Class of 2019

Heading to the Heights

First-Year Student Guide

LE MOYNE

SPIRIT. INQUIRY. LEADERSHIP. *JESUIT.*

MAP KEY

ACADEMIC & KEY BUILDINGS

1. Grewen Hall
2. Coyne Science Center
3. Reilly Hall
4. Science Center Addition
5. Noreen Reale Falcone Library
6. W. Carroll Coyne Center for the Performing Arts
7. Panasci Family Chapel
8. Campus Center
9. Alumni House
10. Veterans House
11. Le Moyne Plaza *(Le Moyne bookstore, Dunkin' Donuts, Cam's Pizzeria)*
12. Loyola Jesuit Residence

RESIDENTIAL BUILDINGS

13. Nelligan Hall (Security Office)
14. Foery Hall
15. Dablon Hall
16. St. Mary's Hall
17. Harrison Hall
18. Mitchell Hall (Madden School of Business)

Townhouses

19. Lalemant House
20. Jogues House
21. Garnier House
22. Daniel House
23. Chabanel House
24. Brebeuf House

25. Le Moyne View Apartments
26. Le Moyne Heights
27. Le Moyne Heights II

ATHLETIC FACILITIES

28. Henninger Athletic Center
29. Recreation Center
30. Rockwell Baseball Field
31. Soccer and Lacrosse Turf Field
32. Softball Field
33. Practice Field
34. Practice Field
35. Intramural Field

SUPPORT FACILITIES

36. Romero Hall
37. Seton Hall
38. McKeon House
39. Physical Plant
40. Steam Plant
41. Reservoir
42. Soule Branch Library *(not College-owned)*

ENTRANCES & PARKING

SE South Entrance
NE North Entrance
A. Parking Lot A
AA. Parking Lot AA
B. Parking Lot B
C. Parking Lot C
D. Parking Lot D
E. Parking Lot E
F. Parking Lot F
G. Parking Lot G
J. Parking Lot J
K. Parking Lot K
L. Parking Lot L
P. Parking Lot P

Welcome, new Dolphins.

Congratulations on your admission to Le Moyne College – home of the Dolphins! We are thrilled that you have accepted the invitation to enroll in our community and make Le Moyne College your home away from home. This new student guide is an introduction to all that awaits you at Le Moyne College, and we look forward to seeing you at Summer Welcome and Fall Arrival here on the Heights!

Rachel Chea '17 loves the change of seasons. That is part of what drew her to Le Moyne from her home in Nassau, Bahamas. She wanted the opportunity to experience a different environment and to challenge herself academically. Since arriving on the Heights, Chea has found her niche, both in and out of the classroom. She has declared a major in communication and has become a member of the Le Moyne Student Dance Company. Her advice to other students, especially international ones, is simple. "Put yourself out there as much as you can. College is an adjustment, but the more involved you are, the easier it will be."

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Quick Reference

2015-16 IMPORTANT DATES

First-Year Summer Welcome (select one)
Saturday, June 13
Friday, June 19
Friday, June 26

First-year Fall Arrival (orientation)
Friday, Aug. 28 to Sunday, Aug. 30

First Day of Fall Semester
Monday, Aug. 31

Mass of the Holy Spirit
Wednesday, Sept. 2

Labor Day
(no classes, residence halls remain open)
Monday, Sept. 7

Family Weekend
Friday, Sept. 25 - Sunday, Sept. 27

One Month In (orientation continued)
Saturday, Oct. 3

Fall Break
(no classes, residence halls open)
Monday, Oct. 12 - Tuesday, Oct. 13

Midterm Grades
Friday, Oct. 16

Thanksgiving Break
(no classes, residence halls closed)
Wednesday, Nov. 25 - Sunday, Nov. 29

Final Day of Classes
Friday, Dec. 11

Final Exams
Monday, Dec. 14 - Friday, Dec. 18

Residence Halls Close (at 8 p.m.)
Friday, Dec. 18

Winter Break
Saturday, Dec. 19 - Sunday, January 24
(residence halls re-open at noon on January 24)

First Day of Spring Semester
Monday, January 25, 2016

Ignite

KEY CONTACT NUMBERS THIS SUMMER

Main College Number . . . . . (315) 445-4100

Orientation questions? . . . . . (315) 445-4624

www.lemoyne.edu/orientation
twitter: #Dolphins2019

INDIVIDUAL OFFICE EXTENSIONS

(all except Bookstore have 445- prefix)

Academic Advising and Support 4624
Athletics 4450
Bookstore 446-4036
Bursar's Office *(payments)* 4350
Campus Life and Leadership *(residence life)* 4520
Campus Ministry 4110
Career Advising and Development *(internships)* 4185
Dining Services 4695
Disability Support Services 4118
Financial Aid 4400
Help Desk *(network, software, computers)* 4579
Library 4153
Performing Arts Center 4523
Recreation Center 4411
Registrar 4456
Security 4444
Service Learning 4185
Student Development 4525
Study Abroad 4529
Telecommunications *(voice mail/telephones)* 4101
Tutoring. 4177
Wellness Center *(Counseling Services)* 4195
Wellness Center *(Health Services)*. 4440

Things to Think About When Coming To College

1. Communication

How often, when and by what methods do you expect to communicate with your parents, siblings and high school friends? When a problem arises, how will you approach the situation? What resources might you seek out when you need help (faculty member, academic advisor, resident advisor, your area director, a friend, a parent)?

2. Academic Performance

Think about your expectations for your academic life at Le Moyne College. What is important to you with regard to your performance? What are your passions, interests, hopes for the knowledge you would like to gain? What courses spark your interest and ignite your passions? When you meet faculty members, which ones will serve as potential mentors to you? How might you discuss your passions and interests with them? When you talk with your parents about your performance, concentrate your conversations on learning and not just on grades. Make this a routine and frequent topic of conversation, and not just when grade reports arrive.

3. Financial Obligations

How will you become financially "literate?" Do you understand your financial aid package, your financial obligations and your academic responsibilities if you have been awarded a merit scholarship? What if you have an athletic scholarship? What should you know about your personal budget? How much spending money should you set aside for yourself each week? What do you need to discuss with your parents about finances? See the **(Not) Just For Parents** section to learn more. Your financial responsibilities begin now.

4. Health Care

Make sure you have a copy of your insurance card in case you become sick. Have you made arrangements for your required medications? How will you take care of yourself? What do you need to do to keep balance in your life? What signs do you need to watch when taking care of your health? Are there any considerations the Wellness Center should know about you (i.e., allergies)?

5. Social Life and Alcohol

Consider your expectations for your social life. What are your core values and what do they mean to you? Alcohol is a factor in college life, and in fact, it is a factor for many students before they ever come to college. How will you balance your social life with academic demands? What role, if any, will alcohol play in your social life at Le Moyne College? What do you know about the consequences of drinking behavior? What might you still need to learn? All incoming members of the Class of 2019 will be required to participate in educational programming on the topics of alcohol and its connection to dating and relationship violence. What have you seen already about the connection between alcohol and relationships? How might you approach this connection differently while in college?

August 23 - 28

For more information or to apply visit www.lemoyne.edu/campusministry

- An opportunity for up to 30 first-year students from the Class of 2019, (Catholic and non-Catholic), to start college five days early and receive a special introduction to the life and spirit of Le Moyne College, Campus Ministry, and the greater Syracuse area.
- A great way for members of the Class of 2019 to make friends, experience our campus community behind the scenes and have a ton of fun!
- An "immersion experience" to help first-year students get connected to the spirit of Le Moyne through various activities which will include local service, community building, recreation, reflection, prayer, and a retreat.

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Things to Think About When Coming To College

6. Travel Expectations

Once you're here, it's good to stay on campus for a few weeks and become adjusted to college life before you go home. You should ask yourself: How often do you expect to travel home? Are there specific occasions when it is important to you and your family that you be present? What about other travel with college or high school friends? What do you hope to explore in the Greater Syracuse area or beyond?

7. Living in a Residence Hall Community

Many students have a single bedroom at home, often with their own bathroom. While at college, first-year students share a room with one or two peers and a bathroom with 30-35 hall-mates. How might you have realistic expectations of your new roommate(s)? What openness might be necessary on your part to live in a space with someone who is different from you? Talk with your new roommate as soon as possible about your expectations of having guests stay in your room and listen to your roommate's expectations. (Le Moyne College prohibits opposite gender guests from staying overnight.) Talk with your roommate this summer about who is bringing what, what expectations you have for cleanliness in your room, what priorities are set for your room use (sleeping, studying, socializing). How will you extend hospitality to people who are different from you? How might you assert yourself with your roommate and floor-mates, particularly when your decisions are different from the crowd?

8. Commuting

Where will you meet people and make yourself comfortable? What clubs will you join? Should you have a meal plan? Use these opportunities to meet others because research shows that the more time you spend on campus, the more satisfied you will be with your college experience. Get involved!

9. A New Life

College is a time for a clean slate! What new activities might you try for the first time? How will you balance your co-curricular and curricular life during college? Consider joining at least one club related to your academic pursuits and one club that explores your personal interests.

10. Freedom and Responsibility

What will you do to manage your time? How much time do you plan to devote to your academic work? Leadership activities? Social life? Service to others? Spiritual life? Athletic life? College is filled with new freedoms and responsibilities. How will you be and act when others (particularly your parents) are not looking? How might you imagine balancing this newfound freedom with your responsibilities? When you make a mistake or a poor decision, how will you handle it? (Will you take responsibility or blame others?) Consider the privilege of higher education and how you will handle the responsibility that college offers.

11. Textbooks

Have you decided how and when you will purchase your books? Make sure you gather information during Summer Welcome about your options (buying, renting, eBooks, etc.). Le Moyne's bookstore is a Barnes and Noble on campus. You can access the bookstore online at **lemoyne.bncollege.com**. While students' fall schedules are not final until the end of August, once AP/college credit is received and placement exams are scored, begin to look online to see what books you might need to purchase.

12. Saying Goodbye

Take a moment before even packing the car to say goodbye to your family and friends from home. Do something that is traditional for your family and friends prior to leaving for college – go to your favorite family restaurant, attend a ball game together, visit a park for a barbecue or watch your favorite home videos. College will be here before you know it and the summer flies by, so cherish the moments you'll have with your family and friends before coming to Le Moyne College where you will create new memories and lifelong relationships!

Summer Welcome

Consider your Summer Welcome as your first full day of college, but in a more relaxed atmosphere. Your day will be filled with meeting new classmates, consulting with a faculty member from your major department and completing important preliminary information that will enable you to be fully prepared for your fall arrival. Most important, your Summer Welcome will be pivotal in situating you for your coursework in the fall. When you leave Summer Welcome, you can relax, knowing that most of your "business" of becoming a Le Moyne student has been successfully completed.

Preparing Online for Your Summer Welcome

For most of you reading this guide for the first time, it's still spring of your senior year. You haven't yet graduated, and you are likely completing your class work, getting ready for regional athletic competitions or making plans for the senior prom. While it may seem as if college is in the distant future, it is actually much closer than you think. In June you will be arriving at Le Moyne for a one-day Summer Welcome during which you will "take care of business" in order to successfully begin your Le Moyne experience in the fall. In anticipation of that Summer Welcome, it is critical that you spend some time with this guide and follow its instructions in completing the companion materials that are online, ready for you to submit. The information that you provide in this "online prep" will not only help us to plan for your arrival at Summer Welcome, but it will also help us to enroll you in a learning community of your interest and create your tentative fall course schedule. You won't want these things left to chance, so please review these pages carefully.

1. Log in and verify your information on O.A.R.S.

Please log in to Le Moyne's Online Advanced Registration System (O.A.R.S.) with the username and password we provided you in your welcome letter. You will need to use this information each time to log in to O.A.R.S. so keep it handy. Once logged in, click one of the tabs at the left of the screen, respond to the appropriate questions, and move on to the next item when you have completed the previous one. When a green check mark appears on all of the tabs, you are ready to **Checkout** and **SUBMIT** your information. If you leave O.A.R.S. before submitting, you can save as you go by clicking on the **Save** button at the top of the page or by closing out of O.A.R.S. Please note: the Summer Welcome reservation page and learning community preference pages are time sensitive. Your preferences in those two areas will not be saved until you check out or submit, so act quickly. **Preferences will be "live" until May 22.** You may return to O.A.R.S. to make changes to your information at any point until May 22. Once you submit your responses, you will receive an email confirmation. Call (315) 445-4624 if you do not receive an email confirmation after submitting your O.A.R.S. preferences.

Don't forget: **your Summer Welcome or learning community preferences on OARS WILL NOT BE SAVED until you click "Submit my Responses to Le Moyne."**

About you: You will first be asked to confirm your name, address and contact information. Please complete all sections that are blank.

About your phone number: Essential! Include your cell phone number so that we are able to stay in touch with you throughout the summer. Questions inevitably arise, and we want to be able to reach you promptly.

2. Choose your Summer Welcome day and invite guests

Le Moyne Summer Welcome is a one-day experience – a meet-and-greet … a first impression – with an emphasis on academics, course placement, your photo ID and finishing the business of becoming a Le Moyne student. You will become acquainted with your new digs, your new classmates and your new school. It is the beginning of your time as a Dolphin, and we want to do what we can to help you learn about Le Moyne, our faculty, our courses and our staff. By the end of the day, you will have a better sense of what it means to be a Le Moyne student.

THIS IS WHAT YOUR O.A.R.S. CHECK-LIST WILL LOOK

The three date options for this year's Summer Welcome are listed below. Parents and guardians are invited to attend with their first-year students. The primary goal of our family programming is to partner with parents to provide them with resources to assist their students in the college transition. Naturally, families have concerns about housing, safety, food, classes and what life will be like for their students. We have designed sessions to answer these questions in depth.

We offer a choice of three Summer Welcomes for the Class of 2019.

Saturday, June 13 **Friday, June 19**
Friday, June 26

We expect all members of the Class of 2019 to attend a Summer Welcome. While mandatory, we realize that for compelling reasons, a few students may be unable to attend in June. Students who are unable to attend a Summer Welcome due to significant time conflicts or distance should contact the Office for Academic Advising and Support at (315) 445-4624 to make alternate arrangements.

3. Confirm your major and academic program

When you submitted your College application, the Office of Admission recorded your major and potential areas of study. For instance, if you indicated that you were interested in studying biological sciences with plans for a career in the health professions, then you will likely be listed as having a biological sciences major with pre-health as a concentration.

You may choose a major or leave your major as undeclared. We have many students who enter Le Moyne as "undeclared" or exploring majors.

If your major, concentration or special program is not correct or you would like to change it, please select the appropriate choices from the fields listed. This information will be important to you because your fall course schedule will reflect your choices from these fields. However, do not stress over this decision as you will have ample time to change your program and to review your choices over the summer.

4. Enroll in a Learning Community

Nearly half of Le Moyne's first-year students choose to join a first-year learning community. We will offer several living-learning communities for the Class of 2019, and they represent a broad spectrum of academic and interdisciplinary interests. The learning community experience at Le Moyne has proven to be truly rewarding for our students because it gives you an opportunity to

GLOSSARY:

College Catalog – the yearly edition of the "contract" between students and Le Moyne. The College Catalog can be found online at: **www.lemoyne.edu/catalog**

Major – a primary field of study in which students gain a depth and mastery of knowledge (e.g., a major in political science)

Concentration – an area of additional academic focus, closely connected to your major that provides advanced study within a specific area (e.g., a major in sociology with a concentration in criminology)

Minor – typically a five-course sequence that provides students with a breadth of experience that enhances their study (e.g., a major in marketing with a minor in psychology) – Optional for most majors

Special Program – an undergraduate transfer program that allows students to pursue coursework at Le Moyne and then transfer to another institution to obtain a degree in a field of study not offered at Le Moyne (e.g., earning a bachelor's degree in physics or computer science from Le Moyne and a master's degree in engineering from Syracuse University)

Degree – Le Moyne awards Bachelor of Arts (B.A.) degrees that place emphasis on the humanities and social sciences and Bachelor of Science (B.S.) degrees that provide focus in the sciences and business. We also award selected master's degrees.

take some of your courses with others who share your interests, to live near one another (while also living with students in other communities on your floor), and to participate in out-of-class activities that will enhance your learning, your social life and your transition to college. You will have an opportunity to enroll in a learning community online using the learning communities tab on O.A.R.S. Please review the information in this guide and, if you wish, select a learning community. Please note that enrollment in Le Moyne's learning communities is popular and is available on a first-come, first-served basis. Since several communities often fill to capacity before the enrollment deadline, there may be a wait list for the community of your choice. If so, you may choose to be on the wait list. Openings can occur over the summer, and you will be notified at a later date if you are enrolled. Enrollments are updated frequently, so please make your decision before **May 22.** See pages 11 – 15 for descriptions of our learning communities for the Class of 2019.

While Le Moyne's learning communities have a residential component, commuting students are encouraged to enroll, too.

5. Submit your fall course preferences

At your Summer Welcome, you will receive a tentative fall course schedule that will reflect your major interests and core requirements. At that time, you will have an opportunity to meet with a faculty member in your major to discuss your fall schedule. Each schedule will be tailor made for you based on the information you submit in this section of the online preparation. For this reason, carefully consider the selections you make on this page.

THINGS TO CONSIDER:

- **Earned Credit – *Important!*** If you have successfully completed any advanced placement (AP), international baccalaureate (IB) or college-level courses prior to beginning your studies at Le Moyne, then you must list that information here. You will be asked to provide the names of the courses/test, final scores, if completed, and the type of credit – AP, IB or name of the college.

  Le Moyne cannot award credit for any previous course until we have received an official grade report or transcript from the sponsoring agency or institution. Please contact the College Board (for AP tests), the International Baccalaureate (for IB scores), or the college or university at which you completed the courses and ask that the reports be sent directly to the **Office of the Registrar, Le Moyne College, 1419 Salt Springs Road, Syracuse, NY 13214 no later than July 1. Failure to do so may mean that we cannot process your earned credit for your fall schedule.**

- **Writing Placement Essay –** At Summer Welcome, all students will complete a writing placement exam regardless of pending credit. This exam is used to place students in the appropriate writing course. Writers who demonstrate a strong command of academic writing will be placed into Writing 101. Those writers whose essays demonstrate they would benefit from an extra semester in the writing classroom will be placed in Writing 100. Correct placement is dependent on you submitting an exam that reflects your writing ability.

  The exam asks you to compose a thesis-driven, well-supported essay in which you establish a position on a current controversy. A previous year's exam asked students to respond to a proposal in Fort Worth, Texas, that would have allowed the city to explicitly prefer non-smokers when hiring new employees.

  Writing regularly is the best way to prepare for the exam. You can read news stories to discover current events topics. After reading a story, establish your position and the reasons and evidence you will use to support your position. Practice inventing positions and drafting thesis statements. Knowing that you are confident of your ability to develop a position will help you focus your writing on placement test day.

You should also consider how you will address different perspectives, as the exam readers expect that you will address positions other than the one you support.

On your exam day, remember to eat well prior to the exam. Mark up the distributed reading to help you critically interact with the text. Brainstorm a few thesis statements and then decide which position you can best develop and support. Write legibly; studies show that poor penmanship can negatively skew a reader's assessment. Avoid emotionally driven arguments and cliché. Leave time for editing and proofreading. Finally, make use of the full one-and-a-half hours allotted for the exam.

- **Foreign Language Options** – All students will be required to fulfill a core requirement on encountering another culture (E.A.C.). For most students, the E.A.C. requirement will be fulfilled by two semesters of language study, taken in the first year. Please note that, depending upon your major, you may be required to take additional language courses beyond the core two-semester sequence. Le Moyne offers courses in the following languages: Arabic, Chinese, French, German, Latin, Italian, Japanese, and Spanish. American Sign Language may also be used for some majors. Students in the Madden School of Business will consult with their advisors regarding the E.A.C. courses that they may take.

  Please select the language that you are most interested in studying. Faculty members in the Department of Foreign Languages and Literatures will review your language background, including length of study, level of achievement, and final grades to determine an appropriate language placement for you. In addition, students who studied French or Spanish in high school will be required to take a placement exam to verify their placement. Le Moyne does not currently offer a placement exam for languages other than French and Spanish You may also choose to begin a new language at Le Moyne to fulfill the E.A.C. requirement. If you choose this option, you will be placed in 101 (beginning).

- **Chemistry Assessment Exercise** – Most students majoring in the sciences will be required to take General Chemistry at some point during their studies. Given this, a chemistry assessment exercise was developed to determine students' math skills and level of general chemistry knowledge. This allows us to place you in the appropriate chemistry course and better prepare you for success at Le Moyne. If you are majoring in a discipline in which you will be required to take General Chemistry, you will take the assessment exercise. Based on your results, you will either be placed in CHM 151 General Chemistry or CHM 101 Introductory Chemistry, a course emphasizing specific math skills, designed to enhance problem solving abilities and provide a solid foundation for chemistry. In August, once students have completed the exercise, you will receive your specific placement from the Department of Chemistry.

- **Obligations and Other Information** – Finally, we know that you may have other commitments or study preferences. In this section, we give you an opportunity to tell us more about how you would like your schedule to be created. Please tell us more about your preferred personal daily schedule, when you are unable to take classes (because of work or NCAA responsibilities), and if you have any other obligations that may impact your fall schedule. For example, some students prefer to take morning classes while others

like to have their courses spread evenly throughout the day. Information like this can be very helpful so that we can create a schedule that will encourage your best academic performance. Please note that college course schedules are very different from your high school academic routine. While we cannot guarantee that you will have the "perfect" schedule, we will make every effort to place you in courses and time sections that fit your interests, major requirements and personal habits, depending on course availability.

You will have another chance to review and make final changes to your schedule during Fall Arrival in August.

6. Complete your roommate preference survey

Since Le Moyne is a residential campus, traditional undergraduate students are required to live on campus all four years unless they live locally with their parents. On O.A.R.S., you will be asked to answer a series of questions to assist the Office of Campus Life and Leadership in matching you with an appropriate roommate. Questions concerning your major interests, sleep and study habits, neatness, noise level and smoking preferences* will provide insight into your personal habits and lifestyle. Be sure to give these questions some thought since it is in your best interest to answer them honestly.

* *Beginning July 1, 2015, Le Moyne College will become a smoke-free, tobacco-free campus.*

How are students assigned?

Students will be randomly assigned to a room and a hall based on the preferences mentioned above. Moreover, students who enroll in the same learning community will live near each other in the same hall and will most likely have a roommate who is also enrolled in that learning community.

A word about roommate preferences

Although students will be randomly assigned to a room and hall, students may request a preferred roommate by indicating their preference on O.A.R.S. This request must be reciprocal, meaning that both students must agree to have each other as a preferred roommate. Students enrolled in learning communities may request a preferred roommate *only in that learning community*.

A note to commuters

If you live locally and have decided to reside with a parent or guardian, you should indicate that preference in this section on O.A.R.S. (There is a box to check. It indicates "I am not interested in living on campus.") Alternatively, if you are currently listed as a commuter but you have decided to live on campus, please contact the Office of Admission at (315) 445-4300.

7. Share important information with your academic advisor

One of the most important people you will know at Le Moyne will be your academic advisor. Since you will meet with your advisor during Fall Arrival and through the fall semester of your first year, your advisor will want to know more about you. To prepare for a good start with your major advisor, this section gives you an opportunity to "introduce" yourself by answering these questions on O.A.R.S. Here you can tell your new advisor about your college expectations, educational goals and personal pursuits, among other things. Many students find that this is an excellent way to begin the advisor/advisee conversation and will help to build the relationship you will have with each other as you begin your Le Moyne experience.

First-Year Learning Communities

Join a Learning Community that fits in all the right places

College can be puzzling at first … new roommates, new classes, new schedules, new experiences. Students enrolled in small-sized living learning communities at Le Moyne find their participation makes all of this "newness" less overwhelming – and their transition to college life smoother, both academically and socially.

At Le Moyne, students in a learning community share a common interest. In your first year, you will reside near one another and share a section of a key course or two. Courses and related class discussions, and select out-of-class activities, are linked by a common theme seen through several perspectives. This deepens your learning experience and enhances your critical thinking skills. Nearly 50 percent of students from the Class of 2018 chose to participate in a first-year learning community.

While the academic benefits of learning communities are obvious, students who enroll in a Le Moyne learning community also tend to make friends easily, form a lasting bond with students and professors who share their interests and find ready-made study mates in their shared courses. Learning community students also tend to be more satisfied with their college experience, more engaged in campus activities, more likely to earn higher grade-point averages and tend to become mentors for other students throughout their college years.

Benefits of joining a learning community:

- Meet students who share your interests
- Take courses with your community members
- Enjoy out-of-class activities
- Benefit from tutoring services
- Live near others in your community

Amanda D'Angelo stepped onto the Le Moyne campus knowing that she wants to become a teacher. Her long-held dream is to work with children and to help them succeed. The Community, Learning and Service (CLAS Act) learning community put her on the path to reaching that goal. In addition to helping her to make great friends, the learning community also connected her to a tutor to assist her in staying on top of her coursework. A Spanish major with a concentration in childhood education, she said that she was initially concerned about being three hours away from her home in LaGrangeville, N.Y. That is no longer a concern. "I love my roommate and there is so much to do here on campus that the time goes by too quickly!"

First-Year Learning Communities

Biological Sciences

(Living and Learning in the Tree of Life)

For students majoring ONLY in biological sciences (BIO)

The biological sciences learning community is an ideal fit for first-year students intending to major in this discipline at Le Moyne. This learning community has been particularly successful for students because it has fostered academic success in a challenging curriculum and created excitement about the study of biological sciences. It encourages students to learn from one another and to have frequent informal interaction with a supportive faculty member. This learning community of students will live near each other, share coursework and have tutoring opportunities exclusively designed by their faculty.

CEOs

(Corporate Engagement Opportunities)

For students majoring in a business discipline (accounting, business analytics, finance, management and leadership, information systems, marketing or students who indicate "business undeclared")

CEOs is dedicated to preparing students for a future business career by developing their networking skills through a number of activities. Students will be introduced at various events to people in the Le Moyne community, as well as the local business community, where they will discuss opportunities and share ideas. Not only will they develop networking skills, but they will also be introduced to a variety of business majors offered at Le Moyne, including those listed above. Students in this community will live near each other and enroll in required introductory courses for the business curriculum. The work in these courses is challenging and will be supported by tutoring and programming led by an upper-division business major and peer advisor.

Choice

(Life is full of choices – create your own path!)

For students exploring majors

For those students who will not declare a major right away, the Choice community is ideal. This living/learning experience gives first-years an opportunity to explore careers and majors together. Students begin to chart their own career road map through a series of steps, uncovering personal and academic interests and identifying their personal strengths that would be a good fit for future careers. Choice students will live near one another and share a required core course. Students can continue learning together in the spring and will have frequent contact with their first-year advisor. Members of this community traditionally meet over informal dinners and activities throughout the first year, making their time of transition both entertaining and full of profound self-discovery.

Kathleen McCarthy '14

Choice Learning Community

"Although I applied as a biological sciences (pre-med) major, I entered Le Moyne undeclared, and it was the best decision of my life. I enrolled in Choice because I had no idea what I wanted to do with my life. Living with people who were in the same boat helped me to develop friendships because we took similar classes so we could all study together. In a learning community you really become just one big family. It made me feel like I was a part of something other than just being another freshman at a college."

CLAS Act

(Community, Learning and Service)

For students in any major interested in a teaching career

CLAS Act is ideal for a student in any major who is considering teaching and who wants to actively engage in service to children. Students in this community will live and learn with other first-years and make a difference in the lives of elementary and middle-school pupils in a residentially based after-school program located across the street from Le Moyne College. CLAS Act students will enroll in Teaching in a Diverse Society, required of all students seeking teacher certification. CLAS Act tutoring also fulfills the course requirements of service/observation for students enrolled in this course. Together, the members of this community

www.lemoyne.edu/learning_communities

will explore teaching and learning techniques early, get to know their professors both in and outside the classroom, and learn to make important connections between class material and service as "men and women for others" in true Jesuit fashion.

Creative Writing

While this community will appeal to English and Theater majors and Creative Writing and Education concentrators, it will also be of interest to any students who wish to develop their creativity.

This learning community is open to any and all students who want to explore the issues and the skills that inform creative writing and the literary arts. In addition to exploring issues related to the role of the artist and new definitions of what it means to write creatively, this community will attend performances, readings, and other events that will engage and excite your interest in writing. Students in the Creative Writing learning community will live near one another, providing opportunities for brainstorming and discussing writing topics. This community will be of particular interest to English majors, education concentrators (remember, you might have to teach this material someday!), theatre majors who may someday want to write, or creative writing concentrators looking to get a head start.

Makenzie Mohorter '16

CLAS Act Learning Community

"Joining CLAS Act was a great way to make the transition from high school to college easier and less stressful. I was able to meet some great friends, and I got to know some awesome professors. Living in the same community as my peers had its advantages, such as having others to help with assignments and to study for tests. We were assigned a study group leader for our learning community who was also very beneficial in helping us with assignments."

Justice and Service Interest Group

For students in any major

In addition to the learning communities, there is an opportunity to be part of the Justice and Service Interest Group, which is designed to promote the human development of students as persons, that is, individuals in a community striving for justice for all. Activities include team building, service opportunities and a first year seminar, Set the World on Fire, intended to initiate students into the wisdom and spirituality of the Jesuits. Students will learn skills that can make a difference in transforming themselves and the world. Resident students will have the opportunity to live near each other in a student residence; commuter students will find that participation in the Interest Group facilitates their integration into campus life. Students will participate in a "challenge course" to build team spirit and have the opportunity to travel to a major city to see Jesuit spirituality in action. An international experience may also be offered depending upon student interest.

First-Year Learning Communities

Colter Castalleja '15

LEEPS learning community

"Joining a learning community was one of the best choices I made when coming to Le Moyne. It helped to bridge the gap between class and social life. It was especially helpful because not only were we able to easily collaborate on our work, but we also bonded quickly, and I know many of us plan to room together in the future because of it. We made quick connections because of our common interests."

LEEPS

(Le Moyne's Energizing Engineering, Physics and Computer Science)

For students majoring in computer science or physics or who are interested in the College's engineering programs

This learning community provides rich opportunities for students in these challenging disciplines, particularly those students who are considering the five-year bachelor's/master's degree in engineering in partnership with Syracuse University. Students will live near each other, work together to master shared coursework, and participate in study clinics designed exclusively for them and led by advanced students. Working closely with faculty, students in this community will create a social and academic network to build and maintain enthusiasm for the pursuit of their goals in science and engineering by investigating careers in their field, challenging each other with competitions that test their scientific acumen, exploring their studies in real-world settings, and meeting informally with engineering professionals over lunch and dinner.

Nursing

Only for students accepted to the Dual Degree Partnership in Nursing between Le Moyne College and St. Joseph's College of Nursing

Students enrolled in this unique partnership will have the opportunity to live near each other on the Le Moyne campus during their first year as they begin their academic experience. Both commuter and residential students in this community will share enriching experiences, including selected fall and spring coursework at Le Moyne. They will also attend the same course section of Human Anatomy and Physiology and participate in a weekly A&P study group designed exclusively for the nursing cohort. In addition, they will interact with faculty in both nursing and the liberal arts and sciences in and out of class. Students will meet

Calvin Hardy '12

Nursing Learning Community

"Being in the Learning Community eased my transition to college on both an academic and social level; it was a great experience and provided many opportunities."

Karin Spinella '12

Nursing Learning Community

"The Nursing Learning Community made for an easy transition to college life by giving me opportunities to meet other students with similar interests and goals as me. Nursing Learning Community students share study groups, which is a great help academically and socially."

one-on-one with their advisor and become oriented to St. Joseph's Hospital Health Center and the College of Nursing. They will also share a service experience with healthy senior adults in the service community through local elder care agencies to prepare them for a course in professional trends in the spring. Active participation in this closely knit pre-professional community will give new students a strong foundation for their second year of study when they begin their clinical experience at St. Joseph's while continuing liberal arts core classes at Le Moyne.

Performing Arts

For students in any major wanting to connect with others who share an interest in the performing and visual arts

For those interested in the arts, this is your passport to theater, music, dance and visual art at Le Moyne. Live and learn together in a supportive and active community of like-minded scholars, performers and artists. Be among the first to learn about auditions, arts, group activities and other on-campus events, and travel off-campus with your professors and other students to see professional plays, concerts and museum shows. Connect with upper division students who are eager to welcome you to the arts community at Le Moyne. While living in the same residence hall, you and other members of this learning community will share selected common academic classes, making it easy to form study groups and find friends. Students intending to major or minor in theatre arts or music should plan to enroll in this learning community, as this is your inside track into the visual and performing arts at Le Moyne.

* Students pursuing education as a concentration within their major should note that Introduction to Theatre does not satisfy departmental requirements. It will serve as a free elective. Before enrolling in this learning community, students who intend to pursue teaching certification must contact Professor Karel Blakeley (blakeley@lemoyne.edu) to discuss the requirements associated with an education concentration.

Note: *The availability and/or nature of various learning communities or linked courses may change based on the evolving needs of students and availability of faculty.*

Kayla Graham '14

Performing Arts Learning Community

"Starting college was a scary experience! When I joined the Performing Arts Learning Community, I found my niche. Being in the community helped me adjust to college life and make lasting friendships."

Answers to your most common questions

- ✓ Commuting students are also encouraged to enroll in a learning community. Although you will not reside on campus, you will benefit from all of the activities, resources and peer friendships that learning communities offer.
- ✓ Enrollment in a first-year learning community is voluntary.
- ✓ Not every major is represented with a learning community. It is our goal to offer communities that will expose students to the interdisciplinary nature of learning.
- ✓ Enrollment is on a first-come, first-served basis – no exceptions. **Online enrollment will close on May 22.**
- ✓ On-campus students who join a living learning community commit to living with others in that community. (That's why it's a community!) However, there will be other first-year students on your floor – including students from other communities and students unattached to a community, so you get to know other students, too.

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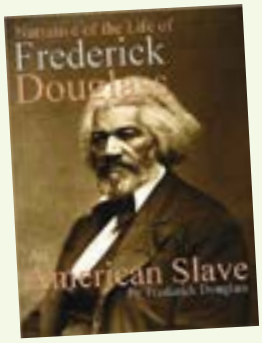
Your Common Reading

Why a Common Reading?

A common intellectual experience is a hallmark of a successful first-year program. Each year, Le Moyne offers the incoming class an opportunity to explore "big questions" through a common reading. This common reading is discussed in each student's first-year seminar in the fall.

Purchase your copy of the Common Reading at Summer Welcome in June.

This Year's Common Reading



As this year's common reading assignment, the members of the class of 2019 will read *Narrative of the Life of Frederick Douglass: An American Slave*. By providing you with this assignment, it is our hope to help foster the sense of community that you'll find here at Le Moyne and to set the academic tone for the beginning of the school year. When you arrive on campus in August you will have a common experience around which you can begin conversations.

Preparing for Fall Arrival

This is where your new life as an adult college student truly begins. With car unloaded and books in hand, you now have the opportunity to go out of your comfort zone to begin new friendships, enroll in classes far different from those you took in high school, and live independently and on your own schedule (whether you're on campus or a commuter). The best thing about arriving at Le Moyne is that you will be able to build the confidence to stretch yourself because you'll find the people (students, faculty and staff included) and the environment warm and open to you. But that's probably what you've already noticed about this College – now *your* College. Remember, we look forward to seeing the Class of 2019 blossom with its own special identity!

Preparing for Your Fall Arrival

Le Moyne's Rich Residential Experience

Le Moyne's residence halls are where lifelong friends have their first conversations. Let's face it: Where you live is a key part of your college experience. It contributes to whom you eat dinner with on a random Tuesday night and who goes with you to the movies on a rainy Saturday. The College's commitment to educating the whole person is particularly seen in its dedication to making students' on-campus residential experience rich, meaningful and fun. With three housing options for first-year students (St. Mary's, Nelligan and Dablon Halls), we strive to provide a variety of community-centered experiences.

Because Le Moyne is a residential campus, students are required to live in campus housing throughout their four years at the college. Research tells us that the more time students spend on campus, the more successful and satisfied they are. Student resident advisors and professional area directors live in each campus residential space and provide 24/7 support for residents. Chaplains-in-residence are also a part of some of the residential communities. These Jesuit priests and members of the Campus Ministry staff provide a greater depth of support as you address personal, spiritual and academic matters. We take pride in the active, engaged and nurturing atmosphere that is residence life at Le Moyne.

Students will receive their housing and roommate information via their Le Moyne email by July 31.

First-Year Housing Options

St. Mary's Hall

- Co-educational (single-sex by floor)
- Approximately 210 students
- **Features:** classrooms on the first floor, lounge and study space, kitchen with microwave, movie-theater projection system, pool table and large screen television in lounge

Nelligan Hall

- Co-educational (single-sex by floor)
- Approximately 200 students
- **Features:** 24-hour computer lab, recreational lounge with multiple flat-screen televisions with gaming hook-ups, and security office

Dablon Hall

- Co-educational (single-sex by floor)
- Approximately 185 students
- **Features:** Lounge space on every floor, recreational area, large screen TV in lounge, and computer lab on the first floor

Remember as You Pack …

Top 10 Items to Bring

- Twin extra-long sheets
- Bed lifts
- Pillows and blankets
- Extra-long computer cord and power strip
- Desk lamp
- Alarm clock
- Shower shoes
- Stereo/TV/DVD Player
- Wastebasket
- Fan

Top 10 Items Not to Bring

- Cigarettes (The campus is smoke- and tobacco-free)
- Cinder blocks
- Extension cords and multiple plug extenders
- Coffee pots
- Hotplates
- Sandwich makers
- Toaster or toaster oven
- Candles and incense
- Halogen lamps
- Pets (with the exception of fish)

Living at Home?

While many students chose to go away to school, as a commuter you will be a part of 15 percent of our student body who choose to commute to campus every day. Students are permitted to commute as long as you live at the primary home of your parent or guardian. If you plan to live at home, your academic and social presence will be specially valued on campus because of your familiarity with Syracuse and what it has to offer. As a resident of the region surrounding Le Moyne, your classmates will recognize quickly that you know the best places to eat, the location of our theaters and parks, and how to navigate the area.

During your time as a commuter, we want Le Moyne to be your home away from home. Because you won't be on campus 24/7, we hope this information will help you make connections with your classmates and the rest of the campus community.

Here's some quick important information for getting comfortable on campus. For additional information pertaining to anything on campus, please see the online version of the student handbook at www.lemoyne.edu/studenthandbook.

Get Involved: We recognize that as a commuter student, you will always be on the move. The best way to get connected to Le Moyne and build relationships with other students is to get involved. The more clubs or organizations you join or events you attend, the more likely you will be to build friendships that will last your entire Le Moyne career. Be proactive to take advantage of all the activities and services available around Le Moyne. To stay connected online, follow @LeMoyneCommuter on Twitter and find Campus Life and Leadership on Facebook to get more information about regular campus activities.

Lockers: A limited number of lockers are available for commuter students on the second floor of the Campus Center. You may reserve a locker by contacting or stopping by the Office of Campus Life and Leadership, located right down the hall from the lockers on the second floor of the Campus Center.

Parking: Commuters are welcome to park in the C, A, and AA lots. Parking Permits are available online by going to www.lemoyne.thepermitstore.com. Temporary parking permits may be issued to students for a total of 10 days during the school year and are available at Campus Security in Nelligan Hall or on the Campus Security website. Temporary parking permits are non-transferable.

Lounge: A lounge is located on the second floor of the Campus Center above the dining center. It contains study tables, comfortable furniture and recreation equipment.

Commuter Student Organization (CSO): Meet and connect with other commuters! The group will have a table and more information about how to become involved during the Involvement Fest held during the first two weeks of the fall semester.

Food: You'll find a variety of food options on campus: the LaCasse Dining Center in the Campus Center, the C-Store and Dolphin Den in Grewen Hall, and a coffee shop and pizzeria in the Le Moyne Plaza. Commuters may purchase various dining plans. For more information about commuter meal plans and campus food resources, contact the LaCasse Dining Center at 445-4695 or visit lemoynedining.com.

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Preparing for Your Fall Arrival

You've Reached the Heights!

What to Expect

Your Fall Arrival program will consist of three days focusing on Le Moyne's core Ignatian values: ***magis*, men and women for and with others, and *cura personalis***. This summer, you will receive a full schedule of events for this extended fall orientation. These three days will be a time for you to bond with your class without the distraction of other students on campus. Le Moyne will be all yours, Class of 2019, for those days! Here is a brief idea of what you can expect on each day:

Friday, August 28 – *Magis:* Residents move-in, commuter student welcome, lunch with the president, new student convocation, and your common reading.

Saturday, August 29: – *Men and Women For and With Others:* service projects in the community, diversity and inclusion, and Relationships 101

Sunday, August 30 – *Cura Personalis:* Brunch, introduction to academics and resources, Mass on the Grass and celebration of the Class of 2019

You will be guided through Fall Arrival by student Orientation Leaders (OLs). These carefully chosen upper division students will be your go-to people for answers to logistical questions or if you are unsure of what to do at any point during the three days. The OLs remember all of the excitement and uneasiness of starting college. They love Le Moyne and want you to love Le Moyne, too.

Each evening, the OLs will have a wide variety of social events planned. The goal of each evening is to give you opportunities to relax and have fun with your classmates.

What You Should Do to Prepare

Change can be difficult. We understand. The best part about these early days of your college experience is that everyone feels a little uneasy, perhaps homesick. No one knows what to expect. So, here are some pointers on what you should do to prepare for these three days.

1. **Open your mind.** Be open to what is presented to you. Some orientation sessions will include information that is new to you; others might mention things that you've already heard. Either way, take something away from each session – maybe an online resource or a new friend.
2. **Make a list of talking points.** If you are nervous about meeting so many students, make a list of questions that you can ask anyone: Where are you from? How did you hear about Le Moyne? What's your major? When in doubt, just say hello to the person sitting next to you. Why not?
3. **Make a list of your questions for Le Moyne.** Writing down the things you need to figure out makes them less worrisome. As you go through each day of orientation, cross them off once they are answered.
4. **Celebrate.** Sing, dance, run or rock out. This is an exciting beginning. You've worked hard to get here. Celebrate it!

What You'll Take Away From This Experience

When your alarm goes off on Monday, Aug. 31, for your first college class, you'll feel more excitement than nervousness. We want you to walk into Grewen Hall with your head held high because you are here. We want the faces of those around you not to be so new. We want you to feel your membership not only to the Class of 2019 but to the greater Le Moyne community as well. **There is no Le Moyne without new students.** Your friendships, classes, questions, struggles, theories and dreams are now part of our community. And we want to help you through every part of your journey here. At the end of Fall Arrival, we hope you feel as excited to begin your college career as we are to have you as a member of the Le Moyne family.

Campus Life

In addition to fostering community in our classrooms and in our residence halls, it's important to us that our students have opportunities to get together socially during the evenings and weekends to further develop a vibrant campus community.

Le Moyne's Jesuit tradition of educating and caring for the whole person (*cura personalis*) is seen through the efforts of the Division for Student Development, particularly through the ample opportunities provided to students to become involved in extracurricular and co-curricular experiences that integrate learning, leadership and entertainment.

Event planning? Politics? Film? French? Club sports? Concerts? Whatever your interests, there's a good chance that we have clubs associated with them. Le Moyne offers over 70 student clubs and organizations, and during your first week on campus, you'll be introduced to all of them during **Involvement Fest,** where every on-campus club and extra-curricular opportunity is showcased. These individual clubs plan social, cultural, spiritual, recreational, service and educational programs, workshops, trips and activities throughout the year. There is something for everyone. For a complete list of student clubs, visit www.lemoyne.edu/handbook.

Here is a sneak peek of some of the groups on campus:

Student Government Association (SGA): SGA is the formal "voice of the students" on campus, assuming responsibility and power for student-life policy legislation. Members of SGA are elected by the student body. First-year representatives are elected within the first few weeks of the academic year.

If you are interested in leadership opportuniites, LSPB and SGA representatives are elected within the first few weeks of the fall semester. *Go get 'em!*

LSPB: Le Moyne Student Programming Board (LSPB) is responsible for bringing entertainment to campus. It provides a variety of social and cultural events throughout the year, including cultural fairs, dances, trivia contests, movies and trips. All students are essentially members of LSPB, and meetings are open to all students, with suggestions and ideas always welcome. Representatives from each class serve on the board and are elected by their classmates. Like Student Government Association, first-year representatives are elected within the first few weeks on campus.

Preparing for Your Fall Arrival

RHA: The Residence Hall Association (RHA) is designed to unite the residence halls on campus by fostering a sense of community among all residential students. The association sponsors and encourages activities on campus such as sporting events, retreats and a variety of programs to enhance the quality of life on campus. Commuter students are welcome to participate in RHA programs and events.

CSO: The Commuter Student Organization (CSO) represents the interests of more than 700 commuter students who attend Le Moyne. The mission of the organization is to share information with its members about upcoming campus events, as well as to provide social opportunities and connections for commuter students and bring issues from the commuter community to the attention of the Student Government Association and administration.

SAAC: The purpose of the Student-Athlete Advisory Committee (SAAC) is to facilitate communication between student-athletes and the Department of Athletics. Its members work to build a sense of community within the department and support community engagement efforts by promoting athletics on campus and in the community. In addition, SAAC supports the College's mission of service through initiatives such as 'Phinatic About Reading (youth literacy) and fundraisers for the Make-A-Wish Foundation. SAAC members are student-athletes from each team selected by coaches, athletic administrators and fellow student-athletes.

Your First Year at Le Moyne

Your first semester of college is a new experience, not a more intensive extension of high school. It will be natural for you to take time to become adjusted and to transition to this new way of life. Many new opportunities will be available to you. With that comes the independence to set your own schedule, live on your own, commute from home and fill your time with club meetings, athletic events, work on campus and hanging out with friends.

Your First Year at Le Moyne

What to Expect

In many ways, the next four years will be like no other. This will be your chance to dedicate yourself to the pursuit of an academic program and to discern and then zero in on your interests as an adult student. Your first year, and more specifically, first semester, at Le Moyne will be one of exploration – use this time well.

Successful students are those who make connections *early* – they connect with their major advisor, their professors, their First-Year Seminar instructor, their classmates and the College community. Use this time to build those relationships, to strengthen your understanding of yourself, and to challenge yourself to step out of your comfort zone and try something new.

Myths and Legends
(A.K.A. The Pitfalls of the First Year)

"My roommate will be my best friend."

Maybe yes, maybe no. It may be the beginning of a lifelong friendship, or it may be that you feel you speak two different languages. The important thing to remember is that one of the most wonderful aspects of college life is the opportunity to meet new people, people different from you, so that you know how to work and live with all types of personalities, value systems and lifestyles. Be open to change, and make sure you set up the "rules of the room" early so there are no misunderstandings.

"I should get all of my core courses finished first, then move on to my major courses."

Your aim at a Jesuit, liberal arts institution is to consider the big questions of life so that you are prepared to find purpose and meaning in your life. However, you also want to explore what various courses and majors may be the right fit for you. The best course schedules are typically a good balance of your core (liberal arts) requirements and courses in your major or (if undeclared) potential major.

"I should have all of my courses scheduled in a row, like high school. That worked well."

In high school, you were basically in lockstep with everyone else's schedule. In college, your schedule, academic obligations and out-of-classroom activities will probably be different from everyone else on campus. You will need to find a **balance** among the time you will spend in class, the time you will study and prepare for your next classes, and the time you will spend at work and social activities. It's a delicate balance, and you'll need to experiment as to what works best for you. If you schedule all of your classes in a row, you won't have any breaks to catch up, re-write, follow up with notes or study for the next class (let alone rest and eat).

When mid-terms and finals arrive, you would conceivably have tests and papers due, one after another. So, be mindful of how you spread out your academic schedule. In the same vein, while it may seem appealing to take all of your courses on two or three days with the goal of having a couple of "days off," many students find little balance in this approach – always working to catch up on the "days off" since they're overloaded on their class days. That's just not fun.

"I should declare my major right away."

Not necessarily. If you're unsure of your major, this is the year to explore your interests. Be undeclared. Don't know your interests? Talk with your advisor; take a course that sounds fascinating. Consult with the staff in the Office of Career Advising and Development or take a self-directed (online) evaluation that may point you to your strengths and interests. Above all, don't "settle." Don't be afraid to start thinking about where your passions and talents really lie. If you like certain courses, chances are you'll do well in those courses, and that passion may lead to a major, a study abroad program, a research project and an internship! Build on your experiences.

"I can't change my major once I declare."

Again, it's not too late to change your major, especially in the first year. All of your life you may have said that you wanted to be a marketing major. You take your first statistics course and you realize that it's a struggle, but you are really enjoying your writing class. You see in the catalog that there is a communications major with courses in advertising and public relations, which sounds interesting. Ask questions, consider taking a course in that discipline, and you may find that you need to re-direct and change your major. Yes, timely completion of your major is important. This is why it is vital to develop a relationship with your major advisor so that you can talk about issues like this.

"This will be a breeze. I was an A student in high school, and I barely opened a book."

College-level work is not just harder – it's simply different. You won't have your instructors always reminding you of your tests; you won't always have homework collected. You may not talk about a chapter in class that you were assigned to read – but elements of that chapter will still be on your test. Despite your efforts on one or two re-writes of an essay, you may only still get a C. In college, it will be up to you to know the expectations of your professors. Read, re-read and re-read again the syllabus for each course, which will include all of your assignments, class attendance and participation policies, and the instructor's criteria for late work. Become a proactive student; be prepared for each class, and complete all that is required. Above all, GO TO CLASS. That said, professors (especially at Le Moyne) love to get to know you; ask questions in class and after class. Use their office hours, posted on their doors and included in their syllabi. If you are struggling, your professor should be your first point of contact. Take charge, and you should be just fine.

You and Your Professors

Unlike in high school where your teachers often collected homework, reminded you of tests and assignments, and were primarily responsible for your accountability in the classroom, your relationship with your professors in college will depend more on you. You have the ability to capitalize on their deep expertise in their disciplines, to learn from them, to ask questions, to speak up in class. But you need to make the effort. Le Moyne professors are committed to teaching and exemplify the Jesuit ideal of

cura personalis – care for the whole person. Students often say they chose Le Moyne because they do not want to be a number; they like the fact that their faculty members know their names, are available outside of class and provide a supportive environment. Because Le Moyne's average class size is 22 and our student-to-faculty ratio is 13:1, you will know your professors, and they will know you. Use this opportunity to build meaningful bonds through these personal interactions. Your professors will be your teachers, but they may end up being your advisor; they may write recommendation letters for you for internships or graduate school; they may provide a strong connection to your professional aspirations or have you assist them in a research project.

You and Your Major Advisor

Your academic advisor will be a faculty member representing the major you have chosen. Undeclared students – students who are exploring majors – will meet with an advisor especially skilled in self-assessment and major exploration. These individuals will play a critical role in your first-year experience. You will learn more about how your advising will work on the first day of Fall Arrival in August.

The advisor/advisee relationship is built on trust and support. You should contact your advisor to discuss academic concerns, changing your schedule, potential career paths and any issues that may be affecting your classroom performance. In return, your advisor should be available to you, provide you with resources that will aid in your success at Le Moyne, help you make informed decisions about your progress and give you a hand in making decisions about your courses and out-of-class experiences that will enhance your learning.

You and Your Peers

You are entering Le Moyne as a member of the Class of 2019. College is a full-time, 24/7 experience, and your class will build an identity of its own, unique from any other class before you. Research tells us that, while here, you will learn just as much from your peers as you will in the classroom. Be aware of the connections you can make with your fellow classmates. Look to them for new, healthy experiences – joining organizations together, studying together, taking positive risks by trying new activities that you'll never have an opportunity to do again so cheaply or easily – such as studying abroad for a semester or a few weeks, taking a biological sciences course that enables you to travel to the Bahamas or the Galapagos Islands, auditioning for a play, signing up for an alternative break trip, interning in another city, joining an *a cappella* group, or competing with other schools in a club sport. Be open to meeting new people, especially if you already

know people from high school who have decided to attend Le Moyne. Be also aware of the opportunities to talk with, and learn from, upper division students, peer leaders who can mentor you from their own Le Moyne experiences.

Integral Honors Program

If exploring new ideas intrigues you, if academic challenges excite you, if intellectual discussions and debates energize you, then the Integral Honors Program may be just the place for you! An Integral Honors degree is the highest distinction Le Moyne College awards its undergraduates. Honors students have wide ranging interests, both inside and outside the classroom, but all are serious about their studies and enjoy the life of the mind; learning for the love of learning is a hallmark of the Honors Program. So too is interdisciplinary study: Integral Honors courses are taught by experienced, deeply committed faculty from different disciplines, bringing a rich array of perspectives and expertise to the classroom.

As a class of 2019 Integral Honors student, you take 21 of your Core credits in the Honors program. Honors courses focus on texts from the four humanities core disciplines – English, history, religious studies, and philosophy – but include the social sciences, the natural sciences, the arts, and many other disciplines as well. Courses are taught as seminars, with comprehensive class discussions and active participation by students in all class and co-curricular activities. Honors coursework culminates in the Integral Honors thesis, an original interdisciplinary project of the student's choosing produced in semesters 6-8 with the guidance of faculty mentors. While most students apply their senior year in high school, there are some spots available for students to apply after beginning their careers at Le Moyne. Contact the director, Dr. Holly Rine, at rineha@lemoyne.edu for information.

The Integral Honors degree can give you a distinct competitive advantage when you apply for fellowships and scholarships, graduate school, professional school, and gainful employment. Another benefit is 24/7 use of the Honors classroom, with its quiet work areas, classroom space, small computer lab, and comfortable couches and chairs for studying and socializing. The Penthouse is also a place for student-sponsored activities and events, including dinners, lectures, lunch discussions with visiting speakers, post-theater discussions over pizza, symposiums, and Movie Nights. Other benefits that you'll enjoy as an Honors student are early registration, course overloads (if you choose to enroll in more than 18 credit hours), extended library borrowing privileges, and significant program funding for co-curricular activities, Honors trips, and Honors courses with a study-abroad component such as HON 320, The World of the Other, which culminates in three weeks of study and travel in Guatemala.

The Honors Program is a unique four-year learning community. While spending time in Honors classes, in the Honors Penthouse, on trips, and in co-curricular activities with faculty and classmates, you will develop strong bonds and often lifelong friendships with the other members of the Honors "family." The greatest benefit of the Integral Honors Program, however, is the deeply rewarding intellectual and personal growth that follows when you challenge yourself to reach your full potential.

Your Courses

If you haven't already guessed, classes in college are much different than those you took in high school. You will have the freedom to select your own courses; with that freedom comes the responsibility to make choices that will eventually help you obtain a degree.

With your major advisor's assistance, you will devise a schedule each semester that fits your academic and personal interests.

While there are exceptions, most courses taught at Le Moyne are worth three credits, which means that you will participate in each class for roughly three hours each week over the course of the 15-week semester. Many are offered either three days per week for 50 minutes or two days per week for 75 minutes. Courses are also distinguished by level to help clarify the course difficulty. First- and second-year students usually take 100 and 200 level courses. You will notice when you receive your tentative fall schedule during Summer Welcome that the majority of your classes will be at these levels.

What's a core curriculum?

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 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. Your liberal arts education empowers you 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.

The Core's sequence of courses begins with the First Year Seminar.

The First-Year Seminar

The First-Year Seminar is designed to excite students about the new academic environment they are entering at Le Moyne College. Drawing on the expertise of our faculty, these courses engage students not only in their own transition to college, but also in broader historical and cultural transitions. The First-Year Seminar will help you to appreciate the distinctive nature of a Jesuit, liberal arts education, while also helping you to negotiate many of the challenges posed by the college classroom. Each of these courses will introduce students to the many resources of the library as well as the strategies that make for a productive college experience. Whether students are reading *Frankenstein*, learning about Latin American film, or studying robots, computers and the human mind, they will all be cultivating the intellectual curiosity that is a hallmark of the successful student.

All incoming students will enroll in a First-Year Seminar in fall 2015. Please read the descriptions of these courses and indicate your interests by listing your **six preferences** when you complete your information online on O.A.R.S.

First-Year Seminars: Fall 2015

Divine Madness: Erotic Love, Lunacy, and a Life of Learning
Dr. Steven Affeldt, Philosophy

When the ancient Greek philosopher Plato called erotic love a form of divine madness, he was expressing a familiar truth: love makes you crazy. But he also thought that this same kind of love and its lunacy were essential to a life of learning. How could this be? It's true that love heightens our awareness, awakens our curiosity, and opens us to exploration and experimentation; but it also shatters our objectivity, casts impartiality aside, and inspires us to celebrate our clouded judgment and prejudiced opinions. This course will explore some of the delightfully rich and dizzyingly complex relationships between love, lunacy and learning as they are revealed in works of literature, film, poetry, philosophy and psychology. In addition to the common reading, we will study texts by Plato, Shakespeare, Emerson, Hawthorne, Nietzsche, Freud, and the films *Smiles of a Summer Night*, *Moonstruck*, and *Breaking the Waves*.

Bloodthirsty Revenge and Heroic Compassion in Ancient Greece and Beyond
Dr. Deborah Cromley, Foreign Languages

In this seminar we will focus on the rich culture of ancient Greece to think about the ways people respond after they have been mistreated by others. Beginning with Douglass' *Narrative of the Life of Frederick Douglass, an American Slave*, we will witness the transformation of a human being who was tortured and treated like an animal into a courageous champion of human rights. As Douglass himself tells us: "You have seen how a man was made a slave; you shall see how a slave was made a man."Moving back in time to the ancient Greek world, we'll observe in Homer's *Iliad* how the warrior Achilles evolves from murderous rage after a friend is killed to unexpected sympathy for his enemy's father. We'll study different stories about the Titan Prometheus, whose compassion towards humans is punished by eternal torment, turning him into a symbol of heroic rebellion, and we'll juxtapose the responses of two ancient Greek heroines, Euripides' Hecuba and Sophocles' Antigone, to violence against their families. Throughout this seminar we'll consider contemporary examples of mistreatment of humans and the roles revenge and compassion play in our own current global affairs. Looking at literature, art, and film, we will learn how ancient cultural artifacts help us understand responses to violence and serve as a lens through which to view our contemporary world and ourselves.

Corsets and Cloaks: A Stylish Revolution
Dr. Lindsey Sikes, Visual and Performing Arts

This course will explore the 2015 common reading through the context of fashion history and the relationship of the clothing worn to the social changes and cultural shifts that inspired these fashions. The 19th century was a dynamic one, inspiring revolutionary changes in women's roles in society and families, shifts that can be viewed through changing styles of dress and fashion. Spanning the evolution of fashion over this tumultuous century, we will explore this fascinating time period and the clothes that reflected and even initiated the upheaval.

TTYL: Digital Literacies in the 21st Century
Dr. Cathy Leogrande, Education

What does it mean to be a literate person in the 21st century? YouTube, smartphones, podcasts, wikis, blogs, vlogs, Tumblr and Twitter have replaced or supplemented print magazines, newspapers and books as sources of knowledge for many people. Technology has become easy to use and ubiquitous, even in the most remote areas of the globe. Individuals have to be able to read, write, speak and listen at high levels through various media. Much of the material from which we gain information is presented in digital, graphic, audio and online formats. How do we "read" these texts and communicate through these means? In this course, we will examine the ways that new concepts of literacy affect education, values and opportunities. We will also explore how issues of socioeconomics, social action and identity intersect with skills and technologies.

Jobs
Dr. Irene Liu, Philosophy

Work is a reality of life. We all need jobs and, for better or for worse, most of us will end up working one for the majority of our lives. In this day and age, we spend so much time worrying about how to get a job that we rarely reflect on whether or how work fits into a good life. Before embarking on career paths that may end only in retirement, we should ask: What is the importance of work in a human life? What do we want out of a job? What makes a job a good one? What does a job have to do with happiness? What is the difference between a job and a vocation? This seminar will consider these and related questions through a variety of artists, authors, and philosophers, e.g., Herman Melville, Errol Morris, Studs Terkel, Alain de Botton, Aristotle and Karl Marx.

Word/Play
Dr. Erin Mullally, English
Dr. Miles Taylor, English

Did you know that the Syracuse suburb of Nedrow was originally called Worden, before the residents decided to turn the name backwards? Or that if you say "the sky lit up like a golden candle" you're borrowing words from Vikings, Anglo-Saxons and Romans, made possible by a thousand-year history of invasions? How is it that "flammable" and "inflammable" mean the same thing? And why is it that we eat "beef" when our English-speaking ancestors used to eat "cow?" That last one has something to do with the year 1066. This course traces all the interesting ways we got

where we are in English. In playing with words, their histories, and the many ways they've been used (and abused), we'll discover how the language we speak is (to quote Shakespeare) "a very fantastical banquet."

Nostalgia, Seduction, and the Exotic: Portrayals of Gypsies in Literature and Art
Dr. Anca Munteanu, English

Spread over five continents, gypsies conjure the seduction of a nomadic life and the nostalgia for a past one never had. Mysterious, often misunderstood, and almost always marginalized, gypsies survived through secrecy and disguise, and the life and language of these travelers remain almost impenetrable to outsiders. This interdisciplinary seminar will consider literary works by Cervantes, Emily Bronte, Merimee, Arnold, D. H. Lawrence, and Pushkin, musical and film adaptations of literary works such as Bizet's opera *Carmen* and Jean-Luc Godard's *Prenom Carmen*, operas, visual arts (Taras Shevchenko's famous "The Fortune Teller," representations of Cervantes' La Gitanilla in Dutch art, etc.), films *(Chocolat, Train of Life)* and traditional gypsy music, especially Russian music.

Awakenings
Dr. Phil Novak, English

Every life is marked by opportunities for heightened awareness, increased understanding. Circumstances – or our inner selves – call upon us to open our eyes, our minds, our hearts, our imaginations. These solicitations toward enlightenment, if we respond to them, can be beautiful, joy filled. But they can also be nearly intolerable. Some knowledge is hard to bear – so hard that the costs might well seem to outweigh the benefits. In this class, we will examine a number of texts, drawn from fiction and film, in which characters experience a moment of awakening, or in which it looks as though a given character should experience some form of awakening but doesn't. By so doing, we'll explore the dynamics of insight: the advantages and disadvantages of opening oneself to new ideas, new experiences, new sensations, new knowledge; the consequences, for good and ill, of failing or refusing to answer the call to wake up.

The Blues Came Down This Morning
Mr. Michael Streissguth, Communications

A journey through America's first roots music: the Blues. The class will explore Blues music's history, major figures (Robert Johnson, B.B. King, Muddy Waters and others), and influence on literature, visual arts and musical forms such as jazz, rock and country. More significantly, students will investigate crucial events and dimensions of the African-American experience on which the Blues commented, including the great Mississippi Flood of 1927, Jim Crow, sharecropping, the Great Northern Migration and Hurricane Katrina.

Set the World on Fire
Donald Maldari, S.J., Religious Studies

Ignatius Loyola's vision of the purpose of human life was so popular that he kindled a cultural revolution that continues to blaze throughout the world. Ignatius struggled to find meaning in his life; he discovered that a life worth living was one of service in selfless love. This realization not only inspired the founding of the Society of Jesus (Jesuits) but innumerable movements throughout the world. These movements strive to fan the flames of divine love through human service that promotes justice and dynamic peace. This course will study Ignatius' original vision and various ways it has been and continues to be expressed in politics, education, visual and performing arts, literature, economics, the natural sciences and intercultural relations. Service at a local inner-city elementary school will provide students with experiences that will be discussed in class in light of course material. A trip to a major city will also afford students the opportunity to study projects inspired by Ignatian spirituality in an international context over the past 500 years.

The Starving Artist
Mr. Travis Newton, Visual and Performing Arts

"How are you going to pay the bills?" A common question asked of artists through the years – and one that many artists have surely asked themselves. Through readings, discussions (both online and in person), and multimedia presentations, students will explore many facets of this question. How does art generate money? How much are people willing to pay for art? When a work of art (music, theater, visual or otherwise) is popular, does that mean it's not truly "art"? Where do we draw the line between "art" and

"entertainment"? These questions and many more will be asked and discussed – but not necessarily answered.

Cultivation of the Self
Dr. Elliott Bazzano, Religious Studies

Religion is connected to many things and unthings: ethics, politics, psychology, relationships, language, people, G/god(s), sex, drugs, music, food—and the list goes on. It would be an exaggeration, then, to say that our ability to intimately understand religion reflects our capacity to make sense of the world in which we live. In this course we will approach a variety of religions from multiple angles, with an emphasis on practices and systems devoted to "cultivation of the self"—a process that should prove both challenging and rewarding. 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 world views—some of which may strike you as illogical and strange, and others beautiful, compelling and natural.

Girl, Boy, ?
Dr. Ludger Viefhues-Bailey, Peace and Global Studies

Did you know that as recently as last year studies showed that women in science will be less likely to be hired and will receive a lower salary offer should they land a job? Did you know that men are now less likely to enter and finish college than women?

Assumptions about gender influence our world deeply and shape our future. This course will give you the tools to think critically about the role that gender has played in history and culture and continues to play in the experiences of women and men. We will read texts from the fields of sociology, psychology, business, and women's studies to examine the impact of gender in our world, together with the categories of race, ethnicity, class and sexuality.

Hollers to Hip Hop: Songs of Slavery and Freedom
Mr. Edward Ruchalski, Visual and Performing Arts

Slaves sing most when they are most unhappy. The songs of the slave represent the sorrows of his heart; and he is relieved by them, only as an aching heart is relieved by its tears," wrote Frederick Douglass. In this course we will focus on songs about oppression, from the origins of African song traditions through the coded spirituals of the Underground Railroad. We will listen to, analyze, and discuss the protest songs from the Civil Rights Movement, the rebel songs of Bob Marley, and the party songs of old-school Hip Hop. Our objective is to better understand song as a form of communication and as a medium for cathartic release.

Pow! Bam! Zap!: Modern American History through Comic Books
Dr. Joshua Canale, History

What role did comic books play in Modern American History? From the nineteenth to the twenty-first centuries comic books have both reflected and shaped American culture and society. How can studying superheroes help us understand gender roles or economic inequality? What role did comics perform as tools of propaganda during World War II or the Cold War? How did American comics compare to images disseminated by other belligerent nations? What can investigating military-issued comics tell us about how the government viewed race and ethnicity? Throughout the semester, students will examine how comic books illuminated major issues such as nationalism, sexism, discrimination, civil rights, capitalism, environmental protection and the U.S.'s place in the world.

White Collar Crime: Villains and Heroes
Dr. Joan Myers, Accounting

This course will examine many of the famous white collar crimes of the twentieth and early twenty-first centuries. We will examine how these crimes were perpetrated, how the criminals were caught and their ramifications from legal, ethical and social justice perspectives. By using cases, articles and films, we will first learn about the factual background in these accounting crimes, and then we will investigate the ethical problems that were created. Finally, the role of the whistleblowers in these famous crimes and the difficulties they faced will also be explored.

Your First Year at Le Moyne

Mortality and Immortality
Dr. Jennifer Glancy, Religious Studies

From antiquity through the twenty-first century, humans have grappled with the implications of mortality. Our time on earth is limited, death our ultimate transition. How might consideration of death inform the way we live?

From Mickey Mouse to Maus
Mr. Michael Raicht, English

This course will be an exploration of the animation and comic book industries as a reflection of America. From Walt Disney's creation of Mickey Mouse and Disney Magic, the rise of the Superman in the 30s, the evolution of the everyman in the 60s, to the creator driven and emotional story of struggle in Maus during the 80s, comic books grew just as quickly as the ever changing American landscape. These new American myths shaped the childhoods and adulthoods of millions of Americans. This childish thing grew up, just like America, and became the Hollywood behemoth it is today. Along the way, this seemingly niche industry went through the same growing pains as the world surrounding it. Power struggles over civil rights, Senate hearings on appropriate content, and the inevitable rise and fall of the industry due to a speculator market dotted the comic book landscape just as prominently as the American newspapers delivered to each doorstep and newsstand across the country. Culminating with a trip to New York City, the hub of the comic book industry for the entirety of its existence, this course will attempt to examine the thin line between fact and fiction in one of America's most influential forms of art and literature.

Seeing Nature
Ms. Gwendolyn Morgan, Communication

Transcendentalism is an American literary and philosophical movement of the early nineteenth century that focused around Ralph Waldo Emerson and Henry David Thoreau. This course will investigate nature and wildlife as interpreted through the writings of Thoreau and Emerson. We will examine and explore ways in which they helped define the American perception of nature through their "lens." Also, we will explore how wildlife and nature filmmaking has changed its "lens" throughout film history.

Laughter
Dr. Jon Carter, Sociology

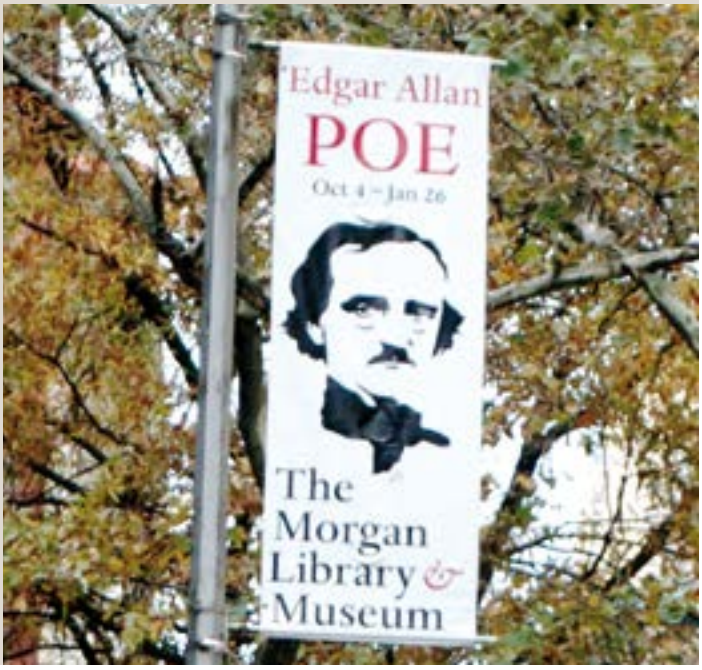
For how many millennia have we been laughing together, in human communities? We laugh in many different ways: joyfully, nervously, sarcastically, inappropriately, and at times, uncontrollably. Laughter is dynamic, serving many different ends, but when it is powerful it can possess us like a spirit. Laughter pushes our body into convulsions, streams tears down our faces, and plants images into our minds that are ticklish to the point of agony. This course asks what laughter can teach us about the world around us, from taboos, sex, and violence, to oppression and liberation. We read from history, anthropology, and philosophy in order to analyze humor in its various cultural forms, across the ages, and explore the work of trickster figures, european folk theatre, carnival, vaudeville, and more, in reflecting and transforming our human worlds.

Characters, Controversies, and Curriculum: How We Perceive School
Dr. Royce Robertson, Information Technology

What do Ferris Bueller, Mr. Holland, Will Schuster, and Dewey Finn have in common? Anyone? Anyone? They are all characters that depict our American educational experience in distinctly different ways. As if! Each one of them (and more) will be used to make a case for how our perceptions of teachers and school are influenced by the world around us. So, Captain, My Captain, totally get ready to explore the total world of how we totally perceive school through various lenses and disciplines.

Worlds together, worlds apart: The Ethics and Politics of globalization.
Dr. Anirban Acharya, Political Science

The fundamental difference between humans and animals is our ability to think or act ethically and politically. Even the commonly heard phrase "I am not political" is inherently a political and ethical stance. This imperative to think and form opinions critically about issues that we face as a global citizens has never been more urgent, especially since we who inhabit the disparate



regions of this world have become increasingly inter-connected in terms of economic, cultural, and political exchanges. We often call this process *globalization*. But there is much controversy about its meaning, inception, and benevolent or malevolent effects on human lives across nation-states. Consequently, this course is designed to inform us about the nature and meaning of globalization, as well as to help us think critically to form our own opinion regarding the multidimensional controversial issues that we confront in a globalized world.

Homelands
Dr. Holly Rine, History

Securing and protecting the American homeland are common concepts in post-September 11, 2011 United States. However, for American Indians the very real struggle to protect their homes from invasion and destruction has been an on-going process since Europeans established settlements on American shores. This course will explore the diverse ways Indian peoples responded to and resisted this invasion. As part of this exploration we will participate in an in-depth study and simulation of the historical conference in Red Clay, Tennessee in October 1835 at which the United States presented terms for the removal of Cherokees from their homelands. We will also look at the past and present day struggles to protect and secure homeland rights for Iroquois (Haudenosaunee) people here in New York State and indigenous peoples around the world.

The Secrets to Ignatian Leadership:
How to lead passionately in a changing world
Dr. Deborah Cady Melzer, Student Development

Through this first-year seminar, students will have the opportunity to gain a better understanding of what it means to be a leader, especially in the context of their new college community. Students will also explore their own leadership styles and how they can be applied successfully in a diverse, complex organization. Students will have the benefit of learning from leaders represented in a variety of contexts, will complete a nationally recognized personal strengths evaluation, and will learn how to apply Ignatian principles and values to their leadership ambitions

Meaningful Lives: Paths to a life well-lived.
Dr. Thomas Brockelman, Philosophy

This seminar introduces a uniquely philosophical approach to the perennial question, "what is the meaning of life?" Following philosopher Todd May's approach in *A Significant Life*, the course adopts a practical translation of that inquiry – sending us on investigations of what characterizes human lives that we can agree to be "meaningful" (i.e., rich, significant, worthwhile). In building up a general picture of such meaningfulness from specific examples, we

will discuss and map different paths to gaining for oneself such a sense of self-worth. In addition to books by May and Fredrick Douglass, the seminar will use several films; *Hannah Arendt* (2012), *The Imitation Game* (2014) and *Dead Poets Society* (1989).

Your Personal Librarian

Your Personal Librarian is a program designed to introduce you to the resources and services available at Le Moyne's Noreen Reale Falcone Library. During your first weeks at Le Moyne, you will be assigned a personal librarian (PL). Your PL serves as a single point of contact for the library. He or she will contact you occasionally throughout the year to let you know about new databases and tools, upcoming library workshops or research strategies that you can use to enhance your academic success. You are also encouraged to contact your PL with any questions you have about the research papers or other projects that will be required in your courses. If you have questions about Le Moyne's personal librarians, contact Kelly Delevan, instructional services librarian, (delevakk@lemoyne.edu), who coordinates the program.

What your personal librarian can do:

- Assist you with finding information for your research assignments by helping you articulate your research question, identify the best sources, formulate your search strategies and understand how to cite your sources appropriately
- Keep you informed with periodic email messages highlighting new resources and programs specifically for students, as well as with notices and timely reminders, such as extended library hours during finals
- Answer your questions about the library's policies, procedures and services, such as ConnectNY and Reserves

Be sure to meet your personal librarian when you arrive on campus in the fall, well before your research papers are due!

- Support you even when you're not around (on break or away from Le Moyne doing research)
- Help you when you don't know where to start, or you can't think of what to do next

Pre-professional Programs

Interested in a Pre-professional Program?

Many of Le Moyne's academic disciplines prepare students for entering professional programs following graduation. Please take note of these opportunities, and be sure to ask your major advisor about them, or seek out information during your Summer Welcome and Fall Arrival.

Pre-health Advisement

Le Moyne's Chair of the Health Professions Advisory Committee (HPAC) is the principal faculty advisor for students interested in entering one of the health professions upon graduation. The HPAC chair serves as the primary source of information for students who are considering becoming physicians, dentists, pharmacists, optometrists, podiatrists, veterinarians or allied health care providers (physician assistant, occupational therapist, physical therapist, etc.). The HPAC chair furnishes information regarding professional school admission requirements and entrance exams and also conducts or hosts informational meetings for prospective professional school applicants. Qualified applicants to doctoral degree programs in the health professions can participate in "the HPAC process" prior to submitting their applications, which includes a review of credentials (shadowing, volunteer work, grades) and the personal statement, mock interviews, and for most professions, generation of a composite committee letter of recommendation.

Le Moyne's pre-health advisor is Dr. Beth Pritts, associate professor, biological sciences. prittsbb@lemoyne.edu | (315) 445-4431

Pre-law Advisement

The director of pre-law education is the principal advisor for students interested in careers in the legal profession. Information will be available to you prior to the beginning of classes when you and your parents will have an opportunity to meet with the director and have your questions answered. The director also counsels students on law schools and the LSAT, sponsoring visits from law school admissions personnel, conducting information meetings for Le Moyne students and preparing official College letters of recommendation on behalf of law school applicants.

Le Moyne's pre-law advisor is James Snyder, Esq., visiting assistant professor, political science. snydejat@lemoyne.edu

Teaching Certification

The New York State Education Department administers state-approved programs for initial certification in the following certification areas:

- Childhood and Special Education (Grades 1-6)
- Middle Childhood Specialist (Grades 5-9)
- Adolescent Education (Grades 7-12)
- Inclusive Adolescent Education (Grades 7-12)
- Teaching English to Speakers of Other Languages (Grades PK – 12)

Matriculated students seeking teaching certification must also complete a major in one of the disciplines listed in their specific certification area. Students must formally declare an education concentration as part of their degree program by the end of the sophomore year in order to complete their program in a timely manner. Information for entering students interested in a teaching career will be available to you prior to the beginning of classes so that you and your parents will have an opportunity to learn more about the program.

For more information, contact Le Moyne's Department of Education, 101 Reilly Hall, at (315) 445-4376. Dr. Stephen Fleury, chair, fleurysc@lemoyne.edu

(Not) Just For Parents

We understand that your first year at Le Moyne is not just an adjustment for you. It's an adjustment for your family, too. In a sense, parents and families are also joining the Le Moyne community, and we are happy to welcome our parents to the Heights. There are a number of ways that we can work together to provide your student with the appropriate balance of challenge and support necessary to thrive at Le Moyne.

Support for you and your student

Your Financial Top 20

We understand the financial investment you are making in deciding to go to college. Since its founding, Le Moyne College has been committed to providing educational opportunities to motivated students of diverse social and economic backgrounds. To support this aim, Le Moyne administers a comprehensive distribution of financial aid, using its own financial resources as well as state and federal funds. Financial aid is awarded on the basis of both merit and need in order to supplement the financial assistance for students and their families.

What do you need to know about paying for college?
Please familiarize yourself with the Q and A below. If you have additional questions, we will be happy to answer them personally.

Office of the Bursar
Grewen Hall
Room 209H
Phone: (315) 445-4350
Fax: (315) 445-6007
bursar@lemoyne.edu

Office of Financial Aid
Grewen Hall
Room 303
Phone (315) 445-4400
Fax (315) 445-4182
financialaid@lemoyne.edu

1. When is payment due?

The Bursar's office handles transactions regarding the student account. The College bills by semester, and payment is due prior to the start of the semester. Bills are mailed the second week of July for the fall semester and are available online through WebAdvisor. Le Moyne enables you to deduct any Federal Direct Loan disbursements from the balance due, since loan funds cannot be applied to your account until after the semester begins. Balances not paid by the start of the semester are subject to a $100 late payment fee and/or interest on the outstanding balance.

The College offers *HigherOne Tuition Payment Plan*, formerly administered by Sallie Mae that features a monthly payment plan for people who want an alternative to paying at the beginning of each semester. Enrolling in *HigherOne Tuition Payment Plan* is easy – simply visit **www.tuitionpaymentplan.com/lemoyne**, click on "Enroll Now," choose the payment plan option best for you, and follow the easy steps to complete your enrollment. If you have any questions, call HigherOne at (800) 635-0120, and a specialist will be happy to assist you. Brochures on *Tuition Payment Plan* are available in our Bursar's and Financial Aid offices. You will also be emailed the enrollment information from *HigherOne* via email in early June.

2. How do we pay?

The Bursar's office will work with students to make payment arrangements for delayed payments. A promissory note will need to be signed and arrangements agreed to by the College and student and/or family member. Please do not hesitate to contact us if you foresee delays in funding.

You can pay by mail (check, cashier's check or money order payable to Le Moyne College in U.S. funds). **You can pay in person.** The Bursar will accept cash, check or money order during regular business hours. **Students can pay online** with electronic check using WebAdvisor and also view the most recent statement and billing history. Students will be given instructions for WebAdvisor access at Summer Welcome.

International students can also pay online using peerTransfer by going to **www.peerTransfer.com**.

Touchnet online billing system allows parents to receive email notifications as new bills arrive. Please keep in mind that only one paper statement will be mailed to your home at the start of each semester. All other statements will be sent electronically. Students who set up authorized users on their WebAdvisor account will be sent a notification email each time an electronic statement is uploaded.

NOTE: The student must set up authorized users via WebAdvisor onto Touchnet so that the individuals selected can receive notifications regarding new electronic statements available for viewing, to view real time activity, and to make payments.

3. How can we cover the balance due?

While it is everyone's hope that the balance can be covered by funds you and your family have saved for college, or from additional outside scholarships you may receive, we understand that you may need other options to help cover some or all of the balance due. These options may include:

HigherOne Tuition Payment Plan – You may decide to cover some or all of the balance due by contracting with Tuition Pay, which will divide your balance into 10, 11 or 12 monthly payments that usually begin in June, July or August depending on the plan you select. For more information, call (800) 635-0120.

Federal Direct Parent Loans for Undergraduate Students (PLUS) – This loan program enables parents to borrow the balance due plus the cost of books, supplies and other expenses (as defined by the College, based on federal guidelines). All parents and stepparents are eligible regardless of income as long as they have a good credit history.

Alternative Student Loans – Private loans are available for students to use to cover the balance due. Most require a co-signer with a good credit history. Private educational loan interest and repayment benefits differ. Use the private loan as your last option, and research and compare private loan programs before you make your final decision. Contact the Financial Aid office if you have questions.

4. How do we accept our financial aid award package?

Entering first-year students must return one signed copy of the financial aid award letter to the Office of Financial Aid to hold the offered award amounts. *If you wish to decline any award, check "no" after that award.* Your admission deposit must be paid by the deadline indicated by the Office of Admission, and the aid recipient (your student) must enroll at Le Moyne to receive the awards listed on the award letter.

Transition to college is an adjustment for both students and parents. Start talking now about how you will handle the bumps and rewards of this transition.

5. What types of financial awards are available?

Le Moyne Merit Awards: Presidential, Vice Presidential, Dean, Ignatian, Loyola, Provost, Trustee, Magis and Leadership Scholarships are awarded based on the admission application and are renewed based on the guidelines outlined in your admission letter.

Le Moyne Grants: Based on financial need; applied for each year.

Le Moyne Recognition Awards: Founders' and Community Awards are awarded based on the admission application and are renewed based on the guidelines outlined in your admission letter.

Payment Deadlines

Mid July
Fall semester bills sent electronically to all students and authorized users

August 15
Payment due for fall semester

August 25
Enrollment deadline for TuitionPay, *HigherOne Tuition Payment Plan* monthly payment plan (deadline subject to change)

Beginning of December
Spring semester bills sent electronically to all students and authorized users

January 16
Payment due for spring semester

January 20
Enrollment deadline for TuitionPay, *HigherOne Tuition Payment Plan* monthly payment plan (spring- only contracts)

Le Moyne Athletic Scholarships: Determined by the coaches; renewed annually based on your student's participation on the team.

Federal Pell Grants: Based on FAFSA results; awarded annually.

Federal Supplemental Educational Opportunity Grants: Based on FAFSA results; awarded annually.

Federal College Work Study: Based on FAFSA results. First-year students who are eligible for and accept Federal Work Study will be mailed placement information in July. Students need to apply and obtain a campus job in order to earn these funds. First-year students generally work eight hours per week and are paid biweekly.

Federal Perkins Loans: Based on FAFSA results. A 5 percent fixed rate loan repayment begins after graduation. The Federal Perkins Loan Promissory Note will be signed when you arrive on campus.

New York State Tuition Assistant Program (TAP): Based on FAFSA results. A New York state resident grant; awarded annually. If you have not yet done so, complete a TAP application at www.tap.hesc.ny.gov before you enroll at Le Moyne. Go to www.hesc.com for more information.

Federal Direct Student Loans – Subsidized and Unsubsidized: Based on FAFSA results. You will borrow directly from the federal government, not a private lender. Subsidized loans do not require you to pay interest on the

loan while you are enrolled in school, as opposed to unsubsidized loans in which the interest accumulates. First time borrowers must complete a master promissory note and student loan entrance counseling before federal loans can be disbursed to the student account. Both of these steps are completed online at www.studentloans.gov.

6. How do I keep my aid?

Students receiving Le Moyne, federal or state aid must maintain satisfactory academic standing as outlined in the College Catalog. Additional guidelines for retaining the New York State TAP awards are also oulined in the College Catalog. Students must also maintain eligibility for each scholarship they receive. For example, students awarded a Presidential Scholarship need to maintain a 3.25 GPA and full-time status in order to qualify.

7. What happens if our family's financial situation changes?

If your situation has changed since you filed your financial aid information, contact the Office of Financial Aid in writing or via email with an explanation, and include new financial figures that better reflect your situation. Be prepared to document the changes you submit. When Le Moyne is the applicant's first choice and funding is the only barrier to attending the College, your student may also file an appeal of your financial aid package to the Financial Aid Appeals Committee. Send your appeal to the Office of Financial Aid, 1419 Salt Springs Road, Syracuse, NY 13214, or email it to financialaid@lemoyne.edu. Although Le Moyne resources are extremely limited, we will do all we can to help your student.

8. What about our tax returns?

After submitting your admission deposit, if you are receiving need-based assistance from Le Moyne and/or federal aid, return to www.fafsa.gov and make sure your tax data listed is accurate and that you have given permission to match tax data with the FAFSA using the I.R.S. data retrieval option. If changes are made to the financial aid applications, your aid may be adjusted.

9. Can I still qualify for financial aid if I go part time?

If you are taking fewer than 12 credit hours, you will not be eligible for Le Moyne aid. However, if you are taking at least six credits, you may still qualify for a federal Pell Grant and a federal student loan. Contact the financial aid office for more information.

10. Will my financial aid cover my housing and meal plan?

If you live on campus, the College will include the cost of room and board in the total calculation of charges to determine your eligibility for financial aid. In most cases, you will need to either cover the room and board charges on your own or take out a student or parent loan to cover room and board charges.

11. What about text books?

If you are eligible for funds in excess of your tuition, fees, room and board, the excess can be used to cover the cost of your books and supplies.

12. Will my charges stay the same every year?

The College evaluates the cost of tuition, room and board based on the Board of Trustees' approval each academic year. The president of Le Moyne College sends out an annual letter to students that identifies any changes in costs.

13. Will my award go up if the tuition at Le Moyne increases?

Financial aid award levels are established during your first year and designed to remain constant for four years. Your eligibility is evaluated each year, however. If your family's financial situation changes substantially (for better or worse), it may have an impact on your eligibility. Merit aid is based

on your high school record, and as long as you meet the GPA requirements, your merit award will not change regardless of your family's financial situation.

14. Do I need to fill out the FAFSA just once?

You should complete the FAFSA each year to ensure that you are receiving all of the aid you are eligible to receive.

15. Can I pay my bill with a credit card?

The College does not accept credit cards as a form of payment for your student account charges. Students can use cash, check or money order to pay their remaining charges. Students can also pay online using an electronic check or online through peerTransfer if outside the US.

16. Can I register for classes if I owe money to Le Moyne?

Students owing a balance to the College will not be allowed to register for the upcoming semester. Students unable to register on time should work with the bursar as soon as possible to determine what they need to do to clear up their account. Once a bursar's hold is lifted, students can receive assistance from their major advisor, the Office for Academic Advising and Support or the registrar to complete their course registration.

17. Am I allowed to attend classes if I still have a balance on my account?

Yes. However, payment arrangements must be made with the Bursar's office, and your balance will need to be paid before registering for the next semester.

18. Will I get money back if I drop a class?

Full-time undergraduate students are charged a flat tuition rate when registered for 12 credits or more. So if you drop a class but remain at 12 credits or above, there is no need for an adjustment (refund) to your tuition charge. You should refer to the academic calendar for Le Moyne's stated refund policy. Part-time students (students enrolled in fewer than 12 credit hours), students dropping from full-time to part-time status, or students taking a leave of absence or withdrawing from the College during the first five weeks of classes should be mindful of the College's refund period. Full refunds are only available during the first week of classes.

19. If I have a work-study job on campus, will that money go toward my tuition bill?

No. You will be paid biweekly based on the hours you worked in a particular pay period. Students will collect their wages in a paper check from the Bursar, located in Grewen Hall 209H, or sign up for direct deposit with their bank.

20. If my parents take care of all of this, do I need to know anything about my finances?

Yes, definitely! Even though your parents may be involved, it is you, the student, who is the client of Le Moyne College. As an entering college student, please become informed and understand the process of billing and how your account will be paid. **Pay close attention and respond promptly to all emails and contacts from the bursar's office or financial aid.** It may mean that you need to sign a check or a promissory note, or it may mean that you need to be informed about a change in your financial aid. Most of all, know that if you use loans to make payments toward your bill, you are the one ultimately responsible for the repayment of that loan upon graduation. Be proactive. Become involved in your own budgeting and financial management during your college years. We can help. Please ask questions to avoid any financial difficulty.

To learn more about the many resources available to help finance a college education, visit www.lemoyne.edu/financial_aid.

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The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a Federal law that protects the privacy of student educational records within colleges and universities. Educational records protected under this law cannot be released without written consent by the student.

Le Moyne College recognizes the increasing interest for students and their family to remain connected throughout their college experience. Therefore, the Parent Module was developed so that students could share their educational records with their parent(s)/guardian(s) in order to foster this relationship.

Please note: Although we strongly encourage involvement in our students' education and experience at Le Moyne, we must also protect their rights under FERPA. Students have the right to grant/rescind access at any time via the Parent Module. We fully support our student's decision under FERPA guidelines.

The Parent Module is an online tool through WebAdvisor that allows students to have full control of the release and access to their educational records. There are four levels of access a student can grant to a parent/guardian:

- Academic Records: Unofficial listing of courses completed, Grades, GPA by term, Schedules, and Student Profiles.
- Financial Records: 1098 Electronic Consent, 1098-T forms, Student Account Information, Financial Aid by Year, Financial Aid by Term.
- Both (Academic & Financial): Individuals with this access will be able to view both Academic and Financial records.
- None: Students will have the ability to grant and rescind access at any time.

For more information on the Parent Module, please visit: www.lemoyne.edu/registrar/parent

Additional Support For Your Student

Office for Academic Advising and Support
342 Reilly Hall
Phone: (315) 445-4597, 445-4624

Allison Farrell, director for academic advising and support

www.lemoyne.edu/academic_advisement

A team of professionals is available to consult with students about concerns of both an academic and non-academic nature. The office coordinates the academic program for first-year students and sophomores who are undeclared, works with faculty to provide support for first-year student programs, and routinely assists students who are experiencing difficulty meeting the academic expec-

tations of the College. In addition, the director coordinates many aspects of Le Moyne's early warning program, including outreach to students receiving multiple midterm deficiencies and support for students who are identified by faculty as struggling with their academics. When necessary, this team provides students with referrals to other offices on campus to help them resolve a particular issue.

tutoring@Le Moyne

Tutoring @ Le Moyne provides students with quality peer-to-peer tutoring services free of charge on the first floor of the library. All scheduling is done online, and students can register for an account and schedule an appointment by visiting **lemoyne.mywconline.com** Subjects offered include, but are not limited to mathematics, natural sciences, writing, foreign languages, psychology, economics, statistics, and finance. Short-term and long-term appointments are available. Study groups are also offered through specific classes.

Tutors and study group leaders are recommended by faculty members and are supervised by the office staff. Both individual and group support is also available to students interested in strengthening their study skills and learning strategies.

Campus Ministry
Panasci Family Chapel
Phone: (315) 445-4110
campusministry@lemoyne.edu

John Bucki, S.J., director of campus ministry

www.lemoyne.edu/campusministry

Campus Ministry is responsible for the spiritual and religious life of the campus.

- Join us for the Catholic Sunday and weekday Masses and other sacraments, or for the Sunday Protestant worship service.
- Come around to join the Muslim Student Association or to use the prayer room.
- Come with us on a service immersion trip to work with people in need in locations around the United States (like New York, Philadelphia or Appalachia) or even outside the United Sates (like Ecuador or Jamaica).
- Join us on our many spiritual retreat programs, where students of all faiths go off campus for a weekend of prayer and reflection. Be part of our choir or be part of our other liturgical ministries.
- Volunteer to serve people in need in the local community.
- Stop by our office to talk with a campus minister about any issue that may be on your mind or just to say hello and have a snack or cup of coffee in the office.

Rooted in the Catholic tradition and guided by the spirituality of the Jesuits, the Office of Campus Ministry provides opportunities for students, staff and faculty to grow spiritually, to engage in social justice and direct service, to make spiritual retreats, and to actively practice their faith. Campus Ministry welcomes and serves persons of various religious affiliations and faith traditions.

First-year students are welcome to come to campus five days early for Campus Ministry Explore (CME) which is a special introduction to Le Moyne College, Campus Ministry, and the spirit of our Jesuit, Catholic College. There will be a chance for service, a retreat, an introduction to the campus, a reflection and community. (See our Web page for more information on how to apply.)

Office of Career Advising and Development
344 Reilly Hall
Phone: (315) 445-4185
careers@lemoyne.edu

Patricia Bevans, director

www.lemoyne.edu/career_services

We know that students will have many jobs in their lifetime. For that reason, Le Moyne doesn't just prepare you for your first job, but for many you will have throughout your career. Le Moyne's

(Not) Just for Parents

Office of Career Advising and Development does just that by helping our students to expand their academic interests, articulate their career goals, hone their interview skills, and prepare for an ever-changing work environment. As a new student, you should visit the office in your first year to learn about all the resources available, including Purple Briefcase, an online career site for Le Moyne students.

In addition, the office offers Ignite, a comprehensive career development plan, for our students to help you better understand opportunities available for you at Le Moyne. It focuses on three major questions: Who am I? What are my passions and skills? Where do my talents meet the world's needs? By following this plan and answering these questions, you can find out how to best explore, engage, experience, and enhance your College career.

Disability Support Services
First Floor, Library
Phone: (315) 445-4118
Roger Purdy, director
www.lemoyne.edu/dss

The Office of Disability Support Services arranges academic accommodations for eligible students with disabilities under section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1990, as amended. Students with a disability (i.e. physical, emotional, learning, etc.) are encouraged to contact Disability Support Services as soon as possible before classes begin to ensure that academic accommodations can be made in a timely manner. All accommodations are provided on a case by case basis to students with documented disabilities. Written documentation attesting to the existence of the disabling condition, prepared by a licensed professional, is required for implementation of accommodations.

Wellness Center for Health and Counseling
View detailed descriptions of services online.
www.lemoyne.edu/wellness

Health Services
Seton Hall
(315) 445-4440
Cynthia Daniels, administrative nurse manager

During the Spring and Fall semesters, Health Services is staffed by Registered Nurses on Monday through Fridays 8:30 a.m. – 4 p.m. There are also appointments available provided by our Physician's Assistant. Walk-in appointments are available, but appointments are preferred.

All students must have a physical and immunization record on file at Health Services. Health Services is available to all enrolled students. Services provided are urgent care, treatment of injuries and illness, medical consultations and referrals, health counseling, and laboratory tests. If there is an emergency when Health Services is closed, students should contact Campus Security at (315) 445-4444.

Counseling Services
Romero Hall
(315) 445-4195
Anne Kearney, director

The college experience is a time of tremendous growth and development for most students. It can also be a stressful time involving increased autonomy and freedom, and the responsibility that goes along with these. The professional mental health staff at the Wellness Center for Health and Counseling is here to support students who may be experiencing any level of emotional distress along their college journey.

Counseling Services are available free of charge to all enrolled students. Services are available during the Fall and Spring semesters when classes are in session. Services available include short term counseling, group counseling, wellness programming and outreach, and faculty/staff and parent consultation. Office hours are Monday through Friday from 8:30 a.m. – 4:30 p.m. Appointments are made by phone. In case of an emergency, students should call Campus Security at (315) 445-4444.

Forms

As a new student to Le Moyne, you need to complete important forms. This section includes copies of the forms you received in the mail. Please refer to Preparing for Summer Welcome Checklist for specific deadlines. Either bring your completed forms with you to your Summer Welcome session, or mail them in advance using the respective envelopes you received. It is recommended that you make copies of all completed forms for your records. Call (315) 445-4624 with any questions or concerns about completing these forms.

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Wellness Center
for Health and Counseling

Dear Student:

Congratulations! As Nurse Manager of the Wellness Center for Health and Counseling I would like to welcome you as a new member of the Le Moyne Community.

I need to call your attention to the following ***critical items***:

- New York State Public Health Law Sections 2165 and 2167 require proof of specific immunizations for all students. In addition, Le Moyne College requires all First Year students to provide proof of a recent physical exam conducted within the past year. The enclosed ***Immunization and Health Report*** must be submitted and approved by ***August 1st for the fall semester.***
- If the required ***Immunization and Health Report*** is not received by Le Moyne College by ***August 1st for the fall semester***, the student will incur a **$100 non-refundable fine** that will be placed on their account. In addition, residential students will not be allowed to move into their residence at the college until this record is received. Lastly, New York State law requires the college to de-register all students who are not in compliance with this regulation, and they will be unable to attend classes.
- The enclosed original ***Immunization and Health Report*** form must be returned by mail or in person. Please find the postage paid self addressed envelope in the folder pocket of this manual. ***No faxed copies will be accepted.*** Copies of the ***Immunization and Health Report*** can also be found at www.lemoyne.edu/wellness
- Insurance Requirement:
  All full time undergraduate students are ***required*** to have a health insurance policy, and to carry a current insurance card at all times. Le Moyne College offers a Student Health Insurance policy through Haylor, Freyer & Coon, Inc. that is reasonably priced. The student will be automatically billed for this policy. If the student has other health insurance that will provide medical coverage while residing in Syracuse, the Le Moyne Student Health Insurance ***charge can be waived***. Instructions for waving the Student Health Insurance will be forthcoming with the tuition bill. The waiver process must be completed by ***September 15th for the fall semester.*** More information on the insurance plan can be found at: www.haylor-college.com/lemoyne or by calling 1-800-289-1501.

If you have general questions regarding the **Health Report,** or our services please contact the Health Services Office at 315-445-4440. If you have questions regarding **immunizations** please contact Cynthia Daniels at 315-445-4442 or danielcm@lemoyne.edu.

The health and safety of our students is very important to us. These medical records provide us with the foundation for good health care during your college career. I appreciate your full cooperation with these requirements.

Sincerely,

Cynthia Daniels, RN, BSN

Cynthia Daniels, RN, BSN
Nurse Manager

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Wellness Center
for Health and Counseling

1419 Salt Springs Road
Syracuse, NY 13214-1301
315-445-4440 (Health Office)

FRESHMAN STUDENT IMMUNIZATION AND HEALTH REPORT

This section to be completed by the Student

Name: _____ Gender: _____ Date of Birth: _____

Permanent Address: _____ Telephone #: _____
Street

_____ Student's Cell #: _____
City State Zip Code

Insurance _____ Policy # _____

Father's Name or Guardian's | Home phone/Cell or work | Occupation

Mother's Name or Guardian's | Home phone/Cell or work | Occupation

Health History Requirements

As a new student, you must submit this completed Immunization and Health History form upon admission to the college. This form is the foundation of your medical record at Le Moyne College. This record is reviewed by The Wellness Center for Health and Counseling, and if necessary referred to the College physician for evaluation. It is then filed for reference to be used whenever a consultation for illness or a conference for health appraisal takes place. **All information is confidential and will be used only by the Wellness Center for Health and Counseling**. You have been accepted to the college, and information you provide on this form will not be used in any way to influence your status at Le Moyne College. It is important that you fully disclose all health and mental health conditions.

If you are enrolling for the fall semester the Immunization and Health Report is due August 1st. If you are enrolling for the spring semester the Immunization and Health Report is due January 15th. If the Immunization and Health Report is not received by the aforementioned deadlines, the student will incur a *$100 non-refundable* fine that will be placed on their account. In addition, residential students will not be allowed to move into their residence at the college until this record is received. Lastly, New York State law requires the college to de-register all students who are not in compliance with this regulation, and they will be unable to attend classes.

This section to be completed by the Student

Student Name: _____ **Date of Birth:** _____

PERSONAL HEALTH HISTORY

ALLERGIES: _____YES _____NO
Drug: _____ Food: _____ Environmental: _____
Specify reaction _____
Do you receive allergy desensitization injections? _____

MEDICAL OR HEALTH CONCERNS – Please check conditions/diseases you have had.

	Acne		Eye injury or Disease		Migraines
	Anemia		Fainting		Mitral Valve Prolapse
	Anxiety		Fracture (specify)		Mononucleosis - Date_____
	Arthritis		Genetic Disorder		Pneumonia/Bronchitis
	Asthma		GERD		Pregnancies
	Attention Deficit Disorder		Glaucoma		PTSD
	Back Trouble		Heart Murmur		Rheumatic Fever
	Bleeding Disorder		Heart Disease		Skin Disorder
	Celiac Disease		Hepatitis		Stroke
	Crohn's Disease		Herpes/STD		Substance Abuse
	Concussion(s) How many___		High/Low Blood Pressure		Thyroid Disease
	Depression		IBS (Irritable Bowel Syndrome)		Tumor/Cancer
	Diabetes		Irregular Menstrual Periods		Ulcer
	Eating Disorder		Kidney Disease		Urinary Tract Infections
	Epilepsy/Seizure		Meningitis		

Do you have an illness or condition, not listed above, for which you are now being treated? (If yes, specify.)
_____

Chronic or long term on-going medical condition? (Please have physician write a medical summary and attach to this form.)
_____

List any hospitalizations and/or surgeries. (Please provide type and date.)
_____

Have you had emotional difficulties or other mental health concerns? Describe the diagnosis and treatment (e.g. hospitalizations, psychotherapy and/or medications.)
_____
_____

Are you currently taking any medication? (Include prescription, over the counter, vitamins/supplements, birth control, herbal medicine.)
_____

FAMILY HISTORY

Name	Age	Medical Conditions	Cause of Death	Year of Death
Father				
Mother				
Siblings				
Children				

Confidentiality Note: The information contained on this form is privileged and confidential and may not be copied or distributed without written permission of the student.

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Wellness Center
for Health and Counseling

1419 Salt Springs Road
Syracuse, NY 13214-1301
315-445-4440 (Health Office)

**** THIS FORM MUST COMPLETED BY STUDENTS WHO HAVE <u>NOT HAD</u> THE MENINGITIS VACCINE ****

MENINGITIS WAIVER RESPONSE FORM

New York State requires that you be informed about meningococcal illness and why it is dangerous. Briefly, it is a bacterial infection that is potentially life-threatening. It often begins with symptoms that can be mistaken for flu, but unlike more common infections it can get worse very rapidly and can cause death in as little as 24 – 48 hours. It can also cause permanent disabilities such as amputations, scarring, hearing loss and brain damage. It is spread from person to person by droplets that are released by coughing or sharing eating utensils, or kissing. While anyone can get this disease, college students living in residence halls are at modestly increased risk for meningitis and may wish to consider vaccination. While the vaccine does not eliminate the risk of meningococcal illness, it is very effective in protecting against 4 of the strains of bacteria including the strain most commonly found on college campuses. More information including our meningitis policy is found on Le Moyne College Health Services website (www.lemoyne.edu/wellness), and can also be found at the CDC website (www.cdc.org) or at the American College Health Association website (www.acha.org). You can also speak with your physician regarding this important decision.

New York State Public Health Law requires that **<u>all</u>** college students complete and return this form to Le Moyne College Health Services. **<u>All students</u>** must complete this form and have it on file in the Student Health Services office by ***<u>August 1st</u>*** **<u>for the fall semester and by *January 15th* for the spring semester</u>**. Students will be held out of class and will not be able to register for any further classes until compliance is achieved.

Check the statement and sign below.

I have (for students under the age of 18: My child has):

___ read, or have had explained to me, the information regarding meningococcal meningitis. I understand the risks of not receiving the vaccine. I have decided that I will not obtain immunization against meningococcal meningitis.

Signed: _____ Date: _____

(Parent or Guardian if student is a minor)

Print Student's Name: _____

Date of Birth: _____

Last four digits of Student's Social Security Number: _____

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Wellness Center
for Health and Counseling

This section to be completed by the Health Care Provider

Student Name: _____ **Date of Birth:** _____

IMMUNIZATIONS (TO BE COMPLETED BY YOUR HEALTHCARE PROVIDER)

MMR #1____/____/____ **MMR** #2____/____/____ **OR** *ATTACH LAB RESULT SHOWING IMMUNE STATUS*

MENINGOCOCCAL VACCINE (REQUIRED BY STATE LAW) DATE____/____/____ (***CIRCLE*** *MENACTRA* **OR** *MENVEO) OR SIGN ENCLOSED MENINGITIS WAIVER RESPONSE FORM*.

VARICELLA VACCINE (RECOMMENDED) VACCINE DATES #1 ____/____/____ #2____/____/____ **OR** ATTACH LAB RESULT SHOWING IMMUNE STATUS **OR** ATTACH SIGNED CERTIFICATE OF DISEASE FROM A PHYSICIAN OR HEALTH DEPARTMENT

HEPATITIS B SERIES (STRONGLEY RECOMMENDED) VACCINE DATES #1____/____/____ #2____/____/____ #3____/____/_____

TETANUS (ADULT) BOOSTER: **(CIRCLE ONE) DTP TD TDAP** DATE:____/____/____ (MUST BE UPDATED WITHIN THE PAST 10 YEARS)

Polio Series Completed____/____/____

HPV #1____/____/____ #2____/____/____ #3____/____/____

Tuberculosis Screening – MUST BE COMPLETED

1. Does the student have signs or symptoms of active tuberculosis disease? Yes____ No____
   If No, proceed to 2. If Yes, proceed with additional evaluation to exclude active TB including Tuberculin skin testing, chest X-ray and sputum evaluation as indicated.

2. Is the student a member of a ***high-risk group?** Yes___ No___ If No, stop. If Yes, proceed with skin testing. A history of BCG vaccination does not preclude testing of a high-risk member.

3. Tuberculin Skin Test (Mantoux only and within past year)
   Date given (month, day, year): _____ Date read: (month, day, year)_____
   Result (in actual mm induration) _____
   PPD manufacturer, Lot # and Expiration date: _____

4. Chest X-ray (required if tuberculin skin test is positive)
   Results: Normal _____ Abnormal _____ Treatment: _____

Categories of **high risk** students include those students who have arrived in the past 5 years from countries where TB is endemic. It is easier to identify countries of **low** rather than high TB prevalence. Therefore, students should undergo TB screening if they have arrived from countries ***EXCEPT those on the following list: Canada, Jamaica, St. Kitts, and Nevis, Saint Lucia, Virgin Islands USA, Belgium, Denmark, Finland, France, Germany, Greece, Iceland Ireland, Italy, Liechtenstein, Luxembourg, Malta, Monaco, Netherlands, Norway, San Marino, Sweden, Switzerland, United Kingdom, American Samoa, Australia, or New Zealand. Other categories of high-risk congregate settings such as prisons, nursing homes, hospitals, residential facilities for patients with AIDS, or homeless shelters: and those who have clinical conditions such as diabetes, chronic renal failure, leukemia's, or lymphomas, low body weight, gastrectomy and jejunoileal by pass, chronic malabsorption syndromes, prolonged corticosteroid therapy (e.g. prednisone>15mg/day for >1 month) or other immunosuppressive disorders.

PHYSICIAN OR HEALTH CARE PROVIDER (Must be signed and dated to be acceptable)

PRINTED NAME: _____ **ADDRESS:** _____

SIGNATURE: _____ **PHONE:** (_____)_____

DATE: _____

This section to be completed by the Health Care Provider

Student Name: _____ **Date of Birth:** _____

PHYSICAL EXAMINATION

Date of PE: _____

Height: _____ Weight: _____ BMI: _____ B/P: _____ Pulse: _____

Vision: Rt 20/_____ Lt 20/_____ Corrected Rt 20/_____ Lt 20/_____

Hearing: Rt_____ Lt_____

General Development	Normal	Abnormal	Explanation
Head/Hair/Scalp			
Skin/Lymphatics			
Eyes			
ENT			
Mouth			
Neck/Thyroid			
Heart			
Lungs/Chest/Breast			
Abdomen (include hernia)			
GU			
Ano-rectal (pilonidal)			
Vascular System			
Neurological			
Musculoskeletal			

Urinalysis: S.G. _____ Protein _____ Glucose _____

Drug Allergies: _____

Current Medications: _____

Summary of abnormalities and/or recommendations, including emotional status.

(Please let us know if you have any concerns, both physical and emotional, about this student, that you would like to share with us.)

_____

_____

_____

Is the student able to participate in all physical activity? ____ Yes ____No ***If*** "No" what activities are to be limited or restricted?

_____

Physician's Signature: _____ Date: _____

Physician's Name (Please Print): _____

Office Address: _____ Office Phone #: (_____)_____

Please mail this Immunization and Health Report in its entirety to:

Wellness Center for Health and Counseling at Le Moyne College, 1419 Salt Springs Road, Syracuse, NY 13214

No faxed copies will be accepted

Reviewed by: _____ Date: _____

This Immunization and Health Report will be kept on file at the Le Moyne College Wellness Center for Health and Counseling

LE MOYNE
SPIRIT. INQUIRY. LEADERSHIP. JESUIT.

Wellness Center
for Health and Counseling

1419 Salt Springs Road
Syracuse, NY 13214-1301
315-445-4440 (Health Office)

*TO BE COMPLETED BY A PARENT/GUARDIAN

ONLY FOR STUDENTS WHO ARE UNDER

18 YEARS OLD AT TIME OF MATRICULATION*

CONSENT FOR TREATMENT OF A MINOR AND PERMISSION FOR HEALTH AND COUNSELING

Please complete this form and return it with the other required forms.

Student's Name (please print): _____

Date of Birth: _____

I hereby give permission to the health and counseling staff at Le Moyne College Wellness Center to treat my son or daughter (print student name) _____, for all physical or emotional problems (including injuries) occurring while he or she is at college. Furthermore, in the event that time will not allow me to be reached, or that I cannot be reached, I hereby give permission for the College Wellness Center physicians and counselors to secure necessary consultative care for my child, to include hospitalization, anesthesia, surgery and other indicated treatment.

Parent or Guardian Name (please print): _____

Signature (parent or guardian): _____ Date: _____

PERSON TO NOTIFY IN CASE OF EMERGENCY

NAME: _____ **RELATIONSHIP:** _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

HOME PHONE (WITH AREA CODE): _____

CELL/BUSINESS PHONE (WITH AREA CODE): _____

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LE MOYNE COLLEGE

FOOD SERVICE CONTRACT

2015 – 2016

This is a contract – Please read thoroughly

_____ _____
Student Name (please print) Graduation Year

_____
Home Address City State Zip Code Cell Phone Number

All students living in Dablon, Foery, Harrison, Mitchell, Nelligan, and St. Mary's Halls are required to have a meal plan.

PLEASE CHOOSE A MEAL PLAN OPTION FROM THE FOLLOWING:

	PLAN				COST
_____	**Carte Blanche Gold**	Unlimited meals	$320 munch money ($160/sem)	6 Guest passes	$4,860/yr ($2,430/sem)
_____	**Carte Blanche**	Unlimited meals	$120 munch money ($60/sem)	6 Guest passes	$4,660/yr ($2,330/sem)
_____	**16 Meals Gold**	Any 16 meals/wk	$400 munch money ($200/sem)	6 Guest passes	$4,580/yr ($2,290/sem)
_____	**16 Meals/wk.**	Any 16 meals/wk	$200 munch money ($100/sem)	6 Guest passes	$4,380/yr ($2,190/sem)
_____	**12 Meals Gold**	Any 12 meals/wk	$350 munch money ($175/sem)	0 Guest passes	$4,300/yr ($2,150/sem)
_____	**12 Meals/wk.**	Any 12 meals/wk	$150 munch money ($75/sem)	0 Guest passes	$4,100/yr ($2,050/sem)
_____	**8 Meals Gold**	Any 8 meals/wk	$300 munch money ($150/sem)	0 Guest passes	$3,330/yr ($1,665/sem)
_____	**8 Meals/wk.**	Any 8 meals/wk	$100 munch money ($50/sem)	0 Guest passes	$3,130/yr ($1,565/sem)

Munch Money

There is an opportunity to buy "munch money" from the Dining Service Office for those who would like additional funds. This money can be used in the La Casse Dining Center, The Dolphin Den, C-Store, and Kaffe Nuvo. Additional "munch money" may be added at any time to any student's meal plan through the Dining Services Office.

Available to non-resident students and residents of Le Moyne Heights, Le Moyne View & Townhouses only

The following meal plans must be purchased from the Dining Service office in the back of the La Casse Dining Center:

Any 60 meals – Any 60 meals + $200 munch money per year
Any 30 meals – Any 30 meals + $200 munch money per year
Any 15 meals – Any 15 meals +$125 munch money per year

Meal Plan Terms & Conditions

By signing below, I understand and agree to all of the terms and conditions listed in the Le Moyne College Food Service Contract and to any subsequent revisions authorized by the College. I understand that if I am under 18 years of age this Agreement must be signed by my parent or legal guardian as guarantor who will then, as guarantor, be fully liable for the performance of each and every obligation under this Agreement.

If I wish to change my meal plan, I must go to the Campus Life and Leadership Office within one week of the beginning of the Fall and Spring Semesters. No changes will be made after those times. Meal plan changes MUST be made in person in the Campus Life and Leadership Office and cannot be made through the Bursar's Office. In order to be entitled to meals, I must present my I.D. card each time I enter the College's Food Service facilities. Under no circumstances will I use any other I.D. card except my own I.D. card in order to obtain meals. Lost or stolen I.D. cards should be reported to the Campus Life and Leadership Office as soon as possible. There is no reimbursement for meals lost because your I.D. card has been lost or stolen.

I agree to pay 50% of the total applicable meal plan charges prior to the beginning of the Fall Semester (first semester) and the remaining 50% prior to the beginning of the Spring Semester (second semester), at the places and dates established by the College for such payments.

I also agree that the meal plan I have selected is for my use only and that I am not permitted to transfer any portion of it to any other person.

_____ _____
Student's Signature or Guarantor's signature (if student is under 18 yrs. of age) Date Signed

Please complete and return to Campus Life and Leadership