

## Advising Specific Populations



### Section 2



*Here you will find strategies for working with advisees from specific student populations.*

**A**dvising students can be challenging at times because there is no cookie-cutter strategy for working with all students. Students at Le Moyne often participate in many different programs, which may influence the way we advise them.

This section should help advisors in identifying and understanding the various student populations at Le Moyne College and thereby assist them in developing successful and ongoing relationships with these individuals.

### First-Year Students

#### REGISTERING FIRST-YEAR STUDENTS

Fall registration for first-year students takes place during one of several Summer Welcome sessions.

The orientation web site (<http://www.lemoyne.edu/orientation/>) contains an academic component with information explaining the various aspects of the registration process, including specific information about major requirements, the core curriculum, and course listings for the fall semester. Students are asked to create a tentative schedule prior to coming to the Summer Welcome sessions through the online program O.A.R.S. (Online Advanced Registration System). This should prompt students to think about course selections ahead of time, and hopefully allow for a smooth registration process.

First-year faculty advisors from each department and representatives from the Registrar's Office and Center for Academic Advising and Engagement are present at the Summer Welcome sessions to advise and register students for their fall classes. Students who decided upon a major typically meet with a faculty member from that department. The assistant dean for academic advising and engagement and other professional and faculty advisors advise and meet with students with undeclared majors.

***O.A.R.S. Confirmation Page:*** An O.A.R.S. confirmation page for each student will be given to the first-year advisor at the time of summer advisement and registration. This sheet contains information and course preferences indicated by the student during the online preparation for Summer Welcome. It includes details on class preferences, learning communities, outside obligations and incoming AP or college credit. That will aid in advising and developing a course schedule. Advisors verify and discuss listed interests with the student, as some items such as education and pre-med will require careful course planning.

The advisor can compare this information with Le Moyne's AP Equivalencies (see Appendix F) to notify the student as to the course equivalency.

***Writing 101:*** All students will be pre-registered for WRT 101 before Summer Welcome and will be required to take a writing proficiency (placement) exam during the Summer Welcome session. English Department faculty members score the exams and designate placements of either WRT 100 or WRT 101 for each student. The majority of students will be placed in WRT 101. Some with less developed writing skills will be placed in WRT 100, and a very few will be exempt from the WRT 101 requirement altogether. The Director of the Writing Program notifies the Office of the Registrar of the results, and the Registrar then places students in appropriate Writing sections based on students' schedule availability.

***Foreign Languages:*** Some students may not be aware of the foreign language requirements of their major. If, for example, students took Spanish in high school and have a foreign language requirement for their college major, they may want to take Spanish in the fall of their first-year in order to avoid a gap in proficiency between high school and college Spanish classes. If a student wants to learn a new language without having had any high school background, he or she can register for a new 101-level foreign language course.

Additionally, in order to be certified to teach in New York State, a student must take 6 credit hours of a foreign language (any level—even two different 101-level foreign language courses). For example, a student pursuing a B.S.

degree in Biology is required to take two semesters of the same foreign language or two semesters of calculus. If this student wants to be certified to teach, the student will need to know that he or she must pursue the foreign language option.

Currently, the Foreign Language Department determines language placements based on high school foreign language grades. A copy of the latest foreign language placement results for first-year students is available from either the Center for Academic Advising and Engagement or the chair of the foreign language department for reference.

If a student objects to his or her course placement, please refer them to the chair of the foreign language department.

***AVS 101 (First-Year Advisement Seminar):*** All incoming first-year students take a mandatory, credit-bearing, front-loaded advisement seminar held on Mondays/Wednesdays or Tuesdays/Thursdays in the fall semester. The instructor of that seminar is the student's first-year advisor in the major or learning community. The seminar is worth one credit with students receiving a letter grade for work done during the course.

The First Year Advisement Seminar enables students to plan their academic careers while also encouraging them to explore their scholarly interests, to define their needs and talents, and to increase their awareness of, and commitment to, the mission of Le Moyne College. This helps first-year students in developing the skills necessary to make valuable decisions throughout their academic career and in their transition to college.

***Spring Registration:*** In order to register for the spring semester, first-year students must meet during the fall semester with their advisors to select courses. Students will register on-line through WebAdvisor, but will not be able to do so until the advisor has met with and cleared them for registration. Spring registration typically takes place during mid November; advisors will be sent a notice prior to registration via e-mail with the specific dates.

Prior to registering for the following semester, advisors must clear the student's ECHO account after meeting with the advisee and approving her/his tentative class schedule (see Appendix J). Advisors will receive an e-mail update anytime their advisees conduct registration activities on WebAdvisor.

**Mid-term Grades:** All instructors are required to submit a letter grade for new first-year students (and new transfer students) at mid-term of the first semester. The purpose of this process is to identify students who may be having difficulties adjusting to college and college-level studies. These grades are made available to advisors and are valuable in helping both advisors and advisees identify and resolve potential problems. Mid-term grades also provide helpful information when planning a course schedule for the second semester. For every other semester, instructors are required to submit only a notice of deficiency if a student is in danger of failing the course at mid-term.

Advisors are strongly encouraged to meet with their advisees who have received one or more deficiencies at mid-term. Students will also be contacted by the Academic Support Center to remind

The Academic Support Center, located on the 1<sup>st</sup> floor of the library, offers assistance in more than 25 disciplines as well as a professional writing tutor and writing fellows for students who are struggling with WRT 100-101 or who need guidance with their research papers in other courses. Students can call x4118 to make an appointment with a tutor. Students are also encouraged to meet with their professors in order to make informed decisions about their academic progress. If they find that it is likely that they will not pass a course, they may choose to withdraw from a course before the withdrawal deadline. Advisors should encourage their first-year students to discuss with them such impending decisions.

**Tips on Advising First-Year Students:** To create the best environment for future success, first-year advisement should go far beyond registering the student for the appropriate courses. Because most new students can be somewhat overwhelmed by the new environment of college, first-semester advisement is embedded in the Fall Advisement Seminar. The advisor should, however, be prepared to be accessible to the advisee throughout the entire first academic year for the sake of continuity. The following suggestions may be helpful when advising first-year students:

- Make yourself available during posted office hours. Students will give up quickly on using you as a resource if they do not find you

Do not allow students to overload course credits. First-year students should take no more than 15-16 credit hours their first semester because they need time to adjust to being away from home and handling the requirements of college-level courses. Even the strongest student may not be able to handle an academic schedule that is 18 credits during the first year.

accessible.

- Create an environment that encourages the students to seek assistance from an advisor, so that it becomes a habit that lasts through college.
- Be aware of support services on campus (see Section Four of this handbook.) Be particularly attuned to unspoken needs that may go beyond academics. First-year students are more likely to experience emotional problems such as separation anxiety or depression, or may have difficulty with things such as alcohol abuse or roommate

It is essential that advisors meet with each advisee at least once each semester to review the student's schedule, and to "unblock" the student so the student can register through WebAdvisor.

problems.

- Obviously, there are some majors that require first-year students to take 17-18 credit hours. However, these tend to be exceptions.
- Create a schedule that has reasonably distributed class times. An all Tuesday/Thursday class schedule may look appealing to a student, but it will not teach the student good time-management skills.
- Be a good listener. A student may be in need of a change but may be hesitant to initiate change.

These are general tips for guiding FYS through the academic process. While each student will have unique challenges and successes, an effective advisor should possess broad advising abilities that can help in an array of circumstances.

## Students with Majors

Once a student declares a major, he or she is assigned an advisor, usually a faculty member from that discipline. The departmental advisor's primary goal will be to guide the student in such a way as to ensure the student is aware of requirements of both the major and the core curriculum and to help the student create course schedules that will ensure graduation in a timely manner.

***Online Degree Audit (Program Evaluation):*** The WebAdvisor system has in place an on-line Program Evaluation function with specific data for each student. This allows the student to enter his or her name, major, and catalog year of matriculation and immediately see a listing of courses completed, in progress, and those needed to complete the listed major. The

Program Evaluation sorts and displays the student's previous and current courses in relation to the program in which he or she is enrolled.

Helpful Features:

- The ability to also access “what if?” scenarios for students interested in changing majors or concentrations, adding majors, etc.
- A data field that shows whether or not the student is currently meeting GPA requirements for graduation within a program
- A listing of number of credits earned to meet both core curriculum requirements and major requirements.
- Requirements divided by core, major, major support and elective groupings, rather than chronologically (as is done on the student's transcript).

Encourage your advisees to start using WebAdvisor's Program Evaluation option to illustrate the courses that they have completed as well as the requirements remaining to be fulfilled within a particular major.

To access the Program Evaluation (see Appendix E for more information on using Degree Audit), students or advisors should log onto their WebAdvisor account and follow the program evaluation prompts. Advisors may choose to request that students bring their current program evaluation when meeting with their advisor. Reviewing this information prior to registration is a good strategy to demonstrate future planning and course completion requirements. The Program Evaluation is also a helpful tool when a student is contemplating switching majors.

## Students who are Undeclared

Whether the issue is having too many interests or not enough information about particular majors, it is quite common for an entering student to be undeclared (no major). The key to being an effective advisor of undeclared students is to provide students with self-evaluation tools and information about programs of study and careers.

### FIRST-YEAR STUDENTS

Advisors should encourage students to seek a balance between core and potential major courses and to use the first year to “test the waters” and explore various courses that seem interesting or that they have not had the previous opportunity to study in high school. Undeclared students should be

advised to take a maximum of 16 credit hours per semester, including courses (preferably two or three) in either a major that they might be considering or a course that is related to a career they find interesting, e.g., criminal justice, introduction to business, political science, etc. In addition, it is a good idea for students to register for core courses, general requirements that all students must fulfill regardless of major, such as first-year writing, history and philosophy requirements (Students participating in Le Moyne's Integral Honors Program should not take philosophy 101. These students will take a special interdisciplinary philosophy course within the Honors program.) Students who are undeclared have the option to enroll in a learning community designed specifically for the needs of students who are undeclared.

### **ADVISING PROCESS**

Undeclared students in their first semester will attend advisement seminar, conducted by an advisor skilled in working with this special population. The emphasis of this course, while introducing the students to Le Moyne, will be to educate students about major options and the manner in which one is selected. Major exploration activities are used throughout the course to assist students in interpreting their personal strengths and analyzing how these will impact their major career choices.

Second-year students who have not declared a major will be advised by the Assistant Dean for Academic Advising and Engagement or her designee. Most often, in an effort to provide continuity, undeclared sophomores remain with their first-year advisor until they declare a major in an effort to provide continuity. Once a student declares a major, he or she is reassigned to an advisor in that academic department. Students who are undeclared and who are nearing completion of 35 credit hours are reminded that they must declare a major before registering for the next semester.

While advisors frequently conduct one-to-one career discussions with advisees, the Office of Career Services is an excellent referral for these students. Informing students about career paths and dismissing the myth that this decision does not ultimately determine one's life path is an important strategy. Students often need time to adjust to the college setting, so the major selection process is likely to take up to two academic years. Career Services can help an undeclared student discern interests and values, often through testing such as Myers-Briggs and Holland Code.

## Transfer Students

Each year nearly 200 students transfer to Le Moyne College from two and four-year institutions. Transfer credit evaluations are processed by the transfer counselor in the Admission Office.

These unique new students often experience what is called “transfer shock.” Despite their experience at another institution, they often bring with them complexities in their lives and education and can be as vulnerable a population as entering first-year students. Therefore, advising the transfer student is a particularly important and sometimes challenging task.

Unlike first-year students, however, most transfer students do not have an advisement seminar during their first semester. (A small group of transfer students can elect to join New Beginnings, a transfer learning community that links a core course with a modified one-credit transition seminar; both courses are taught by the same senior faculty member.) Therefore, it is extremely important for the advisor and transfer advisee to develop a strong relationship.

Academic advisors should make every effort to reach out to transfer students who may have difficulties adjusting to different academic standards, policies, expectations, and time management issues. Once a transfer student registers for classes, the Center for Academic Advising and Engagement works with Department Chairs who assign faculty advisors for transfer students. The Center then notifies both the advisor and the student. The student will be encouraged to meet with his or her new advisor early in the semester. An academic advisor may want to e-mail the new advisee to welcome him or her and note office hours available for advisee meetings.

A maximum of 20 courses or 60 credit hours may be accepted from a two-year college, and a maximum of 30 courses or 90 credit hours may be accepted from a four-year college. It is, however, very unlikely that 90 credits will apply to the Le Moyne programs since half of the courses listed as “major requirements” in the Le Moyne catalog must be completed at Le

Le Moyne’s Center for Academic Advising and Engagement offers a one-day orientation program for transfer students called “Connecting to Campus” prior to the beginning of classes in the fall. It is tailored to the unique needs of the transfer student, with an emphasis on meeting other students and assistance in navigating their newly chosen campus. For more information on transfer students, contact the Transfer Student Liaison in the Center for Academic Advising and Engagement, RH 342.

Moyne. Students who have completed 60 credit hours at Le Moyne are eligible for degree honors at graduation. To receive a Le Moyne degree, the last 30 credit hours must be taken at Le Moyne College. Advisors should be aware that graduation requirements indicate that all transfer students must complete at least one “residency” core course in each of four disciplines at Le Moyne: English, history, philosophy, and religious studies.

## Non-traditional Students

On average, Le Moyne College has approximately 400 full and part-time matriculated undergraduate students over the age of 25 each academic year. As a group, non-traditional students can have very different advising needs from the traditional-aged student.

In general, advisors enjoy advising non-traditional students because of their maturity level, life experiences, and commitment to their education, but given the current economic climate and consumer-driven culture, these students may also be demanding and have higher expectations of their advisors.

Advisors of non-traditional students also need to be aware of the time constraints (e.g., family and home responsibilities, full or part-time jobs, etc.) and self-confidence issues commonly seen in non-traditional students (e.g., either high expectations to achieve “As” in all classes while any lower grade is unacceptable or the fear that they do not have the skills and abilities to complete a course, much less a degree).

Advisors can play a critical role in assisting the non-traditional student in planning realistic schedules and offering career advice within the context of these students’ everyday lives.

## Students with Disabilities

It is at the discretion of the student with a disability to disclose or not to disclose his/her disability to you, the advisor. While some disabilities can interfere with some learning processes, not all disabilities limit the potential to learn. Bright students, using effective compensatory strategies and appropriate accommodations, prove themselves to be scholars equal to their peers at Le Moyne. Your support in providing fair and appropriate advisement helps make this possible.

### **GENERAL INFORMATION ABOUT ADVISING STUDENTS WITH LEARNING DISABILITIES (LD) AND/OR ATTENTION DEFICIT/HYPERACTIVITY DISORDER (AD/HD)**

Le Moyne College does not assess or diagnose LDs. If you suspect that a student has an undiagnosed LD, you may suggest that the student set up an appointment with the director of Disability Support Services for a pre-screening session. The student will be asked specific questions regarding educational and medical history, learning style, educational performance. If the director suspects a potential disability, he may recommend that the student seek diagnostic testing. Testing is often costly (\$500-\$2000), but may be covered by medical insurance or other funding sources available to students. Le Moyne College does not provide funds for this testing.

#### **ADVISING THE STUDENT WITH AN LD OR AD/HD**

While the Director of Disability Support Services may discuss course load and class selection with students who self-identify with disabilities, as a rule, these discussions are only to offer insight and are not substitutions for official advising sessions. Students with disabilities, like all students at Le Moyne, are expected to see their assigned advisor to ensure that all of the departmental requirements are met in accordance with the chosen curriculum. The following suggestions may be helpful to you when advising a student who has disclosed his or her disability:

***Course Load:*** The student with LD and/or AD/HD should consider not scheduling more than twelve credit hours per semester. We find that this is especially critical for first-semester, first-year students.

***Course Selection:*** It is especially important that the student with a LD avoid taking too many courses at one time that will put a direct strain on the area most affected by the disability. For example, a student with a written expression disability should probably not take five content classes in the same semester. The advisor should try to create a mix of process and content classes. When possible, consider both the course content and the way that content is presented.

***Scheduling Courses:*** Most LD and AD/HD students perform better in the courses which meet more frequently for shorter sessions. It is also helpful not to schedule back-to-back courses, as these make it difficult to schedule time extensions on examinations. Students should be made aware of the pros and cons of particular schedule selections based on sustaining attention, information overload, work schedules and off-campus responsibilities.

***Non-Credit Courses:*** At times, suggested developmental courses may be the key to survival for some students with LD. If the student places into a developmental writing course based on his/her placement exam, or you feel the student would benefit from a non-credit mathematics course based on high school records and SAT scores, you may want to emphasize the success rate that we see for students who do take those courses.

### **PHYSICAL DISABILITIES**

Students with physical disabilities are required to submit current information from a physician to the director of Disability Support Services (DSS). The office of DSS uses the information to work with the advisor and professors to ensure that the student has the necessary equipment and reasonable accommodations to succeed in the classroom. This can take many forms, such as accessible desks and chairs, alternative texts, or seating in the front of the classroom. When advising a student with physical disabilities, an obvious area of concern is that the student has a realistic course schedule that will allow the student to move from class to class in a timely manner, and will not unduly stress the student's physical resources. Depending on the physical disability, a student may not be able to take more than four courses per semester.

Some students with physical disabilities may be accompanied by a nurse or personal care attendant. It is always advisable to speak directly to the student, not the attendant. In specific cases, the attendant may assist in interpreting the student's speech.

### **EMOTIONAL DISABILITIES**

Students with emotional disabilities are required to submit to the director of Disability Support Services current documentation, more recent than 12 months, from a licensed psychiatrist which includes a diagnosis, functional limitations, and recommendations for classroom accommodations and other services needed. The student may or may not choose to share this information with an advisor. If the student has not self-identified, but the advisor suspects an emotional problem, he or she may suggest that the student seek help from the Wellness Center for Health and Counseling. If a student has self-identified with the advisor, it may be appropriate to discourage a particularly difficult schedule of courses or any overloads, and to discuss the possibility of a reduced course load to maximize the student's chances of success. For more information, contact Disability Support Services at x4118.

## Student Athletes

It is in Le Moyne's interest to maximize the potential for its student athletes to perform well both in the classroom and on the athletic field. To that end, these students are allowed to register earlier in the day of their regular student registration in order to avoid conflicts among classes, practices and games. To facilitate this process, there is a faculty athletics representative who will, in conjunction with advisors, act

as liaison when other academic circumstances involving athletes arise. Coaches will also take a very strong interest in their players' academic performance. If you are dealing with, or simply suspect, academic difficulties with any of your student athletes, do not hesitate to contact the Associate Athletic Director for Student Athlete Success. Because student athletes must meet our academic standards as well as NCAA eligibility requirements (eg. number of credits (progress toward the major), it is best to check with the Associate Director of

Compliance in the Athletic Department at x5478 if there is a question about withdrawing from credits or changing a major, for example.

<b>OFFICIAL SPORTS SEASONS</b>	
Fall	Golf Soccer(M&W) Volleyball (W) Cross Country(M&W) (M&W)
Winter (competition season during both academic semesters)	Basketball(M&W) Swimming and Diving(M&W)
Spring	Lacrosse(M&W) Baseball (M) Softball (W) Tennis (M&W)

### **COURSE REGISTRATION**

1. Athletes become eligible for early registration in the semester in which their "official season of competition" occurs (see accompanying chart on the next page).
2. Early registration takes place on-line; registration times for eligible student athletes become operational earlier (usually at 8 a.m. on the day of the student's registration day, depending on the number of credit hours accrued). As with all of your advisees, you must meet with the students prior to their registration dates, and "unblock" their accounts once you have approved their schedules.
3. Student athletes who choose to register early for the semester during their official season must obey two rules in creating a schedule:

- a. Student athletes must register for at least one 8:30 a.m. class section during their official season. If none of the courses they choose has an 8:30 a.m. section, the student is not obligated to take any 8:30 a.m. class. For first-year students, AVS 101 taught at 8:30 on Monday/Wednesday or Tuesday/Thursday fulfills this requirement.
- b. Students cannot select core courses above their standing level. For instance, a student who is registering for next fall and who will be a sophomore cannot early register early for ENG 300 (a junior level core course).
- c. During their official season, student athletes should not register for classes that begin after 2:30 p.m. Students participating in men's soccer and women's basketball should not register for classes that begin after 1:30 p.m.

The only intended purpose of registering before other students is to allow students to avoid conflicts among classes, practices and games. Therefore, the only requests for exceptions to the rules are ones that are based on avoiding schedule conflicts with practices. For example, if a student athlete has early morning practices every day, then he or she may be exempt from the "8:30 a.m. rule." However, he or she will not be exempt from the rule because the student does not like the instructor, has a job, or does not do well in early classes. In any case, the student must contact the faculty athletics representative to request an exception.

Once all students with a comparable number of credits have had the opportunity to register, student athletes may go back and make adjustments to their schedules if courses or sections not originally in compliance remain open.

WebAdvisor does not prevent the student from violating these rules, so it is incumbent upon the student to follow them. The faculty athletics representative will check for compliance, and re-register the student after other students with a comparable number of credit hours have registered. When meeting with your advisees, make sure that they are aware of the difficulties that will arise if they do not comply. The faculty athletics representative can be helpful in resolving some scheduling problems. He or she has the authority to grant exemptions to these rules when following them results in a conflict with classes and practices but does not have authority to get a student into a closed class.

## Honors Program Participants

### **INTEGRAL HONORS PROGRAM**

Students in any major may apply to join Le Moyne College's Integral Honors Program at the end of their first semester, or in a few cases the second

semester, of their first year. While all Presidential Scholars are automatically accepted into the Integral Honors Program, they must submit applications to show their willingness and desire to participate. Loyola, Ignatian and Dean Scholars will be strongly encouraged to apply. Once accepted, a student must maintain at least a B grade in each honors course and a minimum GPA of 3.25 to graduate with an Integral Honors Degree. For general information about the Integral Honors Program and questions about applying, please refer to the Director of the Integral Honor Program.

Participants of the program enroll in an interdisciplinary sequence to replace much of the core humanities coursework, specially designed to encourage learning at an advanced level. Honors students are required to participate in some typical core requirements, such as *WRT 101*, *ENG 300*, *HST 101 or 103*, *PHL 301/302/303*, *REL 301-399*, *natural science and social science*. Students have the opportunity to enroll in HON 402 by participating in a summer program abroad in Guatemala taught by Honors faculty (see Appendix G for more information about course requirements.)

Students in the Honors program pay regular tuition, but they have the privilege of taking more than 18 credit hours (course overload) without charge. Additionally, these students do not need an overload waiver. These added hours may not be applied to early graduation or summer coursework.

### Honors Sequence

Semester Taken	Honors Course	Credits
First Year, Spring Semester	<b>HON 101:</b> The Ancient and Medieval Worlds (Replaces PHL 101 and HST 102 or 104)	6 credits
Second Year, Fall Semester	<b>HON 201:</b> The Rise of Modernity (Replaces ENG 200 and REL 200)	6 credits
Second Year, Spring Semester	<b>HON 202:</b> The Modern World (Replaces PHL 201, ENG/HST Seminar and PHL/REL Seminar)	6 credits
Third Year, Spring Semester	<b>HON 309:</b> Approaches to Knowing	3 credits
Fourth Year, Fall Semester or Summer after Third Year and before Fourth Year	<b>HON 401:</b> The Contemporary World or <b>HON 402:</b> The World of the Other-Summer Program in Guatemala	3 credits
Fourth Year – all year	<b>HON 480:</b> Honors Project	3 credits

## DEPARTMENTAL HONORS

Some departments offer an honors degree to advanced students who complete special requirements in the major field. Departments offering such a program are: biology, business, chemistry, English, foreign languages, history, philosophy, political science, psychology, religious studies and sociology/anthropology. Transfer students may qualify for degree honors if they have completed at least 60 credits at Le Moyne College and meet all other guidelines. Department chairs invite qualified applicants to pursue this degree at the end of the sophomore year. College-wide standards apply, but each department supplements these with its own regulations. The interested student should seek information from his or her department chair.

## Academic Standing

Academic Standing is based on grades. Good academic standing means that a student has received a minimum cumulative grade point average of 2.0 and is required for students to graduate and maintain most scholarships and financial aid.

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

***Academic Probation-*** Probation means that students have two semesters to raise their cumulative grade point average (GPA) to at least a 2.0. All students on probation receive a letter from the assistant dean for academic advising and engagement requiring them to meet with the director or assistant director of academic initiatives throughout the course of the semester, complete an on-line academic success tutorial, and develop an academic success program. The student may be restricted to a reduced course load, and/or receive other stipulations intended to improve the student's academic success, such as attending individual tutoring or study groups, and/or meeting with a counselor in the Wellness Center for Health and Counseling.

If the student fails to make the initial contact, several follow-up contacts are made. Also, students' academic advisors are sent a copy of the probation letter and they are asked by the Office of Academic Advising and Engagement to meet with their advisees early in the semester.

At times, the best way for a student to raise their GPA is to retake any courses in which he or she earned an "F." Upon completion of the course, the failing grade will be replaced with the new grade and new grade is factored into the student's cumulative GPA. The original grade of "F" remains on the transcript but is not calculated into the GPA. A grade of "F" can only be replaced once. If a student fails a course the second time, the second "F" and the new grade are calculated in the GPA. Since transfer courses do not impact the GPA, students who earn a grade of "F" at Le Moyne College should be advised to repeat the course here.

<u>Basis for Academic Standing</u>		
Level	Grades and Average	Status
<b>First-semester, first-year students</b>	Cumulative GPA of 2.0 or above	Good Academic Standing
	Cumulative GPA from 1.75 through 1.999	Academic Warning
	Receiving three or more failing grades (F, WF, PF/F)	Academic Probation
	Cumulative GPA below 1.75	Academic Probation
<b>Second-semester, first-year students and upper-level students</b>	Cumulative GPA of 2.0 or above	Good Academic Standing
	Cumulative GPA average below 2.0	Academic Probation
	Receiving three or more failing grades (F, WF, PF/F) <u>AND</u> a cumulative GPA of 2.0 or <u>ABOVE</u>	Academic Probation
	Receiving three or more failing grades (F, WF, PF/F) <u>AND</u> a cumulative GPA <u>BELOW</u> 2.0	Academic Disqualification
	After 2 semesters on probation, student's cumulative GPA is below 2.0	Academic Disqualification

**Academic Disqualification-** Disqualification will be enforced unless in the judgment of the Academic Appeals Committee, there are extenuating circumstances. Once semester grades are submitted, the disqualified students are informed of their academic status as well as the procedures for the appeals process. If reinstated, the assistant dean for academic advising and engagement on behalf of the Appeals Committee, consisting of the dean of arts and sciences, dean of management, faculty and appropriate

administrators, will inform the student of the conditions for resuming studies. One fall or spring term must elapse before a disqualified student may reapply to Le Moyne.

## Early Alert System Exchange

Le Moyne also has an early alert resource for faculty and advisors for reaching out to and supporting students with academic and other needs.

The tool created for faculty is called “Academic Alert”. It allows a faculty member to identify students who are in need of additional support beyond what the advisor can provide in their role on campus. An online referral form is available to confidentially communicate concerns about students who exhibit risk factors limiting their ability to be successful. Such factors may include academic challenges, excessive absences, major life events causing overwhelming stress, unmet emotional or medical needs, or lack of a support structure. Please log into ECHO at <http://echo.lemoyne.edu> and click on course roster from your faculty menu. Once you have selected your appropriate roster, each student’s name photo, and email will appear. You will notice that there is an “Academic Alert” option also listed here. Click on the “Academic Alert” and use the online form to submit information regarding the student’s current situation. When completing the online form, please try to provide as many details as possible.

There is also a confidential online resource for Le Moyne College administrators and staff called “Student of Concern Referral”. Both programs help us to identify students who are in need of additional support.

## Learning Community Participants

Incoming first-year students may be interested in joining one of several residential learning communities. They will do this by enrolling in a learning community during the Spring and Summer prior to their attendance at a Summer Welcome session when their Fall schedules are developed. Enrolling in a learning community will have implications in planning an advisee’s course schedule, since each learning community has 2-3 linked courses scheduled for the Fall semester, most of the time with sections established exclusively for students in that learning community. Sometimes, learning community courses extend into the Spring semester.

***Residential Learning Communities:*** Le Moyne College offers several first-year residential learning communities for interested students as one option for first-years to aid in their transition to college. Through residential learning

communities, academic inter-disciplinarity is encouraged, and students choose to enroll in two or three classes together, linked by a common theme, interest and/or major. In addition, students in the same learning community reside near each other on the same floor of their residence hall. First-year students involved in learning communities also share a common First-year Advisement (AVS 101) Seminar section taught by the learning community's faculty coordinator/advisor. This faculty member or administrator will serve as the student's advisor for the entire first-year, regardless of major. While there is an important residential component to first-year communities, commuter students are also encouraged to participate. Faculty advisors who assist with Summer Welcome sessions will be updated as to learning community enrollment capacities and the learning communities' required linked courses.

**Note:** Because of the courses required for both Integral Honors and the education concentrations at Le Moyne, first-year students in these programs need to consider possibly conflicting course requirements between the programs and their learning community of interest (e.g., if the learning community requires PHL 101 and REL 200). However, residential learning communities can provide social circumstances that are particularly beneficial to academically driven first-year students. Therefore, if a student wishes to be involved in both, that student should discuss these options and course requirement with both their academic advisor and the Director of the Integral Honors Program and/or chair of the Education department before enrolling in a first-year learning community.

Additional information on learning communities can be found at [http://lemoyne.edu/learning\\_communities](http://lemoyne.edu/learning_communities), or by contacting the Center for Academic Advising and Engagement.

## HEOP/AHANA Students

The Higher Education Opportunity Program (HEOP) provides students who may lack sufficient academic preparation and financial resources with both academic and financial assistance in order to facilitate their success at Le Moyne. The College established the African-American, Hispanic, Asian, and Native-American Program (AHANA) to expand its enrollment of students of color.

### SUMMER BRIDGE PROGRAM

To prepare them for regular college coursework, participants of both programs attend a five-week summer session prior to their first semester. This intensive program includes developmental courses in English, math, learning strategies, and computer science. These courses are graded on a satisfactory/unsatisfactory basis, and students receive three credits for the

Computer Science course. They receive no credits for the other three courses.

### **ACADEMIC YEAR PROGRAM**

During their first year, HEOP/AHANA students participate in special non-credit, skill- development courses. In addition, the program provides its students with counseling, academic advisement, and tutoring.

Most first-year HEOP/AHANA students are enrolled in a section of AVS 101 taught by the Coordinator for Program Advisement. Some students in certain majors or learning communities enroll in different sections of AVS 101. Throughout all four years of college, program participants meet regularly with members of the program staff, as well as with advisors in their particular majors, for advising.

Program students should take a regular course load in most cases. In rare cases, students might take only 12-13 credits during their first semester to allow for a more focused transition to college, or students may choose to register for 15-16 credits and then have the option of withdrawing from one course if necessary. Generally, this would not cause the student to fall behind since most HEOP/AHANA students will have earned 3 credits for the computer science summer course.

Additionally, if an HEOP/AHANA program student's single semester GPA should fall below 2.0, that student will be placed on "HEOP/AHANA Probation." This probationary system is separate from Le Moyne's standard probation system, which HEOP/AHANA students may also be a part of under different conditions. "HEOP/AHANA Probation" requires students to have additional meetings with program staff.

The Associate Director of the program distributes mid-semester evaluation forms to all instructors of HEOP/AHANA students. Professors complete these evaluation forms in order for program staff to assist the students to the greatest possible extent.

## **International Students**

The Center for Academic Advising and Engagement provides immigration advisement to students attending Le Moyne while on a F-1 student visa. F-1 students are non-immigrants that have obtained a US visa allowing them to reside temporarily in the country with the primary purpose of attending school. It is very important that these students follow immigration regulations governing their stay or else they will be out of status. All F-1 students receive both written and verbal information about these guidelines. New students are required to attend a special orientation program and continuing students must check in at the Center

for Academic Advising and Engagement during the first two weeks of each semester.

Like all students, international students have a primary academic advisor from within their department of study. They also have a secondary advisor, the Director of Student Outreach and Engagement, who monitors their compliance with immigration guidelines.

Often, but not always, international students will notify their primary advisor of related guidelines governing their study. Advisors can guide these students in the decision making process by understanding some of the immigration guidelines that they must follow. Such regulations include:

***Full-time Study:*** F-1 undergraduate students must be actively enrolled in at least 12 credit hours each semester. Graduate students must maintain at least 9 credit hours each semester. There are limited instances when a student may drop below full-time enrollment and only when prior approval is granted by the Center for Academic Advising and Engagement. These instances may include: illness or medical condition, initial difficulties with the English language or reading requirements, unfamiliarity with American teaching methods or improper course level placement. *It is very important that the student get permission* from the Center for Academic Advising and Engagement *before* dropping below full-time status and that the student not withdraw from any course(s) that will put them below 12 or 9 credits, accordingly.

***Work and Internships:*** F-1 students can be employed on-campus part-time (no more than 20 hours per week) during the academic year and full-time during school breaks. Other employment is strictly limited and *students are not allowed to work off-campus unless they have prior permission from immigration services*. Students wishing to participate in school-sanctioned internships can apply to do so by applying through the Center for Academic Advising and Engagement. Students may also choose to apply for optional practical training, an opportunity to be employed in the US for up to one year following the student's graduation. To do so, students must submit their application to immigration services during their final semester of study.

***Program Extension:*** Each F-1 student has an I-20 form, Certificate of Eligibility, indicating the school that the student is authorized to attend, their program of study, and anticipated date of completion, among other things. If the student will not be able to complete their academic program by the date listed, he or she must apply for an extension prior to the I-20 end date. In order to qualify, a student must demonstrate that the extension is due to compelling academic or medical reasons. Delays in completing the program due to academic probation or suspension are not acceptable.

## Students with an Education Concentration

The Le Moyne College education department administers state-approved programs of professional preparation for prospective teacher in the five certification areas listed below. Students seeking teacher certification as a matriculated undergraduate student must also major in a specific discipline.

1. Dual Childhood and Special Education (grades 1-6)
2. Middle Childhood Specialist (grades 5-9)
3. Adolescent Education (grades 7-12)
4. Dual Adolescent and Special Education (also known as Inclusive Education) (grades 7-12)
5. Teaching English to Speakers of Other Languages (also known as TESOL) (grades pk-12).

Students seeking certification must follow the education course sequence (see Appendix H) throughout their four years including the completion of field experience observation hours each semester, as indicated. All teacher candidates must also pass at least one course in mathematics and one course in science in order to become certified. Participants should also arrange their schedule to be free from all other coursework during one semester of their senior year, during which students will participate in a 14-week, full-time supervised pre-service teaching commitment (student teaching).

Students listed as pursuing teaching certification should visit the education department periodically for advisement assistance. Students are not formally assigned an education advisor in addition to the advisor in their major. However, they are responsible for understanding and meeting their program's requirements.

**Applying to the Program:** Students must formally declare education as part of their degree program by the end of sophomore year in order to complete the program in a timely manner. In order to declare a teaching certification concentration, students must complete the Le Moyne College Teacher Preparation Program – Request for Enrollment form, available in the Education Department.

**Practicum:** Le Moyne students are required to complete field observations/practicum as a component of the program. Students must complete 100 hours of fieldwork in urban, rural and suburban settings as part of the New York State teacher certification regulations. The goal of practicum is to serve as a bridge between the theory and practice taught in courses and the real-life setting of the public and private school classroom. Le Moyne's Field Placement Coordinator will arrange all practicum placements.

**Coursework:** Education students must earn a grade of B or better in many of the required education courses. (See the *Le Moyne College Catalog* for a listing of the courses.) If a grade lower than B (i.e., B-) is earned in any of these courses, a student must repeat it. When this situation arises, the student will automatically be placed on probation status as an education student. A student will be allowed to repeat a course only once. If a student receives a grade below B in any two of these courses, he or she will be dropped from the education program.

**Grade Point Average:** All teacher candidates must have a minimum 3.0 cumulative average in their education courses and a minimum 2.7 GPA prior to the start of full-time pre-service teaching.

**Student Teaching:** Students are required to student teach for one full semester. No other courses may be taken during student teaching. The Field Placement Coordinator will also arrange all student teaching assignments. A Le Moyne College supervisor will be assigned to observe the student teacher weekly.

**Certification Exam:** All teacher candidates must pass the required New York state teacher certification exams in order to become certified. The certification programs and requirement are subject to change if modification occurs in New York state education department regulations.

### Education Minor

Students also have the option to minor in education without receiving New York State certification by successfully completing five approved courses in the education department. In addition, the department of education in cooperation with the department of religious studies offers a minor program for religious studies majors who are prospective religion teachers or directors of religious education centers.

### Pre-Health Students

If an advisee indicates an interest in pre-health, contact the Office of the Registrar to have the student coded.

Students planning to pursue health professions following their undergraduate degree should make their pre-health plans known to their advisor. Students who have identified an interest in pre-health on their application can be classified as such in the Datatel system. These students are notified and mentored by Le Moyne's Pre-health Committee.

Although pre-health profession students may register for 12 credit hours in any given semester without losing their

full-time status, most register each term for 15 to 18 credit hours so as to be able to graduate in four years. However, the courses that constitute those 15 credits or more semester hours vary with the student's interests and needs, the student's background and qualifications, the requirements of the student's major, the recommendation of the student's advisor, and course availability.

### **Advising Pre-health Students**

No particular major is favored for admission to professional schools. Each student is urged to major in his or her particular area of interest. In fact, many professional schools often recommend that an undergraduate student take a variety of humanities and social science courses, like the liberal arts education offered at Le Moyne.

In addition to the student's departmental advisor, the director of pre-health education also serves as a principal advisor for students interested in entering the health professions upon graduation from Le Moyne. Information sessions for prospective applicants to professional schools begin as early as Summer Welcome sessions when the director of pre-health education meets with incoming first-year students and their parents.

### **Health Professions Advisory Committee**

The director of pre-health education also chairs the Health Professions Advisory Committee. This Committee advises and assists students interested in pursuing careers in health. The chair serves as an information source and principal advisor for those students interested in dentistry, medicine, optometry, podiatry, physicians' assistant programs, veterinary medicine and allied health care fields. The chair furnishes information regarding professional school admission requirements and entrance exams and also conducts informational meetings for prospective applicants to professional schools. At a student's request, members of the Advisory Committee can evaluate the student's undergraduate credentials and formulate official letters of recommendation.

### **APPLYING TO GRADUATE SCHOOLS**

In addition to grades and required admissions tests scores, admissions committees usually consider a student's extracurricular activities. Through extracurricular activities such as employment, research, volunteer work, community service, sports, campus activity, or political involvement, applicants can provide insight into their character and demonstrate their interest in working with people. To be competitive with other professional school applicants, students should gain a working knowledge of the role and

duties of a health care worker by working in the field (for pay or on a volunteer basis), if possible. By working in a hospital setting, a student gains knowledge of the health care field and can explain their motivation to work in such a setting. Volunteer work also shows that a student is giving and demonstrates a willingness to meet the needs of others.

### **PREPARING FOR THE MCAT**

Students applying to medical school for their graduate programs will usually be required to take the Medical College Admission Test (MCAT) during their junior or senior year. The MCAT is a standardized, multiple-choice examination designed to assess problem solving, critical thinking, and writing skills in addition to the examinee's knowledge of science concepts and principles prerequisite to the study of medicine. Scores are reported in each of the following areas: Verbal Reasoning, Physical Sciences, Writing Sample, and Biological Sciences. Medical college admission committees consider MCAT scores as part of their admission decision process. Each section of the MCAT receives its own score. Verbal Reasoning, Biological Sciences, and Physical Sciences are each scored on a scale ranging from 1 to 15, with 15 as the highest. Writing samples will be scored alphabetically on a scale ranging from J to T, with T as the highest. For each MCAT administration, the average scaled score for each Verbal Reasoning, Physical Sciences, and Biological Sciences section is approximately 8. The average scaled score for the writing sample is "N." Students will need scores of at least 10-11 to be considered competitive by most US medical schools; and if they are aiming for the top, the students' goals should be 12 and above.

## Pre-law Students

If an advisee indicates an interest in pre-law, contact the Office of the Registrar to have the student coded.

Students planning to pursue law school following their undergraduate degree should make their pre-law plans known to their advisor. Students who have identified an interest in pre-law on their application can be classified as such in the Datatel system. These students are notified and mentored by Le Moyne's Pre-law Committee.

### ADVISING PRE-LAW STUDENTS

There is no preferred major for pre-law students. Instead, students should select an area that they can succeed in, show serious study, and demonstrate their ability to analyze, synthesize and conduct research. Applicants who have enrolled in difficult or advanced undergraduate coursework are viewed more favorably. Performance in an undergraduate program is an important indicator of performance in law school.

In addition to the student's departmental advisor, the director of pre-law education serves as a principal advisor for students interested in careers in the legal profession. Information sessions for prospective applicants to professional schools begin as early as Summer Welcome sessions when the director of pre-law education meets with incoming first-year students and their parents.

### Pre-law Committee

The director also chairs the Pre-law Committee. This advisory committee counsels students interested in pursuing careers in the law by providing information 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 student applicants.

### APPLYING TO LAW SCHOOLS

Most law schools will use their own formulas with which to weigh applicants based on Law School Admissions Test (LSAT) scores and grade point average. Academics matter, so students need to understand the importance of taking their academics seriously. Typically, students not meeting minimum requirements, as determined by each school, are not considered for admission unless they can

demonstrate a strong case. Another challenge among applicants is to stand out in their personal statements and recommendations. It often helps to do one or more things exceptionally well than to do many things average. Many students come across as well-rounded, so a student may need to show that they have done one thing exceptionally in order to stand out. Students should also highlight any personal disadvantages that they have overcome, such as physical, emotional or financial difficulties.

### **PREPARING FOR THE LSAT**

Students applying to law school must take the LSAT. It is strongly recommended that students prepare for the exam by taking one or more published versions of the test under timed conditions. The LSAT score will typically be a significant factor in admissions decisions.

The test consists of five 35-minute sections of multiple-choice questions, focusing on reading comprehension, analytical reasoning and logical reasoning. Students are also required to conduct a three minute writing sample at the end of the test. LSAT scores, based on the number of correct answers, range from 120 to 180.

## Policies & Practical Guidelines



### Section 3



*Here you will find practical guidelines and information to aid in resolving student concerns.*

**A**dvisors are often asked by students to assist them in such tasks as declaring a major or signing up for an internship. While seemingly simple, advisors may be unaware of the process that must occur in order to expedite these matters.

Advisors should also refer to the *Le Moyne College Catalog* to help answer students' questions. It is the most up-to-date explanation of the policies and is considered a binding "contract" between the student and Le Moyne College.

The forms mentioned in this section are included in the Handbook Appendix. Most can be obtained in the Office of the Registrar and/or can be downloaded online in the forms library at <http://www.lemoyne.edu/resources/forms.htm>.

### Attendance Policies

Le Moyne expects all students to attend scheduled classes and laboratory periods regularly. Individual professors will establish and clearly announce all regulations governing class attendance and exclusion from final examinations, because of excessive absences for their respective courses. When a student is absent from class because he or she is officially representing the College, the absence will not be counted among those allowed. Prior notice should be provided to the instructor. A student is responsible for the work of a class or laboratory missed during an absence.

In order to foster academic excellence and preserve the priority of academics and classroom learning, Le Moyne College should operate under the principle that the scheduling of athletic events should be done with the aim of not interfering with the class attendance of the student athlete.

### **POLICY ON REPORTING ABSENCES DUE TO DEATH IN A STUDENT'S FAMILY**

In the event of a student's absence from class due to a death in his or her immediate family, the student (or member of his or her immediate family) is asked to contact the Office of Campus Ministry to communicate the reason for the absence and date of expected return before leaving campus or shortly thereafter. When offices are closed, a message may be left on Campus Ministry's voice mail. Campus Ministry will forward this information to the registrar who will notify the student's instructors and advisor.

Upon returning to campus, it remains the students' responsibility to contact their instructors and advisor to explain their absence and make arrangements for the completion of missed work and tests.

### **POLICY ON STUDENT ABSENTEEISM IN THE EVENT OF ILLNESS OR ACCIDENT**

If illness or injury requires more than three consecutive days of hospital or home care, Student Health Services needs to be informed. If the student has been treated by a doctor off-campus, some documentation from that office will be expected. Student Health Services will then notify the registrar who will inform the student's instructors, advisor and the associate academic dean. It is the student's responsibility to contact his or her instructors, as soon as able, to explain the absence and make arrangements for the completion of missed work and tests.

If emergency referrals for off-campus treatments or appointments for required physical examinations result in class absences, Student Health Services will issue the student a written verification to present to instructors.

If infectious mononucleosis is diagnosed, the student will be issued verification and explanation of the illness progression to discuss with involved instructors, their advisor and the associate academic dean.

In the case of all other short-term health problems, including those treated by Student Health Services, it remains the student's responsibility to contact his or her instructors to explain the absence and make arrangements for the completion of missed work and tests.

## Declaring, Changing or Adding a Major

To declare or change a major, a student must consult with the chair of the department that administers the new major. To enable the student to

approach the change or addition of a major in a realistic manner, the department chair advises the student of the course requirements and career opportunities in the field. At this time, the department chair authorizes the Change of Major/Double Major form (see Appendix H), available in the Office of the Registrar and the Academic Advising and Engagement Center or online at

[http://www.lemoyne.edu/registrar/forms/change\\_major.pdf](http://www.lemoyne.edu/registrar/forms/change_major.pdf)

f. Following the department chair's approval, the form must be then signed by the department chair of the previous major. The student should submit the completed form to the Office of the Registrar. The major change is not final until it has been processed by the registrar.

A minimum grade point average of 2.0 must be maintained in the student's major. Students who wish to receive two majors within a single degree (BS or BA) must complete the core courses, major requirements and major support courses for each of

the majors before being certified for graduation. Students who want two degrees (BS and BA) must complete the requirements of both degrees and earn an additional 24 credits beyond the first degree.

Since students can only register for classes when they have met with their advisor, received approval for their tentative schedule of classes, and been "unblocked" by their advisor in ECHO, advisors may want to set aside blocks of time to schedule appointments with their advisees up to two weeks before registration.

For continuity purposes, throughout the first year, all students remain with their first-year advisors, even if they declare or change their major during that time. The students will be reassigned a new advisor within their major at the start of their sophomore year.

## Course Registration

One of the most important functions of an academic advisor at Le Moyne College is to prepare students for registration, yet the registration period can often be a challenging time for advisors. Please keep in mind that some students may need additional direction and therefore need to return for a follow-up meeting to have their classes approved.

In the past, some departments with large numbers of advisees have opted for group advisement sessions in which they invite all of their advisees to attend at once. Other

departments have successfully arranged special drop-in office hours during which advisees stop by during those hours for individual advising. You may

want to consider these alternate arrangements when planning for the registration period.

After each student has been advised, the advisor should unblock the student so that he or she may register via WebAdvisor. To do so:

- the advisor will log into ECHO;
- access the list of their advisees and find the student's name;
- check the approved registration box and add comments, if desired;
- click on "Confirm Changes;" and,
- click on "Update Student Records".

This process is not complete until the advisor clicks on the final "Update Student Records" button.

If a student retakes a course already taken at Le Moyne College, all the grades for that course will appear on the transcript, but the course will apply toward the student's degree program only once. However, students may not register online via WebAdvisor for a course in which they previously received an F, WF, PF/F, W, or NC. If this is the case, advisors should instruct students to ask the Registrar's Office to enroll them in the repeated course.

## Students' Preparation for Registration

Prior to registering, students should check their student profile on Echo to see if their advisor has cleared them for registration, to determine the earliest time that they can register, and if they have any restrictions on their account that would prevent them from registering. A student may find that they are blocked from registering for one of the following reasons:

- **Bursar Hold:** Students will be subject to this restriction if they have not paid their Le Moyne bill in full. The Bursar regularly sends communication about payment to students' campus addresses and home addresses and via email in addition to regular bills. These messages indicate that students will not be able to register for future terms if the current bill has not been resolved.
- **Registrar Hold:** A first year student who has not submitted a final high school transcript to the Registrar or a transfer student who has not submitted a final transcript from their previous institution may have a registration hold. Several notifications are sent to these students prior to registration.
- **Immunization Hold:** A student who has not submitted the appropriate immunization records as required by NYS law would be prevented from registering. In addition to the required immunizations, students must also be informed about meningitis and the vaccine. To be in compliance, students can either 1) choose to get

the vaccine and provide documentation to the Health Office or 2) waive the requirement by signing the meningitis waiver. Attempts to inform students about this requirement are usually made throughout the year via emails, ads in the Dolphin and on Echo.

- **Student Development Hold:** This hold is placed on a student who is not allowed to return to Le Moyne for disciplinary or other non-academic reasons. In order to have the hold removed, the student must meet with the Vice President for Student Development prior to registration to resolve any issues.

## Adding a Minor

Minor programs are available in all undergraduate programs. In addition, special minors are also offered in anthropology, catholic studies, the classics, creative writing, education, film, Irish literature, Italian, Latin, legal studies, urban and regional studies, visual arts, gender and women's studies, human resource management, and medieval studies.

The minor course of study is optional for each student, and approval is required via the Request a Minor form (see Appendix J), available for download at <http://www.lemoyne.edu/registrar/forms/minor.pdf> or obtained by the student at the Office of the Registrar. A student must obtain approval from the department chair of the major and department chair of the minor program. The form also requires that the appropriate minor courses be indicated. Once the form has been completed, it should be delivered to the Office of the Registrar.

Each department has the option of requiring an interview with its chair before admitting any student to its minor program. In any case, the student's declaration of an intended departmental minor must be presented in the Office of the Registrar. The College requires that half the courses used for a minor be taken at Le Moyne. Specific requirements for a minor are determined by each department. A student must maintain a cumulative grade point average of at least 2.0 in the courses fulfilling the minor requirements and prerequisite courses.

## Adding a Course

During the first week of classes each semester, students have the ability to adjust their schedule by adding courses via WebAdvisor. While students should consult their advisor prior to doing so, it is not required.

If both student and advisor agree that there are extenuating circumstances for adding a course past the add deadline, an Add/Drop form (see Appendix S) must be completed. The form, obtained from the Office of the Registrar

or downloaded at [http://www.lemoyne.edu/registrar/forms/add\\_drop.pdf](http://www.lemoyne.edu/registrar/forms/add_drop.pdf), should first be signed by both student and advisor, and then brought to the assistant dean for academic advising and engagement to petition the add. If approved, the student must then submit the form to the Office of the Registrar to complete the process.

## Auditing a Course

Sometimes students may want to explore a class that is not essential to their curriculum or retake a class to better prepare them for future studies. In these cases, students have the ability to audit a class with the approval of the course instructor, which generally exempts them from the assignments and examinations. Students cannot change from AUD to credit-bearing after the add deadline.

Students must complete an audit permission form available in the Office of the Registrar. Students registering for credit are given priority for all courses. A grade of “AUD” is recorded on the transcript if minimum attendance standards are met. No credit is given.

## Dropping a Course

From the start of classes through the second week each semester, students have the ability to adjust their schedule by dropping courses via WebAdvisor. While students should consult their advisor prior to doing so, it is not required. Courses dropped before the drop deadline will not appear on the student’s transcript.

If both student and advisor agree that there are extenuating circumstances for dropping a course past the drop deadline, an Add/Drop form (see Appendix S) must be completed. The form, obtained from the Office of the Registrar or downloaded at [http://www.lemoyne.edu/registrar/forms/add\\_drop.pdf](http://www.lemoyne.edu/registrar/forms/add_drop.pdf), should first be signed by both student and advisor, and then brought to the assistant dean for academic advising and engagement to petition the drop. If approved, the student must then submit the form to the Office of the Registrar to complete the process.

## Withdrawing from a Course

Students can drop a class during the first two weeks of the semester by removing themselves from the course section via WebAdvisor. They should double-check their schedule to ensure that the class is no longer listed. If dropped, the class will not appear on the student’s transcript. Following the official drop deadline, however, students must “withdraw” from the course.

This can be done without academic penalty prior to the College's official withdraw deadline.

A student who withdraws from a class after the second week each semester will need to complete a withdrawal form. The Course Withdraw form (see Appendix T), obtained from the registrar, should be submitted to the Office of the Registrar as soon as it is completed. The withdrawal is not complete until the signed form has been returned to the Office of the Registrar. While students should consult their advisor prior to course withdrawal, it is not required.

A student who withdraws from a class after the second week but before the twelfth week of class will receive a grade of "W" on the academic record. A student withdrawing after the twelfth week will receive a grade of "WF" on the academic record, which is equivalent to an "F" grade.

## Opting for Pass/Fail Grading

In order to encourage greater student representation and experimentation in course selections, students can take certain coursework as pass/fail. In some instances, specific courses are always graded as pass/fail. Internships can be graded high pass (HP), pass (P), or fail (F). These courses are noted in the *College Catalog* and can be taken by a student during any semester. Students may also elect to take a course that is normally given a letter grade as a pass/fail course under certain conditions (illustrated in the following chart).

May take course P/F if:	When	Course Evaluation	Effect on credits & GPA
Course does not fulfill the requirements of the student's major, minor or core	Can elect one course during each: - Junior: spring - Senior: fall - Senior: spring	Pass the course (grade of D or above), PF/P listed on the transcript	Receives full credit; Will not be calculated in GPA
		Fail the course (less than D), PF/F listed on the transcript	Receive no credit; Will be calculated just like a grade of "F"

Throughout the semester, the student's work will be graded, including a final examination, to determine if the student has a passing grade. At no time in the future will the grade of pass/fail be converted to a letter grade.

To elect a course as pass/fail, the student must submit the Pass/Fail form to the Registrar before the drop deadline. The Pass/Fail form is located in the Office of the Registrar.

If there are spaces available, a student's desire to make use of the pass/fail option shall not be a criterion in determining his or her eligibility for the course or section.

A student must carry at least four courses with at least 12 credit hours during the semester in which the pass/fail option is sought. No student may take more than 15 hours of courses graded pass/fail.

## Receiving an "Incomplete" Grade

Students who find themselves unable to complete work for a course by the end of the regular term may ask that the instructor submit a grade of incomplete, "I." *Such a request should be made only for good cause.*

Instructors may request documentation in support of such request, if they choose, and have the authority to refuse a request. If the inability to complete the course is due to a personal nature, students or faculty may seek assistance from the assistant dean for academic advising and engagement in documenting the request reason.

An extension may be granted only by the appropriate academic dean as long as the instructor has completed the Incomplete Extension form, which must be returned to the Office of the Registrar.

Students participating in the study abroad program will also receive "I" grades prior to the Office of the Registrar receiving their official transcript. The 30 day rule does not apply to the study abroad program since it often takes longer to receive international records. Once the student's official academic record has been received from abroad the "I" grades will be converted to the actual letter grades.

Incomplete grades *must* be resolved within 30 days from the end of the final exam period in the fall and spring semesters. A similar 30 day deadline is enforced for incomplete grades incurred during the summer sessions. A student with an incomplete who does not finish within the 30 day time limit will automatically receive a grade of F.

## Dean's List

In order to qualify for the Dean's List in a given semester, a student must be registered as a full-time student for the semester and achieve a semester grade-point average of 3.5 or higher. In addition, the student must have received points for at least nine credit hours of coursework during the semester. No grade points are associated with the grade of HP, P or W.

A congratulatory letter and certificate are sent to Dean's List students by the appropriate Dean each semester.

## Independent Study or Research Project

Students who are interested in conducting an Independent Study or Research Project must complete the proposal form (see Appendix U) available online at [http://www.lemoyne.edu/registrar/forms/independent\\_study.pdf](http://www.lemoyne.edu/registrar/forms/independent_study.pdf) or obtained at the Office of the Registrar. The form should be signed by the supervising professor and department chair. Once the proposal is approved by them, the form must be submitted to the appropriate dean who will determine whether or not the independent study or research project will be approved.

The student must attach to the proposal a detailed description of the project indicating; topic to be studied, goal to be achieved, methodology, and end product. The supervising teacher will also need to describe the schedule of supervision and evaluation procedure, including the specific elements to be evaluated and their relevant weighting in the final grade. The proposal must be submitted to the appropriate dean by the last day to add courses in any given semester. The dean will keep the original form and a copy of the first page will be sent to the Office of the Registrar to then register the student for the correct course.

## Credit-bearing Internships

Many departments and programs of the College maintain affiliations with businesses, government offices and social service agencies. Students majoring in many of Le Moyne's disciplines have the opportunity to participate in an internship at some point during their undergraduate program. Students can obtain a listing of the Internship Standards and Procedures form in the Office of the Registrar. In general, grades for credit-bearing internships are High Pass (HP), Pass (P), and Fail (F). Interested students should apply to the chair of the department in which the internship is desired and/or the faculty member coordinating the internship. For more information on Internships, contact the Associate Director of Global Education and Internships within Career Services.

## Beyond 18 credits in a Single Semester

Undergraduate students are considered full-time when they are registered for 12-18 credit hours in a single semester. Within this range of credit hours, students are charged the standard tuition fee. Students may choose to register for more than 18 credits. Students who have earned a 3.25 grade point average in the previous semester, can obtain approval for this credit overload by submitting a copy of their completed add/drop form to the Registrar. All other students must submit their request to the Assistant Dean for Academic Advising and Engagement. If approved, the form should then be submitted to the Registrar's Office to enroll the student in the additional course(s).

Students taking more than 18 credits in a single semester will be charged an extra per credit hour fee, as indicated in the current *College Catalog*, with one exception. Students enrolled in the Integral Honors Program are exempt from being charged the additional fee when taking more than 18 credits.

## Taking Courses at Another Institution

Prior to taking any courses at another institution, students need to obtain permission if they want to receive transfer credit to be applied to their Le Moyne degree. In order to obtain permission, the student must complete either the Approval to Take Major, Major Support, and Elective Courses at Other Institutions form (see Appendix V) or Approval to Take Core Courses at Other Institutions form (see Appendix W) obtained at the Office of the Registrar or available for download at

[http://www.lemoyne.edu/registrar/forms/course\\_approval.pdf](http://www.lemoyne.edu/registrar/forms/course_approval.pdf) or  
[http://www.lemoyne.edu/registrar/forms/core\\_approval.pdf](http://www.lemoyne.edu/registrar/forms/core_approval.pdf).

For approval of major, major support, or elective courses, the department chair of the student's major must grant permission. For approval of core courses, the director(s) of the core curriculum must grant permission. These individuals will indicate on the form the Le Moyne equivalency for the transfer course.

While students must take their last 30 credit hours at Le Moyne College, they can ask to be exempt from this policy by contacting the appropriate academic dean.

Students must request that an official transcript be forwarded directly to Le Moyne's Registrar's Office from the college where the course was taken. Upon completion of the course, the student will receive transfer credit provided he or she has achieved a grade of a "C-" or better. This course grade will not affect the student's GPA at Le Moyne College but will be earned credit toward the degree.

## Leave of Absence or Withdrawal

Students can voluntarily discontinue enrollment at the College in one of two ways: by applying for (1) a leave of absence or (2) a withdrawal in good standing. After the two-year time frame, students who have not returned from a leave of absence must reapply to the Admission Office. A withdrawal from the College is processed when a student decides to permanently leave the institution for medical, financial or personal reasons or if transferring to another institution. If a student withdraws from the College in good standing, he or she may apply for readmission to Le Moyne at any time. Applications to discontinue enrollment are granted only if students are not undergoing dismissal proceedings for poor scholarship or misconduct.

To apply for a leave of absence or withdrawal, students should complete an Enrollment Status Change form. It can be downloaded at [http://www.lemoyne.edu/registrar/forms/enrollment\\_status.pdf](http://www.lemoyne.edu/registrar/forms/enrollment_status.pdf) or can be obtained at the Office of the Registrar.

Failure to complete this form may result in an unauthorized withdrawal that may jeopardize subsequent application for readmission. Students must return the form to the Center for Academic Advising and Engagement, and must meet with the Director of Student Outreach and Engagement to discuss their leave. Students who have withdrawn in good standing may apply for readmission to the College at any time by completing a one-page readmission application obtained from the Admission Office.

Advisors should note that students on leave of absence will continue to be listed as your advisees. They will be listed as on hiatus when you view “My Advisees” in Echo. You may be contacted by these students when they are preparing to return to Le Moyne and need assistance with registration.

## Appealing or Grieving a Grade

A leave of absence from Le Moyne is for a definite period of time, is considered temporary, and may be renewed in writing for up to two years. It may be terminated by registering for courses again or by officially withdrawing from the College.

If a student feels that he or she received an unjustly low grade, the student has the opportunity to appeal it within 30 days following the date of issuance of the grade (the date on which grades are due at the Office of the Registrar or, in the case of incomplete, the date on which the “I” is removed). The student should inform the professor of his or her dissatisfaction and

arrange a meeting to discuss the grade in question. At this meeting, the professor will provide the student with the final examination paper if it is relevant to the question.

If the grade decision is not satisfactorily resolved at this meeting, the student may seek the intervention of the professor's department chair. The chair will discuss the grievance with both the student and the professor (either individually or together) and will make a recommendation to the student and the professor as to the disposition of the grade. If the department chair is the professor, the senior member of the department other than the course instructor shall hear the appeal.

If the student feels the problem is still not satisfactorily resolved, he or she may appeal to the appropriate dean overseeing the course, e.g., a Business major who is grieving an English grade will bring the appeal to the Dean of Arts and Sciences. The student and the professor shall submit in writing their positions in the matter. The academic dean may also request a written recommendation from the department chair. (These documents are not intended to preclude meetings between the academic dean and the student, the professor and/or the department chair.) The academic dean shall then forward written recommendation to the student, the professor and the department chair. Within 15 days, the professor shall give written notice to the student of the final disposition of the grade with copies to the academic dean and the department chair.

If needed, the student may appeal the decision of the academic dean by contacting the academic vice president.

## Retaking a Course

If a student retakes a course already taken at Le Moyne College, both the original grade and the new grade will appear on the transcript. However, if the student failed (F, WF or PF/F) the course the first time, only the second grade will count in the calculation of the grade point average. No course may be taken more than once under this rule.

The repeated course must be taken at Le Moyne, must be the same as the original (same course number, same course title), and must be passed in order for the original grade to be removed from calculation. If a student passed the course the first time, both grades will count in the calculation of the grade point average. However, the course will apply toward the student's degree program only once.

Students may not register online via WebAdvisor for a course in which they previously received an F, WF, PF/F, W, or NC. If this is the case, advisors

should instruct students to ask the Registrar's Office to enroll them in the repeated course.

## Change of Name, Address or Marital Status

Students can indicate changes in name, marital status, permanent or local address, address for a parent, guardian or spouse and directory information suppression. It is very important that the Office of the Registrar is aware of the student's most up-to-date information.

Students must notify the Office of the Registrar of a change in name, address or marital status. To record a change in name or marital status, a student should fill out the Name/Status Change Form. Name changes and marital status changes require the Office of the Registrar see the original marriage certificate, divorce decree or court order. To record an address change, a student should fill out the Address Change Notification. Both are located at the Office of the Registrar.

## Study Abroad

Students are strongly encouraged to participate in a semester-long or year-long study abroad program. However, it may be difficult for students in some majors or courses to study abroad, e.g., education concentration or accounting. These students may find that intersession or summer programs may be more applicable to their schedule.

Students interested in studying abroad should do the following:

1. *One year* before planning to travel abroad, attend a mandatory information coordinated by the study abroad office to discuss their interests and learn about their options.
2. Obtain approval from the department chair of their major by completing the Request for Study Abroad Approval, obtained at the mandatory meeting.
3. Seek approval from the appropriate academic dean, if the student is planning to study abroad during their last 30 credit hours.

Prior to studying abroad, students will seek approval for their anticipated courses from the appropriate department chairs. While abroad, students will remain registered at Le Moyne, enrolling in 15 credits of independent study within their major "taught" by the study abroad coordinator. Upon conclusion of the semester or year abroad, students must have an official transcript sent to

Le Moyne College's Registrar's Office in order for the independent study to be replaced by the course equivalencies, as indicated on the Course Approval Record. Students participating in approved study abroad programs will receive actual letter grades for their work done abroad and it will impact their grade point average.

## J-mester, May-mester and Summer Sessions

The Center for Continuing Education administers J-mester, May-mester and summer sessions for all students, including non-matriculated and visiting students. Further information regarding course availability, tuition costs and registration can be obtained on the Center's Web site.

## Obtaining a Transcript

Students requesting a copy of their official transcript can do so by filling out a Transcript Request form (see Appendix Y). The form can be downloaded at <http://www.lemoyne.edu/registrar/forms/transcript.pdf> or can be obtained at the Office of the Registrar. The first transcript is free, and a \$5.00 fee is charged per copy thereafter. Students can indicate if they wish to have the transcript mailed, picked up, held for their end semester grades or held until their degree is posted. If choosing to have the transcript mailed, the applicant is responsible for indicating the correct address.

## Eligibility to Walk at Graduation

The May commencement ceremony is for students who have either graduated the previous December, are graduating in May, or plan to graduate in August. Students who are set to complete their studies during the coming summer sessions can petition to graduate at the previous May ceremony. For example, the May 2011 ceremony included December 2010 graduates and potential August 2011 graduates, in addition to those completing the program during May.

During the summer before the students' senior year, the Registrar mails updated Degree Audit information. Students should check these forms and meet with an individual from the Office of the Registrar during the fall semester of their senior year. In order for a student to be included in the commencement program, he or she must complete an Application for Graduation and review the degree audit with the Office of the Registrar. If a student does not fall within the above time frame, i.e., the degree audit shows that the student will not be able to graduate by August, the student can petition the appropriate dean's office to walk at the May graduation ceremony.

## Campus Resources



### Section 4



*Here you will find information about Le Moyne campus resources and referral information.*

**A**s advisors, you will at times have students who wish to share personal concerns and/or experiences with you that you may or may not feel comfortable discussing. This section should assist when referring students to appropriate resources.

Advisors should also refer to Le Moyne's *College Catalog*, *Student Handbook*, or web site to get more information about any of the offices listed. Individuals in these areas would be happy to assist you and your students.

### Referring Students

Why	Who	Where
<b>Advising Concerns</b>	Center for Academic Advising and Engagement	445-4624
<b>Alumni Activities</b>	Office of Alumni and Parent Programs	445-4563
<b>Arts and Sciences Division</b>	Dean of Arts and Sciences	445-4310
<b>Athletic Programs</b>	Faculty Athletic Representative	445-4450
<b>Bill Payment</b>	Bursar's Office	445-4350
<b>Career Planning and Off-campus Employment</b>	Office of Career Services	445-4185
<b>Community Service</b>	Office of Service Learning	445-4791
<b>Computer Assistance</b>	Information Technology	445-4579
<b>Continuous Learning</b>	Center for Continuing Education	445-4141

## SECTION 4: CAMPUS RESOURCES

<b>Course Overloads</b>	Ass't Dean for Academic Advising and Engagement	445-4597
<b>Disabilities</b>	Disability Support Services	445-4118
<b>Drug/Alcohol Concerns</b>	Wellness Center for Health and Counseling	445-4195
<b>Emotional Concerns</b>	Wellness Center for Health and Counseling	445-4195
<b>Foreign Language Placement</b>	Foreign Language Department Chair	445-4346
<b>Financial Aid Concerns</b>	Office of Financial Aid	445-4400
<b>Getting Involved</b>	Campus Life and Leadership	445-4525
<b>Health Issues</b>	Student Health Service	445-4440
<b>Housing Matters</b>	Campus Life and Leadership Office	445-4580
<b>International Students</b>	Director of Student Outreach and Engagement	445-4275
<b>Learning Communities</b>	Ass't Director of Student Advising and Outreach	445-4277
<b>Library Information</b>	Noreen Reale Falcone Library	445-4320
<b>Management Division</b>	Dean of Management	445-4280
<b>Non-discrimination Issues</b>	Assistant Vice President for Student Development	445-4525
<b>On-campus Jobs</b>	Office of Financial Aid	445-4400
<b>Personal Concerns</b>	Wellness Center for Health and Counseling	445-4195
<b>Security Concerns</b>	Security Office	445-4444
<b>Spiritual Exploration</b>	Campus Ministry	445-4110
<b>Studying Abroad</b>	Career Services	445-4185
<b>Summer Classes</b>	Center for Continuing Education	445-4141
<b>Textbooks</b>	Campus Store	445-4130
<b>Transcripts</b>	Office of the Registrar	445-4456
<b>Tutoring</b>	Academic Support Center	445-4118
<b>Work-study Jobs</b>	Office of Financial Aid	445-4400
<b>Writing Assistance</b>	Academic Support Center	445-4118
<b>Writing Proficiency</b>	Director of the Writing Program	445-4392

## Academic Advising Committee

The Academic Advising Task Force meets continually throughout the academic year to strengthen the academic advising program at Le Moyne College. Advisors are encouraged to contact any members of the task force to offer suggestions or provide input on the advising program. For a current listing of the committee members, please contact the Center for Academic Advising and Engagement.

## ATHLETICS

If you are dealing with, or simply suspect, academic difficulties with any of your student athletes, do not hesitate to contact the Associate Athletic Director for Student Athlete Success and liaison to the faculty. In addition, you may contact Le Moyne's Faculty Athletic Representative.

Referrals:

Jeanne Murphy  
Associate Athletic Director for Student Athlete Success/SWA  
[dupreejc@lemoyne.edu](mailto:dupreejc@lemoyne.edu)  
X4413

Dr. Shawn Ward  
Faculty Athletic Representative  
[ward@lemoyne.edu](mailto:ward@lemoyne.edu)

## Division of Student Development

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

Areas included in the Division of Student Development include academic advising, academic support, disability support, service learning, first-year student and transitions, student outreach and engagement, career planning, security, campus life and leadership, student conduct, new student orientation, multicultural affairs, campus ministry, wellness center for health and counseling, Sodexo dining services and event planning. The Vice President for Student Development is the College's chief student development administrator and supervises these offices that work to enhance the quality of student development and assisting students to integrate their co-curricular and curricular experiences.

### ACADEMIC SUPPORT CENTER

***Academic Support Services:*** Le Moyne students are encouraged to take advantage of the free services offered by the Academic Support Center (ASC). Located on the first floor of the library, the center provides tutoring, study groups, individual consultations and workshops for all students seeking to improve their academic performance. The ASC also coordinates the academic support services for students with disabilities and students on academic probation. The staff consists of a director, assistant director, a director of disability support services, an academic support manager, a professional writing tutor and several writing fellows and numerous peer tutors offering assistance in more than 25 disciplines. Our professional writing tutor is also available for students for whom English is not their primary language.

***Tutoring:*** Free one-to-one tutoring is available during the academic year (while classes are in session) at the ASC for 100- and 200- level courses in mathematics, economics, philosophy, the natural sciences, and foreign

languages, among other disciplines. Writing fellows are available to offer support and assistance with written assignments for any course. Students should call or visit the ASC to set up an appointment with a tutor. In addition, the ASC collaborates with the chemistry department to offer weekly workshops in some chemistry courses. The ASC also works closely with faculty to coordinate study groups for first-year learning community students. Workshops are available upon request. All peer tutors are recommended by the faculty and receive thorough and continuous training. The ASC's professional staff supervises tutoring services. Students on academic probation are required to visit the ASC and are often recommended for tutoring in individual course work which they have found challenging. For more information, contact (315) 445-4118.

***Learning Strategies Assistance:*** Through the Academic Support Center, individual and group support is available to students interested in strengthening their learning strategies (e.g., time management, note-taking and test prep strategies). Students are welcome to set up individual appointments with either the director or assistant director of academic initiatives in the ASC to learn more.

***Disability Support Services:*** The office of Disability Support Services (DSS) in the Academic Support Center arranges academic accommodations for eligible students with disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students with disabilities are encouraged to contact the director of the DSS as soon as possible to ensure that academic accommodations are made in a timely manner. Written documentation attesting to the existence of the disabling condition, signed by a licensed professional, is required before academic accommodations are implemented. For more information about documentation requirements, review the DSS web site (<http://www.lemoyne.edu/dss/docs>).

Non-academic services for students with disabilities are coordinated by the assistant vice president for student development (315-445-4526) and the assistant dean for student development (315-445-4525). Temporary academic accommodations for students experiencing short-term disabling conditions may be discussed with the director of Disability Support Services.

## CAMPUS MINISTRY

Campus Ministry seeks to serve the entire College community from the perspective of faith. An attitude of genuine respect is promoted toward all religious faiths and Christian denominations. The professional staff offers opportunities to experience worship, community, volunteer service, spiritual development and consciousness-raising.

Campus Ministry provides leadership and opportunities for community worship at Le Moyne and encourages students to become involved as lectors, ministers of the Eucharist, members of one of the music groups or members of committees which plan upcoming liturgies.

Retreats at Villa Le Moyne are offered each semester to help members of the College community come to a deeper appreciation of their faith and to give a foundation in Christian spirituality from which service should flow. Campus Ministry is also involved in sacramental preparation ministry for baptism, confirmation and Eucharist.

Campus ministers are available to assist students in resolving matters of religious and spiritual concerns in a confidential setting. The campus ministers welcome all to use the chapel facility for relaxing, reading and informal gatherings.

Everyone is invited to participate in *Projects in the Community* which enables volunteers to use their time and talents to work with after-school recreation programs, to tutor local neighborhood children or to assist at one of the area shelters or community dining rooms. The Office of Campus Ministry also organizes service trips to Appalachia and various urban areas during the College breaks.

***Chaplains in Residence.*** While living in residence, Residence Chaplains share experiences common to students living in their respective residence halls. Most of these Chaplains are either Jesuit priests or members of the Campus Ministry staff who advise students regarding personal, spiritual and academic matters.

Beth Scanlon	Dablon Hall	445-4653	scanlela@lemoyne.edu
Rev. James Dahlinger, S.J.	Townhouses and Mitchell Hall	445-4615	dahlinjh@lemoyne.edu
Rev. Robert Scully, S.J.	Foery Hall	445-4641	scullyre@lemoyne.edu
Rev. Donald Maldari, S.J.	Nelligan Hall	445-4651	maldardc@lemoyne.edu

## CAREER SERVICES

Preparing for future careers, obtaining professional employment, pursuing graduate or professional education are all very important concerns of college students. The Office of Career Services' mission is to provide guidance,

resources and opportunities that assist Le Moyne students in discerning career alternatives, securing employment and pursuing graduate or professional education.

Career Services offers many programs and resources to support its mission and the career development needs of its students. Individual consultation, coaching and counseling are available with experienced career development professionals. Seminars and workshops on a variety of topics including resume writing, interviewing and graduate school planning are offered regularly. Up-to-date resources on career alternatives, local and national employers, job opportunities and graduate school programs are maintained in a resource library as well as through a comprehensive web site. Internship advisement and referral is provided.

Recruitment programs featuring employers from a variety of industries are conducted on campus, through joint consortium programs in the region and on-line through the Internet. First-year students and sophomores are encouraged to explore majors and careers with the help of Career Services. Students are advised to engage in career development activities through Career Services beginning early and continuing up to graduation. Alumni of the College are also eligible for career services. Career Services also houses programs for Study Abroad and Internships.

### **WELLNESS CENTER FOR HEALTH AND COUNSELING**

Quite frequently throughout their college careers, students are faced with the need to make decisions and solve problems concerning their academic and personal lives.

To meet those student needs, the Wellness Center for Health and Counseling, located in Romero Hall, offers:

- The Stress Management Institute
  - Stress Assessment
  - Individualized Stress Chart
  - Biofeedback
  - Individualized Stress Workshops
  - Personal Exploration Interviews
- Information about the Center and personal growth/counseling issues
- One-to-one and group personal exploration opportunities (call 445-4195 to arrange a meeting).
- Individual counseling by appointment or on a walk-in basis, as available.
- Special events such as:

- Stress Free Zone (just before fall finals)
- Midnight Calm (just before spring finals)
- Substance abuse issues are also addressed at the Wellness Center for Health and Counseling. Assessment and individual counseling as well as support and education groups are available.
- Resources, videos, CD-ROM programs, brochures and books are available.
- Special programming by request for any group of students, as available resources permit
- Consultation
- Discussion/support groups, including “Making Connections” a homesickness support group for new students and a support group for students diagnosed with AD/HD

Additional discussion/support groups are offered, depending upon student interest. In the past, support groups have been provided for students affected by the loss of someone close to them, difficult majors or programs, issues associated with eating disorders, divorce in the family, and difficult or dysfunctional relationships. To participate in a discussion/support group on these topics or suggest a new topic, students should call or visit the center.

For specific information, check the center’s web page at (<http://www.lemoyne.edu/pgc/>). Call 445-4195 or visit the center in Romero Hall (across from Health Services in Seton Hall) to arrange a meeting or get more information.

Office Hours: 8:30 a.m.-4:30 p.m., or by appointment. In an emergency, call the Security Office at 445-4444 any time classes are in session to reach the counselor-on-call.

## HEALTH SERVICES

Student Health Services is available to all enrolled students. When courses are in session, the Student Health Service is staffed by registered nurses - Monday through Friday, 8:30 a.m. to 4:00 p.m. A physician is available to see students Mondays, Tuesdays, Thursdays and Fridays from 8:30 a.m. to 9:45 a.m. A nurse practitioner is available on Mondays, Tuesdays, Wednesdays and Fridays from 10:00 a.m. to 2:30 p.m.

All students must have a health report and immunizations on file in the Health Office. Services offered include emergency care, treatment for injuries and illnesses, medical consultations and referrals, health counseling, allergy injections, laboratory tests, and other procedures ordered by Le Moyne physicians or students' private physicians. During the hours that the Health

Office is closed, students should contact the office of Campus Safety and Security.

### **NON-DISCRIMINATION**

Le Moyne College subscribes fully to all applicable federal and state legislation and regulations (including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972 (“Title IX”); Section 504 of the Rehabilitation Act of 1973 (“Section 504”); the Americans With Disabilities Act (“ADA”); the Age Discrimination in Employment Act; the Age Discrimination Act; and the New York State Human Rights Law) regarding discrimination. The College does not discriminate against students, faculty, staff or other beneficiaries on the basis of race, color, gender, creed, age, disability, marital status, sexual orientation, veteran status, or national or ethnic origin in admission to, or access to, or treatment or employment in its programs and activities.

For further information or to discuss a confidential matter, please contact the College’s Age Act, Title IX, and Section 504/ADA Coordinator: Assistant Vice President for Student Development and Multicultural Affairs at 445-4525.

### **OFFICE OF CAMPUS LIFE AND LEADERSHIP**

Professional Area Directors (AD) and Graduate Residence Directors (RD) are staff members who reside in each of the College's main residence halls. Responsible for supervision of a resident assistant staff, the AD/RD coordinates all day-to-day operations of their respective residence hall. Other responsibilities include advising clubs, assisting in the development of educational, cultural, recreational and social programs and serving as assistants in other Office of Campus Life and Leadership and Student Development areas.

Director for Campus Life and Leadership	445-4689
Associate Director for Campus Life and Leadership	445-4522
Dablon/Le Moyne View Area Director	445-4519
Foery Hall Residence Director	445-4250
Nelligan/Houses Area Director	445-4588
St. Mary’s/Le Moyne Heights Residence Director	445- 4720

Harrison Residence Director	445- 4581
Mitchell/Townhouses-Residence Director	445- 4680

***Undergraduate Resident Advisors.*** Resident Advisors (RAs) are a vital component of the residence community. RAs are selected following an intensive screening process and reside on each floor of the residence halls. RAs are responsible for advising and referring students experiencing academic and personal difficulties, understanding and enforcing College policies, and creating a healthy residential environment.

### SERVICE LEARNING

Service and learning together are accomplished in a variety of ways on campus, often with the assistance of the director of service learning.

As a credit-bearing endeavor, service learning is a required component of the political science major, and is an option within some courses in the psychology and other departments. In addition, the college offers opportunities for service and learning together through several programs:

- *Projects in the Community* (PIC) involve weekly/monthly service to the community, or “one-time” opportunities for service.
- Alternative Breaks involve travel and service within the United States as well as one international trip per year. They aim to expose the students to faith communities and expand their vision of the five pillars of the Alternative Break experience: community, service, simplicity, prayer and social justice.

The Director of Service Learning is located in RH 344, X5438.

### STUDENT OUTREACH

While it is integral to Le Moyne’s mission for faculty and administrators to encourage students to seek their assistance, sometimes students are at a crossroads and need additional, immediate, or more intensive support for academic success. Students can also experience extenuating personal circumstances during their time at Le Moyne that will affect their academic performance and their life at the College. For that reason, the Center for Academic Advising and Engagement also operates an Office of Student Outreach and Engagement. Its director serves as a student advocate

who is an ombudsman for student concerns and who supports faculty in their connections with students. The director can be reached at (315) 445-4275 or at 445-4597.

## Noreen Reale Falcone Library

The library is located at the southwest corner of the campus. The two-story building, constructed in 1981, has a capacity of over 250,000 volumes and seating for 500 people. It currently houses over 246,000 volumes, 5,000 e-books, 1,218 print and 4,500 electronic periodical subscriptions, 563,410 microform units, 1,212 graphic materials, 3,680 audio recordings, and 6,729 video recordings. The library's collections, policies and services are discussed in a series of guides. Copies of these guides are available in the reference area, as well as on the library's home page. The library's home page contains links to 100 databases providing access to research materials in all disciplines, in print and electronic formats. An international computerized database of over 50 million records, contributed by over 15,000 libraries, is used for the acquisition, cataloging and interlibrary borrowing of materials. When the library does not own the materials a student needs, this system is used to borrow those materials from another library in the region, New York state or elsewhere. When classes are in session, library hours are below. Vacation and holiday hours will be announced.

Monday-Thursday . . . 8:30 a.m. - midnight  
 Friday . . . . . 8:30 a.m. - 8 p.m.  
 Saturday . . . . . 9 a.m. - 8 p.m.  
 Sunday . . . . . 12 noon - midnight

## Sexual Harassment

Le Moyne College recognizes its obligations to promote an environment and collective attitude which encourages students, faculty, staff and administrators to serve others, participate in the life of the College, and act as responsible members of the community. Sexual harassment and nonconsensual activity undermine the dignity of individuals and the principles of equality and respect for others. Le Moyne College does not condone or tolerate any verbal or physical conduct that would constitute sexual harassment or nonconsensual activity as defined by the school's policy. Any student, faculty, staff, or administrator who engages in such conduct will be subject to disciplinary action in accordance with the guidelines in the College policy.

Each year, sexual harassment officers and board members are selected. These individuals, made up of faculty, administrators, staff and students, are the first point of contact for anyone with charges, questions, or other issues related to this policy. They can advise Le Moyne College community

members about the means of resolution which may include informal mediation or formal charges. Any individual who wants to discuss an incident or issue can contact either of the Sexual Harassment Officers or any of the Sexual Harassment Board Members. For a listing of current board members/officers or for more detailed information, view the sexual harassment information at [www.lemoyne.edu/human\\_resources/harass.htm](http://www.lemoyne.edu/human_resources/harass.htm)

## Student Research

The Le Moyne College Scholars Program provides opportunity for undergraduate students to obtain institutional funding and credit for performing research and scholarship under the direction of a faculty member. To qualify, students must submit detailed proposals concerning their intended research. A committee, consisting of faculty and a student chosen by the Academic Affairs Committee of the Student Government Association, will consider proposals for a variety of independent research activities, including but not limited to: travel to archives, laboratory expenses, photocopying and mailing expenses (e.g., for distribution of surveys), subject stipends, fieldwork expenses, and travel to conferences to present research. Stipends for students themselves and faculty supervisors are not permitted. Students receiving these awards are honored as they present their work at the Le Moyne Scholars Day.