CORE IV PROPOSAL AND RESOLUTION

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March 29, 2011

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Monica Sondej (Recorder)
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**Governance of the Core**

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CORE IV: VISION

Le Moyne’s Core Curriculum is central to the College's Catholic and Jesuit mission of cultivating whole persons, students who are liberally educated, passionately curious, and actively engaged in the promotion of peace and justice in their personal and professional lives. We send forth graduates who are committed to building and serving the world in dynamic, principled and generous ways. Inspired by the signature Jesuit quest to seek God in all things, the Core fosters an understanding of knowledge as a means to service and leadership in an interdependent world.

Through the Core Curriculum, students develop a historical understanding of and appreciation for the main features of human cultures, especially their literary, religious, philosophical, scientific, social and aesthetic elements. The Core’s sequence of courses begins with first-year seminars. Faculty seminar leaders initiate students into the community of learning by modeling scholarly responses to questions of meaning generated by an ever-changing world. Through a cohesive set of courses, Le Moyne students then acquire both the skills and the disciplinary foundations to support a lifetime of inquiry. In the final phases of the Core Curriculum students return to the enduring questions raised in the first year, now prepared to undertake more independent and interdisciplinary study. Most simply, the Core helps students understand the world and their responsibilities within it.

Through the Core sequence, students not only attain the knowledge and skills associated with scholarly understandings of multiple academic disciplines; they also develop the confidence to engage in intellectual inquiry as members of a global community. Their liberal education empowers them to explore diverse ways of knowing; to appreciate cultural and artistic expression; to understand the moral, ethical and political frameworks essential to making fair and just decisions; and to pursue new intellectual experiences as integral to the life-long process of self-transformation.
LEARNING GOALS

To assist Le Moyne students in their intellectual and spiritual formations and transformations, and to enable them to understand the moral, ethical, and political frameworks essential for making fair and just decisions, the Core Curriculum prepares students for life-long learning in the following areas:

1. HISTORY AND SOCIETIES.

   Students will develop an understanding of the main features of human cultures throughout history, including language. In the process they will develop an ability to view the world from the perspectives of cultures other than their own.

2. RELIGIOUS INQUIRY.

   Students will develop an understanding of various religious faiths and theological perspectives. In the process they will encounter Catholicism relative to other faiths, other ways of knowing, and ways of seeking ultimate meaning outside faith traditions.

3. PHILOSOPHICAL INQUIRY.

   Students will develop an understanding of the philosophical perspectives important in the formation of our world. They will learn various approaches to thinking and will understand the importance of these approaches in leading a meaningful life. They will also develop the ability to comprehend, articulate and criticize concepts and arguments in texts and in life situations.

4. INTERDISCIPLINARITY.

   Students will explore the disciplinary nature of modern knowledge as well as the necessity for interdisciplinary understanding in today’s globalized world.

5. ARTISTIC AND LITERARY STUDY.

   Students will develop an understanding that creative processes and artistic and literary works are tools for seeing, experiencing and making sense of the world. They will also appreciate aesthetic expression as a form of human communication.

6. DIVERSITY.

   Students will develop an understanding of the perspectives and experiences of individuals and groups in diverse cultures. They will also recognize structures of domination that marginalize and exclude groups and individuals.

7. QUANTITATIVE REASONING AND SCIENTIFIC APPROACHES.

   Students will develop an understanding of various perspectives in the natural sciences. They will also learn to use the tools of mathematics and the scientific method in the critical analysis of information.

8. SYSTEMATIC STUDY OF HUMAN BEHAVIOR

   Students will develop an understanding of the systematic study of human behavior in the social sciences.

9. READING AND WRITING LITERACY.

   Students will learn to read closely and critically, going beyond basic comprehension to actively interpret and build upon the nuances of their reading. They will gather, analyze, evaluate, and synthesize information and make sound judgments about its application. They will also learn to write with clarity, precision, and purpose and to communicate the results of research in effective, well-organized expository prose.
## CURRICULUM MAP

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### NOTES:

1. X: This goal **must be** part of every section of the course for which it is marked.
2. E: This goal is **encouraged** to be included in this course.
3. A goal not marked with an X or an E **may still be included** in one or more sections of a course.
4. The Diversity goal will be achieved as specified in the Diversity document.
5. The VPA goal will be achieved as specified in the VPA document.
6. These courses are “Writing Instructional,” with maximum enrollment set at 19.
7. This Curriculum Map version is not intended to be used for assessment purposes.
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## Non-credit Bearing Core Requirements

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| **Interdisciplinary Course** | Senior Studies, Interdisciplinary Math, Natural Sciences & Social Sciences courses  
|                           | “Literature and …” and “Literature and Culture,” among others                |
| Large Lecture Course      | Senior Studies (some courses) \n“Literature and Culture,” among others |
| Team-Taught Courses       | Senior Studies, Some interdisciplinary Math, Natural Sciences & Social Sciences courses  
|                           | Some “Literature and …” and “Literature and Culture,” among others           |
| Writing in the Discipline | Major requirement                                                            |
| Visual and Performing Arts| Courses designated VPA or VPA 1 credit course \nor 1-credit special topics course |
Hypothetical Four-Year Sequence of Courses

Note: Some courses may be taken in different semesters. Others, however, are best taken in specific semesters.

**FIRST YEAR**

WRT 1\(\text{wi}\) (Critical Writing)               MTH 1
HST 1 (World Civ I)                             HST 2\(\text{wi}\) (World Civ II)
COR 1 (FIRST YEAR “Big Ideas” SEMINAR)       PHL 1\(\text{wi}\) (Introduction to Philosophic Inquiry
COR-EAC 1 (Encountering another Culture)        COR-EAC 2 (Encountering Another Culture)
Foreign Language Option                       Foreign Language Option

Writing instructional courses are identified with the \(\text{wi}\) subscript.

**SECOND YEAR**

NATURAL SCIENCE 1               SOCIAL SCIENCE 1
ENG 1\(\text{wi}\) (Major Authors)         PHL 2 (Ethics/Moral Philosophy)
THE (Theology of…)

**THIRD YEAR**

ENG 2A, Literature and……. **OR** ENG 2B, Literature and Culture
COR-INS (Interdisciplinary Natural Science) **OR**
COR-ISS (Interdisciplinary Social Science) **OR**
COR-IM (Interdisciplinary Mathematics)

**FOURTH YEAR**

REL (Religious Studies)               COR 4 (Senior Studies)
Core IV Requirements: Descriptions
FIRST YEAR SEMINAR PROGRAM

A. Theme: TRANSITIONS: We live in a world of transitions, moving through crises toward meaningful change or transformation. First year students likewise experience the beginnings of a metamorphosis that will continue through graduation and beyond.

The first year seminar program honors that transition process in several ways:

- It challenges students to find connections between their experiences and the experiences of others across space and time.
- Its "Big Ideas" focus catches student attention and stirs intellectual curiosity.
- It provides opportunities for students to learn and apply the skills necessary for college study and learning.
- It helps students formulate their own identity in a changing world.

B. Common Text: The Core Committee oversees the selection of one broad interdisciplinary text as a common reading for first-year seminars. This common text – a book, film, musical score, and famous painting, etc. -- will "anchor" the discipline-specific seminars in the TRANSITIONS theme. Students will read, view or study the text the summer before entering Le Moyne. The Core Committee will oversee a review of the text's continued relevance every four years. Examples of appropriate texts might include Jared Diamond's Collapse, Mary Shelley's Frankenstein, Marx's Communist Manifesto, The Marriage of Figaro (Beaumarchais/Mozart) or Picasso's Guernica.

C. Characteristics of first year seminars:

1. The "transitions" rubric invites faculty members from across the college to submit seminar proposals that either directly address change in our world or that address the processes of transformation hidden in today's crises. Courses may have as their focus of study:
   a. Some transition happening now
      - E.g., "Global Warming"; "Economic Globalization"; "Transitions in Contemporary Catholicism"
   b. An historical change that can help us to understand present crises
      - E.g., "The Transition from Ptolemaic to Copernican Astronomy"; "Industrialization and Urbanization in the Early United States";
   c. Philosophical or theological perspectives on change itself
      - E.g., "Genocide and Evil"; "The Creation of the Universe";
   d. Artistic or literary movements
      - E.g., "The Romantic Upheaval"; "The Avant-Gardes and Change"
   e. Natural and/or social processes that underlie contemporary change
      - E.g., "Societies in Crisis"; "Evolution and Speciation"

2. In keeping with the Catholic and Jesuit mission of the college, all seminars will engage students in a discussion of ethical and moral questions, for example, what ethical considerations should influence the worlds that emerge from present transitions.

3. First Year seminars will initiate students into the ethos of a liberal arts education by engaging them in reflection on their personal engagement with the topic at hand.

4. Seminars will help students develop a variety of communicative skills, including writing and oral expression, necessary to articulate and defend their positions in class discussion.

5. The seminar program will facilitate the processes of identification and self-formation and the goals of the Core Curriculum,
D. **Criteria for Faculty Proposals** -- All Proposals for the First-Year Seminar should:

1. Identify some recognizable contemporary crisis related to first year students’ *current* understanding of the world that is framed as a “big issue” or “big question.”

2. Include plans to develop relevant skills to research and find evidence to support arguments. These skills include cultivation of information literacy (library and Internet research), note-taking strategies, and the development of coherent written argumentation.

3. Include a substantial component of oral presentations and expressive exercises to initiate students into intellectual discussion and conversation. Seminars should foster regular debate and discussion to engage students in the multi-perspectival and conversational dimension of acquiring knowledge.

4. Include some use of textual sources to develop basic critical reading skills. In particular, seminars should help students develop their ability to incorporate textual information into their understanding of the topic at hand.

5. Include a sample syllabus listing resources necessary for completion of the seminar beyond the common texts

E. **Seminar Size**: In order to inspire excitement and enthusiasm about learning and to help students develop the skills necessary for college-level learning, class size will be limited to 20.

F. **Approval**: The director and the core program committee accept proposals for the first-year seminar program, pending final approval by the faculty senate curriculum committee.

G. **Selection of Seminar leaders**: The director and the core committee generally recruit seminar leaders from full-time faculty and longer-term adjuncts. Above all, the committee will seek out faculty members who actively engage students in the learning process, pique intellectual curiosity and demonstrate a love of learning.

H. **Examples of Possible Seminar Topics** (any one of which may be cross-listed with departments or programs, if appropriate):

1. Paradigm Shift! Understanding Scientific Revolutions
2. Imagining a Sustainable Future: Eco-Utopias in Literature and Art.
4. Evolutionary Transitions: How do new species emerge?
7. The “End of History”? Historical Change and the idea of an End-Time.
8. The End of the Book.
ENCOUNTERING ANOTHER CULTURE CORE SEQUENCE

COR-EAC 1 and COR-EAC 2

This two-course sequence prepares Le Moyne students for life in a global society. The EAC requirement may be fulfilled in one of the following ways:

A. Study of a Foreign Language:
   1. Demonstration of intermediate fluency in a foreign language by completion of 103/104 sequence, or by examination,
   OR
   2. Completion of the 101/102 sequence for students beginning study of a new foreign language at Le Moyne. (Students studying Arabic, Chinese, Japanese, or Latin are encouraged to complete the 103/104 sequence.)

B. Completion of two courses in American Sign Language (Psychology majors and by waiver from Core Director).

C. Students who studied languages for which Le Moyne does not offer a second sequential course: completion of one course in a foreign language followed by a second course that the Core Committee and the Curriculum Committee have designated as including an encounter with another culture.

D. Completion of one semester of study abroad.

E. EAC requirement for students in the management division: Completion of a two-course EAC sequence designated by management division curriculum committee and approved at the core committee and the faculty senate curriculum committee. For example: Chinese Concepts of Copyright; India and the Global Economy; Resource Management in Brazil; Latin America: Immigration and Labor, etc.

NOTE 1: The Core Committee will determine content of courses under options C and E above in consultation with appropriate academic departments. Courses that could be adapted to fulfill both options currently exist in ANT, HST, PGS, and other departments.

NOTE 2: The Management Division is committed to revising its Core Curriculum. Should that revision prove unsuccessful, for reasons beyond the control of the division, then, given the demands of its 4- and 5-Year programs, the chair of the Accounting department may petition the Core Director to exempt accounting majors from 3 hours of the EAC requirement.

Note 3: Directors of programs or majors with few or no electives should try to accommodate the EAC core requirement. If accommodations are not feasible, directors may petition the core director for exemptions from all or part of the requirement. A list of these programs includes but is not limited to:
   • Nursing
   • Chemistry Pre-Engineering
   • Physics Pre-Engineering
   • 3-2 Engineering Program with Clarkson University
   • 3-2 Engineering Program with Detroit Mercy University
   • 3-4 Pre-Optometry Program with the Pennsylvania College of Optometry
   • 3-4 Le Moyne/SUNY at Buffalo School of Dental Medicine Combined Degree Program
   • 3-4 Podiatry Program with the New York College of Podiatric Medicine
   • 3-3 Doctor of Physical Therapy Program with SUNY Upstate Medical University
   • 5 Year Dual Bachelors/Masters Degree in Engineering Program
   • And other programs in which Le Moyne students may obtain degrees in cooperation with other institutions
DIVERSITY CORE REQUIREMENT

Through the Diversity requirement students come to understand the perspectives and experiences of individuals and groups in diverse, subaltern cultures. This requirement does not add an additional course; it may be met by any courses within the Core, within the major field, or by free electives so designated by the Director and the Core Committee in conversation with appropriate departments. Such courses include contemporary topics regarding subaltern and non-dominant groups and cultures throughout the world and within the United States; for example, Native American culture; immigration; sexual orientation; gender discrimination; Asian, African, or Middle Eastern culture; Islam; and others. Faculty members across the disciplines are encouraged to focus their courses on diversity topics.

Examples of courses that could meet the diversity requirement:

SOC 121 Deviance
SOC 244 Race and Ethnic Relations
SOC 406 (GWS 406) Race/Ethnicity, Gender, Class
ANT 222 Cultures and Cures
ANT 312 (REL 323) Native American Religions
PSC 343 (PGS 343) Immigration (3)
REL 319 Varieties of Latino/a Religions
REL 320 Women and Religion (3)
PSC 343 (PGS 343) Immigration (3)
ENG 327 Harlem Renaissance (3)
ENG 337 (PGS 331) Readings in Globalization

VISUAL AND PERFORMING ARTS CORE REQUIREMENT

All students have the opportunity for a significant firsthand aesthetic experience of some work in the visual or the performing arts. Because it can be a component of a core course, this requirement need not increase student credit load.

“Experience” includes two components: (1) creating an individual work; performing in or attending theatrical performances, musical performances or art-cinema; or visiting great architectural monuments, exhibits of painting, drawing, photography or sculpture; and (2) an in-depth historical and/or theoretical study of that performance, monument, painting, drawing, photograph or sculpture. This experience must be equivalent to at least 1 credit of academic study. Fulfillment of this requirement may be spread over four years and take multiple forms:

1. The completion of any approved 3-credit course in the appreciation or creation of visual, creative, or performing arts.

2. Successful participation in at least one semester of a faculty-moderated VPA performance ensemble or similarly moderated activity equivalent to 1 credit. This could include participation or involvement in a performance, a creative process, or extended arts event, either containing or complemented by academic study of the work. Offered as independent study or special topics course.

3. Completion of an approved Core course bearing the “VPA” subscript with the equivalent of 1 credit of student work devoted to fulfilling the VPA requirement.
MATHEMATICS, NATURAL SCIENCE, AND SOCIAL SCIENCE CORE SEQUENCE

This group of four courses assists students in developing an understanding of types of knowing that are scientific and/or quantitative, qualitative, systematic and interpretative. The discipline-specific courses are generally introductory and provide non-majors with some exposure to the disciplines and their methodologies. The interdisciplinary course challenges students in all majors to integrate knowledge in diverse disciplines.

A. Students take the following three courses:

1. Math (3)
   All students must complete one math course. Math majors and students whose majors include a math course fulfill this requirement through major course work.

2. Natural Sciences (3)
   Smaller sections of this course will feature a lab component comprising one-third of the course. Larger sections will focus on quantitative methods (understanding data, graphs, tables, etc.). Natural science majors and students whose majors include a natural science fulfill this requirement through course work.

3. The Social Sciences (3)
   These courses introduce students to the systematic study of human behavior from the perspectives of anthropology, economics, education, political science, psychology and sociology (including criminology). Social science majors and students whose majors require a social science course fulfill this requirement through courses work. Class sizes will vary course to course.

B. Interdisciplinary Courses: Students select one of the following:

   The Natural Sciences and... (Interdisciplinary Natural Science [INS; 3]) or
   The Social Sciences and... (Interdisciplinary Social Science [ISS; 3]) or
   Mathematics and... (Interdisciplinary Mathematics [IM; 3])

   Students choose one of three interdisciplinary courses: a natural science and a non-natural science discipline; a social science discipline and a non-social science discipline; or mathematics and a non-mathematics discipline. These courses introduce students to interactions between two substantively different ways knowing; to the perspectives each discipline provides on a specific topic; and to the insights, questions and new knowledge that may emerge. May be team-taught and cross-listed as appropriate.

Examples of possible INS, ISS, or IM Courses:

Sustainable Ecology                                        Psychology of Theater
Economic History of the United States                    Philosophy and Contemporary Physics
Theology and Evolution                                    The Politics of Global Warning
Society and Business                                      History of Mathematics
ENGLISH CORE SEQUENCE

A. **WRT 1. Critical Writing (3).** Practice in the skills of critical thinking, critical reading, and especially critical writing. Students will analyze selected essays and articles in conjunction with frequent writing assignments. Students will be expected to gain and demonstrate college-level proficiency in critical reading, critical writing, and Standard English grammar and usage. Sections capped at 19.

B. **ENG 1. Major Authors (3).** 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 mastery of the material through class discussions, presentations and critical writing. Writing Instructional. Sections capped at 19.

C. **ENG 2A/2B: Literary Humanities (3).** Students fulfill this requirement by choosing either ENG 2A: “Literature and...” or ENG 2B: “Literature and Culture.” Both courses emphasize an interdisciplinary approach to literary studies. Class size and pedagogical strategies distinguish the one from the other.

1. **ENG 2A: Literature and… (3).**

   Students in this course will engage literature in relation to another discipline, exploring how other disciplinary practices enrich literary study and how literary analysis enhance insights of other fields. Topics will be wide ranging: “Literature and Economics” “Literature and Science” “Literature and Philosophy” “Literature and Medicine” etc. Using a variety of literary genres, each section will explore content at the intersection of the topic disciplines. Sections capped at 30. Team-taught sections capped at 80.

   **Examples of offerings include: may be cross listed as appropriate**
   - Literature and Politics: Revolution
   - Literature and Film: Representations of the City
   - Literature and Religion: Saints and Sinners
   - Literature and Music: The Jazz Age
   - Literature and Science: Galileo
   - Literature and Medicine: The Physician as Writer
   - Literature and Psychology: Trauma
   - Literature and Education: Stories and the Child
   - Literature and Philosophy: Love
   - Literature and the Fine Arts: Women as Muse
   - Literature and Economics: Money and Metaphor
   - Literature and Nature: the American West
   - Literature and Gender Studies: The Construction of Masculinity
   - Literature and the Performing Arts: The Business of the Stage

2. **ENG 2B: Literature and Culture (3).**

   This interdisciplinary course surveys a period or movement in intellectual and/or cultural history, thus inviting an examination of literature in relation to a number of disciplines. It provides a comprehensive exposure to the ideas, events, and literary genres that frame the particular intellectual issue or historical moment. It also fosters student engagement with the varied contexts that inform a work of literature. The course will draw on available technologies, campus events, scholars from across the faculty, visiting lecturers and artists and community happenings.
Course Structure:

A large lecture format offers specific opportunities for both instructor and students: an instructor can create a different sense of shared community, one initiated by the lectures, but not exclusive to them. Carefully planned and executed, these lectures may have an electrifying effect on students, an experience they can share with a larger community. Additionally, listening carefully to a lecture, developing the ability to concentrate in a large group setting, and organizing information into a coherent whole are important skills that lead to success in college, in graduate study and in many professions. One-instructor sections capped at 70 students; team-taught sections capped at 100 students. Some team-taught sections may be cross-listed as appropriate.

Examples of offerings include:

- Literature and Culture: Medievalism
- Literature and Culture: Postmodernism
- Literature and Culture: 1914
- Literature and Culture: The Enlightenment
- Literature and Culture: The American
- Literature and Culture: The Book
- Literature and Culture: The Atlantic
- Literature and Culture: Globalization
- Literature and Culture: Harlem

HISTORY CORE SEQUENCE

A. **HST 1: World History I (3).** This course surveys the most important developments, issues, accomplishments, and problems of world civilizations into the 18th century. It introduces students to the study of African, Asian, Islamic, Native American (American Indian), Latin American, and Western civilizations, and discusses the connections and relationships among those civilizations. A formal research project is required of all students. Sections capped at 30.

B. **HST 2: World History II (3).** This course surveys the most important developments, issues, accomplishments, and problems of African, Asian, European/North American, Islamic, Native American (American Indian), Latin American, and Western civilizations from the 18th century to the present. It examines the development of each of these civilizations and discusses the connections and relationships among them. A formal research project is required of all students, and a major component of the course is instruction in fundamental principles of sound historical research and writing. Writing instructional; sections capped at 19
PHILOSOPHY CORE SEQUENCE

Questions proper to philosophy are common to everyone; the thematic study of those questions is a hallmark of the liberally educated person. These courses teach students the philosophical perspectives important in the formation of our world and also introduce them to philosophy as a life of inquiry — emphasizing both its different forms and its importance to a meaningful life. Core courses in Philosophy also develop the ability to comprehend, articulate and criticize concepts and arguments in texts and in life-situations.

A. Philosophy 1: Introduction to Philosophy (Writing Instructional) (3).

This course introduces the study of Philosophy as a practice vital to a good life, as a subject concerned with the pursuit of truth, beauty and justice and as an historical discipline. Students will work intensively on developing a critical understanding of philosophical concepts and texts and will hone their abilities to articulate their own ideas and arguments in response to these concepts. Because the task of introducing philosophy demands Socratic methodology and because this course includes instruction in writing, sections will be capped at 19.

B. Philosophy 2: Ethics/Moral Philosophy (3).

This course investigates the philosophical foundations of normative ethics in an effort to clarify the status of moral values in human life. It may include such issues as: (a) the nature of moral principles according to rival traditional accounts, (b) how a given theory provides or fails to provide a guide to solutions to familiar ethical problems, (c) the nature of moral reasoning and its role in the human situation, or (d) the status of moral values in everyday life. Readings may include classic texts and contemporary articles on ethical theory or moral issues. Students will engage the material to enrich their understanding of morality and to develop their critical thinking skills. Sections capped at 30.
THEOLOGY AND RELIGIOUS STUDIES CORE SEQUENCE

Faithful to the College's Catholic Jesuit identity, courses in theology and religious studies afford students opportunities to think more critically and creatively about religious beliefs and practices, inviting them to search for meaning and value in the study of Scripture, the history of Christianity, Catholic theology and religious ethics. Consistent with the College's Catholic intellectual tradition, these courses also invite students to discover meaning and value in human culture through the study the world's religious traditions and through religion's ongoing dialogue with other academic disciplines. Sections capped at 30

A. THE: Theology of… (3)

This core course 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. Sections capped at 30

Examples of offerings might include:

- Models of God
- Theologies of the Body
- Theologies of the Environment
- Theologies of War
- Theologies of Gender
- Theologies of Health
- Theologies of Death and Dying

B. REL: Religion and… (3)

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. Sections capped at 30

Examples of offerings might include:

- Buddhism and Neuroscience
- Jews and Judaism in Modern Europe
- Indigenous Religions and Ecology
- Fundamentalism
- God and Bollywood
- Christianity and Capitalism
SENIOR STUDIES CORE REQUIREMENT

A. Theme: TRANSFORMATIONS presupposes that it is not enough simply to know; nor is it enough simply to do. Rather, a Liberal Arts education fulfills its mission when students experience a transformation in their perspective, making this new insight a part of themselves. TRANSFORMATIONS thus invite metanoia, a change of heart and soul. While the first-year seminar guides students through their transition into college by introducing them to the “big ideas” that will inspire their studies and their lives, the Senior Studies Program challenges students with courses that respond to the complicated, dynamic nature of the contemporary world. Here, the personal transition in question is the end of college and the launching of adult life in its wake. These courses will review and synthesize the learning achieved while at Le Moyne, and they will invite students to focus their talents, their energies, and their knowledge toward the world they are about to enter. The “transformations” studied should serve as metaphors for the meaning of the world today and how we ought to live in that world.

B. Characteristics:

1. The object studied in these courses is the contemporary world – the place where the graduating senior will make a difference. This world is marked by a complexity calling for historical understanding, scientific rigor and, above all, interdisciplinary study.

2. As a culmination of their college education, a goal of the Senior Studies Program is to help students integrate their college experience into a coherent whole and translate that experience into their lives. Every Senior Studies course must address ways in which new understandings and knowledge can make a difference. In other words, a central concern here is to help the student "put to work" what otherwise might be scattered or passive understandings obtained throughout their time at Le Moyne.

3. Courses designed for the Senior Studies Program will explore two of three directions which have distinguished each student’s career while at Le Moyne. Each course will assume one primary focus and at least one secondary focus. In this way, every Senior Studies course must be interdisciplinary and must stress the necessarily interdisciplinary nature of knowledge today.

   a. Artistic/Creative: Courses that explore these themes will examine issues of art, performance, aesthetics, and creative expression and their relevance in the contemporary world. Through art, these courses will challenge students to question their assumptions about themselves and their place in the world.

   b. Reflective/Spiritual: Courses that explore these themes will challenge students to explore the spiritual and reflective dimensions of human existence and to connect their explorations to issues of importance in the contemporary world. Through these explorations, students will deepen their appreciation for the complex meanings (of identity and of the sacred) that inspire and inhabit the current moment.

   c. Social/Political: Courses that explore these themes will invite students to engage the social and political questions of the current moment and to frame them within the broader histories from which they emanate. In confronting these issues, students will define themselves as citizens in a global context.

C. Class Structure and Size:

Given the diversity of the Senior Studies program’s goals, no single format will work for all courses. Large classes may be advantageous for topics that demand presentation of the world’s complexity or of large amounts of information. Small classes may better serve the integrative demands of the program. Furthermore, interdisciplinarity calls for collaboration of faculty members from several disciplines, while some topics may be better served by smaller groups with a single professor.

Thus, the Core Committee will determine whether the size and teaching arrangements of a course proposed for the senior studies program are appropriate for the course’s pedagogical emphasis.
Optional Senior Learning Communities

As an optional companion to the Senior Studies Program, we encourage the development of Senior Learning Communities. Unlike the Learning Communities which are in place for the first-year students, these communities are not aimed at introducing students to the world of college or at helping them to establish themselves socially and intellectually at Le Moyne. Instead, these communities encourage groups of students to prepare for the world they will encounter after they graduate. These communities ask students to measure their own preparedness for the world beyond Le Moyne by encouraging them to act in that world now. These Learning communities will be linked to one or more of the Senior Studies courses; they will develop agendas and activities to highlight their content. The Senior Learning Communities may be focused on developing student identity as citizens through civic action, professional development, or creative and artistic expression. Each learning community will, at some point in the semester, draw upon the resources of Career services and the Alumni office as students craft their lives beyond Le Moyne.
CORE IV:
Governance and Implementation
The Core Director

A. Selection Process:
   1. Provost and Academic Vice President issues call for application to College faculty
   2. Core Committee also solicits nominations
   3. Core Committee vets applicants, i.e., asks each applicant to make his or her case for a place on the ballot: vision for the core, implementation plan, parts of Core document that might require interpretation
   4. Core Committee presents candidates and their application information to Faculty Senate for vote
   5. Candidate receiving the most votes is core director (if more than 2 candidates). Candidate receiving majority of the vote is core director (if 2 candidates).

B. Qualifications:
   1. Full-time, tenured member of the faculty
   2. At least four years of service at Le Moyne College
   3. Demonstrated excellence in teaching and what that implies
   4. Demonstrated ability to work collaboratively

C. Term: 3 years with possibility of re-election

D. Responsibilities: (not intended to be exhaustive)
   1. Oversees implementation of CORE IV and periodically updates faculty on its progress
   2. Chairs Core Committee
   3. Non-voting ex-officio member of Curriculum committee
   4. Oversees coherence of CORE IV
   5. Oversees assessment plan for CORE IV
   6. Requests and administers Core budgets (administrative budget, faculty development budget, programming budget)
   7. Oversees development and updating of catalog description of the Core Program
   8. Oversees production of publicity and informational strategies for Core Program
   9. Oversees scheduling, organization, etc., of co-curricular Core events
   10. Oversees scheduling, organization, etc. of faculty development events
   11. And others…

E. Miscellaneous
   1. Status of department chair/program director
   2. 2/2 course load/academic year
   3. Executive assistance from time of election
   4. Ample and appropriate office space
   5. And others…
Core Committee

I. Composition

A. One elected representatives from:

1. English and History
2. Philosophy and Religious Studies
3. Foreign Languages, Visual and Performing Arts and Communications and Film Studies
4. Social Sciences
5. Natural Sciences
6. Education, Nursing Program and Management Division
7. Student Senate (appointed by president of student senate)

B. Non-voting *ex officio* members

1. Dean of Arts and Sciences
2. Dean of Management or Analogous positions that emerge from reorganization of Academic Affairs

C. Advisory and Consultative

1. Director of Writing Center or representative
2. Director of Library or representative
3. Director of the Quantitative Literacy Center or representative
4. Registrar or representative

II. Term of Office

A. Staggered three-year terms for voting faculty representatives

E.g. if in operation for fall 2011

1. ENG/HST rep – 2011-2012
   Social Science rep – 2011-2012

2. PHL/REL rep – 2011-2013
   Natural Science rep – 2011-2013

3. FL/VPA/CUMM rep – 2011-2014
   EDU, NUR and management rep – 2010-2014

B. Student representative: one year term

III. Relationship to faculty governance structure:

Standing sub-committee of the faculty senate curriculum committee and, by extension, standing sub-committee of the faculty senate

IV. Responsibilities
In collaboration with the director of the core, the committee

A. Assists with implementation of revised core
B. Recruits faculty members to teach in the Core
C. Assists in securing external funding for implementation and maintenance of the Core
D. Assists in interpretation of Core IV documents
E. Devises and oversees assessment plan for Core in collaboration with director of learning outcomes
F. Oversees selection of core text and evaluation process
G. Oversees development of learning goals, e.g., implementation as course student learning outcomes and assessment of those outcomes.
H. Determines policies re: taking core courses at other colleges or universities; transferring in credit for core courses; core requirements for transfer students
I. Makes recommendations for changes in core as needed, e.g., lack of adequate funding and other resources; scarcity of full-time faculty members teaching in the core, and so on.
J. Assists in organizing and staging co-curricular Core events
K. Assists in organizing and staging faculty development events
L. And others…

Implementation of Core IV

Core Director, Core Committee and Others as Needed

A. Responsibilities

1. Coordinate phasing in of new core courses and phasing out of current core courses in consultation with chairs of affected departments and registrar
2. In conversation with Provost and Academic Vice President and others, identify who qualifies as long-term part-time faculty eligible to teach in the Core
3. Establish guidelines for
   a. Writing Instructional courses (with director of writing program)
   b. team-taught courses
   c. large lectures courses,
   d. Interdisciplinary courses
   e. Senior studies courses
   f. Adapting current core courses to CORE IV courses
4. Establish guidelines re: native speakers and EAC option 1
5. Ascertain faculty development needs and organize such events
6. Establish guidelines for identifying courses that fulfill
   a. EAC requirement
   b. VPA requirement
   c. Diversity requirement
7. Determine availability of appropriate space for Core IV courses, e.g., large lecture courses
8. And others…

B. Securing Resources

1. Identify possible grant sources and apply
2. Advocate for hiring in the social science departments re: participating in CORE IV
3. Compile and administer annual implementation budget
4. Make recommendations to Provost and Academic Vice President re:
   a. Compensation for faculty offering VPA requirement option 2
   b. Incentives for faculty to teach in the core and for their departments
   c. Compensation for large lecture courses
5. And others…