciences and Associate McDevitt Chair in Biological Sciences
B.S., Bridgewater State College-Massachusetts; M.S., University of Massachusetts Dartmouth; Ph.D., Southern Illinois University

STAMATIOS KYRKOS

Associate Professor of Physics
B.S., University of Athens; M.S., Ph.D., Boston College

MATTHEW LOVELAND

Associate Professor of Political Science
Ph.D. The University of Notre Dame, M.A. The University of Notre Dame

DARIUS MAKUJA

Associate Professor of Religious Studies
Ph.D. St. Louis University

DONALD MALDARI, S.J.

Associate Professor of Religious Studies
Ph.D Katholieke Universiteit Leuven

MICHAEL P. MASINGALE

Associate Professor of Chemistry
Ph.D. (Chemistry) Syracuse University, B.S. (Chemistry) Morehouse College

- DAVID MCCALLUM, S.J.
Associate Professor of Human Resource Management
- HILARY A. MCMANUS
Associate Professor of Biological Sciences and Associate McDevitt
Chair in Biological Sciences
B.A., B.S., SUNY Oswego, M.A., University of Kansas, Ph.D., University
of Connecticut
- CHRISTINA MICHAELSON
Associate Professor of Psychology
B.A. Psychology, West Virginia University; M.S. and Ph.D., Clinical
Psychology, Purdue University
- ERIN E. MULLALLY
Associate Professor of English
B.A., Fordham University, M.A., Ph.D., University of Oregon
- JOSEPH J. MULLINS
Associate Professor of Chemistry
Ph.D. & M.S. (Chemistry) University of Rochester, B.S. (Chemistry)
Rochester Institute of Technology
- ANCA V. MUNTEANU
Associate Professor of English
M.A., University of Bucharest, Ph.D., University of Nebraska-Lincoln
- DAVID A. NASH
Associate Professor of Mathematics
B.S., Santa Clara University; M.S., University of Oregon
- JONATHAN NEEDLEMAN
Associate Professor of Mathematics
B.A., Oberlin College; M.S., Ph.D., Cornell University
- PHILLIP NOVAK
Associate Professor of Communication and Film Studies, Associate
Professor of English
B.A., English, University of Colorado; M.A. and Ph.D., English, University
of Virginia
- ORLANDO OCAMPO
Associate Professor of Spanish
Licenciaturas en Ingles y en Historia, Universidad Nacional de
Tucumen; M.A. in Comparative Literature, University of Chicago; Ph.D.
in Romance Languages, University of Chicago
- GODRIVER ODHIAMBO
Associate Professor of History
B.Ed. Catholic University of Easter Africa, M.Phil. Moi University, Ph.D.
University of West Virginia
- BETH B. PRITTS
Associate Professor of Biological and Environmental Sciences
B.S., Ohio University; D.P.M., Ohio College of Podiatric Medicine, Ph.D.,
Bowling Green State University
- HOLLY A. RINE
Associate Professor of History
B.A. Berea College, M.S. Middle Tennessee State University, Ph.D.
University of New Hampshire
- DAN ROCHE
Associate Professor of Communication and Film Studies
B.S., Mechanical Engineering, University of Dayton; M.A., English, Ohio
State University; M.A./W., Nonfiction Writing, University of Iowa; Ph.D.,
English, University of Iowa
- ELENA RODRIGUEZ-GURIDI
Associate Professor of Spanish
B.A. in English, University of Deusto, Spain; MA in Spanish, Indiana
University at Bloomington; Ph.D. in Spanish Literature, University of
Colorado at Boulder
- SUSAN L. SCHAROUN
Associate Professor of Psychology
B.S. Forest Biology, SUNY College of Environmental Science and
Forestry, B.S. Biology, Syracuse University, B.A. German, Syracuse
University, Ph.D. Psychology, Syracuse University Post Doctoral
Fellow, University of Rochester Medical School
- THADDEUS KT SIM
Associate Professor of Business Administration
B.S., University of Alberta, Edmonton, Alberta, Canada; M.S., The
University of British Columbia, Vancouver, British Columbia, Canada;
Ph.D., The University of Iowa
- TRIJYA SINGH
Associate Professor of Mathematics
B.A., M.A., University of Lucknow; Ph.D., Texas A&M University
- SHERILYN G.F. SMITH
Associate Professor of Biological Sciences
B.A., M.S., Wichita State University, Ph.D., Kansas State University
- MONICA R. SYLVIA
Associate Professor of Psychology
B.A., Fairfield University; M.S., University of Massachusetts-Amherst;
Ph.D., University of Massachusetts-Amherst
- MILES TAYLOR
Associate Professor of English
B.A., Seattle University, M.A., Ph.D., University of Oregon
- FARHA TERNIKAR
Associate Professor of Sociology
B.A., M.A., University of South Florida; M.A., Ph.D., Loyola University
- SHAWN L. WARD
Associate Professor of Psychology
B.A., Psychology, Siena College; M.S., Educational Psychology,
Fordham University; Ph.D., Developmental Psychology, Temple
University
- PATRICK YURCO
Associate Professor of Biological Sciences
B.S., SUNY Oswego, Ph.D., SUNY Upstate Medical University
- ROBERT W. ZENS
Associate Professor of History
B.A. University of Dallas, M.A. University of Wisconsin-Madison, Ph.D.
University of Wisconsin-Madison
- DIANE ZIGO
Associate Professor of Education
B.A., College of St. Rose; M.A., SUNY at Albany; Ph.D., SUNY at Buffalo

Assistant Professor

DANIEL J. ARNO

Assistant Professor of Business Administration
B.S., B.A., Georgetown University; J.D., Albany Law School; C.P.A., New York State

CHRISTOPHER BASS

Assistant Professor of Physics
B.S., Indiana University; M.S., Ph.D., Indiana University

BRYAN GUNNER COLE

Assistant Professor of Communication & Film Studies
B.A., Film Studies, Yale University; M.F.A., Film and Television, New York University

DEBORAH H. CROMLEY

Assistant Professor of Latin, Classics, and English
B.A. in Classics, Smith College; A.M. in Classical Languages and Literatures, University of Chicago; Ph.D. in Classical Languages and Literatures, University of Chicago

CAITLIN CUNNINGHAM

Assistant Professor of Mathematics
B.A., University of Notre Dame, M.S., Ph.D., Cornell University

APARNA DAS

Assistant Professor of Computer Science
B.S. Computer Science, Cornell University; M.S. Computer Science, University of Wisconsin; Ph.D. Computer Science, Brown University

MATTHEW DOWELL

Assistant Professor of English
B.A., University of Dayton, M.A., Ph.D., University of Louisville

COLLEEN GIBLIN

Assistant Professor of Marketing

MICHAEL A. GUZIK, S.J.

Assistant Professor of History
B.A., St. John Fisher College; M.A., State University of New York at Buffalo; M.A., Fordham University; M.Div., S.T.L., Weston Jesuit School of Theology; Ph.D., University of Wisconsin-Milwaukee

YUE HAN

Assistant Professor of Information Systems
B.S., Central University of Finance & Economics, China; M.S., Ph.D., Information Systems, Stevens Institute of Technology

EMILY M. HARCOURT

Assistant Professor of Chemistry

CHANDAN K. JHA

Assistant Professor of Finance
B.A., Magadh University; M.A. Gokhale Institute of Politics and Economics; M.S., Ph.D., Louisiana State University

DANIEL P. KANE

Assistant Professor of Biological Sciences
B.S., Ball State University; Ph.D., Tufts University

EMILY D. LEDGERWOOD

Assistant Professor of Biological Sciences
B.S., University of New Hampshire, M.S., Ph.D., University of Rochester

JASON D. LUSCIER

Assistant Professor of Biological Sciences
B.S., Colorado State University; M.S., Ph.D., University of Arkansas

DOUJA MAMELOUK

Assistant Professor of Arabic and French
B.A., Willamette University; M.A., The American University in Cairo; Ph.D., Georgetown University

ALISON MARGANSKI

Assistant Professor of Criminology
B.S., The College of New Jersey; M.A., Ph.D. Rutgers University

JOHN MONTELEONE

Assistant Professor of Philosophy
B.A., Knox College; Ph.D., Syracuse University

FURKAN OZTANRISEVEN

Assistant Professor of Business Analytics
B.S., Istanbul Technical University; M.B.A., M.S., Colorado State University - Pueblo; Ph.D., University of Arkansas

CINNAMON M. PACE

Assistant Professor of Biological Sciences
B.A., University of Chicago; Ph.D., Northern Arizona University

JONATHAN PARENT

Assistant Professor of Political Science
Ph.D. Political Science, University at Albany, SUNY, Albany, NY, B.A. (With Distinction) Political Science, University of Alberta, Edmonton, AB, Canada

DIPANKAR RAI

Assistant Professor of Marketing
M.B.A., Ph.D., SUNY Binghamton

ANDREA L. TOCHELLI-WARD

Assistant Professor of Education
B.A., Ithaca College; M.S.Ed., St. John Fisher College; M.Ed., Ph.D., University at Buffalo

WHITNEY WOOD

Assistant Professor of Psychology

Professor of Practice

LAURI P. BOUSQUET

Professor of Practice of Education
B.A., Le Moyne College; M.S., Certificate of Advanced Study, SUNY Oswego

REBECCA BROWN

Professor of Practice of Physician Assistant Studies
B.S., Rochester Institute of Technology; M.P.A.S., University of Nebraska Medical Center

KRISTINE CERVANTES

Professor of Practice of Occupational Therapy
B.S., M.S., Boston University; DPT, Utica College

NELL CHAMPOUX

Professor of Practice of Religious Studies

MARY L. COOPER

Professor of Practice of Accounting
B.S., Le Moyne College; M.S., SUNY Oswego

JOANNE COPPOLA

Professor of Practice of Nursing

CHAD A. CORCORAN

Professor of Practice of Biological Sciences
B.S., Utica College of Syracuse University; Ph.D., SUNY Upstate
Medical University

KENNETH ERNST

Professor of Practice of Accounting

NORMAN FAIOLA

Professor of Practice of Management and Leadership
M.P.S., Cornell University; Ph.D., Syracuse University

MARISA HART

Professor of Practice of Occupational Therapy Studies

TRAVIS HAYDEN

Professor of Practice of Physician Assistant Studies

JOHN HUNTER

Professor of Practice of Business Administration
B.A., Loyola University of Chicago; M.B.A., International Management,
Thunderbird School of Global Management

RAYMOND A. JANNETTI

Professor of Practice of Physician Assistant Studies
B.S., Georgetown University, M.D., SUNY Upstate Medical Center

KARA KEYES

Professor of Practice of Nursing
B.S., Keuka College; M.S., Le Moyne College

CAROL ANNE KOZIK

Professor of Practice of Nursing
B.S., Regents College; M.S., Upstate Medical University

KAREN KUKLA

Professor of Practice of Accounting
B.B.A., University of Michigan; J.D., Syracuse University

ELIZABETH W. MERCER

Professor of Practice of Physician Assistant Studies
B.A., Hartwick College; Certificate in Physician Assistant Studies/
HVCC; M.P.A.S., University of Nebraska

BLAIR PAGE

Professor of Practice of Biological and Environmental Sciences
B.S., St. John Fisher College, M.S., Ph.D., SUNY College of
Environmental Science & Forestry

LYNN-BETH SATTERLY

Associate Director of Physician Studies, Professor of Practice of
Physician Assistant Studies
B.S., College of Saint Elizabeth; M.S., Syracuse University; M.D.,
UMDNJ-Robert Wood Johnson Medical School

LINDSEY SIKES

Professor of Practice of Costume Design
B.A. Theatre Arts, College of Charleston, MFA Costume Design,
University of North Carolina School of the Arts

EUGENE B. YOUNG

Professor of Practice in English and Philosophy
B.A., Syracuse University; Ph. D., Emory University

Visiting Assistant Professor

ANIRBAN ACHARYA

Adjunct Instructor of Political Science
B.A., M.A. Jadavpur University, M.Phil. Indira Gandhi Institute of
Development Research, M.A. Syracuse University, Doctoral studies,
A.B.D. Syracuse University

MATTHEW CORTESE

Visiting Instructional Professor of Philosophy

JAMEY GRAHAM

Visiting Assistant Professor of English
A.B., Ph.D., Harvard University

MEHMET KILINC

Visiting Assistant Professor of Information Systems

BRIDGET P. LYNCH

Visiting Assistant Professor of Psychology
B.A., Psychology, Villanova University; M.A., General Psychology,
University of Dayton; PhD, Psychology, University of Georgia

EDWARD MICHALENKO

Visiting Assistant Professor of Biological Sciences
A.A.S., Onondaga Community College, B.S., SUNY College at Cortland,
M.S., Ph.D., SUNY College of Environmental Science & Forestry

CHRISTIE NOVAK

Visiting Assistant Professor of Accounting
B.S., M.S., Syracuse University

KRISTEN ROOSA

Visiting Assistant Professor of Biological Sciences
B.S., SUNY Oswego; Ph.D., Cornell University

DENNIS W. SULLIVAN

Visiting Assistant Professor of Physics
B.S., Texas A&M University; M.S., Le Moyne College

Writer-in-Residence

PATRICK LAWLER

Writer-in-Residence
B.A., Le Moyne College, M.A., Syracuse University

LINDA PENNISI

Writer-in-Residence
B.A., Le Moyne College, M.F.A., Vermont College of Fine Arts

Adjunct Faculty

ANGELA M. ALESSANDRO

Adjunct Instructor of Education
B.A, Le Moyne College; M.S., SUNY Cortland

- KARL R. ALEXANDER
Adjunct Faculty of History
- KIMBERLY AMIDON
Adjunct Instructor of Education
- ROBERT P. ANDERSON
Adjunct Assistant Professor of Education
A.B., M.A., Ed.D., Syracuse University
- RUTH ARENA
Adjunct Faculty of Dance
B.F.A., University of Arizona, College of Fine Arts
- MIRYAM BAR
Adjunct Professor of Spanish
B.A. in Spanish, French, & Education, Le Moyne College; M.A. in French,
Syracuse University
- OLIVIA BARRETT
Adjunct Instructor of Chemistry
B.S., M.A., University at Buffalo
- WILLIAM BARRETT
Adjunct Instructor of Information Systems
- ROBERT BEACH
Adjunct Instructor of History
- NORTON BERG
Adjunct Assistant Professor of Occupational Therapy
B.S., New York University; M.S., Fordham University; Ph.D., UCLA
- THOMAS A. BERSANI
Adjunct Instructor of Education
B.A., M.S., Le Moyne College
- ELIZA BLISS-MOREAU
Adjunct Instructor of Psychology
S.B., Boston College; Ph.D., Boston College; Postdoctoral Fellowship,
University of California Davis
- JULIE BLUMER
Adjunct Instructor of Education
B.A., St. John Fisher; M.S., SUNY Oswego
- PATRICIA BODINE-OXFORD
Adjunct Instructor of Education
B.S., SUNY Buffalo; M.S., C.A.S., SUNY Oswego
- SHEENA BRITTON
Adjunct Instructor of Biological Sciences
B.S., M.S., Le Moyne College; M.S., SUNY Upstate Medical University
- CHRISTOPHER BROWN
Adjunct Assistant Professor of Education
B.S., SUNY Buffalo; M.S., Elmira College; C.A.S., SUNY Brockport; Ph.D.,
Kennedy Western University
- LAURA D. BROWN
Adjunct Instructor of Education
B.A., SUNY Geneseo; M.S., Le Moyne College
- REBECCA BROWN
Adjunct Instructor of Occupational Therapy
B.S., Rochester Institute of Technology; M.P.A.S., University of
Nebraska Medical Center
- KRISTIN BROWN
Adjunct Faculty of Biological and Environmental Sciences
- VERONICA BUDELMANN
Adjunct Instructor of Biological Sciences
B.A., University of Nebraska-Lincoln; M.S.T., SUNY Potsdam
- CATHY BURKETT
Adjunct Instructor of Physician Assistant Studies
- TIMOTHY D. BURNS
Adjunct Instructor of English
A.B., St. Bonaventure University; M.A., Syracuse University
- STEPHEN BUTLER
Adjunct Faculty of Arts Administration
M.A., Syracuse University
- DEBORAH M. CADY MELZER
Adjunct Instructor of Education
B.A., Saint Michael's College; M.Ed., University of Vermont; Ph.D.,
Boston College
- MARIELA CAVO
Adjunct Instructor of Economics
- GLENN COIN
Adjunct Professor of Communications
B.S., Environmental Science, Michigan State University; M.A.,
Newspapers, Syracuse University; M.P.A., Public Administration,
Syracuse University
- CRYSTAL COLLETTE, LMSW
Adjunct Instructor of Anthropology, Criminology and Sociology
B.S., Family and Consumer Science, University of Massachusetts
Amherst; Masters in Social Work, Syracuse University
- WILLIAM COLLINS
Adjunct Instructor of Education
B.S., Le Moyne College; M.S., Syracuse University
- WILLIAM J. COLLINS
Adjunct Instructor of Mathematics
B.S., Le Moyne College; M.S., Syracuse University
- LARRY CRABTREE
Adjunct Faculty of Dance
- EMORY CREEL
Adjunct Instructor of Mathematics
B.A., Bennington College; M.A., Oregon State University; M.S.,
University of Illinois at Chicago
- ELIZABETH DANAHER
Adjunct Instructor of Chemistry
B.S., College of Mount Saint Vincent; M.S., University of Delaware;
M.S.T., Le Moyne College

JOANNE DAPRANO

Adjunct Instructor of Physician Assistant Studies
B.S., Albany College of Pharmacy

ELIZABETH DARIN

Adjunct Faculty of Nursing and Information Systems
B.S., R.N., SUNY Upstate Medical University College of Nursing; M.S.N.,
Le Moyne College

BARRY DARLING

Adjunct Faculty of Visual Art
BA Northeast Louisiana State College, MA University of Louisiana at
Monroe

MICHAEL DERMODY

Adjunct Faculty of Information Systems
B.S., Columbia College

SUZANNE DETORE-WILSEY

Adjunct Instructor of Biological Sciences
B.S., Le Moyne College, M.S., Syracuse University

DAVID M. DI FABIO

Adjunct Instructor of Psychology
B.S., M.S., SUNY Geneseo, Ed.D. University of Rochester

KATHY DILMORE

Adjunct Instructor of Mathematics
B.S., M.B.A., Clarkson University

WILLIAM S. DOLAN, S.J.

Adjunct Instructor of History
B.A. Fordham University, M.Div. Weston School of Theology, Th.M.
Weston School of Theology, M.S.E. University of Rochester

THOMAS DONEGAN

Adjunct Instructor of Chemistry
B.S., State University of New York at Oneonta

DANIEL DUPEE

Adjunct Instructor of Education
B.S., M.B.A., Columbia College, C.A.S., Le Moyne College

CONSUELO ENDRIGO-WILLIAMS

Adjunct Professor of Italian
Masters in Art History, University of Bologna, Bologna, Italy; Masters in
Didactics and Linguistics, Ca' Foscari University, Venice, Italy

BARRETT ESWORTHY

Adjunct Instructor of History

JAMES EVANS

Adjunct Assistant Professor of Education
B.S., SUNY Oswego, J.D., Syracuse University

JERRY EXLINE

Adjunct Faculty of Music and Visual Art
B.A., Ph.D., Eastman School of Music of the University of Rochester

YAROSLAVA D. FICHERA

Adjunct Instructor of Education
B.S., M.S., Le Moyne College

MARY BETH FIERRO

Adjunct Instructor of Education
B.S., M.S., C.A.S., SUNY Oswego

LESLIE GALE

Adjunct Instructor of Occupational Therapy

BILL GAPE

Adjunct Instructor of Information Systems

SARA GLEASMAN - DESIMONE

Adjunct Instructor of Nursing
B.S., M.S./ANP, SUNY Institute of Technology; Ph.D., Capella University

KATTIRIA GONZALEZ

Adjunct Instructor of Nursing; Clinical Coordinator of Nursing
A.D. St. Joseph's College of Nursing, B.S., M.S., Le Moyne College

GERALD GOODWIN

Adjunct Instructor of History

JEFFREY GORDON

Adjunct Faculty of Education

RONALD GORNEY

Adjunct Instructor of Education
B.S., M.S., C.A.S., SUNY Cortland

DAVID GRINDLE

Adjunct Faculty of Arts Administration
M.S.M., Indiana University

JOSEPH GUIFFRIDA

Adjunct Instructor of History
B.A. Le Moyne College, M.A. State University of New York-Cortland

MICHELE HEALY

Adjunct Instructor of Foreign Languages and Literatures

NORBERT HENRY

Adjunct Assistant Professor of Education
B.A., St. Bernard's College, M.S., Ed.D., Syracuse University

KAREN HIRSCHMAN

Adjunct Instructor of Nursing
B.S., SUNY Upstate Medical University; M.S., Keuka College

JEFFREY HOERL

Adjunct Faculty of History

ELEANOR HOMOLKO

Adjunct Instructor of German

GARY HOOLE

Adjunct Instructor of Biological Sciences
A.S., Herkimer County Community College, B.S., M.S., SUNY Oswego

CAROL JACOBÉ

Adjunct Faculty of Music
M.M., Syracuse University

SUSAN JEWETT

Adjunct Instructor of Physician Assistant Studies
Certification, Albany School of Medicine

- MAN JIA
Adjunct Professor of Chinese and Japanese
B.A., Heilongjiang University, Harbin, China; B.A., Toyo University,
Tokyo, Japan; M.A., Saitama National University, Tokyo, Japan
- DOUGLAS KAZACOS
Adjunct Instructor of Education
B.S., M.S., C.A.S., SUNY Oswego
- LUDMILA KLEINER
Adjunct Instructor of Mathematics
M.S.E.E., Lvov Polytechnic Institute, Ukraine
- LAILA KOBROSSY AUDI
Adjunct Instructor of Chemistry
- MARGARET KOZSAN
Adjunct Instructor of Nursing
- ALEX KRANTZ
Adjunct Instructor of Philosophy
B.A., Augsburg College; Ph. D. Candidate, Syracuse University
- KATYA KRENINA
Adjunct Faculty of Visual Art
BFA Syracuse University, MA Syracuse University, MFA Goddard
College
- GARY KRUDYS
Adjunct Instructor of Information Systems
- ANNE KUKULSKI
Adjunct Instructor of Physician Assistant Studies
M.S., P.A., Le Moyne College
- MOLLY LETSCH
Adjunct Assistant Professor of Biological Sciences
B.A., Clark University, M.S., Ph.D., University of Connecticut
- JENNA LEVEILLE
Adjunct Instructor of Occupational Therapy
- S. JOY LOGAN
Adjunct Instructor of Chemistry
- DAVID LUNDEN
Adjunct Instructor of Education
B.S., University of Central Florida, M.S., Le Moyne College, C.A.S., SUNY
Oswego
- DOUGLAS MACDONALD
Adjunct Instructor of Anthropology, Criminology, and Sociology
M.S.W., Ph.D. Syracuse University
- SHERRADYN L. MACK
Adjunct Instructor of Physician Assistant Studies
B.S., M.S., Le Moyne College
- MARIA A. MACPHERSON
Adjunct Instructor of Nursing
B.S., Hartwick College, M.P.H., University at Albany, School of Public
Health
- THOMAS MAGNARELLI
Adjunct Instructor of History
B.A., M.S. Syracuse University
- MAX MALIKOW
Adjunct Assistant Professor of Philosophy
B.S., University of Nebraska; M.A.T.S, Gordon-Conwell Theological
Seminary; Th. D., Boston University.
- MARY ELLEN MANGINO
Adjunct Instructor of Political Science
BA - SUNY Plattsburgh, MA - SUNY Empire State College ? Labor and
Policy Studies
- DANIEL R. MARAVI
Adjunct Instructor of Mathematics
B.A., SUNY Cortland; M.S., Syracuse University; Ed.M., SUNY Buffalo
- KATHLEEN A. MARJINSKY
Adjunct Instructor of Psychology
B.A. Syracuse University, M.S. (School Psychology) Syracuse
University, Ph.D. (School Psychology) Syracuse University
- LAUREN MASSA
Adjunct Instructor of Education
- LAUREN MASSA
Adjunct Instructor of Education
- MICHAEL MASTROLEO
Adjunct Instructor of Physician Assistant Studies
B.A., Saint Lawrence University, B.S.PA, Touro College
- CHARLES F. MAXFIELD
Adjunct Instructor of Philosophy
B.A., SUNY Potsdam; M.A., Ohio University
- DONALD MCCRIMMON
McDevitt Research Associate and Adjunct Professor of Biological
Sciences
B.A., University of South Florida, M.A., Vanderbilt University, Ph.D.,
North Carolina State University
- DEREK MCGORK
Adjunct Instructor of Anthropology, Criminology & Sociology
- MARIANE MCLAUGHLIN
Adjunct Assistant Professor of Biological Sciences
B.S., Albany College of Pharmacy, Ph.D., SUNY Buffalo
- ELEANOR PRICE MCLEES
Adjunct Instructor of Nursing
B.S., Syracuse University, C.N.M., SUNY Downstate Medical Center,
M.S., Le Moyne College
- RAE ANN MERIWETHER
Adjunct Assistant Professor of English
B.A., Pace University, M.A., City University of New York-Brooklyn
College, Ph.D., University of North Carolina-Greensboro
- BARBARA BILINSKI METTELMAN
Adjunct Instructor of Psychology
B.A., Utica College of Syracuse University; M.A., Ph.D., Syracuse
University

KEVIN L. MICHAUD

Adjunct Instructor of Education
B.A., M.S., Le Moyne College

CAITLIN MILLER

Adjunct Instructor of Chemistry
B.S., Seton Hall University; Ph.D., Syracuse University

CHARLES MONTGOMERY

Adjunct Instructor of Chemistry

JAMES MORGAN

Adjunct Instructor of Chemistry

JUDY MORGAN

Adjunct Instructor of Education
B.S., M.S., C.A.S., SUNY Cortland

DANIEL MURPHY

Adjunct Instructor of Philosophy

HASAN MURSHED

Adjunct Instructor of Economics

LEIGH NOLAN

Adjunct Instructor of Occupational Therapy

DONNA M. NORTON

Adjunct Instructor of Education
B.A., Le Moyne College, M.A., SUNY Geneseo, C.A.S., SUNY Oswego

COLLEEN A. O'CONNOR

Adjunct Instructor of Education
B.A., Le Moyne College; M.S., SUNY Oswego; J.D., Syracuse University

LISA A. OLSEN-GUGERTY

Adjunct Assistant Professor of Physician Assistant Studies
B.S., SUNY-Cortland, M.P.H., University of South Florida, A.A.S., St Joseph's School of Nursing, M.S., SUNY Upstate Medical Center, Ph.D., Nova Southeastern University

CAROLYN PARDEE

Adjunct Faculty of Music
B.M., SUNY Potsdam, M.M., Syracuse University

MARY BETH PAST

Adjunct Instructor of Education
B.S., SUNY Geneseo, M.S., Syracuse University

MARY BETH PAST

Adjunct Instructor of Education

EVA PHILLIPS

Adjunct Professor of Arabic
Bachelor in Education, University of Haifa, Israel; Master Teacher, University of Haifa at Oranem, Israel

LISA E. PHINNEY

Adjunct Instructor of Education
A.A.S., Corning Community College, B.A., Keuka College, M.S., National Technical Institute for the Deaf at Rochester Institute of Technology

MARYBETH PIAZZA

Adjunct Instructor of Education
B.A., M.S., Syracuse University; C.A.S., Le Moyne College

JEREMY PIERCE

Adjunct Assistant Professor of Philosophy
B.A., Brown University; Ph.D., Syracuse University

JILL PITTS

Adjunct Instructor of Spanish

RACHAEL HENRIQUES PORTER

Adjunct Instructor of Chemistry
B.A., Swarthmore College; M.S., Indiana University

TERESA POWROZEK

Adjunct Assistant Professor of Biological Sciences
B.A., M.S., Ph.D., Purdue University

PAUL PRESCOTT

Adjunct Assistant Professor of Occupational Therapy
B.A., Pacific Lutheran University; M.A., Fordham University; Ph.D., Syracuse University

MARY PATRICIA RADFORD

Adjunct Instructor of Anthropology, Criminology and Sociology
B.A., Le Moyne College; W.S.W., Syracuse University

JOCELYN RAUCH

Assistant Director of Music
B.A., Roberts Wesleyan College, M.S., Le Moyne College

MELINDA REEDER

Adjunct Instructor of History

DOMINIQUE RICCIARDELLI

Adjunct Instructor of Psychology
B.A., St. Bonaventure University; M.A., CAS, Psy.D., Fairleigh Dickinson University

AMY ROACHE-FEDCHENKO

Adjunct Instructor of Anthropology, Criminology and Sociology
B.A. Michigan State University; M.A., Ph.D. Syracuse University

AMY ROBERSON

Adjunct Instructor of Physician Assistant Studies
B.S., M.S., Le Moyne College

ROYCE ROBERTSON

Adjunct Assistant Professor of Occupational Therapy
B.S., Western Michigan University; M.E.D., Plymouth State College; Ed.D., Argosy University

DAVID E. ROBERTSON, JR.

Adjunct Instructor of Anthropology, Sociology and Criminology
AS, Onondaga Community College; BS, Le Moyne College; MBA, Le Moyne College

STEVEN RUBENSTEIN

Adjunct Instructor of Chemistry
A.S., SUNY Morrisville; B.S., SUNY Binghamton; Ph.D., Colorado State University

PAMELA A. RYAN

Adjunct Instructor of Philosophy
B.A., B.S., State University of New York College at Oswego; M.A., Ph.D., Bowling Green State University

WENDY SCHERER

Adjunct Instructor of Biological Sciences
A.A., Scottsdale Community College, B.S., Boise State University,
M.A.T., Bowling Green University

MARIE MARTINE SHANNON

Adjunct Professor of French
DEUG in Art History, Universite de Poitiers, Poitiers, France; B.A. in
Cultural Anthropology, Universite de Bordeaux 2, Bordeaux, France;
M.A. in Cultural Anthropology, Universite de Bordeaux 2, Bordeaux,
France; Graduate Certificate in Business and Marketing, Ecole
Superieure des Ingenieurs Commerciaux, Bordeaux, France; M.A. in
French Literature & Francophone Cinema, Cornell University

JOHN SHEEHAN

Adjunct Instructor of History

GILDA SISERA

Adjunct Assistant Professor of Italian
Dottore in Lettere Classiche, University Federico II, Naples, Italy

JAMES T. SNYDER

Adjunct Assistant Professor of Political Science
J.D. Albany Law School of Union University, A.B. Colgate University

ANTHONY SONNACCHIO

Adjunct Instructor of Education
B.S., M.S.Ed., Le Moyne College

JAMES E. STACEY

Adjunct Instructor of Anthropology, Criminology and Sociology
B.A., University of Florida; M.A., Ph.D., Syracuse University

SUSAN STEARNS

Adjunct Instructor of Physician Assistant Studies

JEFFERY STERLY

Adjunct Instructor of Education
B.S., Rochester Institute of Technology

LESLIE BAILEY STREISSGUTH

Adjunct Professor of Communication and Film Studies, Internship
Coordinator
B.A., Rhetoric and Communication Studies, University of Virginia; M.A.,
Teaching, Towson University

LEAH STUCK

Adjunct Faculty of Psychology
B.A., Le Moyne College; M.A., Ph.D., University of Denver

TODD SUNDELL

Adjunct Instructor of History
B.A. State University of New York at Oswego, M.S. State University of
New York-Albany, M.A. City College

FARHANA SYED

Adjunct Instructor of Chemistry

CAROLINE S. TAUXE

Adjunct Instructor of Anthropology, Criminology, and Sociology
B.A., Yale University; M.A., Ph.D., University of California, Berkeley

RUTH K. THURBER

Adjunct Assistant Professor of Education
B.S., Russell Sage College, M.S., C.A.S., Syracuse University, Ed.D.,
Nova Southeastern University

MIRANDA TRAUDT

Adjunct Faculty of Arts Administration
M.A., Syracuse University

DANAN TSAN

Adjunct Faculty of Music
M.M., Eastman School of Music

CATHERINE UNDERHILL

Adjunct Faculty of Arts Administration
M.P.A., Harvard University

NISHA VARGHESE

Adjunct Instructor of Chemistry

MICHAEL VESPI

Adjunct Instructor of Education
B.S., SUNY IT, M.S., Syracuse University, C.A.S., SUNY Oswego

MARY ANN WAFER

Adjunct Instructor of Nursing

MICHAEL WATERS

Adjunct Instructor of Communications
B.A., Journalism, University of North Carolina – Chapel Hill

CHRISTINE M. WENK

Adjunct Instructor of Education
B.A., University of Albany, M.S., Le Moyne College

BURKHARDT WILKE

Adjunct Instructor of Chemistry

JENNIFER WILLIAMS

Adjunct Instructor
B.A., University of Georgia; MA., Ph.D. University of Kentucky.

RICHARD WILLIAMS

Adjunct Faculty of Visual & Performing Arts

DONNA M. ZEOLLA

Adjunct Instructor of Education
B.A., Marywood College; M.A., University of Scranton; C.A.S., SUNY
Oswego; Ph.D., Syracuse University

Lab Coordinator

GEORGENE CARSON

Laboratory Coordinator

DONALD HUGHES

Lab Coordinator of Chemistry
B.S., State University of New York at Buffalo; M.S., Cornell University;
Ph.D., College of Environmental Science and Forestry

JOSEPH PERROTTA

Laboratory Coordinator

Professor Emerita

CAROLYN T. BASHAW

Professor Emerita of History
B.A., Vanderbilt University; M.A., University of Illinois; Ed.D., University of Georgia; Ph.D., University of Georgia

SUSAN B. BASTABLE

Professor Emerita of Nursing
B.S., Syracuse University; M.Ed., Ed.D., Teachers College, Columbia University

BARBARA J. BLASZAK

Professor Emerita of History
B.A., M.A., Ph.D., State University of New York-Buffalo

MARY L. COLLINS

Professor Emerita of Education
B.S., SUNY College at Cortland; M.S., Ph.D., Syracuse University

MARIA DITULLIO

Professor Emerita of Psychology
B.S., Houghton College; M.S., Ed.S., Ed.D., George Peabody College

MARY ANN DONNELLY

Professor Emerita of Marketing
J.D., Harvard University

MIRIELLE GOODISMAN

Professor Emerita of French
B.A., Lycée Hélène Boucher; Licence ès lettres, Dip. d'Etudes Supérieures, Sorbonne

MARY A. MALESKI

Professor Emerita of English
B.A., Marywood College, M.A., Fordham University, Ph.D., University of Rochester

KATHLEEN NASH

Professor Emerita of Religious Studies
B.A., The University of Dallas; M.A., St. Louis University; Ph.D., The Catholic University of America

NANCY RING

Professor Emerita of Religious Studies
Ph.D. Marquette University

RAQUEL ROMEU

Professor Emerita of Spanish
B.A., Nazareth College; Doctor en Filosofía y Letras, Universidad de la Habana

PATRICIA R. SCHMIDT

Professor Emerita of Education
B.A., SUNY Potsdam; M.Ed., University of Massachusetts; D.Ed., Syracuse University

Professor Emeritus

WILLIAM BARNETT

Professor Emeritus of Religious Studies

EDWIN F. BAUMGARTNER

Professor Emeritus of Mathematics
B.A., University of Rochester; M.S., Syracuse University

WILLIAM BOSCH, S.J.

Professor Emeritus of History
B.A., Loyola University, Chicago; M.A.(2), Loyola University, Chicago; Ph.D., University of North Carolina at Chapel Hill

GORDON V. BOUDREAU

Professor Emeritus of English
A.B., St. Mary's College; M.A., Marquette University; Ph.D., Indiana University

ANTONIO M. EPPOLITO

Professor Emeritus of Education
B.A., Le Moyne College, M.S., C.A.S., Ed.D., Syracuse University

PATRICK J. KEANE

Professor Emeritus of English
B.S., Fordham University; M.A., Ph.D., New York University

CHONGYOUL KIM

Professor Emeritus of Business Administration
B.A., Kyongbuk National University; M.B.A., Rutgers University; Ph.D., Rutgers University

MICHAEL J. KRAUSE

Professor Emeritus of Accounting

GARRITT J. LUGTHART JR.

Professor Emeritus of Biological Sciences
B.S., M.S., Michigan State University, Ph.D., University of Wisconsin

JOHN MCMAHON

Professor Emeritus of Classics
B.A., Adelphi University; M.A., State University of New York at Albany; M.A., Ph.D., University of Pennsylvania

WILLIAM V. MILLER

Professor Emeritus of Mathematics
S.B., Massachusetts Institute of Technology; Ph.D., University of Michigan

CORNELIUS NOVELLI

Professor Emeritus of English
B.S., SUNY Fredonia, M.A., Ohio University, Ph.D., University of Notre Dame

WILLIAM C. RINAMAN JR.

Professor Emeritus of Mathematics
B.S., University of California; M.A., Ph.D., American University

ANDREW SZEKENYI, S.J.

Emeritus Distinguished Jesuit Scientist in Residence
A.B., M.A., Oxford University, Ph.L., Eegenhoven (Belgium), S.T.L., Heythrop College (England), Ph.D., Syracuse University

WILLIAM J. TELESCA

Professor Emeritus of History
B.A., M.S., Ph.D. Fordham University

ANTHONY VETRANO

Professor Emeritus of Spanish
B.A., Harpur College; M.A., The University of Rochester; Ph.D., Syracuse University

Accounting Major/Information Systems Concentration

Students majoring in accounting may pursue a concentration in information systems. Information systems courses tailored for this concentration enhance the students' knowledge of their primary accounting discipline, and integrate the use of information systems and technology with accounting. Accounting students pursuing a concentration in information systems are required to enroll in the following courses:

Core Requirements (p. 43)¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA	Visual & Performing Arts (p. 43)	1
DIV	Diversity (p. 43)	0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 201	Introductory Accounting for Accounting Majors	3
ACT 202	Introductory Accounting II for Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Cultural Requirement		3
Major Requirements		
ACT 301	Intermediate Accounting I	4
ACT 302	Intermediate Accounting II	4
ACT 303	Cost Accounting	3
ACT 310	Federal Income Tax for Individuals	3
ACT 401	Advanced Accounting	3
ACT 405	Auditing	3

ACT 410	Taxation of Business Entities	3
Select one of the following:		3-4
MTH 120	Mathematics for Business Majors	
MTH 122	Brief Calculus	
MTH 123	Mathematics for Act Majors	
MTH 145	Calculus I	
MTH 146	Calculus II	

Electives

Liberal Arts Electives	6
------------------------	---

Concentration Requirements

MIS 350	Accounting Information Systems	3
MIS 455	Managing the Technological Enterprise	3
Select one of the following: ²		3
MIS 375	Applied Systems Analysis	
MIS 460	Managing Systems Projects	
MIS 480	Database Management Systems	
CSC 165	Programming in Visual Basic With Visual Basics	

Total Credit Hours	122-126
--------------------	---------

¹ Some Core requirements may be fulfilled by major requirements.

² If students take CSC 165 Programming in Visual Basic With Visual Basics instead of the other MIS courses, they can use their liberal art elective. In this case, their liberal art elective will have only 3 remaining credits left, but their total number of credits will remain as 122-123. But if students take other MIS courses other than CSC 165 Programming in Visual Basic With Visual Basics, their liberal art elective will have 6 remaining credits left, but their total number of credits will be 125-126.

Advising Path for B.S. PSY to M.S. OT

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students will complete a bachelor's degree in psychology and then directly enter the Master of Science Program in Occupational Therapy at Le Moyne College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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

4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne College; these students would then have the opportunity to apply to the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.
- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master's program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits

- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women's studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits
- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Core Curriculum (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		3
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0

Major Requirements ²

PSY 101	Introductory Psychology	3
PSY 201	Intro to Research Methods	4
PSY 220	Human Life Span Development ³	3
PSY 280	Abnormal/Normal Psychology	3
PSY 330	Cross-Cultural Psychology	3
PSY 340	Brain and Behavior	3
PSY SEM 400 ⁴		3
PSY Electives ⁵		9

Major Support Requirements

MTH 110	Introduction to Statistics I (no Computer Lab)	3
---------	--	---

MTH 112	Introduction to Statistics II	3
BSC 201	Human Anatomy & Physiology I	4
BSC 202	Human Anatomy & Physiology II	4
Electives		
Natural Science Elective (BIO,BSC,CHM, or PHY)		4
Science Electives (BIO,BSC,CHM,PSY,MTH,CSC, or MIS)		3
Free Electives (21 credits or more until total credits are at least 120 required to graduate) ⁶		21
Total Credit Hours		120

¹ Some Core requirements may or will be fulfilled by the B.S. major and major support courses.

² At least 12 credits of psychology electives must be classroom rather than experiential courses. At least one must be chosen from the following group: PSY 401-449 or PSY 499(SEM 400). At least half of the major requirements must be taken at Le Moyne College. To graduate with a B.S., a student must achieve a 2.0 GPA or higher and have at least 120 total credits. Acceptance into the OT program requires a minimum of 3.0 GPA along with additional application requirements.

³ PSY 220 may be replaced with PSY 215 and PSY 320.

⁴ Select one of the following: PSY 402-449; PSY 499 Departmental Honors in Psychology. PSY 448 Clinical Neuropsychology is recommended to fulfill the PSY SEM 400 requirement.

⁵ PSY 250 Cognition is recommended.

⁶ This must include a Medical Terminology course for at least 1 credit.

Biological Sciences groups

Other Requirements

Molecular and Cellular Courses

BIO 320	Genetics	4
BIO 321	Developmental Biology	4
BIO 322	Histology	4
BIO 409	Virology	3
BIO 410	Toxicology	3
BIO 418	Advanced Molecular Biology	4
BIO 427	Bioinformatics	4
BIO 460	Biochemistry I	3
BIO 461	Biochemistry II	3
BIO 475	Stem Cell Biology	3
BIO 480	Seminar: Biology of Cancer	3
BIO 481	Seminar: Endocrine Disruptors	3
BIO 482	Seminar: Current Issues in Genetics	3

Organismal Courses

BIO 255	Animal Locomotion	3
BIO 281		4
BIO 282		4
BIO 325	Microbiology	4
BIO 327	Botany - The Biology of Plants	4
BIO 340	Parasitology	4
BIO 350	Invertebrate Biology	4
BIO 365	Criminalistics for Biologists	3
BIO 375	Introduction to Neurobiology	4

BIO 381	Disease and Disorders of the Nervous System	3
BIO 412	Immunology	3
BIO 431	Mammalian Physiology	3
BIO 450	Biology of Sharks	3

Ecology and Population Courses

BIO 230	General Ecology	4
BIO 237	Ecology of the Galapagos	3
BIO 245	Evolution	4
BIO 270	Animal Behavior	4
BIO 310	Field Ornithology	4
BIO 330	Tropical Marine Biology	4
BIO 335	Biodiversity	4
BIO 348	Environ Research in the Field: Iceland	4
BIO 360	Insect Ecology	4
BIO 415	Pathogenic Microbiology	4
BIO 458	Global Climate Systems	3
BIO 470	Seminar: Environmental Topics	3
BIO 471	Perspectives on Human Life	3

Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology

A Direct Entry opportunity to the Occupational Therapy (OT) Pathway at Le Moyne College was developed to offer early acceptance to exceptional high school students wishing to accelerate their academic and career paths to become licensed occupational therapists. Accepted students will complete a bachelor's degree in psychology and then directly enter the Master of Science Program in Occupational Therapy at Le Moyne College. Students accepted into this pathway will be invited to participate in activities with current OT students and faculty.

Application for the direct entry pathway is made during the senior year of high school and is available only to first-year students. The program is competitive and space is limited.

Eligibility Requirements for Admission into the Direct Entry Pathway

1. Minimum High School Cumulative Average = 92
2. Minimum Test Scores = SAT 1100 (Critical Reading and Math only) or ACT 21
3. Required High School Courses: Applicants must graduate from an accredited high school and must 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
4. 10 hours of documented (link to a form for documentation) patient contact or shadowing hours at the time of application.

Applying to the Direct Entry Pathway

The application and all required documents must be received by the Le Moyne College Office of Admission by January 15.

A completed application includes:

1. **A freshman application**
2. Official high school transcript
3. Recommendations: Applicants are required to submit one letter of recommendation from a guidance or college counselor; or two letters of recommendation from clergy, coaches, employers, teachers, etc.; and one recommendation from a supervisor who can attest to the applicant's demonstrated commitment to the occupational therapy field.
4. Official SAT or ACT score report or official TOEFL or IELTS score report required of non-native English speakers
5. Personal statement
6. Documentation of Observation Hours
7. Required interview by invitation only; invitations will be extended by February 1.

After beginning study as a first-year student in the Direct Entry OT Pathway at Le Moyne College, accepted students have a binding agreement with the institution and may not apply to other OT programs.

Continuation in the Direct Entry Pathway

In order to remain in good standing and continue the program, a participant must meet or exceed the following:

- **Overall GPA** – Must attain or exceed an overall GPA of 3.0. Two successive semesters below 3.0 or a cumulative GPA below 3.0 will constitute grounds for dismissal from the program. However, participants may be allowed to continue in their undergraduate major provided they remain in good academic standing at Le Moyne College; these students would then have the opportunity to apply to the Master of Science program in Occupational Therapy with other students who were not in the direct entry group.
- **Continuous Enrollment** – Students must maintain full-time enrollment status during the entire pathway.
- **Academic Prerequisites** - Participants must complete all requirements for a baccalaureate degree in psychology from Le Moyne College by the end of the spring semester of the fourth year of enrollment. Students must also complete the prerequisite courses for the master's program in that same timeframe and attain at least a 3.0 GPA in those courses with no grade lower than a B.

Academic Prerequisites for the Master of Science Program in Occupational Therapy

- Anatomy & Physiology 1 with lab (BSC 201 Human Anatomy & Physiology I at Le Moyne) - 4 credits
- Anatomy & Physiology 2 with lab (BSC 202 Human Anatomy & Physiology II at Le Moyne) - 4 credits
- Neuroscience OR Brain and Behavior OR Cognition - 3 credits
- Cultural Idea and/or Civilizations (i.e. world literature, world religions, history, American studies, women's studies, sociology, anthropology) - 3 credits
- Lifespan or Human Development - 3 credits
- Abnormal Psychology - 3 credits

- Statistics - 3 credits
- Medical Terminology - 1 credit
- English composition or technical writing - 3 credits
- Humanities (i.e. ethics, philosophy, theology) - 3 credits
- **Clinical Observation Experience** - Participants must also complete an additional 30 hours of clinical observation hours or work experience under the supervision of a licensed occupational therapist in multiple settings with multiple clients and submit as part of the OTCAS (Occupational Therapy Centralized Application Service) application.
- **OTCAS Application** – Participants will need to file the OTCAS application in their fourth year of study by the February 15 deadline and will be responsible for the application fee.
- **Moral and Ethical Fitness** - During all phases of the program, a student must remain in good moral and ethical standing appropriate to the pursuit of a career as an occupational therapist and eventual professional licensure. Failure to do so will result in dismissal from the program.

Core Curriculum to Satisfy the OT Program Prerequisites

(p. 43)

WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
PHL 210	Moral Philosophy	3

Major Requirements to Satisfy the OT Program

Prerequisites

PSY 101	Introductory Psychology	3
MTH 111	Introduction to Statistics I (with Computer Lab)	4
ANT 101	Introduction to Anthropology ¹	3

Electives to Satisfy the OT Program Prerequisites

PSY 220	Human Life Span Development ²	3
PSY 280	Abnormal/Normal Psychology	3
BSC 201	Human Anatomy & Physiology I	4
BSC 202	Human Anatomy & Physiology II	4
PSY 340	Brain and Behavior	3

Other Course Requirements

Medical Terminology ³	1
Total Credit Hours	37

¹ Other courses on cultural ideas can also fulfill this requirement as an OT program prerequisite.

² PSY 220 Human Life Span Development may be replaced with PSY 215 Child and Adolescent Development and PSY 320 Aging and Adult Development.

³ Medical Terminology is not currently offered at Le Moyne College.

Double Major (B.A.) in Political Science and Peace and Global Studies

Core Requirements (p. 43)

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3

HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Major Requirements		
Capstone Course		3
Capstone Experience ¹		3
Electives - Regional ²		9
Electives - Thematic ²		9
Foreign Language		18
Free Electives ³		17
PGS 101	Introduction to Anthropology	3
PGS 201	Introduction to Peace & Global Studies	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC Electives (300 or higher)		6
Social Science (fulfilled by major requirements)		
Statistics		4
Total Credit Hours		133

- ¹ Normally fulfilled by study abroad experience.
- ² Twelve of the 18 credit hours should be courses with PGS/PSC cross listing.
- ³ Students are urged to fulfill the extra two credit hours through participation in service leaning courses.

Double Major in Political Science and Communications

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110 & HST 111	World Civilization I and World Civilization II	6
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3

IDS Interdisciplinary Studies (p. 43) ³		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Political Science Major Requirements		
PSC 101	American National Politics	3
PSC 105	Comparative Politics	3
PSC 201	Introduction to Political Science	3
PSC 202	Methods of Political Science	3
PSC 207	Power and Justice	3
PSC 203	Public Opinion, Political Behavior, and Policy	3
PSC 353	Government and the Mass Media	3
PSC 480	Service Learning	1
Communications Major Requirements		
CMM 201	Fundamentals of Speech	3
CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
ENG 218	Critical Perspectives on Literature	3
PSC 428	Politics and Literature	3
Political Science Electives		
PSC Elective		3
PSC Elective		3
PSC Elective		3
Communications Electives		
CMM Elective		3
CMM Elective		3
CMM Elective		3
Free Elective		
Free Elective		3
Total Credit Hours		122

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² Fulfilled by PSC major requirements.
- ³ May be fulfilled by PSC major requirements.

Dual Bachelor's/Master's Degree in Engineering Partnership

Affiliated Institution: Syracuse University

Eligible Students: Those meeting requirements

Degrees Awarded: Bachelor's degree (B.S. or B.A.) with a concentration in pre-engineering from Le Moyne College and master's of engineering (M.S.) from Syracuse University (Ten individual major concentrations. Please see the appropriate section of the catalog for details concerning the individual major concentrations.)

Length: Four years at Le Moyne College and three semesters at Syracuse University

Contact: Director of Engineering Programs, Chair of the Department of Physics, Biology, Chemistry, or Mathematics & Computer Science, depending on the concentration.

Students participating in the Syracuse University Bachelor's/Master's Degree in Engineering Partnership must choose the appropriate pre-engineering concentration within the appropriate major. Please see the Physics, Biology, Chemistry, or Mathematics & Computer Science sections of this catalog for typical programs.

Students who successfully complete their Le Moyne bachelor's degree program with a concentration in pre-engineering with both an overall 3.0 G.P.A. and a 3.0 G.P.A. in their science, mathematics and engineering courses, are eligible for pre-admission into the appropriate master's degree program at Syracuse University and a 50 percent waiver on their master's degree tuition, subject to the terms of the agreement with Syracuse University. The master's degree will typically be completed in an additional three semesters after graduation from Le Moyne.

Permission to register for courses at Syracuse University required by the individual pre-engineering degree concentrations is at the discretion of the director of pre-engineering programs, and will be contingent upon satisfactory academic performance. Students must have both a 3.0 G.P.A. in all mathematics, science and engineering courses, and a 3.0 G.P.A. overall, through the end of the semester prior to the semester in which registration takes place, in order to be permitted to register for engineering courses at Syracuse University for a given term. In addition, students must successfully maintain both 3.0 averages through the end of the term prior to the term in which the course(s) at Syracuse University are to be taken in order to be permitted to maintain that registration and take the course(s). Exceptions may be granted at the discretion of the program director.

- Biological Sciences (B.A.) and BioEngineering (M.S.) (p. 119)
- Environmental Science Systems (B.S.) and Environmental Engineering Science (M.S.) (p. 128)
- Computer Science (B.S.) with a Concentration in Pre-Engineering: Computer Science/Computer Engineering (p. 154)
- Chemistry (B.S.) with a Concentration in Pre-Engineering: Chemical Engineering (p. 136)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Geotechnical Focus (p. 246)
- Physics (B.S.) with a Concentration in Pre-Engineering: Civil with Structural Focus (p. 247)
- Physics (B.S.) with a Concentration in Pre-Engineering: Electrical Focus (p. 248)
- Physics (B.S.) with a Concentration in Pre-Engineering: Environmental Focus (p. 249)
- Physics (B.S.) with a Concentration in Pre-Engineering: Mechanical and Aerospace Focus (p. 250)

Dual Major (B.S.) in Business Analytics and Information Systems

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3

PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43) ²		3
Social Science (p. 43) ³		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non-Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
ANL 420	Strategic Management Analysis	3
ANL 440	Advanced Business Analytics	3
Choose any two of the following ANL courses:		6
ANL 400	Applied Forecasting Analysis	
ANL 410	Supply Chain Analysis	
ANL 430	Simulation and Risk Analysis	
MIS 455	Managing the Technological Enterprise	3
Three information systems courses (one of which will count as a business analytics elective) ⁴		9
Electives		
Liberal Arts Electives		6
Electives		3
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Fulfilled by either MTH 120 Mathematics for Business Majors, MTH 122 Brief Calculus, MTH 123 Mathematics for Act Majors, or MTH 145 Calculus I.

³ Fulfilled by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

⁴ MIS 340 Data Science, MIS 375 Applied Systems Analysis, MIS 415 Business Intelligence, MIS 420 Marketing Analytics and MIS 480 Database Management Systems are recommended.

Dual Major (B.S.) in Finance and Business Analytics

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets (will count as a business analytics elective)	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
FIN elective		3
ANL 420	Strategic Management Analysis	3
ANL 430	Simulation and Risk Analysis (will also count as a finance elective)	3
ANL 440	Advanced Business Analytics	3
ANL Elective		3

Electives

Liberal Arts Electives	6
Electives	3
Total Credit Hours	124

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major (B.S.) in Finance and Information Systems

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
FIN 365	Financial Institutions & Capital Markets	3
FIN 401	Investments	3
FIN 460	Corporate Risk Management	3
Finance elective		3
MIS 455	Managing the Technological Enterprise	3
Three MIS electives ³		9
Electives		

Liberal Arts Electives	6
Electives	3
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: ACT 350 Accounting Information Systems/MIS 350 Accounting Information Systems, MIS 375 Applied Systems Analysis, MIS 480 Database Management Systems, MIS 340 Data Science, MIS 415 Business Intelligence, MIS 478 Financial Telecomm & Cybersecurity.

Dual Major (B.S.) in Information Systems and Software Applications & Systems Development

This program's strength is in the liberal arts tradition – students receive broad exposure to other disciplines with a solid foundation in developing software applications and systems. This dual major combines the strengths of Le Moyne's computer science and information systems programs, along with the management core requirements, in a complementary way while adhering to the latest curriculum guidelines for software engineering.

The software applications and systems development (SASD) program combines software programming and software design from the computer science (CS) program with business analysis and project planning from the information systems (IS) program. A significant difference between the SASD and CS programs are in the mathematics requirements.

The SASD program requires a student to take either Mathematics for Business Majors or Brief Calculus while the CS program requires a student to take Calculus I. A significant difference between the SASD and IS programs is that the SASD program requires a student to earn a minor in any academic discipline, while the IS program requires a student to take the Business core courses (which is similar to earning a minor in business administration).

Le Moyne College expects its software applications and systems development graduates:

- Can demonstrate critical thinking skills, apply problem solving techniques, and construct various software artifacts as prescribed by a software development process.
- Are prepared for continued growth as a computing professional, are able to apply what they have learned, and can communicate their knowledge to others in an ethically responsible manner.
- Are prepared to work individually or in a collaborative environment.

Software Applications & Systems Development/ Information Systems

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3

PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
LAW 200	Legal Environment of Business	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
MGT 301	Organizational Behavior	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
Select one of the following:		4
CSC 155	COBOL Programming	
CSC 165	Programming in Visual Basic With Visual Basics	
CSC 175	Introduction to Algorithms and Program Design	
CSC 170	Introduction to Java Programming Programming	3
or CSC 176 Object Oriented Programming		
CSC 275	Data Structures and Algorithms	3
CSC 276	Object Oriented Software Design	3
One project-based or platform-based course:		3
CSC 346	Software Operating Environments	
CSC 441	Secure Software Development in Mobile And Cloud Environments	
CSC 445	Networks and Secure Software Development	
CSC 496	Senior Software Engineering Project	
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
MIS 480	Database Management Systems	3
MIS 455	Managing the Technological Enterprise	3
Electives		

Free Electives	6
Total Credit Hours	121

- ¹ Some Core requirements may be fulfilled by major requirements.
² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

Dual Major (B.S.) in Information Systems and Software Applications & Systems Development (Typical Program)

Course	Title	Credit Hour
Freshman Year		
First Semester		
CSC 175	Introduction to Algorithms and Program Design	4
MIS 201	Introduction to Management Info Systems	3
WRT 101	Critical Writing	3
COR 100	First Year Seminars: Transitions	3
MTH 120 or MTH 122	Mathematics for Business Majors or Brief Calculus	3
Credit Hours		16
Second Semester		
CSC 176	Object Oriented Programming	3
PHL 110	Introduction to Philosophy	3
HST 111	World Civilization II	3
Elective		3
Elective		3
Credit Hours		15
Sophomore Year		
First Semester		
CSC 275	Data Structures and Algorithms	3
CSC 281	Discrete Mathematics	3
HST 110	World Civilization I	3
PHL 210	Moral Philosophy	3
EAC Encountering Another Culture/Language (p. 43)		3
Credit Hours		15
Second Semester		
ENG 210	Major Authors	3
Elective		3
Elective		3
EAC Encountering Another Culture/Language (p. 43)		3
Social Science (p. 43)		3
Credit Hours		15
Junior Year		
First Semester		
MIS 375	Applied Systems Analysis	3
MIS 460	Managing Systems Projects	3
CSC Elective/MIS Elective		3

Natural Science (p. 43)	4	
Theology (p. 43)	3	
Credit Hours		16

Second Semester		
MIS 480	Database Management Systems	3
CSC or MIS project-based or platform-based course		3
Elective		3
Theology (p. 43)		3
ENG 310	Literature and Culture	3
Credit Hours		15

Senior Year		
First Semester		
Elective		3
Elective		3
Social Science (p. 43)		3
CSC/MIS elective		3
Select one of the following:		3
CSC 496	Senior Software Engineering Project	
MIS 399	Independent Study in Information Systems	
MIS 499	Independent Study in Info Systems (Honors)	
Credit Hours		15

Second Semester		
COR 400	Senior Studies: Transformations	3
Elective		3
Elective		3
Elective		3
Select one of the following:		3
MIS 399	Independent Study in Information Systems	
MIS 499	Independent Study in Info Systems (Honors)	
Credit Hours		15
Total Credit Hours		122

Dual Major (B.S.) in Management and Leadership and Information Systems

Management & Leadership majors interested in pursuing a dual major in Information Systems need to complete the following courses:

Core Requirements (p. 43) ¹		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3

Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Management Core Requirements	
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Principles of Accounting I for Non Accounting Majors	3
ACT 204 Principles of Accounting II for Non-Accounting Majors	3
LAW 200 Legal Environment of Business	3
MIS 201 Introduction to Management Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Organizational Behavior	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Major Requirements	
Select four BUS/MGT Electives (only two Entrepreneurship options allowed)	12
MIS 455 Managing the Technological Enterprise	3
Select three MIS Electives ³	9
Electives	
Electives	9
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.

³ Recommended MIS electives: MIS 375 Applied Systems Analysis, MIS 460 Managing Systems Projects, MIS 415 Business Intelligence, MIS 480 Database Management Systems).

Dual Major (B.S.) in Marketing and Business Analytics

Marketing majors interested in pursuing a dual major in business analytics need to complete the following courses:

Core Requirements (p. 43)¹

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I	3
HST 111 World Civilization II	3
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3

Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Management Core Requirements	
STA 201 Statistics I	3
STA 202 Statistics II	3
ACT 203 Principles of Accounting I for Non Accounting Majors	3
ACT 204 Principles of Accounting II for Non-Accounting Majors	3
LAW 200 Legal Environment of Business	3
MIS 201 Introduction to Management Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Organizational Behavior	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
Major Requirements	
MKT 401 Marketing Research	3
MKT 402 Marketing Management	3
Select two MKT Electives (one will count as a business analytics elective)	6
ANL 410 Supply Chain Analysis (which will also count as a marketing elective)	3
ANL 420 Strategic Management Analysis	3
ANL 440 Advanced Business Analytics	3
ANL Elective	3
Electives	
Liberal Arts Electives	6
Electives	3
Total Credit Hours	124

¹ Some Core requirements may be fulfilled by major requirements.

Dual Major (B.S.) in Marketing and Information Systems

Marketing majors interested in pursuing a dual major in information systems need to complete the following courses:

Core Requirements (p. 43)¹

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I	3
HST 111 World Civilization II	3
ENG 210 Major Authors	3
PHL 210 Moral Philosophy	3

Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43) ²	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)	1
DIV Diversity (p. 43)	0
Management Core Requirements	
STA 202 Statistics II	3
ACT 203 Principles of Accounting I for Non Accounting Majors	3
ACT 204 Principles of Accounting II for Non-Accounting Majors	3
LAW 200 Legal Environment of Business	3
MIS 201 Introduction to Management Info Systems	3
MKT 301 Principles of Marketing	3
ANL 301 Business Analytics	3
FIN 301 Managerial Finance	3
MGT 301 Organizational Behavior	3
BUS 470 Business Policy	3
ECO 113 Principles of Microeconomics	3
ECO 114 Principles of Macroeconomics	3
STA 201 Statistics I	3
Major Requirements	
MKT 401 Marketing Research	3
MKT 402 Marketing Management	3
Select two marketing electives	6
MIS 455 Managing the Technological Enterprise	3
MIS 480 Database Management Systems	3
Select two MIS electives ³	6
Electives	
Liberal Arts Electives	6
Electives	3
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.
² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics.
³ Recommended MIS electives: MIS 335 Client Side Web Applications Development, MIS 415 Business Intelligence, MIS 340 Data Science, MIS 350 Accounting Information Systems, MIS 420 Marketing Analytics, and MIS 445 Mobile Applications and Business Strategies.

Dual Major in English/Creative Writing and Communications

Core Requirements (p. 43)¹	
COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3

PHL 110 Introduction to Philosophy	3
HST 110 World Civilization I & HST 111 and World Civilization II	6
ENG 210 Major Authors ²	3
PHL 210 Moral Philosophy	3
Theology (p. 43)	3
EAC Encountering Another Culture/Language (p. 43)	6
ENG 310 Literature and Culture	3
Mathematics (p. 43)	3
Social Science (p. 43)	3
Natural Science (p. 43)	3
IDS Interdisciplinary Studies (p. 43)	3
Religion (p. 43)	3
COR 400 Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³	1
DIV Diversity (p. 43) ⁴	0
English CRW Major Requirements	
ENG 218 Critical Perspectives on Literature	3
ENG 318 Shakespeare	3
ENG 305 Eng Lit Survey I: thru Milton or ENG 306 Eng Lit Survey II: Rest-Present	3
ENG 350 Amer Lit Survey I: to Civil War or ENG 351 Am Lit Survey II: CivWar-Present	3
English Major Electives	
CRW workshop	3
CRW workshop	3
CRW workshop	3
CRW workshop	3
Period (Post 1789)	3
ENG/CRW	3
Communications Major Requirements	
CMM 201 Fundamentals of Speech	3
CMM 205 Intro to Video Production	3
CMM 226 Introduction to Film Studies	3
CMM 250 Mass Media and Society	3
CMM 274 Reporting and Writing	3
CMM 350 Communication Ethics	3
CMM 376 Introduction to Advertising or CMM 377 Introduction to Public Relations	3
CMM Elective	3
CMM Elective	3
CMM Elective	3
Free Electives	
The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college.	
Free Elective	3
Free Elective	3
Free Elective	3
Total Credit Hours	121

¹ Some Core requirements may be fulfilled by major requirements.

- ² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.
- ³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.
- ⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Dual Major in English/Literature and Communications

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	6
& HST 111	and World Civilization II	
ENG 210	Major Authors ²	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43) ³		1
DIV Diversity (p. 43) ⁴		0

English Literature Major Requirements

ENG 218	Critical Perspectives on Literature	3
ENG 318	Shakespeare	3
ENG 305	Eng Lit Survey I:thru Milton	3
or ENG 306	Eng Lit Survey II:Rest-Present	
ENG 350	Amer Lit Survey I:to Civil War	3
or ENG 351	Am Lit SurveyII:CivWar-Present	

English Major Electives

English Majors are required to take two Period courses (one of which must focus on a period before 1789), two Topic courses, and two Genre courses.

Genre	3
Genre	3
Topic	3
Topic	3
Period (Pre-1789)	3
Period	3

Communications Major Requirements

CMM 201	Fundamentals of Speech	3
---------	------------------------	---

CMM 205	Intro to Video Production	3
CMM 226	Introduction to Film Studies	3
CMM 250	Mass Media and Society	3
CMM 274	Reporting and Writing	3
CMM 350	Communication Ethics	3
CMM 376	Introduction to Advertising	3
or CMM 377	Introduction to Public Relations	
CMM Elective		3
CMM Elective		3
CMM Elective		3

Free Electives

The remaining 3 courses are electives of the student's choice. A student may concentrate electives in one program in order to fulfill a minor, or a variety of courses may be taken from departments throughout the college. Students who have not fulfilled the VPA requirement through their major coursework or by other means will need to complete a VPA-designated course as a free elective.

Free Elective	3
Free Elective	3
Free Elective	3
Total Credit Hours	121

- ¹ Some Core requirements may be fulfilled by major requirements.
- ² ENG students must NOT take ENG 210: Major Authors Shakespeare. Their Shakespeare requirement is fulfilled by ENG 318. They must choose a different Major Author for ENG 210.
- ³ VPA is a 1 credit requirement in the Core that can be fulfilled by completing a 1-credit Music course or earning a VPA credit by other approved means such as participation in a performance. Students completing this dual major will fulfill the VPA requirement with a CRW course.
- ⁴ Students satisfy this requirement by taking any DIV-designated course. This course may otherwise fulfill a requirement in any part of one's undergraduate program: the Core, the English major, a second major or a minor, or a free elective.

Human Resource Management/Management and Leadership Dual Major

The most successful organizations of the future will be those who understand how to invite, engage and retain the best employees. This dual degree offering will create a highly career path for business students seeking a career in management, with a pathway through the human resources field. Students will explore talent acquisition and engagement, with a foundation in management and leadership to optimize outcomes and ensure success.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3

ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43)		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
HRM 301	Human Resource Management	3
HRM 403	Total Rewards: Compensation & Benefits	3
HRM 404	Talent Management: Performance and Retention	3
Electives		
Choose one of the following HR Electives:		3
HRM 473		
LAW 201		
HRM 471		
HRM 457	Managing Multicultural Connections	
Choose 4 of the following M&L Electives:		12
MGT 451	Group Skills and Team Leadership	
MGT 452	Organizational Development	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
MGT 450	Per/Intp Leadership Dimensions	
MGT 455	Leadership: Classic Perspectives from Literature/Film	
MGT 460	Managing Systems Projects	
Only 2 of the following 3 entrepreneurship courses can count towards M&L major		
MGT 310	Entrepreneurship I: What's the Idea?	
MGT 311	Entrepreneurship II: Idea to Startup	

MGT 312	Entrepreneurial Strategy: The Innovative Firm	
Total Credit Hours		115

¹ Some Core requirements may be fulfilled by major requirements.

Human Resource Management/ Management and Leadership Dual Major

The most successful organizations of the future will be those who understand how to invite, engage and retain the best employees. This dual degree offering will create a highly career path for business students seeking a career in management, with a pathway through the human resources field. Students will explore talent acquisition and engagement, with a foundation in management and leadership to optimize outcomes and ensure success.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3
IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		

HRM 301	Human Resource Management	3
HRM 403	Total Rewards: Compensation & Benefits	3
HRM 404	Talent Management: Performance and Retention	3
Electives		
Choose one of the following HR Electives:		3
MGT 451	Group Skills and Team Leadership	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
HRM 457	Managing Multicultural Connections	
Choose four more electives (not counting any that were used for HRM) :		12
MGT 451	Group Skills and Team Leadership	
MGT 452	Organizational Development	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
MGT 450	Per/Intp Leadership Dimensions	
MGT 455	Leadership: Classic Perspectives from Literature/Film	
MGT 460	Managing Systems Projects	
MGT 310	Entrepreneurship I: What's the Idea? ²	
MGT 311	Entrepreneurship II: Idea to Startup ²	
MGT 312	Entrepreneurial Strategy: The Innovative Firm ²	
Electives (6 credits - Liberal Arts, 3 credits- Business)		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Only 2 of these courses may count towards a Management and Leadership major.

Management and Leadership/Marketing Dual Major

This dual degree offering will create a highly marketable and crucial career path for business students seeking a career in marketing with a foundation in leadership. Students will gain competency in the knowledge and tools of marketing, the process of getting goods and services to the consumer, along with the people skills for managing individuals and teams toward a successful enterprise.

Core Requirements (p. 43) ¹

COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
PHL 110	Introduction to Philosophy	3
HST 110	World Civilization I	3
HST 111	World Civilization II	3
ENG 210	Major Authors	3
PHL 210	Moral Philosophy	3
Theology (p. 43)		3
EAC Encountering Another Culture/Language (p. 43)		6
ENG 310	Literature and Culture	3
Mathematics (p. 43)		3
Social Science (p. 43) ²		3
Natural Science (p. 43)		3

IDS Interdisciplinary Studies (p. 43)		3
Religion (p. 43)		3
COR 400	Senior Studies: Transformations	3
VPA Visual & Performing Arts (p. 43)		1
DIV Diversity (p. 43)		0
Management Core Requirements		
STA 201	Statistics I	3
STA 202	Statistics II	3
ACT 203	Principles of Accounting I for Non Accounting Majors	3
ACT 204	Principles of Accounting II for Non-Accounting Majors	3
ANL 301	Business Analytics	3
FIN 301	Managerial Finance	3
LAW 200	Legal Environment of Business	3
MGT 301	Organizational Behavior	3
MIS 201	Introduction to Management Info Systems	3
MKT 301	Principles of Marketing	3
BUS 470	Business Policy	3
ECO 113	Principles of Microeconomics	3
ECO 114	Principles of Macroeconomics	3
Major Requirements		
MKT 401	Marketing Research	3
MKT 402	Marketing Management	3
Electives		
Choose two of the following MKT Electives:		6
MKT 310	Advertising	
MKT 330	Consumer Behavior	
MKT 415	Business Intelligence	
MKT 435	Green Marketing	
MKT 335	Client Side Web Applications Development	
MKT 405	Sports Marketing	
MKT 406	Nonprofit Marketing	
MKT 440	Sports Consortium	
Choose four of the following M&L Electives:		12
MGT 451	Group Skills and Team Leadership	
MGT 454	Effective Supervision	
MGT 458	Effective Presentation and Facilitation	
MGT 460	Managing Systems Projects	
MGT 450	Per/Intp Leadership Dimensions	
MGT 452	Organizational Development	
MGT 455	Leadership: Classic Perspectives from Literature/Film	
Only two of three entrepreneurship courses can count towards M&L dual majors:		
MGT 310	Entrepreneurship I: What's the Idea?	
MGT 311	Entrepreneurship II: Idea to Startup	
MGT 312	Entrepreneurial Strategy: The Innovative Firm	
Electives		9
Total Credit Hours		121

¹ Some Core requirements may be fulfilled by major requirements.

² Can be waived by either ECO 113 Principles of Microeconomics or ECO 114 Principles of Macroeconomics .

Physics Technical Electives

Technical Electives

Courses on this list required for a degree will not count twice as an elective.

BSC 105	Exercise Physiology	3
CHM 151	Chemical Principles I	3
CHM 152	Chemical Principles II	3
CHM 327	Physical Chemistry I	3
CHM 328	Physical Chemistry II	3
CHM 331	Physical Chemistry Laboratory	1
CHM 332	Physical Chemistry II Laboratory	1
CSC 175	Introduction to Algorithms and Program Design	4
ENG 397	Writing Nonfiction:	3
MTH 261	Linear Algebra	3
MTH 312	Mathematical Statistics	3
MTH 332	Real Analysis	4
MTH 303	Differential Equations and Mathematical Modeling	3
MTH 341	Abstract Algebra	3
MTH 361	Modern Geometry	3
MTH 421	Numerical Methods	3
MTH 481	Topology	3
ESS 205	Physical Geology	4
PHL 362	Theory of Knowledge	3
MTH 335	Intro to Complex Variables	3
CSC 241	Transition to Java	1
CSC 281	Discrete Mathematics	3
PHL 311	Introduction to Formal Logic	3
PHL 369	The Experience of Time	3
PHL 364	Philosophy of Science	3
PHL 352	Critical Theory & Technological Society	3
PHS 120	Astronomy	3
PHS 128	Cosmology:Sci of Phys Universe	3
PHS 275	Photography and Photometry	3
PSC 340	Science, Technology, & the Good Society	3
REL 318	Religion and Science	3
PHY 3XX/4XX	Upper-level physics electives	

Other courses not on the above list may also be approved as technical electives by the department chair. For students in the bachelors-masters engineering program with Syracuse University, many engineering courses at Syracuse University will qualify.

Typical Program for Creative Writing and Communications Dual Major

Course	Title	Credit Hour
Freshman Year		
First Semester		
COR 100	First Year Seminars: Transitions	3
WRT 101	Critical Writing	3
HST 110	World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 201	Fundamentals of Speech	3
Credit Hours		15
Second Semester		
ENG 210	Major Authors	3
ENG 218	Critical Perspectives on Literature	3
HST 111	World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)		3
CMM 250	Mass Media and Society	3
Credit Hours		15
Sophomore Year		
First Semester		
PHL 110	Introduction to Philosophy	3
Math/Natural Science (p. 43)		3
ENG 305	Eng Lit Survey I:thru Milton	3
CRW Workshop		3
CMM 274	Reporting and Writing	3
Credit Hours		15
Second Semester		
Theology (p. 43)		3
Math/Natural Science (p. 43)		3
Social Science (p. 43)		3
ENG 351	Am Lit SurveyII:CivWar-Present	3
CMM 205	Intro to Video Production	3
Credit Hours		15
Junior Year		
First Semester		
ENG 310	Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)		3
PHL 210	Moral Philosophy	3
CRW Workshop		3
CMM 376	Introduction to Advertising	3
or CMM 377	or Introduction to Public Relations	
Credit Hours		15
Second Semester		
ENG 318	Shakespeare	3
ENG Period (Post 1789)		3
CRW Workshop		3
CMM 226	Introduction to Film Studies	3
CMM Elective		3
Credit Hours		15

Senior Year**First Semester**

Religion (p. 43)	3
CRW Workshop	3
CMM 350 Communication Ethics	3
CMM Elective	3
Elective	3
Credit Hours	15

Second Semester

COR 400 Senior Studies: Transformations	3
ENG/CRW Elective	3
CMM Elective	3
Elective	3
Elective	3
Credit Hours	15
Total Credit Hours	120

Typical Program for English Literature and Communications Dual Major

Course	Title	Credit Hour
--------	-------	-------------

Freshman Year**First Semester**

COR 100 First Year Seminars: Transitions	3
WRT 101 Critical Writing	3
HST 110 World Civilization I	3
EAC Encountering Another Culture/Language (p. 43)	3
CMM 201 Fundamentals of Speech	3
Credit Hours	15

Second Semester

ENG 210 Major Authors	3
ENG 218 Critical Perspectives on Literature	3
HST 111 World Civilization II	3
EAC Encountering Another Culture/Language (p. 43)	3
CMM 250 Mass Media and Society	3
Credit Hours	15

Sophomore Year**First Semester**

PHL 110 Introduction to Philosophy	3
Math/Natural Science (p. 43)	3
Theology (p. 43)	3
ENG 305 Eng Lit Survey I:thru Milton	3
CMM 274 Reporting and Writing	3
Credit Hours	15

Second Semester

PHL 210 Moral Philosophy	3
Math/Natural Science (p. 43)	3
Social Science (p. 43)	3
ENG 351 Am Lit SurveyII:CivWar-Present	3

CMM 205 Intro to Video Production	3
Credit Hours	15

Junior Year**First Semester**

ENG 310 Literature and Culture	3
IDS Interdisciplinary Studies (p. 43)	3
ENG P/T/G Elective ¹	3
CMM 376 Introduction to Advertising or CMM 377 or Introduction to Public Relations	3
CMM Elective	3
Credit Hours	15

Second Semester

ENG 318 Shakespeare	3
ENG P/T/G Elective ¹	3
ENG P/T/G Elective ¹	3
CMM 226 Introduction to Film Studies	3
Elective	3
Credit Hours	15

Senior Year**First Semester**

Religion (p. 43)	3
ENG P/T/G Elective ¹	3
ENG P/T/G Elective ¹	3
CMM 350 Communication Ethics	3
CMM Elective	3
Credit Hours	15

Second Semester

COR 400 Senior Studies: Transformations	3
ENG P/T/G Elective ¹	3
CMM Elective	3
Elective	3
Elective	3
Credit Hours	15
Total Credit Hours	120

¹ Period/Topic/Genre

INDEX

A	
Academic Advising and Academic Support Services	31
Academic Calendar	6
Academic Information	10
Academic Standards	11
Academic Standing	30
Accelerated Dual Degree Partnership in Nursing (A-DDPN)	418
Accounting	309
Accounting 150-Hour Program (B.S. in Accounting and M.B.A.)	316
Accounting 150-Hour Program (B.S. in Accounting and M.S. in Information Systems)	318
Accounting Major (B.S.)	314
Accounting Major/Information Systems Concentration	463
Accounting Major/Information Systems Concentration (B.S.)	315
Accounting Minor	316
Add/Drop/Withdrawal	15
Adolescent Program (Grades 7-12)	387
Advanced Writing Minor	193
Advising Path for B.A. PSY/LAW	275
Advising Path for B.S. PSY to M.S. OT	463
Anthropology Minor	105
Anthropology, Criminology and Sociology	82
Applied Statistics Minor	221
Arts Administration (Graduate Certificate)	308
Arts Administration (M.S.)	307
Arts Administration - Graduate	306
Arts Administration Minor	302
Awards, Honors & Honors Programs	34
B	
B.S. in Computer Science with Concentration in Pre-engineering (Computer Engineering)	159
B.S. in Computer Science with Concentration in Pre-engineering (Computer Science)	158
B.S. in Physics with Concentration in Pre-Engineering: Civil with Geotechnical Focus	246
B.S. in Physics with Concentration in Pre-Engineering: Civil with Structural Focus	247
B.S. in Physics with Concentration in Pre-Engineering: Electrical focus ..	248
B.S. in Physics with Concentration in Pre-Engineering: Environmental Focus	249
B.S. in Physics with Concentration in Pre-Engineering: Mechanical and Aerospace Focus	250
B.S. in Professional Studies	45
Biochemistry	46
Biochemistry Major (B.S.)	46
Biochemistry Major (B.S.)	139
Biological and Environmental Sciences	106
Biological Sciences (B.A.)	119
Biological Sciences (B.S.)	117
Biological Sciences groups	465
Biology Minor	126
Business Administration Minor	355
Business Analytics	320
Business Analytics Dual Majors (B.S.)	323
Business Analytics Major (B.S.)	322
Business Analytics Minor	325
C	
Center for Continuing Education	23
Chemistry	130
Chemistry Major (B.S.)	133
Chemistry Major (B.S.) and M.S. in Chemical Pre-Engineering	136
Chemistry Major (B.S.) with a Certification in Adolescence Education (Grades 7-12)	137
Chemistry Major B.S. with a Minor in Biology	134
Chemistry Minor	139
Classical Humanities Minor	204
Co-Curricular Activities	21
College of Arts and Sciences	82
Communication and Film Studies	139
Communications Major (B.A.)	145
Communications Minor	150
Computer Science	150
Computer Science Major (B.A.)	157
Computer Science Major (B.S.)	154
Computer Science Minor	158
Consortium for Culture and Medicine	48
Creative Writing Minor	192
Criminology Major (B.A.)	103
Criminology Minor	105
Cybersecurity	160
Cybersecurity (B.A.)	161
D	
Dance Minor	305
Degree Information	29
Direct Entry for B.S. PSY to M.S. OT	440
Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	101

Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	101	E	Economics	165
Direct Entry Master of Science Occupational Therapy (OT) Pathway: B.A. in Sociology	465	Economics Major (B.A.)	167	
Direct Entry Pathway for B.S. PSY to M.S. OT	274	Economics Major (B.S.)	168	
Double Major (B.A.) in Political Science and Peace and Global Studies ..	263	Economics Minor	170	
Double Major (B.A.) in Peace and Global Studies and Political Science ...	75	Education - Graduate	388	
Double Major (B.A.) in Peace and Global Studies and Political Science ...	75	Education - Undergraduate	380	
Double Major (B.A.) in Political Science and History	263	Education Minor	388	
Double Major (B.A.) in Political Science and Peace and Global Studies ..	466	Educational Leadership Programs	408	
Double Major (B.A.) in Political Science and Theatre	264	Engineering	170	
Double Major in History & Political Science	211	English	170	
Double Major in Political Science and Communications	149	English (B.A.) and Initial Teacher Certification Tracks	188	
Double Major in Political Science and Communications	262	English Major (B.A.)	182	
Double Major in Political Science and Communications	467	Entrepreneurship Minor	356	
Double Major in Theatre Arts and Communications (B.A.)	150	Environmental Science Systems (B.A.)	126	
Dual Adolescent and Special Education Program (Grades 7-12)	387	Environmental Science Systems (B.S.)	127	
Dual Bachelor's/Master's Degree in Engineering Partnership	467	Environmental Science Systems (B.S.) with a Concentration in Pre-Engineering	128	
Dual Childhood/Special Education (Grades 1-6)	387	Environmental Science Systems Minor	130	
Dual Degree Partnership in Nursing (DDPN)	416	Environmental Studies	54	
Dual Major (B.A.) in Psychology and Theatre	273	Environmental Studies Major (B.A.)	56	
Dual Major (B.S.) in Business Analytics and Information Systems	468	Environmental Studies Major (B.S.)	54	
Dual Major (B.S.) in Finance and Business Analytics	328	Environmental Studies Minor	56	
Dual Major (B.S.) in Finance and Business Analytics	469	F		
Dual Major (B.S.) in Finance and Information Systems	329	Facilities	21	
Dual Major (B.S.) in Finance and Information Systems	469	Faculty of Instruction	450	
Dual Major (B.S.) in Information Systems and Software Applications & Systems Development	470	Faith and Social Justice Minor	287	
Dual Major (B.S.) in Information Systems and Software Applications & Systems Development (Typical Program)	471	Family Nurse Practitioner (MS)	432	
Dual Major (B.S.) in Management and Leadership and Information Systems	471	Film Minor	192	
Dual Major (B.S.) in Marketing and Business Analytics	472	Finance	325	
Dual Major (B.S.) in Marketing and Information Systems	472	Finance Major (B.S.)	327	
Dual Major (B.S.) in Software Applications and Systems Development and Information Systems	291	Financial Aid	28	
Dual Major in English/Creative Writing and Communications	146	Five-Year B.A./M.S.T. Program	212	
Dual Major in English/Creative Writing and Communications	185	Five-Year B.A./M.S.T. Programs	189	
Dual Major in English/Creative Writing and Communications	473	Foreign Languages and Literatures	193	
Dual Major in English/Literature and Communications	148	Forensic Sciences	130	
Dual Major in English/Literature and Communications	186	Forensic Sciences	139	
Dual Major in English/Literature and Communications	474	French and Spanish Language & Literature Minor	204	
Dual Major in Marketing and Business Analytics (B.S.)	361	French Major (B.A.)	202	
Dual Major in Marketing and Information Systems (B.S.)	361	G		
Dual Major in Marketing and Management and Leadership (B.S.)	362	Gender and Women's Studies	56	
		Gender and Women's Studies Minor	62	
		General Information	9	
		Grading Policies	12	

Graduate Admission and Registration	37	Management and Leadership/Marketing Dual Major	476
Graduate Enterprise Systems Certificate	379	Management Information Systems (M.I.S.) Minor	346
Graduate Health Information Systems Certificate	379	Marketing	356
Graduate Information	36	Marketing Major (B.S.)	359
Graduate Policies and Procedures	39	Marketing Minor	362
Graduate Program Pathways	78	Master of Science for Teachers	407
Graduate Tuition and Fees	38	Master of Science in Education I	405
H		Master of Science in Education II	406
Health Information Systems (H.I.S.) Minor	346	Master of Science in Information Systems	374
History	205	Master of Science in Nursing	430
History Major (B.A.)	210	Mathematics	212
History Minor	212	Mathematics Major (B.A.)	215
Human Resource Management	330	Mathematics Minor	221
Human Resource Management Major (B.S.)	331	Medieval Studies Minor	67
Human Resource Management Minor	332	Medieval Studies Minor	193
Human Resource Management/ Management and Leadership Dual Major	474	Music Minor	303
Human Resource Management/ Management and Leadership Dual Major	475	N	
I		Nursing - Graduate	419
Information Systems	333	Nursing - Undergraduate	411
Information Systems (M.S.)	378	O	
Information Systems Dual Majors (B.S.)	342	Occupational Therapy	434
Information Systems Major (B.S.)	341	Occupational Therapy Studies (M.S.)	440
Integral Honors	63	P	
Integral Honors	65	Peace and Global Studies	68
Interdisciplinary Programs	45	Peace and Global Studies	68
Irish Literature Minor	192	Peace and Global Studies Major (B.A.)	76
Italian Minor	205	Peace and Global Studies Major (B.A.)	76
L		Peace and Global Studies Minor	77
Latin Minor	205	Peace and Global Studies Minor	77
Le Moyne	5	Philosophy	231
Legal Studies Minor	65	Philosophy Major (B.A.)	235
Legal Studies Minor	264	Philosophy Minor	237
Library	67	Physician Assistant Studies	443
Literature Minor	192	Physician Assistant Studies (M.S.)	449
M		Physics	237
M.B.A. in Management	363	Physics B.A.: Pre-Medical	245
M.B.A. in Management	373	Physics Major B.A.	241
M.S. in Taxation	320	Physics Major B.S.	243
Madden School of Business	309	Physics Minor	245
Management and Leadership	347	Physics Technical Electives	477
Management and Leadership Dual Majors (B.S.)	353	Political Science	250
Management and Leadership Major (B.S.)	352	Political Science (B.A.) with Concentration in General Study	261
		Political Science (B.A.) with Concentration in International Relations/ Comparative Politics	260

Political Science (B.A.) with Concentration in Pre-Law	256
Political Science (B.A.) with Concentration in Public Service	258
Political Science (B.A.) with Teacher Certification	262
Political Science Minor	264
Post-Master's Certificates	432
Psychology	264
Psychology (B.A.)	269
Psychology (B.S.)	270
Psychology (B.S.) with Teacher Certification and Concentration in Child Education	272
Psychology Minor	272
Purcell School of Professional Studies	380
R	
Religion and Education Minor	388
Religious Studies	276
Religious Studies Major (B.A.)	285
Religious Studies Minor	287
RN - BS Program	415
S	
Sociology Major (B.A.)	95
Sociology Minor	101
Software Applications and Systems Development	288
Software Applications and Systems Development (B.A.)	290
Software Applications and Systems Development (B.S.)	288
Spanish Major (B.A.)	203
Sports Marketing Minor	362
Student Services	17
T	
Teaching English to Speakers of Other Languages (TESOL)	387
Theatre Arts Dual Major	305
Theatre Arts Major (B.A.)	304
Theatre Arts Minor	305
Typical Program for Creative Writing and Communications Dual Major ..	477
Typical Program for English Literature and Communications Dual Major ..	478
U	
Undergraduate Admission	25
Undergraduate Core Curriculum	43
Undergraduate Information	25
Undergraduate Tuition and Fees	26
V	
Visual and Performing Arts	292
Visual Arts Minor	303