

UNDERGRADUATE CORE CURRICULUM

Le Moyne's liberal arts Core Curriculum is central to the College's **Catholic and Jesuit mission**. The curriculum is anchored in the Catholic intellectual tradition - which includes courses in the humanities, sciences, and the arts - and coupled with the rigor associated with Jesuit education. The Core helps students acquire both foundational knowledge and intellectual skills essential to a lifetime of inquiry, including critical thinking, quantitative and ethical reasoning, and communication skills.

Upon graduation, students of all majors will be able to actively engage complex problems and work collaboratively to help create meaningful change in the world.

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. At least one-third of Core credits must be completed at Le Moyne. Transfer students should speak with the Admissions Office or the Registrar's Office (<http://www.lemoyne.edu/College-Administration/Office-of-the-Registrar/Transferring-Credit/>) for assistance.

Distinctive Elements in Le Moyne's Core Curriculum

While Le Moyne's Core curriculum contains elements that are common to all liberal arts curricula, it has distinctive components.

A Thorough Writing Sequence

Le Moyne's Core curriculum ensures that students have ample opportunity to develop their writing skills. In the first year, students develop and practice the critical writing skills that are necessary for success in college. They refine and enhance their skills in two other Writing Instructional courses. Students use these skills throughout their academic curriculum.

Transcending Academic Disciplines

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 a broad range of disciplines. In the junior year, students build on that foundation through interdisciplinary courses that explore how different ways of knowing contribute to 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 (COR 100 Transitions) and then preparing them for life after college in a capstone course that synthesizes their learning (COR 400 Transformations).

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 ANT, BSC, CHS, CJS, CSC, ECO, HST, MKT, MUS, PSC, PSY, SOC, THR) 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 (<http://collegecatalog.lemoyne.edu/arts-sciences/biological-sciences/#coursestext>), CHM (<http://collegecatalog.lemoyne.edu/arts-sciences/chemistry/#coursestext>), PHY (<http://collegecatalog.lemoyne.edu/arts-sciences/physics/#coursestext>), MTH (<http://collegecatalog.lemoyne.edu/arts-sciences/mathematics-computer-science/#coursestext>)

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, CHS, ECO, EDU, HST, NSG, PSC, PSY, REL, SOC, THE).

Typical Core Course Sequence

Core courses are generally taken each semester, along with major courses and major support courses. Each student designs the best schedule in consultation with his/her academic advisor. Examples of typical Core course sequence are found here.

Get in Touch

Contact the Core Program

Dr. Theresa L. Beaty, Director
(315) 445-4349
core@lemoyne.edu (beatytl@lemoyne.edu)

Core Course Categories

Note that many Core courses can also fulfill requirements in a particular major. There is sufficient time in the typical four year curriculum to complete the Core and Major. Please contact the relevant department chairs for more information.

COR 100 Transitions

First Year students take COR 100 First Year Seminars: Transitions, which serves as a transition to the intellectual inquiry exemplified by a college liberal arts environment. All sections have three components: (a) Shared content on the Jesuit educational mission, and strategies for successfully transitioning to college; (b) Unique focus on a transdisciplinary topic chosen by the instructor; and (c) A common text read by all students, chosen for its rich themes and intellectual complexity.

*WRT 101 Critical Writing

A writing course designed to help students achieve basic competency in composition. Taken in the first semester. (**Writing Instructional*)

HST 110 World Civilization I + HST 111 World Civilization II

A two semester sequence in the history of world civilizations, designed to give students a broad foundation for their continuing development as global citizens. Typically taken in the 1st year.

*PHL 110 Introduction to Philosophy + PHL 210 Moral Philosophy

A course in introductory philosophy and a course in moral reasoning, designed to provide students with a framework for interpreting and creating solutions for complex issues. Typically started in the 1st year and completed in the 2nd year. (**Writing Instructional*)

*ENG 210 Major Authors + ENG 310 Literature and Culture

Two literature courses, one focused on a particular author and the other focused on interdisciplinary issues addressed through literature. Typically started in the 2nd year and completed in the 3rd year. (**Writing Instructional*)

THE + REL

Theology courses (THE) are centered in Catholic Christianity and may compare those tenets to the theology of a different tradition. Religious studies (REL) courses allows students to investigate how a particular religious tradition encounters social issues. THE is typically taken in the 1st or 2nd year; REL in the 3rd or 4th year.

Natural Science + Social Science + Math

Disciplinary courses designed to give students basic competencies in the relevant problem-solving strategies and skills. Students take one course in each category, anytime. Natural sciences: BIO, CHM, PHY. Social Sciences: ANT, CJS, ECO, PSC, PSY, SOC. Math: MTH

Encountering Another Culture (EAC)

Two courses in which students either (a) study a foreign language or (b) analyze the contrasting cultural components intrinsic to a particular academic topic (*Cultural Elective, CE*). Taken anytime.

Interdisciplinary Studies (IDS)

A course whose topic is studied through two distinctly different lenses. The first lens is either natural science or social science or math; the second lens is different from the first. Typically taken in the 3rd or 4th year.

Visual and Performing Arts (VPA)

A course which enables students to analyze the role of creative arts in society. Many but not all courses have a performance component. Taken anytime.

Diversity (DIV)

A course that explores the differences in power and/or differences in access to services or opportunities, within and between groups of people. Taken anytime.

COR 400 Senior Studies: Transformations

A transdisciplinary course in which students of all majors collectively engage issues faced by both individuals and society. This course contributes to the students' transformation into empowered participants in the development of just solutions for the ongoing challenges in our world. Taken in the 4th year.